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Research article

ASSESSMENT OF COACH-ATHLETE RELATIONSHIP AMONG TEAM GAME FEMALE ATHLETES

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Abstract

The present study was designed to assess the coach-athlete relationship among team game female athletes. Three hundred (N=300) female subjects were selected from different games; one hundred (n=100) from basketball, one hundred (n=100) from handball and one hundred (n=100) from football who had participated in the Panjab University, Chandigarh's inter-college competitions, with their age ranged between 17 years to 28 years. Coach-Athlete Relationship Questionnaire (CART-Q, 2003) developed by Sophia Jowett & Nikos Ntoumanis was used to collect the required data. One-way Analysis of Variance (ANOVA) was employed to see the significant differences among team game (Basketball, Handball and Football) female athletes with regard to coach-athlete relationship. Where 'F' value found significant, Least Significant Difference (LSD) Post-hoc test was employed to find out the direction and degree of differences. The level of significance was set at 0.05. Significant differences were found among team game female athletes on the sub-variable i.e. commitment, closeness, complementarity and on the variable coach-athlete relationship (total) ($p<0.05$).

Key Words: *Coach-athlete, relationship, team, female, athletes*

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INTRODUCTION

The coach–athlete relationship plays an important role in providing happiness and welfare. It can provide sources of help during difficult times, during emotional crisis and transitions (Jowett, 2005). A coach's leadership style depends on the way he/she interacts with his/her athletes and on his/her decision-making processes. A coach's instructiveness regarding his/her coaching behaviour is aimed at improving athletes' performance by emphasizing and facilitating hard and strenuous training, instructing them in the skills, techniques, and tactics of a particular sport, clarifying athletes' roles and their mutual relationships, and structuring and coordinating athletes' activities (Baric and Busic, 2009). Coaches are responsible for developing athletes' mental, physical, technical, and tactical abilities, and in addition to all of these responsibilities, they are also expected to win (Becker, 2009). Coaches have the ability to influence other aspects like perception of stress, athlete performance, and perception of coach-athlete environment. Most coaches do not realize the scope of their influence on an athlete; a coach may only consider himself or herself as a mentor or someone who simply teaches the basics of a sport, but the reality is that coaches have an effect on a lot more than just how well a player performs. Coaches have the ability and power to influence the psychological well being of athletes (William, 2015). The coach is, in a way, an expert whose task is to lead the athlete to reach the full extent of his or her capabilities and achieve the best results possible. It is therefore, important to stress that the coach is responsible not only for the physical, technical- tactical and theoretical-methodical preparation and the development of motor coordination, but also for the formation of a suitable motivation level and exerting a pedagogic influence on the contestants (Watach-Bista, 2014). Coaches hold a place of respect and authority, but still feel reachable enough for athletes to open up and view their coach as a role model or mentor. A strong coach-athlete relationship is important not only for the athlete's growth as a positive, ethical and moral person, but for the team's performance as a whole. Gorden (2009) stated that a good coach will study the performance of an athlete during both competition and training, generating information from which comments can be made, focusing on both the positive and negative aspects of the performance. The coach's analytical role is crucial to the development of the performance. A coach might have a wonderful scientific understanding of training principle and responses, yet be unable to organise sessions efficiently within a coherent training plan. Therefore, the coach must have the ability to implement and establish optimal conditions for training and competition. The coach acts not only as a traditional sports-based supervisor but also as a mentor and pillar of support. Therefore, keeping the importance of the

variable into consideration, the present study was designed to assess the coach-athlete relationship among team game female athletes.

OBJECTIVE

- To ascertain the significant differences among team game female athletes on the variable coach-athlete relationship.

METHODS AND MATERIALS

Sample

Total three hundred (N=300) female athletes who had participated in inter-collegiate competitions were selected as subjects through random sampling technique. They consist of Basketball (n=100), Handball (n=100) and Football (n=100) game female athletes. The age of subjects was ranged between 17 to 28 years.

Tool

Coach-athlete Relationship Questionnaire (CART-Q, 2004) developed by Jowett and Ntoumanis was used to study the coach-athlete relationship among team game female athletes.

STATISTICAL APPLICATION

One way Analysis of Variance (ANOVA) was applied to find out the significance of differences among team game female athletes with regard to the variable coach-athlete relationship. Further, Least Significant Differences (LSD) Post-hoc test was applied to study the direction and degree of differences where 'F' value was found significant. The level of significance was set at 0.05.

