

## PSYCHOLOGICAL BEHAVIOR AND COACHING VIS-À-VIS ATHLETIC ACHIEVEMENTS

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### Abstract

Considerable amount of research has been conducted on examining the concept of coaching behavior and athletic achievements, with results suggesting that the impact can be extremely significant, however limited studies tend to associate the correlation of coaching, behavior, psychological behavior of athletes and its effect on athletes achievements in sports. Through the different styles of coaching, coaches impact the athletes with whom they associate in different ways, while also fulfilling or neglecting the athletes'

psychological needs. This study explores the association of coaching behavior and the psychological behavior of an athlete to his athletic achievements in sport. A sample of 41 student athletes representing different sports disciplines perceived about coaches behaviors and how coaches behavior affects athlete's motivation, performance, focus, and emotions, was presented to nine Philippine coaches working in university schools specialized for college sports.

**Keywords:** coaching styles, coaching behavior, athletes, sport.

## Introduction

A team's success is mostly measured by record in seasons and overall victories; yet winning is only a part of success. Success alone does not make a team great until it is paired with effective coaching. Effective coaching more than valuable than wins and losses, it also includes reaching athletes on an individual level. Coaches who focus on positive, personal relationships with their athletes are ensuring success beyond their record on the field

Athletic achievement is one of the goals of the NCAA is to support association programs that contribute to the overall development and well-being of the student-athlete, support ethical conduct and sportsmanship, and encourage the pursuit of academics, athletics and personal excellence. It seeks to help individuals of all ages and skill levels reach their full athletic potential and to enhance all components important for successful athletic development. Athletic achievement describes the efforts made by an athlete to attain specific performance objectives over a period of time. The natural talent or fitness of the athlete will impact the level of performance; all athletes ultimately measure performance by their own standards. It includes not only the assessment of as particular result, but also the concept of recovery; will dictate how the athlete is able to prepare for the next event.

Cat North (2017), Athletes perceive and interpret their athletic experience based on the leadership they receive, as well as their ability to perform well. Most people consider a coach's primary job to be encouraging individual athletes, as well as the team. Coaches can have a huge impact on athletes' personal lives and goals and how they perceive themselves and their community. Individual athletes look to coaches and psychological behavior affects the athletic performance of the student athlete in Bataan Peninsula State University-Balanga Campus A.Y 2017-2018.

Siddharth Kalla (2011), a correlational study determines whether or not two variables are correlated. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable. Janet Waters (2017), a correlational study is a quantitative method of research in which you have 2 or more quantitative variables from the same group of participants, & you are trying to determine if there is a relationship (or co-variation) between the 2 variables (that is, a similarity in pattern of scores between the two variables, not a difference between their means). Kendra Cherry (2018), correlational methods have a number of strengths and weaknesses, so it's important to determine which research method is best for a particular situation.

The aim of this study is to understand and enhance athletic achievements across the ability range by investigating the factors influencing to the athletic achievements of the student athletes in state university. Overall, this study has some important implications. Apart from adding knowledge to the Sports and development, this study will give knowledge to the coach and students to work for a deep communication and relationship as a team. This study will also help Physical Development Organizations to create more trainings and seminars for the Coach and Athletes.

#### **METHODS AND MATERIALS**

This chapter presents the method of research that will be utilized in the collection, analysis, and interpretation of the data related to the study. Specifically, it includes methods and techniques of the study, population and sample, research instruments, construction and validation of the instruments, data gathering procedures and data processing and statistical treatment. The researchers used the correlational method in their survey study. It involves the research for relationships between variables through the use of various measures of statistical association. It is a procedure in which subjects' scores on two variables are simply measured, without manipulation of any variables to determine

whether there is a relationship. This method analyzed the data to find if the coaching

#### **CONSTRUCTION AND VALIDATION OF THE INSTRUMENT**

The researchers used standardized questionnaires for coaching behavior by James Cote et al, Assessment with a reliability of 0.82%. For psychological behavior by Jim Golby et al, Assessment with a reliability of 0.75%. In that result, our questionnaire is reliable and indicate that is valid.

#### **DATA GATHERING PROCEDURES**

For the purpose of gathering data from the respondents, a formal letter was sent to the Sports Director Romeo Nisay Ed. D. requesting permission to conduct a survey to the student athlete of BPSU-BC. The researchers will administer the research instrument in order to ensure a retrieval rate from the respondents.

