

RELATIONSHIP BETWEEN COACHES BEHAVIOUR AND SATISFACTION OF PROFESSIONALS AND NON-PROFESSIONALS ATHLETES

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Abstract

The present study examined the association between coach performance and satisfaction among professional and non-professional athletes. The sample in this study comprised 200 male and female athletes. 100 professional athletes, 50 male and 50 female, were chosen from various national teams and institutions. 100 non-professional athletes, 50 male and 50 female, were chosen from various schools and institutions. The demographic sample was compiled from various colleges, clubs, sports institutes of higher learning, and national teams. Data was collected using a method known as purposeful sampling. The Coaches Behavior Scale for Sports and the Athlete Satisfaction Questionnaire were used to evaluate the research variables. The purpose of this study was to find out whether a coach's attitude has an essential effect on improving player performance; coaches may have a substantial impact on an athlete's life independent of their engagement in sports. The findings confirmed all predictions, revealing that coach action is positively connected to athlete satisfaction, that male athletes are more pleased than female athletes, and that professionals are more contented than non-professional athletes. The findings indicate that there is a significant difference between professional and amateur athletes.

Keywords: Athlete; Athlete Satisfaction; Coaches Behavior; Professional Athletes; Non-Professional Athletes.

Introduction

Sports are a worldwide activity
that may be seen in the mountains, the sky,

the desert, on airplanes, and on the ground.

Sports have a global relevance in many

aspects of human existence. It addresses a wide range of physical, mental, emotional, psychological, and social illnesses, as well as serving as a medical instrument in the rehabilitation of health and medical conditions. Engaging in sports allows people to live an active and healthy lifestyle, teaches them various life skills that will help them in the future, and offers several health advantages. Sports provide several advantages and are practical in daily life. Sports are regarded as one of the most important aspects of educational institutions owing to their function in human development.

The mental health of individuals who engage in physical activity is significantly affected. People's free time is one of the primary causes of stress. When an individual engages in sports activities in his free time, then they can assess the impact of sports on mental recovery. Engaging in sports enhances individual motivation, self-esteem, and self-confidence and also lowers stress levels. Numerous positive benefits and development derive from participation in sports activities such as physical, psychological, emotional, and social development. Scientific studies have revealed that regular participation in sports activities has a positive effect on insulin sensitivity, blood pressure, and weight

management. Engaging in sports activities facilitates the productive use of free time. Playing sports helps people grow physically emotionally and psychologically (Balyi et al., 2003).

Khan (2014) mentions the well-known proverb, "The devil's workshop is an empty mind." Children who have free time are likely to engage in illicit behavior. Practitioners tend to be interested in applicable frameworks, whereas academics have veered toward managers' perceptions of coaching cultures (Ahrens et al., 2020). Parents and coaches have a tremendous effect on athletes' happiness and performance. A coach's primary goals are to optimize each athlete's potential, assist them to exceed their abilities, and establish a successful team. "Coaches have a reputation for playing a wide range of roles, including those of supervisor, educator, psychologist, friend, manager, personnel manager, donor, and role model" (Côté, 2004); additionally, coaches should in contrast to cameras that are constantly filming games to accurately evaluate the needs of their players and squad.

Ullah et al. (2021) investigated the effects of coaching conduct on athlete performance. The study's

participants were athletes from several areas in Punjab, Pakistan. The sample comprised 156 athletes. Participants were surveyed using the Coaching Behavior Scale for Sports (CBS-S) (Jean Cote). The study discovered that effective coaching tactics significantly improve athlete performance. Pido (2015) focused on investigating the relationships between athlete happiness, athlete variability, and different socioeconomic groups in coaching leadership. The Athlete Happiness Checklist (Riemer & Chelladurai 1997) and the Modified Leader Scale for Sports by Zhang, Jensen, and Mann (1997) were used. The study's sample included national athletes, and college and university students. A hundred people took part in the study. These findings reveal a substantial association between coaching methods and athlete happiness, in addition to a significant variation in athlete satisfaction among age groups. Habib Ullah et al. (2020) investigated the influence of coaching on athlete motivation. The CBS-S (Jean Cote) scale was used to assess coaching behaviors and gather data from 285 participants. As a consequence, coaching methods increased athlete

motivation.

Materials and Methods

Correlational research design was used in this study to investigate the relationship between coaches' behavior and athlete satisfaction. It determines how coaches' behavior improves athlete satisfaction. The sample comprised 200 athletes selected through the purposive sampling technique. There were 100 professional athletes selected from various national teams and clubs, including 50 men and 50 women. 100 non-professional athletes were selected from various schools and institutes, including 50 men and 50 women. The demographic sample originated from a variety of institutions, universities, clubs, sports academies, and national organizations. Coaches were evaluated using the 47-item Coaching Conduct Scale for Sport CBS-S (Côté et al., 1999). Cronbach's alpha values indicated internal consistency levels ranging from 0.70 to 0.90. The Athlete Satisfaction Questionnaire (ASQ; Riemer & Chelladurai, 1998), a 56-item scale, was used to measure athlete satisfaction. Cronbach's alpha value was 0.96.