RESULTS

TABLE - I

ANALYSIS OF VARIANCE (ANOVA) RESULTS AMONG TEAM GAME FEMALE ATHLETES WITH REGARD TO THE SUB-VARIABLE COMMITMENT

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-value	P-value (Sig.)
Between Groups	**2358.887**	**2**	**1179.443**	**52.006**	**.000**
Within Groups	**6735.700**	**297**	**22.679**		
Total	**9094.587**	**299**			

*Significant at 0.05 $F_{0.05}(2, 297)$

It can be seen from table - I that significant differences were found among team game female athletes (basketball, handball and football) as the P-value (Sig.) .000 was found smaller than 0.05 level of significance ($p<0.05$) with regard to the sub-variable commitment. Since the P-value found significant, therefore, Least Significant Difference (LSD) Post-hoc test was employed to study the

direction and degree of differences between paired means among team game female athletes of basketball, handball and football with regard to the sub-variable commitment from the variable coach-athlete relationship. The results of LSD Post-hoc test have been presented in table - II.

TABLE - II

ANALYSIS OF LEAST SIGNIFICANT DIFFERENCE (LSD) POST-HOC TEST AMONG TEAM GAME FEMALE ATHLETES WITH REGARD TO THE SUB-VARIABLE COMMITMENT

Means		Mean differences	P-value (Sig.)
Basketball (9.29)	Handball (14.70)	5.41*	.000
	Football (8.33)	0.96	.155
Handball (14.70)	Basketball (9.29)	5.41*	.000
	Football (8.33)	6.37*	.000
Football (8.33)	Basketball (9.29)	0.96	.155
	Handball (14.70)	6.37*	.000

*Significant at 0.05

Result from table - II revealed the significant differences between basketball and handball and handball and football team game female athletes, as the P-values .000 and .000 respectively were found smaller than 0.05 level of significance on the sub-variable commitment.

The results in table - II showed insignificant difference between basketball and football team game female athletes, as the P-value .155 was found more than the 0.05 level of significance on the sub-variable commitment. The graphical representation of mean scores with regard to the sub-variable commitment has been exhibited in figure-1.

FIGURE-1
GRAPHICAL REPRESENTATION OF MEAN SCORES WITH REGARD TO THE SUB-VARIABLE COMMITMENT AMONG TEAM GAME BASKETBALL, HANDBALL AND FOOTBALL FEMALE ATHLETES

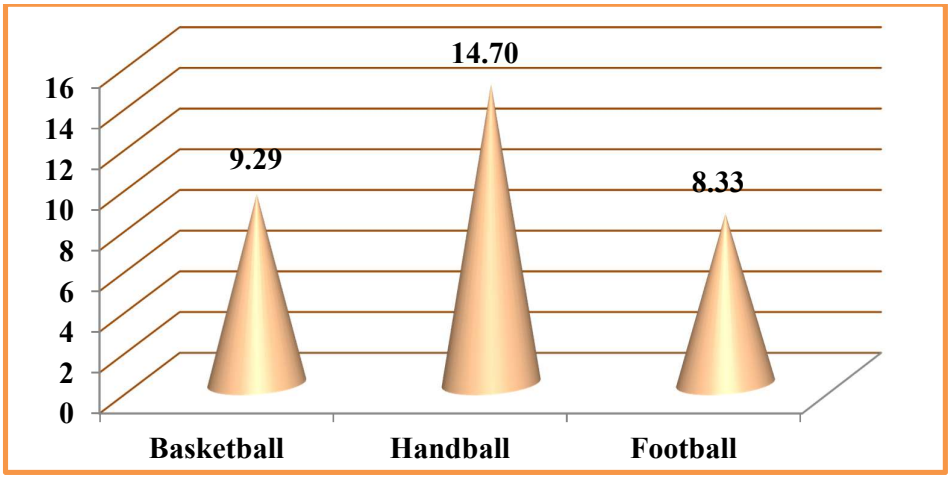


TABLE - III
ANALYSIS OF VARIANCE (ANOVA) AMONG TEAM GAME FEMALE ATHLETES WITH REGARD TO THE SUB-VARIABLE CLOSENESS

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-value	P-value (Sig.)
Between Groups	1853.540	2	926.770	30.797	.000
Within Groups	8937.590	297	30.093		
Total	10791.130	299			