The Athletes and Coaches, who are involved in the study will be informed regarding the purpose of the study. They will be guided accordingly for an effective and efficient accomplishment of the questionnaire.

Right after the questionnaires are answered and collected from the respondents, data will be tabulated, analyzed, and presented for the realization of the purpose at this study.

## DATA PROCESSING AND STATISTICAL TREATMENT

In this part, the researcher will discuss the next step that will be undergoing after data collection. Statistical treatment will employ specifically numerical levelling the responses of the respondents. The presentation is an inferential statistic; Pearson product-moment correlation coefficient was employed to identify the index of relationship between three variables.

## RESULTS AND DISCUSSIONS

### STUDENT ATHLETES VIS-À-VIS THEIR ATHLETES' ACHIEVEMENTS

For clear comprehensive presentation of findings, this chapter is subdivided into seven

(7) parts to the specific question raised in Chapter 1. The subdivisions are as follows:

Part 1 deals with How may the coaching behavior be described as perceived by the students in terms of: terms of Coaching motivation, coaching style and Communicating skill

Part 2 deals with the How may the psychological factors be described in terms of: anxiety, stress and mental toughness.

Part 3 deals with What is the students' Athletes' Achievements in terms of Athletes Achievements.

Part 4 deals with if there is any significant relationship between coaching behavior and psychological behavior and athletic achievements.

### Coaching Motivation

Statements	Mean	Descriptive equivalent
Provides me with advice while I'm performing the skill.	5.87	Very often
Gives me specific feedback for correcting technical errors.	6.00	Very often
Gives me reinforcement about correct techniques.	6.02	Very often
Provides me with feedback that helps me improve my technique.	5.96	Very often
Provides visual examples that describe how a skill should be done.	6.02	Very often
Uses verbal examples that describe how a skill should be done.	6.11	Very often
Makes sure I understand that techniques and strategies I am being taught.	5.96	Very often
Provides me with immediate feedback.	6.09	Very often
<b>Mean</b>	<b>6.00</b>	<b>Very often</b>

Part 5 deals with if there any significant difference between the perception of the student athletes and coaches in the coaching behavior of the trainers.

Part 6 deals with which among the variables, taken singly or in combination greatly affects the athletic performance of the student athletes

Part 7 deals with what specific athletes' enhancement program can be proposed form the result of the study

Mean distribution and Descriptive equivalent-in terms of Coaching Motivation. It can be gleaned from the data that the descriptive equivalent of coaching motivation of the coaches in Bataan Peninsula State University is high extent.

### Coaching style

Statements	Mean	Descriptive equivalent
Provides me with a physical conditioning program in which I am confident.	5.17	Often
Provides me with a physical challenging conditioning program.	5.91	Very often
Provides me with a detailed for physical conditioning program.	5.78	Very often
Provides me with a plan for my physical preparation.	5.87	Very often
Ensures that the training facilities and equipment are organized.	5.80	Very often
Provides me with structured training sessions.	5.89	Very often
Provides me with annual training program.	5.87	Very often
Helps me focus on the process of performing well.	6.00	Very often
Prepares me to face a variety of situations in completion.	6.04	Very often
Keeps me focused in competitions.	6.13	Very often
Has a consistent routine in competition.	5.96	Very often
Deals with problems I may experience at competitions.	6.04	Very often
Shows confidence with my ability during competition.	5.80	Very often
Ensures that facilities and equipment are organized for competition.	5.67	Very often
<b>Mean</b>	<b>5.85</b>	<b>Very often</b>

The table shows that the mean of the mean answers of the respondents is 5.85 which mean that the statements under

coaching style were answered mostly by “very often”.

### Communicating skill

Statements	Mean	Descriptive equivalent
Shows understanding for me as person.	6.04	Very often
Is a good listener.	6.20	Always
Is easily approachable about personal problems I might have.	6.07	Very often
Demonstrates concern for my whole self.	5.77	Very often
Is trustworthy for my personal problems.	5.72	Very often
Maintains confidentiality for my personal life.	5.40	Very often
Uses fear in his/her coaching methods.	5.33	Very often
Yells at me when angry.	4.18	Fairly often
Disregards my opinion.	4.17	Fairly often
Shows favouritism towards others.	3.93	Fairly often
Intimidates me physically.	3.89	Fairly often
Uses power to manipulate me.	3.76	Fairly often
Makes personal comments to me that I find upsetting.	4.24	Fairly often
Spends more time coaching the best athletes.	4.61	Often
<b>Mean</b>	<b>4.95</b>	<b>Often</b>

As shown by the table above, statements under communication skills have an average answer of “often” or many of the respondents’ answer fall under the

descriptive equivalent of “often” . The overall computed weighted mean of 4.95 were interpreted the respondents as high extent as to communicating skills.

