

MEDIATING ROLE OF COACH ENCOURAGEMENT BETWEEN INTEREST OF ATHLETES AND FREQUENCY OF PARTICIPATION

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ABSTRACT

The main purpose of the study was to investigate the Mediating role of coach encouragement between interest of athletes and frequency of participation. The target population of the study were registered coaches in different clubs of District Bannu, Pakistan. Further, investigators selected 22 coaches and 5-5 athletes from 7 teams using a simple random sampling technique. Three self-administer research questionnaire were developed for data collection and analyses. It was found that there is no significant mediating role of coaching behavior between the athlete's interest and frequency of sports participation. The result also revealed that there is a negative relationship between coaching behavior and sports participation and sports interest. Thus, it is suggested that the coaches should enhance/develop their behavior with athletes.

Keywords: Mediating, coach, encouragement, interest, athletes.

1. INTRODUCTION

Role of coach in the development of self-esteem, self-confidence, interest and frequency of participation in sports activities is the topic of debate for decades (Corbin, 2002; Rezanian, & Gurney, 2014). Each and every field in the work needs teacher to learn, improve and develop their existing skills, techniques and qualities and sports has no exception. To investigate the role of coach in development of athletes' interest which leads to increase their frequency of participation. It is essential to know what are the duties a coach have to perform (Côté, Baker, & Abernethy, 2003), as well as how a coach can develop the interest and motivation in athletes (Bailey, Cope, & Pearce, 2013). Coach is a person who is deal with the athletes psychological as well as physical capabilities (De Francisco, Arce, Sánchez-Romero, & Vélchez, 2018; Wiese & Weiss, 1987).

Sports coach are a keen person who deeply study the inner qualities of athletes that what kind of skills they have and what kind of skills and techniques they require (Harmison, 2006). Sports coaches assist athletes in developing to their full potential in specific areas (Loughead et al., 2016). They are responsible for training athletes in a sport by analyzing their performances, instructing in relevant skills and by providing encouragement (Hughes, 2004). Consequently, the role of the coach will be many and varied, from instructor, assessor, friend, mentor, facilitator, chauffeur, demonstrator,

adviser, supporter, fact finder, motivator, counselor, organizer, planner and the Fountain of all Knowledge (Nathial, 2014). In relation to sports, the role of the coach is to create the right conditions for learning to happen and to find ways of motivating the athletes. Most athletes are highly motivated and therefore the task is to maintain that motivation and to generate excitement and enthusiasm (Pensgaard, & Roberts, 2002).

The coach will need to be able to: assist athletes to prepare training programs, communicate effectively with athletes, assist athletes to develop new skills, use evaluation tests to monitor training progress and predict performance (Ekstrand et al., 2018; Harmison, 2006). Sports coaches are responsible for getting sporting teams or individuals ready to compete, and even guide them through their event (Kristiansen, & Roberts, 2010). Extra duties may include recruiting players, developing game strategies, and teaching the skills of the sport. A coach requires good planning and organization skills. They need to be able to relate to their athletes and coaching staff, and get the best out of the people around them (Jones, & Lavalley, 2009). Coaches come from a wide range of areas, from ex-competitors, parents, teachers and even fans just interested in that sport, all with one thing in common - a passion for coaching (Reade & Rodgers, 2009).

Per Moen, Hoigaard and Peters (2014) documented primary role of the coach as to help his/her athletes to improve their performance. In many situations, once an athlete has begun their journey of participating in competitive sport they will spend a majority of their time with their coach. Not only does a coach have the responsibility of taking the authoritative role over a team or group of athletes, teaching technical skills, and in most cases winning; he or she has the responsibility of motivating athletes, supporting them, and enabling them to fulfill their fullest potential (Kim & Cruz, 2016).

A key theoretical framework that is linked to athlete motivation is the Self Determination Theory (Deci, & Ryan, 2010). As a result of this theory, two main forms of motivation have been identified and were consistently discussed throughout the literature and the studies conducted in recent years. These two types of motivation can be referred to using different words or phrases, but are most commonly identified as intrinsic and extrinsic motivation. All of the factors that have an effect on athletes throughout their sport experience, the coach-athlete relationship is one of the most important influences on athlete motivation (Mageau, & Vallerand, 2003).

