

Perceptions of Coaching Behaviour and Its Impact on Managerial of University Team Sports Performance

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ABSTRACT

Sports coaches is an important factor that affect athletes' learning and development. Sports coaches is required to create fulfilling instructions, strategies, social relationship, and psychosocial outcomes for athletes' development. Managerial coaching is an essential element of management in human resource development to improve individual performance. Coaching behaviour has key elements to improve individual or team performance. Therefore, this research aimed to investigate the athlete's perception of coaching behaviour in team sport athletes. One hundred and twenty athletes from three (3) team sports, i. Football (n=40), ii. Netball (n=40) and iii. Hockey (n=40) completed a questionnaire pack assessing the study variables. Results revealed that there were significant differences between all the three (3) team sports for physical training, positive rapport behaviour, and negative rapport behaviour. Results also indicated significant differences perceived "Physical Training" between genders, and "Positive rapport" between genders. The findings of this study suggest athletes' perceptions of their coach's behaviour influence by athletes' predilection through types of sports and gender. Thus, athletes' perceptions of their coach behaviour have important values for coach's approaches and management on team sports performance.

Keywords: Coaching Behaviour, Gender and Team Sport, Athletes Learning and Development.

INTRODUCTION

Sports coaches fulfil important roles in sport, being responsible for numerous outcomes relevant to athlete development and performance (Mohd Kassim & Boardley, 2019). The relationships of one's coach with their athletes extend to influence both skill development and psychosocial outcomes (Smith & Smoll, 2017). Further, a coach is also the person that helps athletes to elevate their performances to the highest level (Uzum, 2018). Thus, the coach's role is considered as a highly complex as coaches in most setting have to complete a variety of tasks management such as planning practices and game strategies, organizational tasks and mentoring athletes which does, in fact, include more than teaching fundamental skills and tactics (Williams & Krane, 2015; Anshel, 2012; Cox, 2012). This is considering as a coach organized their methods for managing the athlete's effectiveness.

Coaching behaviour represents the personal characteristics and attitudes of coaches. Some of the coaches adopt positive attitude to their players as they believe what they demonstrated will influence their athlete's behaviour. According to Ehsani et al., (2012), sport coaches is the most important factor that could affect the athletes and their performance. The positive coach's behaviour also influences the athlete's development and their relationship. For example, at every training session and competition, the athletes need to interact with their coach as they observe and evaluate performance and skill. Previous research has stated that coach's behaviour influenced an athlete's success in their game performance (Murugeesan & Nurul Ain, 2016). Thus, the current research embraces that factors of coaching behaviour influence athletes' learning and development.

This study focusses on the perception of coaching behaviour among athletes in team sport. The expectation includes managerial performance of one coach. Sports coaches could be role model for the athlete in or/and outside of the sports environment. As coaches start to organize their training and lesson, athletes prepare themselves as managing the effort to be in line with the coaches' behaviour. Therefore, athletes' outcomes of behaviour are related to coaches' provision of relevant performance information. This help the athletes to achieve their performance goals, as it is determined through physical training and conditioning, technical skill, and competition strategies. According to Mohd Kassim and Boardley (2018), athletes' perceptions of their coach's effectiveness predicted the variables representing the athlete-level outcomes. Coaches need to manage and develop a functional relationship with their athletes, encourage athletes to be decisive, and cultivate athlete's potential in sport (Lyle & Cushion, 2010). Hence, the diverse range of extreme coaching behaviour effectiveness is required in a successful coach role (Mohd Kassim, 2018). Further, stronger, and persistent relations from the coach towards the athletes' attitudes will make them successful (Breiger, Cumming, Smith, & Smoll, 2015).

