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A Study about the Impacts of Coach Behavior on Athletes' Motivation: A Case Study of University's Student-athletes

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Abstract: *The aim of such a research paper is to identify the impacts of coach behavior on the motivation of student-athletes at the university level. A quantitative method of research is used with a descriptive research design and also follows the cross-sectional method of survey. A total of 370 student-athletes were included as samples from different public sector universities of Khyber Pakhtunkhwa (KP) Pakistan. The researcher has used two different scales, i.e. Coach Behavior and Athlete's Motivation, for the collection of data from the respondents. The output of the study corresponds with the literature. It was concluded that coach behavior has a substantial impact on the motivation of student-athletes at public sector universities in KP Pakistan. Keeping in mind the restriction of the study, more investigations are needed to modify the findings. The current study has made efforts to provide realistic data to the public sector universities of KP, which will support the coaches to apprehend the coaching techniques to increase the motivation of the student-athletes at the university level.*

Introduction

Coaching is about inspiring your team, boosting their self-esteem, and giving them the abilities they need to develop and cooperate successfully, all while making sure that the coaching leader is behind them (Edrak, Gharlegghi, & Seng, 2013). It is a way of unlocking a person's potential to improve one's own performance" (Doran, Noonan, & Doody, 2019). Coaches have critical responsibilities in sports, as they are accountable for a variety of outcomes related to player development and performance (Yurko, Ventura, & Horowitz, 2019). Coaches' interactions with their athletes have an impact on both skill

development and psychosocial consequences (Cranmer, 2018). A coach is one who assists athletes in improving their performance to the maximum level possible (Morin, Samozino, & Cross, 2017).

Similarly, the role of the coach is perceived as extremely difficult, as coaches in most settings must fulfil a number of responsibilities such as practice and game strategy preparation, organizational tasks, and athlete mentorship, which includes more than just teaching core skills and tactics (Rijcke, Franssen, &

Hammarfelt, 2016). Cress and Eklund's qualitative investigations on athlete burnout, which is linked to discontent in the coach-athlete relationship, such as disagreements, lack of communication, and a lack of empathy in coaches (Querfurth-Böhnlein, Schücker, & Strauss, 2021). Athlete burnout was found to be strongly predicted by unpleasant social interactions, such as giving unwelcome advice or intervening without an athlete's permission, refusing to support an athlete when they ask for it, and disdaining those who are commonly recognized in sports (Gioia, Griffiths, & Boursier, 2020).

These empirical findings support the concept that coaches should seek out and use strategies that sympathize with and assist players (Kiambi & Shafer, 2016). Coaches' actions are crucial in assisting individuals or groups in achieving their objectives (Sung, Wang & Leahy, 2015). Even though many previous types of research on coaching behavior have concentrated on defining the characteristics and types of coaching behaviors as well as the antecedent factors that affect coaching behaviors, investigations that explicate the results or impacts of coaching behavior are now required (Theeboom, Beersma, & van Vianen, 2014).

As a coach, one of your most important responsibilities is to inspire coaches to assess themselves and discover the hurdles which have been preventing them (Reid, 2021). Some coaches develop a favorable attitude toward their players because they feel their actions will impact their athletes' conduct (Ferguson, Liddle, & Vella, 2019). The actions of a good coach have an impact on the athlete's development and connection as well (Davis, Prentice, & Zivkovic, 2017). For instance, athletes must interact with their coach during every practice and match as they track and evaluate skill and performance (Watkins, & Lee, 2016). According to earlier research, a player's performance in a game was affected by their coach's behaviour (Juliff, Halson, & Peiffer, 2015).

For example, the coach's positive and negative rapport behaviors will influence the players' confidence and motivation, as well as raise or reduce their capacity for self-motivation and self-assurance in teamwork (Geenena, van Dama, & von Grumbkowa, 2013). According to the findings, each team sport may have a different perspective of their coach's actions based on their experience, gender, personality, or attitude (Elfiky, 2021). Furthermore, participants in all three types of sports may regard the coach as having better technique effectiveness if the coach has engaged in successful technical coaching behavior on a regular basis (Brown, Nickless, & Freeman, 2020).