Results and Discussion

Table 1 shows the variables of mean and standard deviation. Alpha reliability for Athlete Satisfaction Questionnaire ($\alpha=.987$) and Coaches Behavior Scale ($\alpha=.898$). The

reliability of the Coaches Behavior Scale subscales for exercise, technical skills, mental planning, establishing objectives, competitive strategy, positive rapport, and adverse rapport

results were .824, .896, .914, .926, .795, .851, .975, respectively. These results of the dependability coefficient suggested that the scale had a high level of internal consistency.

Table 1. Psychometric Properties of Coaches' Behavior and Athlete Satisfaction (N=200)

Scales	N	M	SD	Range		A
				Actual	Potential	
ASQ	200	219.90	72.76	3.55-4.14	56-392	.987
CBS	200	181.84	38.05	3.30-4.38	47-392	.898
PT	200	27.40	10.87	3.77-4.21	7-49	.824
TS	200	31.04	11.29	3.77-4.07	8-56	.896
MP	200	19.63	6.93	3.85-3.98	5-35	.914
GS	200	23.85	8.29	3.89-4.13	6-42	.926
CS	200	28.33	10.27	3.88-4.38	7-49	.795
PR	200	23.75	8.16	3.76-4.07	6-42	.851

Table 2. Correlation between Coaches Behavior and Athlete Satisfaction

Variables	1	2
Coaches Behavior	-	
Athlete Satisfaction	1.000**	-

***p* < .01

Table 2 shows the correlation between study variables revealing that coaches' behavior and Athlete Satisfaction have a significant positive correlation (*r* = 1.000, *p* < .01).

Table 3. Correlation between Sub-Scales of Coaches Behavior and Athlete Satisfaction

Variables	1	2	3	4	5	6	7	8
ASQ	-							
CB-PT	.858**	-						
CB-TS	.945**	.798**	-					
CB-MP	.847**	.751**	.816**	-				
CB-GS	.901**	.803**	.860**	.814**	-			
CB-CS	.849**	.741**	.797**	.773**	.811**	-		
CB-PR	.868**	.852**	.840**	.806**	.813**	.738**	-	
CB-NR	-.934**	-.813**	-.900**	-.818**	-.859**	-.811**	-.838**	-

***P* < .01, Note, ASQ =Athlete satisfaction Questionnaire, CB=Coaches Behavior, PT=Physical training, TS=Technical Skills, MP=Mental Preparation, GS=Goal setting, CS=Competition strategy, PR=Positive rapport, NR= Negative rapport, M=Mean, SD=Standard deviation.

Table 3 shows the correlation between the study variables. The correlation between

athlete satisfaction and the sub-scale of coaches' behavior-negative rapport was found

to be significantly negative ($r = -.934$). The correlation between athlete satisfaction and the sub-scales of coach’s behavior, physical training, mental preparation, goal setting,

competition strategy, and positive rapport was found to be significantly positive ($r = .858, .945, .847, .901, .849, .868$).

Table 4. Mean Differences of Gender on Coaches Behavior and Athlete Satisfaction (N=200)

Variable	Male (100)		Females (100)		T (198)	P	Cohen’s d
	M	SD	M	SD			
ASQ	239.90	74.22	199.91	65.77	4.03	.000	0.57
PT	25.50	10.73	25.50	10.73	2.50	.13	0.35
TS	33.23	11.77	27.87	10.40	3.41	.001	0.48
MP	21.44	6.97	17.83	6.44	3.80	.000	0.53
GS	25.72	8.79	22.01	7.35	3.23	.001	0.45
CS	31.42	10.72	25.29	8.84	4.41	.000	0.62
PR	25.38	8.89	22.04	7.04	2.94	.004	0.41
NR	26.70	15.63	28.95	13.84	-1.07	.283	0.15

Table 4 shows a substantial mean difference in athlete satisfaction, with $t = (198)$ separating male and female athletes. Male competitors outperformed female athletes (mean = 199.91, SD = 65.77). Cohen's d value was 0.57 (more than 20),

indicating a substantial effect size. Male athletes outperformed female athletes in terms of physical training, technical ability, mental preparation, goal setting, competitive strategy, and positive rapport, but scored lower in negative rapport.