Coaching, on the other hand, is a set of strategies designed to increase a coach's ability to influence and manage the behaviour of team members and athletes more effectively (Smith 2010). According to Duda and Treasure (2015), mentors/coaches appeared to be identified with a wide show of game results. Coaches identified the strategies they would utilize to foster the development of life skills among their players including establishing a coaching philosophy predicated on personal development, showing fundamental abilities by coordinating direct (i.e., express guideline, dynamic learning) and indirect teaching (i.e., modelling) approaches during practice, and most critically, building a meaningful coach-athlete relationship (Keroack, 2015). Furthermore, according to Mohd Kassim, Wan Abdullah, Md Japilus, and Azanuar Yusri (2019), Coach-Athlete Relationship also results in an emotional feeling of closeness, facilitated by trust and respect. Therefore, coach's behaviours is assumed to be a key part in constructing a positive or/and negative sport experience that encourages or discourages life skills among athletes.

Thus, this study aims to investigate whether athletes' perceptions of specific categories of coach behaviour in influencing team sport athletes. Specifically, we hypothesized (a) perceptions of different specific coaching behaviour between genders and (b) perceptions of specific coaching behaviour difference between team sport athletes.

RESEARCH METHODOLOGY

Participants

One hundred and twenty athletes from three different team sport (Football, Netball and Hockey [n = 120]) including both male (n = 60) and female (n = 60) athletes, participated in the study. The sample

contained athletes competing at university levels, whose ages ranged from 18 to 24 years ($M = 19.98$, $SD = 1.41$). Their sport experience ranged from three months to 18 years ($M = 9.71$, $SD = 4.06$) and athletes' time with their current coach ranged from three months to three years ($M = 1.26$, $SD = .76$).

Measure

The 47-item Coaching Behaviour Scale for Sport CBS-S (Côté et al., 1999), was used to assess coaches' frequency on seven types of coaching behaviours including physical training [7 items], $\alpha = .77$, technical skills [8 items], $\alpha = .86$, mental preparation [5 items], $\alpha = .72$, goal setting [6 items], $\alpha = .76$, competition strategies [7 items], $\alpha = .83$, positive personal rapport [6 items], $\alpha = .73$; and negative personal rapport [8 items], $\alpha = .83$. Athletes rated their coach's frequency for each behaviour using a seven-point scale ranging from 1 (never) to 7 (always). Several example items are as follows: "Provides me with structured training session" (Physical training), "Provide me with immediate feedback" (technical skills), "Provides advice on how to stay confident about my abilities" (mental preparation), "Monitors progress towards my goals" (goal setting), "keeps me focused in competition" (competition strategies), "is a good listener" (positive personal rapport), and "uses power to manipulate me" (negative personal rapport). Evidence supporting the reliability and construct validity of the CBS-S has been provided (Baker, Yardley & Côté, 2003; Côté et al, 1999). For this current research, the value of Cronbach's alpha coefficients showed the value of internal consistency between .70 to .90 which are acceptable and good level of reliability (see table 1).

Scale Reliabilities and Bivariate Correlations.

All data analyses were conducted using SPSS version 22.0. Descriptive statistics, Cronbach's (1951) alpha coefficients, and correlations for all study variables are presented in Table 1. Alpha coefficients indicated good to better levels of internal reliability for all sub-scales of each measure (Nunnally, 1978). Negative rapport behaviour is the only variable which is not associated with all the study variables.

Table 1: Alpha coefficients, and correlations among study variables

1	Gender	-							
2	Physical training	.29**	.77						
3	Technical skills	-.05	.34**	.86					
4	Mental preparation	-.14	.20*	.40**	.72				
5	Goal setting	.09	.33**	.25**	.30**	.76			
6	Competition strategies	.03	.41**	.37**	.27**	.45**	.83		
7	Positive rapport	-.35**	.14	.35**	.39**	.33**	.43**	.79	
8	Negative rapport	-.07	.12	-.10	.05	-.17	-.06	.01	.83

Note. N = 120. Gender was coded 0 for females and 1 for males. Alpha coefficients are presented on the diagonal.