Typically, the term "motivation" refers to the cause of someone or something starting, continuing, or stopping at a certain time (Butterfield, 2015). For athletes, the levels of motivation and situation moods are manifold. The more influence there is, the more probable it is that the state will affect behavior. This is typically connected to internal factors that influence an agent's behavior to be goal-directed (Park, Lee & Peters, 2017). Internal factors are challenging to quantify, which is why theorists with an empirical bent frequently choose definitions that are more directly related to observed behavior (Novak, 2019). One strategy is to describe motivation in terms of an animal's capacity for behavioral adaptation. Goal-directed behavior that changes as the animal acquires new experiences exemplifies this adaptability. Rats, for instance, may learn to find their way through challenging mazes in order to satisfy their appetite (Ueno et al., 2020).

Due to the link between effective communication and developing a strong coach-athlete relationship, coaches and their players might have similar objectives and explanations of success (Oztemel & Gursev, 2020). The effectiveness of communication between the coach as well as the athlete can therefore result in favorable interactions that can enhance the athletes' performance or increase their happiness

with their performance while reducing the dropout rate or the degree of stress (Pacewicz, Mellano, & Smith, 2019). Athletes in a variety of sports typically avoid coaches or head coaches when they approach them for guidance or feedback on how to improve performance, and they make an effort to avoid making eye contact (Kinnerk, MacDonncha, & Lyons, 2018). It is anticipated that efficient and effective communication will be crucial to maximizing the benefits of education in these sporting contexts, including performance improvement and team cohesion (Wamba, Dubey, & Childe, 2017).

Athletes' well-being and psychological health are impacted by their participation in sports, which includes a variety of perceptual positive emotions (Tang, Sullivan, & Chang, 2015). Coaches are crucial components of the social environment that may affect stress and how athletes become exhausted. Specifically, coaches are important parts of the social environment that may affect stress and how athletes become exhausted (Kieft, Francke, & Delnoij, 2014). Positive social connections in the athletes' environment have the potential to enhance their development and performance (Raspopow, Abizaid, & Anisman, 2013). Conversely, unfavorable, dismissive, or apathetic attitudes that define poor social interactions (with coaches) might impede development and result in an unpleasant athlete experience (Farias & Pilati, 2021).

For the study's second goal, the elements were evaluated using an independent sample T-test that influences coaching conduct in team sports, and it revealed both Positive rapport and Physical Training and Conditioning showed substantial gender disparities (Kale, Özmusul, & Heper, 2019). For example, Bunning and Thompson showed that effective, successful, interesting, diverse, well-structured, well-organized practice sessions and challenging goal-setting procedures enhanced the longing to play among female softball athletes (Maisel, Lazaroff, & Alam, 2018). This present study found

a difference between male and female athletes' coach conduct in physically fit, physically prepared, and physically demanding programs, implying that coach methods differ (Holden, Pugh, & Schwarz, 2017). Aside from that, the coach may have taken gender into account while determining the degree or intensity of the exercise (Kiritchenko, Mohammad, & Salameh, 2016). Coaches may also take into account an athlete's belief in his or her capacity to do well in physical preparation for a sport. Coaches with poor personal rapport, on the other hand, demonstrated a distinction between male and female players (Saw, Main, & Gastin, 2015).

Some research work has confirmed that coach behavior has a paramount role in increasing the motivation of student-athletes (). Likewise, other studies analyzed the strong impacts of coach behavior on the student-athlete's motivation (). While relating this study about the impact of coach behavior with the development of athlete's motivation, such study will build a positive image of coach behavior.

The Objective of the Study

1. To analyze the association between coach behavior and athlete's motivation.
2. To determine the impacts of coach behavior on athletes' motivation.
3. To find out differences in the means score of gender in regard to coach behavior and athletes' motivation.