Rieke, Hammermeister, and Chase, (2008) examined how coaches who were perceived as autonomy supportive, or referred to in their study as “servant leaders,” were associated with their athletes’ motivation. They concluded that athletes who perceived their coach as 16 autonomies supportive not only displayed higher levels of intrinsic motivation, but were more satisfied and task-oriented than athletes who perceived their coach as controlling. The coach-athlete relationship is not simply one of the most important influences on athlete motivation; it is also one of the most important influences on athlete performance as well (Mageau & Vallerand, 2003). When discussing this concept, it is important to understand the relationship that exists between coaching styles, athlete motivation, and performance. As a coaching style effects athlete motivation, it also has an effect on performance due to the motivation that is developed within the athlete. Correlation between athlete motivation and performance has been noticeable throughout recent studies, and became a common theme throughout the reviewed literature.

Since the beginning of sport competition, athletes have sought to acquire the skills and knowledge of sport in order to become champions. As sports evolved into organized activity, coaches began working more closely with athletes on sport skill development. Education and training programs have been created, over the past 30 years, in an effort to assist coaches and athletes with the development of methods and strategies for achieving peak performance. When designing a coaching education program, however, one must ask what do coaches need to know; what are the essential elements of athletic coaching? The

records are made to break, there are many factor (demand of training, personal interest, motivation towards sports, height, weight, gender, culture and potential and knowledge of coach) which enable the athletes to achieve their desire goals in sports. Researcher of the world carries out the studies to deals with problems of the athletes and brings the athletes to the sports arena to deliver their best performance. The present study was effort of the researcher to investigate the mediating role of coach encouragement between independent variable (sports interest of athlete) and dependent variable (sports participation).

2. METHODS AND MATERIALS

2.1 Population and Sample

The target population of the study comprised of all the coaches and athletes of the registered clubs in District Bannu, Pakistan. The researcher selected a total of 57 sample which includes 22 coaches and 35 athletes from 7 teams using a simple random sampling technique.

2.2 Research Tool/Instrument

In this study 3 different questionnaires were developed. The nature of questionnaire was self-administered research instruments. These three questionnaires were- *athlete's interest and motivation*, *athlete's encouragement* and *frequency of participation in sports activities of athletes*. Experts opinion were obtained for any modification in the questionnaire. Content and face validity and Cranach's alpha reliability were used to established validity and reliability of the questionnaires. Reliability of the questionnaires were 0.87, 0.78 and 0.89 for the athlete's interest and motivation, athlete's encouragement and frequency of participation in sports activities, respectively.

2.3 Procedure of Data Collection

A pilot study was done before data collection. The researcher seeks permissions from the parent department and the clubs where probable samples could be found. The researchers personally visited each club and makes sure that to the Regional Sports Officer (RSO) allowed the researchers for data collection. After acquiring consents, the researchers distributed questionnaires to each sample and asked to give their response on the questionnaires. The researchers also explained the questionnaire to those selected samples who required any assistance.

2.4 Data Analysis

The collected raw data were processed through statistical package for social sciences (SPSS, Version 24) software. Pearson correlation was used for data analysis. Detailed result is presented in the following heads.

3. RESULTS

Table 1: Relationship among sports participation, sports interest and coaching encouragement

Testing variables		Sports Interest	Coaching encouragement
Sports Participation	Pearson Correlation	-0.075	0.127
	Sig. (2-tailed)	0.667	0.467
Sports Interest	Pearson Correlation		-0.089
	Sig. (2-tailed)		0.610

Readings of Table 1 shows that, the relationship among sports participation and sports interest; sports participation and coaching encouragement; and sports interest and coaching encouragement are not significant at .05 alpha level.

Mediating analysis

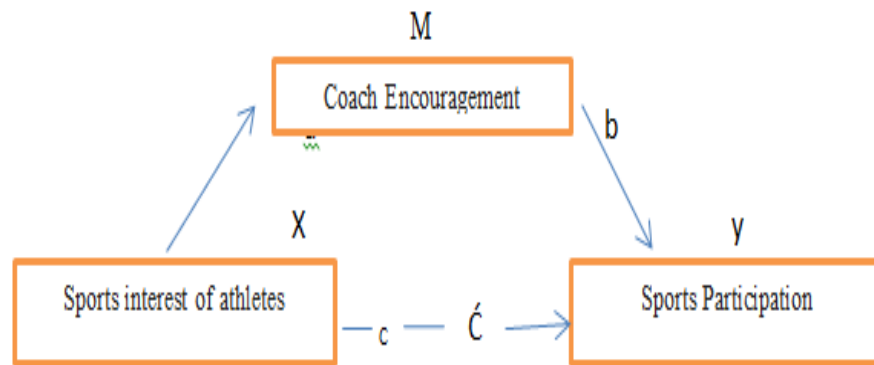


Figure 1: Mediating model

X= Sports interest of the athletes

Y= Sports Participation

M= Coach Encouragement

Table 2: The model summary

R	R Square	MSE	F	df1	df2	P
.0894	.0080	.2859	.2657	1.0000	33.0000	.6097

Table 3: The coefficient of regression

Model	Coefficient	Se	T	P	LLCI	ULCI
Constant	.48234	.6652	7.2508	.0000	3.4699	6.1768
Sports Participation	-.0719	.1395	-.5155	.6097	.3556	2119