**Correlation is significant at the .01 level (2-tailed). *Correlation is significant at the .05 level (2-tailed).

Data Analysis

For this current research, data was collected through a survey conducted at the specific sample population. Data were organized based on research objectives and questions. Observational sample participated were groups according to specific team sports. Analysis of variance (ANOVA) were used to analyse the differences between team sports (1st hypotheses), whilst independent sample t-test was used to analysed the difference between genders (2nd hypotheses).

Procedures

Once the approval for the study was obtained from the ethics committee of the authors' institution, coaches from the relevant sports were contacted and provided with information about the study protocol. For coaches who agreed to permit access to the athletes they coached, a convenient time and date for data collection following a training session was scheduled. Prior to data collection, before being provided with the opportunity to have any questions answered, the athletes were provided with an information sheet clarifying that informed participations were voluntary and they were free to withdraw at any point and information gathered would be confidential. Once done, athletes who volunteered to participate was provided with written consent before completing the questionnaire pack which took approximately 10 to 15 minutes.

RESULTS

The first aim of the current study was to attempt investigation on perceptions of specific coaching behaviour difference between team sport athletes. This was addressed through ANOVA test to analyse the different perception of coaching behaviour among team sport athletes at $P < .05$ level (football, hockey and Netball). Table two revealed that there was a significant difference between perceptions of specific coaching behaviour in physical training [$F(2,117) = 11.92, P = 0.001$], positive personal rapport [$F(2,117) = 6.28, P = 0.003$], and negative rapport. [$F(2,117) = 5.06, P = 0.008$] with types of team sports.

Table 2: ANOVA test- SPSS output for between types of sports

		Sum of Squares	Df	Mean Square	F	Sig.
Physical training	Between Groups	8.833	2	4.416	11.916	.001
	Within Groups	43.363	117	.371		
	Total	52.196	119			
Technical skills	Between Groups	.266	2	.133	.300	.741
	Within Groups	51.868	117	.443		
	Total	52.134	119			
Mental preparation	Between Groups	1.109	2	.554	1.200	.305
	Within Groups	54.035	117	.462		
	Total	55.144	119			
Goal setting	Between Groups	1.779	2	.890	1.829	.165
	Within Groups	56.919	117	.486		
	Total	58.698	119			
Competition strategies	Between Groups	1.931	2	.965	1.918	.152
	Within Groups	58.906	117	.503		
	Total	60.837	119			
Positive rapport	Between Groups	6.181	2	3.091	6.281	.003
	Within Groups	57.569	117	.492		
	Total	63.750	119			
Negative rapport	Between Groups	6.183	2	3.092	5.061	.008
	Within Groups	71.465	117	.611		
	Total	77.648	119			

Note: * $p < .05$, ** $p < .01$, *** $p < .001$.

The second aim of the study was to investigate perceptions of specific coaching behaviour difference between genders. This was addressed through t-test to analyse the different perception of coaching behaviour of athletes between genders. Results in table three revealed significant differences on

“Physical training”, $t = 3.389$, $p = .001$ (Male: $M = 5.14$, Female: $F = 5.53$), and “Positive rapport behaviour”, $t = .567$, $p = .000$ (Male: $M = 5.59$, Female: $F = 5.08$). Whilst, there are no significant differences in factors perception coaching behaviour among team sport athletes for Technical skill, Mental preparation, Goal setting, Competition strategies, and Negative rapport behaviour.

Table 3: Independent Sample T-test for Factors Coaching Behaviour among team sport (gender)

	Levene's Test for Equality of Variance		T-test for Equality of Means		
	F	Sig.	T	df	Sig. (2-tailed)
Physical training	13.878	.000	-3.389	118	.00
			-3.389	103.416	.00
Technical skills	3.841	.052	.567	118	.57
			.567	110.338	.57
Mental preparation	7.480	.007	1.537	118	.12
			1.537	110.854	.12
Goal setting	.055	.815	-1.018	118	.31
			-1.018	118.000	.31
Competition strategies	4.333	.040	-.418	118	.67
			-.418	112.769	.67
Positive rapport	.464	.497	4.092	118	.00
			4.092	116.977	.00
Negative rapport	6.053	.015	.818	118	.41
			.818	106.408	.41

Note: * $p < .01$

DISCUSSION

To investigate coaches' potential in influencing athletes' learning, development and managerial skill, researchers have sought to understand the factors that influence coaching behaviour. The setting of coach's behaviour is key to effective coaching management. The current study aimed to contribute to the body of knowledge on this topic by addressing two primary research aims. The first of these was to seek difference between types of sports identified to specific dimensions of coaching behaviour. The second assesses the difference between genders to specific dimension of coaching behaviour.