Literature Review

The process of inspiring athletes who participate in sports is critical because encouraging people to do so contributes to their future development, especially their performance. According to several research, teaching approaches that emphasize supporting students' autonomous motives, such as their preferences, requirements, interests, and personal objectives, can stimulate high participation from students (Aminatun & Oktaviani, 2019). When coaches want to stress to players the aims of sports or elicit voluntary

participation in athletes' actions (during practice and training), as well as coaching that supports autonomy is essential, according to this research (Elbe, Kouli, & Sanchez, 2018). Furthermore, healthy communication between the coach and the athlete may be facilitated through coaching that supports autonomy, and effective communication is critical in this process (Battaglia, Kerr, & Stirling, 2017).

Athletes' motivation is a tool to stay committed to their sports activities, allowing them to remain enthusiastic, determined, and proud (Lautenbach, Leis, & Elbe, 2021). It's worth noting that athletes are driven and confident as a result of the treatment and compliments they receive from their coaches (Jimenez, Saks, & Domb, 2022). Coaches' communication channels remain one of the most important variables in boosting athletes' motivation. Support this position by stating that it is critical for the sake of the performance of the player; it is imperative that the athlete and coach communicate well on the field; perceive a cordial exchange between their coach and them communicating, they are more likely active in one's performance toward reaching their objectives. The importance of coaches' behavior and motivation has been observed by several researchers (Smith, Appleton, & Duda, 2017). Motivation is a component that contributes to an organization's performance, according to previous studies and Employees that are not motivated don't perform like they ought to (Brady, Crock, & Van Bavel, 2020).

According to the motivation theory, employees will increase performance (expectations), and expectations will increase remuneration (instrumentality), which will be desirable. This demonstrates that athletes must have a high amount of valence, usefulness, and expectation perception for their motivation to be high. Motivation is a key component in the world of sports that may inspire them to offer everything during practice or performance (Labib, Kaltenbrunner, & Tijdink, 2022). How far

athletes go toward their goals determines how well they perform. To achieve their goals, people need motivation, which is the component that affects how they act (Howard, Morin, & Van den Broeck, 2016).

In order to predict athlete burnout through psychological needs and motivational rules, the levels of authority and autonomy support in coaching acts have also been examined from a motivational aspect (Rocchi & Pelletier, 2017). If coaches are severe or controlling in their coaching methods or do not give their athletes enough liberty, athletes are more prone to experience higher degrees of burnout (Bandura & Kavussanu, 2018). The fact that athletes' impressions of their coaches' communication tactics affect the practice environment is one of the main factors contributing to the rising attention on communication in sports and involvement and athletic exhibition, as well as training (Ekstrand, 'Hooghe, & Pensgaard, 2019). One way that the strength of the coach-athlete partnership might affect interpersonal connections is through communication, which is a powerful coaching tool for developing and upholding coach-athlete connections (Blackett, Evans, & Piggott, 2021).

Hypothesis

1. There was a positive and strong association between coach behavior and athlete's motivation.
2. There was a positive and significant influence of coach behavior on athlete's motivation.
3. There were significant variances in the mean scores of gender in regard to coach behavior and athlete motivation.

Method and Material

Research Design

Research design is also concerned with the entire process used for the collection and analysis of data, as the study aimed to find out the role of coach behavior in athlete motivation. Therefore,

the researcher used a quantitative approach to find the current status of the problem. The nature of the current research was descriptive. The cross-sectional survey method was used for the collection of data.

Population and Sampling

In the current study, the population consist of student-athletes who were studying in all public sector universities of Khyber Pakhtunkhwa province, who have participated in the various games during the academic year 2021-22 and representing their parent university in the events organized by various organizations. The stratified sampling technique was used and selected 232 male athletes out of 1774 male athletes and 138 female athletes out of 170 female athletes.

Data Instruments

In the current study, the researcher had to find the relationship between two different variables, i.e. researcher used the Coach Behavior Questionnaire developed by (Kenow and Williams 1992) to investigate the influence of a coach's behavior and to measure the motivation of student-athlete. The researcher used the Athlete Motivation Questionnaire developed by Luc Pelletier (1995) to measure the student-athlete level of motivation. The researcher has validated the content of the scales among the experts in Sports Sciences & Physical Education. For internal consistency of the content of the scales,

the researcher followed the Cronbach alpha technique. The Cronbach-alpha value for Coach's behavior was 0.861, and for Athlete's motivation was 0.861, which indicated that both scales are highly reliable.