*Significant at 0.05 $F_{0.05}(2, 297)$

It can be seen from table - III that significant differences were found among team game female athletes (basketball, handball and football) as the P-value (Sig.) .000 was found smaller than 0.05 level of significance ($p<0.05$) with regard to the sub-variable closeness. Since the P-value found significant, therefore, Least Significant Difference (LSD) Post-hoc test was applied to study the direction and degree of differences between paired means among team game female athletes of basketball, handball and football with regard to the sub-variable closeness from the variable coach-athlete relationship. The results of LSD Post-hoc test have been presented in table - IV.

TABLE - IV
ANALYSIS OF LEAST SIGNIFICANT DIFFERENCE (LSD) POST-HOC TEST AMONG TEAM GAME FEMALE ATHLETES WITH REGARD TO THE SUB-VARIABLE CLOSENESS

Means		Mean differences	P-value (Sig.)
Basketball (16.10)	Handball (21.75)	5.65*	.000
	Football (16.96)	0.86	.269
Handball (21.75)	Basketball (16.10)	5.65*	.000
	Football (16.96)	4.79*	.000
Football (16.96)	Basketball (16.10)	0.86	.269
	Handball (21.75)	4.79*	.000

*Significant at 0.05

Result from table-4 revealed the significant differences between basketball and handball and handball and football team game female athletes, as the P-values .000 and .000 respectively were found smaller than 0.05 level of significance on the sub-variable closeness.

The results in table-4 showed insignificant difference between basketball and football team game female athletes, as the P-value .269 was found more than the 0.05 level of significance on the sub-variable closeness. The graphical representation of mean scores with regard to the sub-variable closeness has been exhibited in figure - 2.

FIGURE - 2
GRAPHICAL REPRESENTATION OF MEAN SCORES WITH REGARD TO THE SUB-VARIABLE CLOSENESS AMONG TEAM GAME BASKETBALL, HANDBALL AND FOOTBALL FEMALE ATHLETES

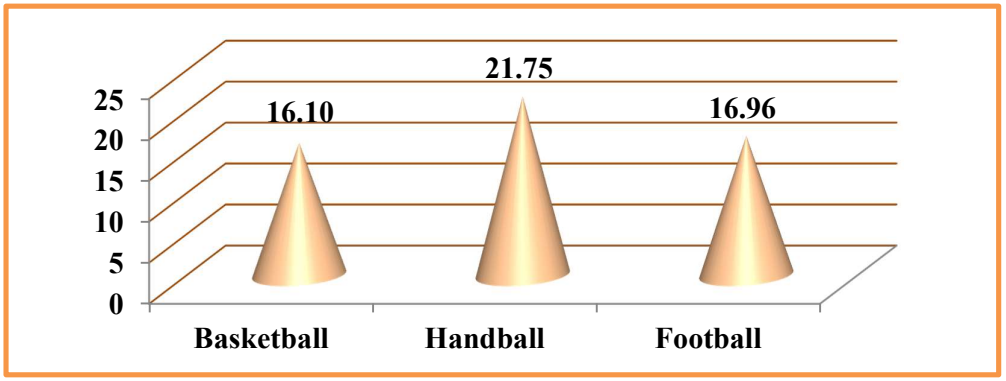


TABLE - V
ANALYSIS OF VARIANCE (ANOVA) RESULTS AMONG TEAM GAME FEMALE ATHLETES WITH REGARD TO THE SUB-VARIABLE COMPLEMENTARITY

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-value	P-value (Sig.)
Between Groups	2998.860	2	1499.430	59.432	.000
Within Groups	7493.070	297	25.229		
Total	10491.930	299			

*Significant at 0.05 $F_{0.05}(2, 297)$

It can be seen from table - V that significant differences were found among team game female athletes (basketball, handball and football) as the P-value (Sig.) .000 was found smaller than 0.05 level of significance ($p<0.05$) with regard to the sub-variable complementarity

Since the P-value found significant, therefore, Least Significant Difference (LSD) Post-hoc test was employed to study the direction and degree of differences between paired means among team game female athletes of basketball, handball and football with regard to the sub-variable complementarity from the variable coach-athlete relationship. The results of LSD Post-hoc test have been presented in table - VI.