Table 4: The model summary

R	R Square	MSE	F	df1	df2	P
1424	.0203	0424	3311	2.0000	32.0000	.7205

Table 5: The coefficient of regression

Model	Coefficient	Se	T	P	LLCI	ULCI
Constant	4.2766	.4126	10.3638	.0000	3.4360	5.1172
Sports Participation	-.0198	.0539	-.3675	.7157	.1297	.0900
Coach Encouragement	.0463	.0671	.6903	.4950	-.0903	.1829

Table 6: The model summary

R	R Square	MSE	F	df1	df2	P
.0754	.0057	.0418	.1887	1.0000	33.0000	.6668

Table 7: The coefficient of regression

Model	Coefficient	Se	T	P	LLCI	ULCI
Constant	4.4999	.2542	17.7014	.0000	3.9827	5.0171
Sports interest of the athletes	-.0232	.0533	-.4344	.6668	-.1316	.0853

The above mediating table shows that there is no significant mediating role of coach encouragement in between sports interest and frequency of sports participation, the path A, (.6097 > .05), path A & B (.7205 > .05) and path A, B & C (.6668 > .05) found insignificant. The beta in all paths sustained their position constant which indicates that there is no significant partial mediation of coach encouragement in between sports interest and sports participation. On the other hand, there is significant negative variation occur in the units of sports participation due to sports interest where the mediating variable coach encouragement remains silent in beta. Hence it is concluded that, there is no significant mediating role of coach encouragement in between athlete's interest and frequency of participation in sports activities is hereby accepted.

4. DISCUSSION

The researcher found that the relationship between sports participation and sports interest is negative but not statistically significant at 0.05 alpha level, on the other hand the relationship between coaching encouragement and sports participation is positive but not statistically significant at alpha level 0.05, similarly the relationship between coaching encouragement and sports interest of the athletes was also negative but not statistically significant at alpha level .05. Hence, the researcher can say that there is positive relationship between sports participation and coaching encouragement and negative relationship between coaching encouragement and sports interest which is supported by the previous studies too (Loughead, Munroe-Chandler, Hoffmann, & Duguay, 2014). Sports coaches assist athletes in developing to their full potential in specific areas. Coaches are responsible for training athletes in a sport by analyzing their performances, instructing in relevant skills and by providing encouragement (Hughes & Franks, 2004). Consequently, the role of the coach will be many and varied, from instructor, assessor, friend, mentor, facilitator, chauffeur, demonstrator, adviser, supporter, fact finder, motivator, counselor, organizer, planner and the Fountain of all Knowledge (Nathial, 2014). In relation to sports, the role of the coach is to create the right conditions for learning to happen and to find ways of motivating the athletes. Most athletes are highly motivated and therefore the task is to maintain that motivation and to generate excitement and enthusiasm (Pensgaard, & Roberts, 2002).

Further, the findings also documented that there is no significant mediating role of coach encouragement in between sports interest and frequency of sports participation, the path a, ($p > .05$), path a & b ($p > .05$) and path a, b & c ($p > .05$) found no significant. The beta in all paths sustained their position constant which indicates that there is no significant partial mediation of coach encouragement in between sports interest and sports participation. These findings are in line with the results of the previous study, where coach is considered someone who trains, instructs, or gives advice to an athlete in order to improve their physical and mental performance in their sport. Per Moen, Hoigaard and Peters (2014) reported that the primary role of the coach is to help his/her athletes to improve their performance. In many situations, once an athlete has begun their journey of participating in competitive sport they will spend majority of their time with their coach. Not only does a coach have the responsibility of taking the authoritative role over a team

or group of athletes, teaching technical skills, and in most cases winning; he/she has the responsibility of motivating athletes, supporting them, and enabling them to fulfill their fullest potential (Hyun-Duck, & Cruz, 2016).

5. CONCLUSION

The main purpose of the study was to investigate the mediating role of coach encouragement between Interest of Athletes and Frequency of Participation. On the basis of data analysis and findings of the study the researcher concluded that there is no significant mediating role of coaching behavior between athletes in interest and frequency of sports participation. The researcher also highlighted that there is negative relationship between coaching behavior and sports participation and sports interest and coaching behavior.

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