Table 5. Mean, Standard Deviation, and One-Way Analysis of Variance for Coach's Behavior and Athlete Satisfaction across Professionals and non-professional groups (N = 200)

Scales	Professional Male		Professional Female		Non-Prof. Male		Non-Prof. Female		F (3,196)	η^2
	M	SD	M	SD	M	SD	M	SD		
AS	311.26	16.16	263.52	11.69	168.54	21.85	136.30	18.60	1084.47	.94
PT	39.06	4.14	33.70	6.47	19.54	4.33	17.30	7.32	169.17	.72
TS	44.04	4.75	37.60	3.38	22.42	4.37	18.14	3.77	444.6	.87
MP	27.26	2.85	23.20	3.27	15.62	4.59	12.46	3.78	169.91	.72
GS	33.60	4.06	28.46	3.09	17.84	3.62	15.56	3.83	273.50	.80
CS	39.68	4.60	33.20	4.06	23.26	8.47	17.38	3.71	161.76	.71
PR	33.60	3.30	27.40	2.99	17.16	3.29	16.68	5.72	213.63	.76
NR	11.64	2.44	15.66	3.88	41.76	4.99	42.24	3.44	933.57	.93

Note: ASQ=Athlete Satisfaction Questionnaire, PT=Physical training, TS=Technical Skills, MP=Mental Preparation, GS=Goal setting, CS=Competition strategy, PR=Positive rapport, NR= Negative rapport, M=Mean, SD=Standard deviation.

Table 5 shows the mean, standard deviation, and F-values for satisfaction with teammates and coach conduct across professional and non-professional groups. The study found substantial variance in athlete satisfaction across professional and non-professional groups ($F = 3,196 - 1084.47, p > .05$). The η^2 value of 0.94 ($> .05$) indicates a small effect. The data also show that there is a significant difference in coach conduct between professional and non-professional teams in the areas of physical training, technical competency, mental preparation, establishing targets and competitive strategy, and positive and negative rapport.

Discussion

The current study determines the association between coach performance and athlete satisfaction in both professional and non-professional situations. The present study's sample size is 200 athletes, both male and female. The Coach's Activity Scale for Sports (CBS-S) and the Athlete Contentment Questionnaire (ASQ) were used to evaluate the satisfaction of athletes and coach conduct. The initial stage of this research was to assess the questionnaire's internal consistency with the chosen sample. All devices have high alpha reliability (refer to Table 1).

The first assumption predicted a

beneficial connection between athlete satisfaction and coach action. The current study's findings validated this theory. (See Table 3). These findings are similar to Belleza, S. (2021) on coach conduct as a predictor of athlete satisfaction. The study found a substantial correlation between coaching style and athlete satisfaction. A coach's technique of instruction has a significant impact on athletes' technical skills, goal setting, competitive strategies, physical training and fitness, and interpersonal connection. This indicates that the athlete is exceedingly pleased with the teachers' good attitude. When athletes' needs are met, they are highly satisfied; yet, when coaches behave inappropriately, players become unhappy, and their performance declines as a result.

The second hypothesis predicted that coaches' activities would have greater beneficial effects on the satisfaction of male athletes than female players. The findings of the current study show that male athletes are happier than female athletes, which is supported by statistics (see Table 4). These findings are reminiscent of Cote et al. (2003), who investigated coach conduct and player pleasure in team and individual sports. A significant relationship was established between athlete satisfaction and coach

conduct, showing that older male football players are more satisfied with their coaches.

The third hypothesis is that a coach's behavior will have a more positive effect on the satisfaction of professional athletes than the satisfaction of non-professional Athletes which is supported by the results of the current study. Findings show that professional athletes are satisfied with their Coaches' Behavior as compared to non-professional athletes (see Table 5). Davis et al. (2019) findings provide support for the practical utility of communication strategies in enhancing the quality of the coach-athlete relationship and athlete's experiences of sports satisfaction. According to Goffena et al. (2021), results offer both person-level and variable-level support for the relationship between coaches' behavior and self-regulated learning. Overall, a positive relationship between autonomy-supportive coaching and athlete self-regulation was found. Future directions for research and practical applications of coaching are discussed.

Conclusion

The current study shows that there is a positive relationship between athlete happiness and coach conduct, with coach conduct having an important effect on both athlete satisfaction and athletic performance.

Current research aims to establish a relationship between coach carry-out and athlete satisfaction. The data also showed that male athletes are more satisfied with their coaches' conduct than female athletes. Furthermore, it was shown that professional athletes are more satisfied with their coaches' conduct than non-professional athletes.

Limitations and Suggestions

1. The study's sample availability was limited due to a demanding timetable.
2. The researcher struggled to collect data owing to time constraints.
3. Respondents struggled to finish the questionnaire owing to the complex language.
4. Future studies should look into other aspects of athletics, such as performance and satisfaction.
5. Prospective studies should concentrate on identifying characteristics of coaches' actions that improve athlete satisfaction, with a large sample size.
6. This survey should be translated into Urdu for easier comprehension.

Implications

The current study has ramifications in sports psychology. It will be crucial to understand the relevance of coach conduct as well as enhancing athlete satisfaction by

identifying the factors that influence coach action. This study might be used by sports professionals in psychology, coaches, and trained professionals to increase athlete satisfaction, team performance, and the coach-athlete relationship.

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