For the first objective, the ANOVA test was used to determine the factors of coaching behaviour between three types of sports. As shown by the results, physical training, positive rapport, and negative rapport behaviour were different between these sports (football, Netball and Hockey). This maybe because the athletes' perceptions of their coach behaviour may have important values for the coach's strategies in divergence of team sport athletes. For instance, the positive rapport and negative rapport behaviour of the coach will affect the confidence and motivation of the athletes, furthermore, can increase or decrease their self-motivation and self-confidence in performing as a team. In the results found, each team sport may have their perception about their coach's behaviour in term of experience, gender, personality or/and attitude. Moreover, all the three types of sports perceived differently as athletes could perceive the coach of having higher technique effectiveness that have been engaged frequently in an effective technical coaching behaviour (Mohd Kassim & Boardley, 2018).

For the second objective of the study, Independent Sample T-test determined the factors of coaching behaviour in team sport showed that “Physical Training and conditioning, and Positive rapport had shown significant difference between genders. For instance, in the study by Bunning and Thompson (2015), motivation among female softball athletes' perspectives found that meaningful practice sessions in well

structured, well-organized, effective, entertaining, diverse and challenging goal setting strategies increased their desire to play. This current study showed difference may because of athlete's male and female may assumed their coach behaviour in physical training, physical conditioning and physical challenging program differ to coach approaches. Besides coach might have consider based on gender approachable specifically towards the level or intensity of the training. Coaches may also consider on athlete's confidence in the ability to perform successful in physical preparation to sport.

On the other hand, coach with lack of positive personal rapport revealed difference in male and female athletes. This may because athletes perceived coaching behaviours for male might be different from those for female athletes. This supported Mohd Kassim et al., (2020), coach-athlete relationship reflects the effectiveness of the coach as the element of success and effectiveness suited to an ideal of coach behaviour for athletic relationship. Coach positive rapport might show that the coach values, feedback, and opinion, which has the potential to enhance the coach-athlete relationship. Coach may distinguish their personal rapport specifically when they deal with athletes' individual consideration by gender behaviours. Thus, this may increase perceptions of coach effectiveness. Specifically, when a coach considers athletes on an individual basis by addressing his/her (gender) individual needs, athletes are likely to perceived such coaches as more effective and psychologically preparing them (Mohd Kassim & Boardley, 2019). Thus, the perceptions of athletes are important and valuable source because coaching behaviour impacts the quality management of the sporting experience and subsequent athlete outcomes.

CONCLUSION

As for conclusions, positive coach behaviour influences the athlete's performance and coach-athletes relationship, indirectly related to the athlete's skills and abilities that significantly affect the athlete's sports performance. Managing team sports needs to adopt an interdisciplinary approach, which takes all enhancing or hindering aspects of athletic development into consideration. Therefore, coaching team sports for university-level needs personal rapport behaviour as a central role in the athlete's development. A coaching perspective in managing university sports team must be well-structured, well-organized, effective, entertaining, diverse, and competitive as to increase motivation and diversity in training. A coach who fulfils instructional, organizational, strategic, and social relationship functions, and their relationships with athletes influences both skill development and psychosocial outcomes of sport participation. Some of the coaches show positive attitude to their athletes and some may use a negative approach to attract motivation and enforce responsibility. Furthermore, coach behaviour affects athletes in and off the sports venue. Thus, coach behaviours also determine how the athlete behaves in his/her daily life.

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