Data Collection Procedure

In the current study, the researcher personally visited all the sampled universities and met with the respondents and explained the purpose of the visit and requested them to fill out the questionnaire for the researcher. The researcher ensured the confidentiality and anonymity of the respondents and the responses which they would provide. The researcher guided them in filling out the basic information form and also the questionnaires. Some respondents filled out the questionnaire on the spot, whereas some promised to fill it out later on. The researcher insisted the respondents on volunteer participation and filling out the questionnaire as soon as possible. The researcher again visited the respondents who had promised to fill out the questionnaire later on and collected the respondent's questionnaires.

Data Analysis

In the current study, the researcher used the SPSS-26 version for data analysis. The researcher has also used both the descriptive type of statistic, i.e. frequency, percentage, mean and standard deviation and inferential statistic, i.e. correlation, regression and t-test.

Results

Descriptive Detail of the Study

Table 1

This table shows descriptive detail of the study.

S/No	Gender	Total student-athletes	Percentage
1	Male	232	62.70%
2	Female	138	37.29%
	Grand Total	370	100%

Testing of Hypothesis

There was a positive and strong correlation between Coach Behavior and Athlete's motivation.

Table 2

This table shows the relationship between Coach Behavior and Athlete Motivation.

	Coach Behavior	Athlete Motivation
Pearson Correlation	1	.738**
Sig. (2-tailed)		.000
N	370	370
Pearson Correlation	.738**	1
Sig. (2-tailed)	.000	
N	370	370

The correlation is significant at 0.01 level (2-tailed).

The result of Table 2 shows a high correlation between coach behavior and athlete's motivation. The researcher has used the Pearson correlation method for the analysis of the correlation between both quantitative variables. The analyzed data display that there is a positive and strong relationship between coach behavior and athlete motivation. The significant value between the two variables is .738 at 0.01 level (2-tailed).

The 1st hypothesis is accepted because the output of Table 2 show a high correlation between the coach's behavior and the athlete's motivation.

Testing Hypothesis

There were positive and significant impacts of Coach Behavior on Athlete's Motivation.

This table show result of the regression analysis.

Table 3

Correlation Analysis (Model Summary)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.862a	.744	.742	.33561

a. Predictors: (Constant), Coach Behavior

Table 4

Correlation Analysis (ANOVA)

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	119.947	2	59.973	532.458	.000b
	Residual	41.337	367	.113		
	Total	161.284	369			

a. Dependent Variable: Athlete Motivation

b. Predictors: (Constant), Coach Behavior

Table 4*Correlation Analysis (Coefficients)*

		Coefficients				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.484	.094		5.158	.000
	Coach Behavior	.260	.038	.264	6.835	.000

a. Dependent Variable: Athlete Motivation

The second hypothesis was about the effect of a coach's behavior on athlete motivation, wherein the results from regression revealed that 74.4% variance is evident in athlete motivation due to coach behavior. The results revealed further that the coach's behavior has a significant influence on athlete motivation (Beta = .260 & P-values = .000). Consequently, from the results of regression, the second hypothesis was accepted based upon results obtained through regression analysis to examine hypothesized assumed

relationship between the independent and dependent variables.

The 2nd hypothesis that there were positive and significant impacts of coach behavior on athlete's motivation is accepted.

Testing Hypothesis

There were significant differences in the mean score of gender regarding coach behavior and athlete motivation. This table shows the result of the T-test regarding mean variances of gender.

Table 5*Differences in view regard coach behavior and athlete motivation level based on gender.*

Variable	N	Mean	SD	DF	SIG
Coach Behavior	232	3.3966	.70581	368	.363
	138	3.4623	.60884	321.671	.345
Athlete Motivation	232	3.3789	.69284	368	.961
	138	3.3754	.60651	318.438	.959

The gender of the respondents of the current study was used as a demographic variable to examine the group mean differences. The results of the study show that status as per the classification (males and females) did not show any significance while applying the t-test. The variables of the study have shown insignificance in the test of significance (t-test), which means all the respondents concerning gender have equal views about the coach's behavior and athlete motivation. From the results, it is concluded that the status-based hypothesis (H_3) is thus rejected.