TABLE - VI
ANALYSIS OF LEAST SIGNIFICANT DIFFERENCE (LSD) POST-HOC TEST AMONG TEAM GAME FEMALE ATHLETES WITH REGARD TO THE SUB-VARIABLE COMPLEMENTARITY

Means		Mean differences	P-value (Sig.)
Basketball (16.41)	Handball (22.26)	5.85*	.000
	Football (14.94)	1.47*	.039
Handball (22.26)	Basketball (16.41)	5.85*	.000
	Football (14.94)	7.32*	.000
Football (14.94)	Basketball (16.41)	1.47*	.039
	Handball (22.26)	7.32*	.000

*Significant at 0.05

Result from table-6 revealed the significant differences between basketball and handball, basketball and football and handball and football team game female athletes, as the P-values .000, .039 and .000 respectively were found smaller than 0.05 level of significance on the sub-variable complementarity. The graphical representation of mean scores with regard to the sub-variable complementarity has been exhibited in figure - 3.

FIGURE-3
GRAPHICAL REPRESENTATION OF MEAN SCORES WITH REGARD TO THE SUB-VARIABLE COMPLEMENTARITY AMONG TEAM GAME BASKETBALL, HANDBALL AND FOOTBALL FEMALE ATHLETES

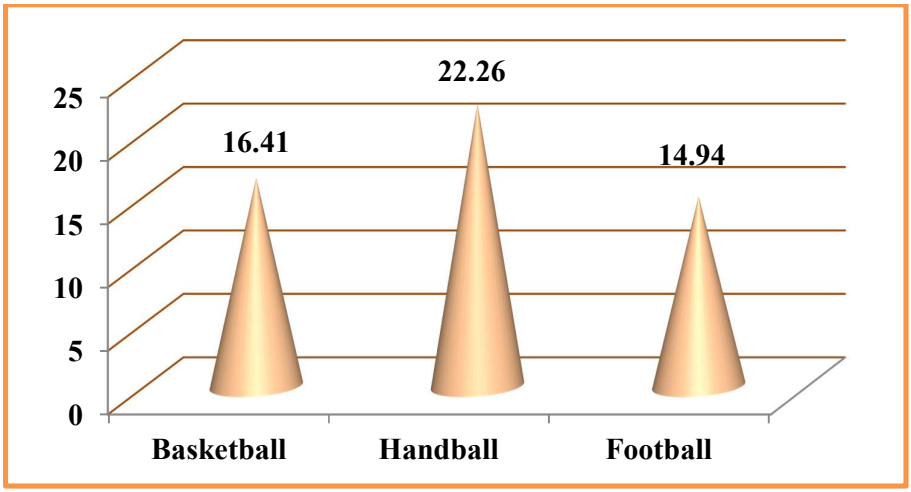


TABLE - VII
ANALYSIS OF VARIANCE (ANOVA) AMONG TEAM GAME FEMALE ATHLETES WITH REGARD TO THE VARIABLE COACH-ATHLETE RELATIONSHIP (TOTAL)

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-value	P-value (Sig.)
Between Groups	20997.447	2	10498.723	67.694	.000
Within Groups	46062.300	297	155.092		
Total	67059.747	299			

*Significant at 0.05 $F_{0.05}(2, 297)$

It can be seen from table - VII that significant differences were found among team game female athletes (basketball, handball and football) as the P-value (Sig.) .000 was found smaller than 0.05 level of significance ($p<0.05$) with regard to the variable coach-athlete relationship (total).

Since the P-value found significant, therefore, Least Significant Difference (LSD) Post-hoc test was applied to study the direction and degree of differences between paired means among team game female athletes of basketball, handball and football with regard to the variable coach-athlete relationship (total). The results of LSD Post-hoc test have been presented in table - VIII.

