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Research Article

Coaching Behaviour and Athlete Satisfaction among University Athletes.

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ABSTRACT

Coaching behaviour in practice or at the games has strong influences on players and can impact both players' performances and continued their participation in sports. Athlete's coaching behaviour is related to the level of satisfactions they will experience. Hence, it is pertinent to identify the athlete's level of satisfactions on their actual coaching behaviour. The purpose of this study was to develop an instrument to evaluate actual coaching behaviour and athletes satisfactions among university athletes. This pilot study involving athletes from various sport which include male (n=30) and female (n=30) athletes and using two types of instrumentations. The Cronbach's alpha reliability value for coaching behaviour was 0.89, indicating a high reliability for the instrument. The twelve components of coaching behaviour identified in the questionnaire shows a high reliability result, ranging from 0.88 to 0.89. The Cronbach's alpha reliability value for athlete satisfaction was 0.79. The three components of athlete satisfactions identified in the questionnaire shows a medium to high reliability result, ranging from 0.68 to 0.74. The results showed that both instruments can be used as an assessment tool to evaluate the athlete satisfactions and actual coaching behaviour among university athletes. This assessment would provide valuable information to Malaysian Association Certified coach on the important criteria to be outstanding coaches in producing excellent athletes.

Keywords: coaching behaviour; athlete satisfactions; coaches;

INTRODUCTION

Athlete satisfaction in sport is often a direct result of coaching behaviour, not successful team performance. Research has shown that the preference or actual of athletes coaches behaviour is related to the level of satisfaction they will experience [4]. According to Reimer & Chelladurai [3] the multidimensional model of leadership can be used to explain this phenomenon. It states that satisfaction will be higher when coaching behaviour preferences are congruent to the perceptions of that same behavior. For example, an athlete's level of satisfaction will increase as the coaches' perceived emphasis on training and instruction increased relatively to the athlete's preferences for such behaviour [1]. In other words, the higher the athlete's

actual coaches behaviour related to the preferences of a particular coaching behaviour, the greater the satisfaction.

1. Objective:

The purpose of this study was to develop an instrument to evaluate actual coaching behaviour and athletes satisfactions among university athletes.

Materials and Methods

The respondents consisted of 60 athletes which include, male (n=30) and female (n=30).

Questions on Actual coaching behavior were adopted and adapted from Martin and Barnes [2]. Respondents were asked to indicate the agreement with the statements in each item on 5-point Likert

Scale ranging from 1 (strongly disagree) to 5 (strongly agree). Questions on Athlete satisfactions were adopted and adapted from Riemer and

Chelladurai [1]. The Coaching Behaviour Questionnaire (CBQ) divided into 12 components.

Table 1: components of Coaching Behavior Questionnaire(CBQ).

No.	Components	No. of items
1	Reinforcement	Items 1,13,25,37
2	Non-reinforcement	Items 2,14,26,38
3	Mistake contingent encouragement	Items 3,15,27,39
4	Mistake contingent instructions	Items 4, 16, 28, 40
5	Punishment	Items 5,17,29,41
6	Punitive technical instructions	Items 6,18,30,42
7	Ignoring mistakes	Items 7,19,31,43
8	Keeping control	Items 8,20,32,44
9	General technical instructions	Items 9,21,33,45
10	General encouragement	Items 10,22,34,46
11	Organization	Items 11,23,35,47
12	General communications	Items 12,24,36,48

Athlete Satisfaction Questionnaire (ASQ) consists of 3 components that related to satisfaction on coaches.

Table 2: components of Athlete Satisfaction Questionnaire (ASQ).

No.	components	No .of items
1	Personal treatment	Items 1, 3, 8,10,12
2	Training and instructions	Items 2,4,7
3	strategy	Items 5,6,9,11,13

Results:

The value of Cronbach's Alpha was calculated to check the reliability of the instrument. The Coaching Behaviour Questionnaire (CBQ) result showed in the Table 3 indicate the value ranged of

each items from $\alpha = 0.88$ to $\alpha = 0.89$. The value Cronbach's alpha reliability was 0.89, which indicated that the items scale has very good reliability.

Table 3: Reliability Analysis of Factor for actual coaching behaviour.

Factors	N	No. of Items	Coefficient Alpha
Reinforcement	60	4	.89
Non-reinforcement	60	4	.88
Mistake contingent encouragement	60	4	.89
Mistake contingent instructions	60	4	.89
Punishment	60	4	.88
Ignoring mistake	60	4	.88
Keeping control	60	4	.88
General Technical Instructions	60	4	.89
General encouragement	60	4	.89
Organizations	60	4	.89
General Communication	60	4	.88
Actual coaching behaviour instrument	60	48	.89

The value of Cronbach's Alpha was calculated to check the reliability of the instrument. The Athlete Satisfactions Questionnaire (ASQ) result showed in the Table 4 indicate the value ranged of

each items from $\alpha = 0.68$ to $\alpha = 0.74$. The value Cronbach's alpha reliability was 0.79, which indicated that the items scale has very good reliability.

Table 4: Reliability Analysis of Factors for athlete satisfactions.

Factors	N	No. of Items	Coefficient Alpha
Personal treatment	60	5	.72
Training and instructions	60	3	.68
Strategy	60	5	.74
Athlete satisfactions instrument	60	13	.79

Conclusions:

From the study, it can be conclude that this study was able to provide reliable measurement of actual coaching behaviour and athlete satisfactions among university athletes. This pilot study was limited only for university athletes because it only focusing on

measuring the reliability of the instruments. Further, consideration should be given to the future study by include other variable such as preferred coaches behaviour in order to compare their perception towards coaches. This is because different athletes may have differences preferences of coaching

behaviour and this may cause the changes of athlete satisfactions.

Discussion:

The aim of this study is to develop instrument in order to evaluate the actual coaching behaviour and athlete satisfactions among university athletes. Both of the instruments had been stated the reliability based on Crobach's alpha value at $\alpha = 0.89$ for actual coaching behaviour and also $\alpha = 0.79$ for athlete satisfactions questionnaire.

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