Discussion

The aim of the present study was to analyze the influences of coach behavior on athlete's motivation. The results of the current study indicated that the coach's behavior and motivational level ranged from average to high level. A positive and significant association between coach behavior and athlete motivation was found (i.e., Ali, 2017a,b; Ali et al., 2017; Ali et al., 2020a,b,c; Niqab et al., 2015). It was also found that coach behavior has a positive and significant impact on athlete motivation. No significant differences were found between male

and female athletes regarding the coach's behavior and athlete's motivation.

These findings are in proportion with the past results, indicating Coach Behavior affect sports motivation and participation among the students of the medical group in the university. In the current study, the independent variable (coach behavior) has found prominent effects on the dependent variable (athlete's motivation), and the Beta value for coach behavior is (.260). The result of the present study showed that coach behavior has a positive association with athlete's motivation levels. This effect may be because of the fact that the athlete's motivation was not being communicated in an organized manner. These findings are consistent with those of Wachsmuth, Jowett & Harwood (2017), who found that athletes developed various qualities such as team unity, social skills, proper time management, and effective decision-making through sport participation, despite the fact that their coach did not explicitly teach them to develop such characteristics through sport participation. Coaches' lack of knowledge about sports psychology and sports, according to local research, obstructs the development of various abilities through involvement in sports (; Shah, 2019). In addition, efforts must be made to organize and include sports coaches and trainers in sports psychological therapies (Khan & Shameem, 2020; Ali et al., 2022; Ali, 2020d; Ali, 2021a,b,c,d).

A previous study by Cranmer (2018) found that Coaches' interactions with their athletes have an impact on both skill development and psychosocial consequences. In light of the previous research work, the results of the present study found that coach behavior has created an important role in increasing motivation levels and abilities like social ability, confidence, discipline, decision-making ability and emotional control among athletes. These results recommend that coach behavior plays a significant role in the development of athlete motivation. Basically, these results may offer that

the coach should display a friendly and flexible climate to trainees where each athlete can share his feeling, demands and choices and can freely discuss their strategies. When the notion of self-determination is used in life skills research, it means that support for coach freedom meets the autonomy, skill, and connectivity requirements of athletes, allowing them to improve their life skills and motivation levels (Cope, Bailey, Parnell & Nicholls, 2017). However, because the three demands were not addressed in the current study, more research is needed to investigate particular causative factors.

The findings of the present study showed that the analyzed data indicated no significant difference between male and female athletes regarding the effects of coach behavior in increasing the motivation level of student-athletes. From the findings, it is obvious that respondents of both sexes realized the role of coach behavior in increasing athlete's motivation. This finding is similar to the study of Strandbu, Bakken & Sletten (2019) found that there is no statistically significant difference between male and female athletes regarding the role of coach behavior in enhancing their motivation level (e.g., Ali et al., 2016; Zeb, 2019).

Conclusion

The finding of the study analyzed that there are positive impacts of Coach Behavior on the motivation level of the student-athletes at the university level. The outputs of the study also determined that there is a positive and strong correlation between coach behavior and athlete motivation. The finding of the study also analyzed that there is no significant difference in the views of male & female student-athletes about the role of coach behavior in increasing the motivation level of the student-athletes. It is expected that such a research study would help in increasing the positive motivation of student-athletes by coach behavior by providing statistical data facts to all public sector

universities (KP), Sports departments and coaching centres in Pakistan.

Recommendation of the Study

1. The analyzed data showed that coach behavior has a prominent influence on athlete motivation. Hereafter, it is suggested that struggles should be done to harmonize and involve trainers and coaches of sports in involvement in sports psychology.
2. It is to be suggested that the concerned people of the Sports Science and Physical Education fields in Pakistan may utilize the vital role of coach behavior for the encouragement and development of athletes in a better way.
3. Demographic data indicated that all the respondents concerning gender have equal views about coach behavior and athlete motivation. Hereafter, it is recommended that policymakers, trainers and parents must pay attention to providing social and financial support to athletes in order to make them satisfied for better performance in sports competitions.

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