TABLE - VIII
ANALYSIS OF LEAST SIGNIFICANT DIFFERENCE (LSD) POST-HOC TEST AMONG TEAM GAME FEMALE ATHLETES WITH REGARD TO THE VARIABLE COACH-ATHLETE RELATIONSHIP (TOTAL)

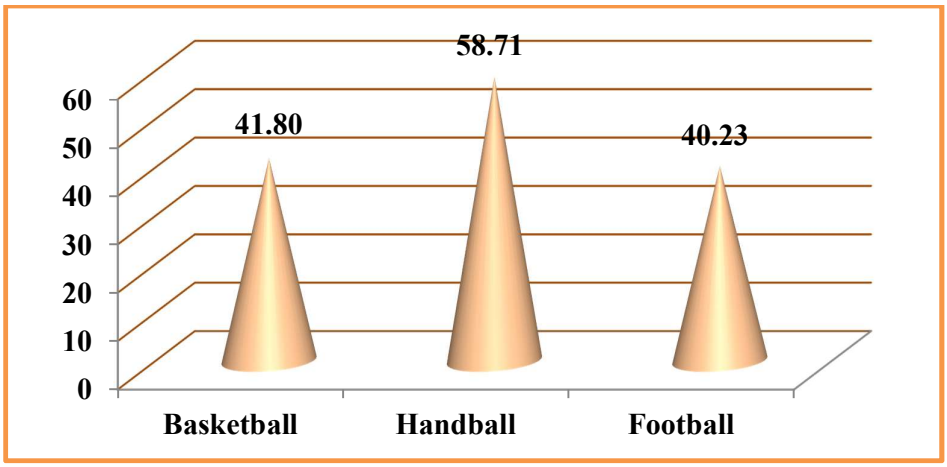
Means		Mean differences	P-value (Sig.)
Basketball (41.80)	Handball (58.71)	16.91*	.000
	Football (40.23)	1.57	.373
Handball (58.71)	Basketball (41.80)	16.91*	.000
	Football (40.23)	18.48*	.000
Football (40.23)	Basketball (41.80)	1.57	.373
	Handball (58.71)	18.48*	.000

*Significant at 0.05

Result from table-8 revealed the significant differences between basketball and handball and handball and football team game female athletes, as the P-values .000 and .000 respectively were found smaller than 0.05 level of significance on the variable coach-athlete relationship (total).

The results in table-8 showed insignificant difference between basketball and football team game female athletes, as the P-value .373 was found more than the 0.05 level of significance on the variable coach-athlete relationship (total). The graphical representation of mean scores with regard to the variable coach-athlete relationship (total) has been exhibited in figure-4.

FIGURE-4
GRAPHICAL REPRESENTATION OF MEAN SCORES WITH REGARD TO THE VARIABLE COACH-ATHLETE RELATIONSHIP (TOTAL) AMONG TEAM GAME BASKETBALL, HANDBALL AND FOOTBALL FEMALE ATHLETES



DISCUSSION

It is evident from the results that significant differences were found among team game female athletes on the on the sub-variables i.e. commitment, closeness, complementarity and coach-athlete relationship (total). It has been obtained that handball team female athletes were demonstrated significantly better on the above said sub-variables than basketball and football game female athletes. Rezania and Gurney (2014) stated that commitment to the coach is therefore a significant factor in explaining the importance of the coach-athlete relationship for athlete's performance. Olympiou et al. (2008) showed that athlete's direct and meta-perceptions of their relationship with the coach were highly associated with the perceived coach-created motivational climate. The importance of this relationship stems from the fact that coach influence athlete's lives in a plethora of different ways. A coach can influence the atmosphere in which an athlete performs; for example a motivational climate is said to be created by the coach from the perception of the athlete. Mansouri et al. (2014) stated that behavioural communication between coaches and athletes is an important issue in the field of sports and the evidence suggests that most athletes have achieved great successes as a result of having a basic relationship with their coaches. Jowett and Ntoumanis (2004) stated that commitment is an independent rational aspect that broadly refers to coaches' and athletes' intention to maintain their athletic relationship over time. Jowell and Cockerill (2003) explained that, irrespective of the level of performance, the better the perception of the athlete about the quality of its relationship with the coach, the better will be the player's

confidence in the skills and capacity of the group to successfully perform a task. Short et al. (2005) found that medallists feel closer and more committed to the coach, demonstrating that they perceive in the interpersonal environment not only short-term, but also long-term, strong personal and affective bonds of social support.

CONCLUSION

It is concluded from the above results that significant differences were found among team game female athletes on the sub-variables i.e. commitment, closeness, complementarity and on the variable coach-athlete relationship (total). Handball game female athletes had exhibited significantly better on the sub-variables i.e. commitment, closeness, complementarity and on the variable coach-athlete relationship (total) than their counterpart basketball and football game female athletes.

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