### Anxiety

Statements	Mean	Descriptive equivalent
I become distracted and lose my focus during competition.	3.24	Seldom
It seems as my mind starts racing 100 mph during critical moments of competition.	3.11	seldom
I can clear interfering emotion quickly and regain my focus.	2.96	Sometimes
I get spacey during competition.	2.93	Sometimes
I find myself thinking of past mistakes or missed opportunities as I play.	3.11	Seldom
My concentrations are easily broken.	3.42	Seldom
<b>Mean</b>	<b>3.13</b>	<b>Seldom</b>

Statements under psychological behaviour (anxiety) have a mean answer of seldom. Based on the mean, the

respondents seldom experience what is being described on the statements. As revealed in the data all the

### Mental toughness

Statements	Mean	Descriptive equivalent
Provides advice how to perform under pressure.	6.02	Very often
Provides advice on how to be mentally tough.	6.00	Very often
Provides advice on how to stay confident about my abilities.	6.04	Very often
Provides advice on how to stay positive about myself.	6.17	Very often
Provides advice on how to stay focused.	6.26	Always
<b>Mean</b>	<b>6.10</b>	<b>Very often</b>

The table gleaned that the experiences (as described in each statement under mental toughness) was experienced

by the respondents very often. Most of the answers of the respondents fall under the descriptive equivalent of “very often”. It means that.

### Stress

Statements	Mean	Descriptive equivalent
I get angry and frustrated during competition.	3.49	Sometimes
I get nervous or afraid in competition.	3.04	Sometimes
Mistakes get me feeling and thinking negatively.	3.16	Sometimes
My muscles become overly tight during competition.	3.18	Sometimes
Uncontrollable events like the wind, cheating opponents, and bad referees get me very upset.	3.00	Sometimes
I can remain calm during competition when confused by problems.	3.05	Sometimes
<b>Mean</b>	<b>3.15</b>	<b>Sometimes</b>

The experiences under the category of stress (as described by the statements) have a mean/average answered of 3.15 with the descriptive equivalent of sometimes.

The mean answer of the statements under stress is mostly under the descriptive equivalent of “sometimes”. This means that.....

### Sports achievements

Statements	Mean	Descriptive equivalent
Helps me identify strategies to achieve my goals.	6.07	Very often
Monitors my progress towards my goals.	6.00	Very often
Helps me set-short term goals.	5.78	Often
Helps me identify target dates for attaining my goals.	6.09	Very often
Helps me set long term goals.	6.02	Very often
Provides support to attain my goals.	6.20	Always
<b>Mean</b>	<b>6.03</b>	<b>Very often</b>

The table gleaned that the average answers of the respondents is 6.03 that has descriptive equivalent of “very often”. Many respondents choose the answer “6- very

often” for statements under sports achievement. It means that Correlation between coaching behaviour, psychological behaviour and athletic achievement.

Categories		Coaching behaviour	Significance	Psychological behaviour	Significance
Psychological behaviour	Pearson Correlation	.773**	Significant relationship		
	Sig. (2-tailed)	.000			
	N	46			
Athletic achievements	Pearson Correlation	.225	Not significant relationship	.219	Not significant relationship
	Sig. (2-tailed)	.137		.148	
	N	45		45	

Alpha level is .05

The table shows that the only relationship that is significant is the relationship between psychological behaviour and coaching behaviour. On the other hand, correlations between athletic achievement and coaching behaviour, athletic achievement and psychological behaviour are not significant. The significant relationship between coaching behaviour and psychological behaviour has level of strong positive relationship. This means that.....

#### Recommendations:

In view of findings the following recommendations are suggested. The researchers recommend that there must be a sports psychologist in a sports program that will help the athletes’ achievements in sports. Focusing on mental game can to improve confidence, focus, composure, intensity, and trust in athletic performance. These mental skills help athletes improve performance and can help in other areas of an athlete's life. The researchers recommend that strong relationship of coaches and athletes should be strongly established because sports coaches assist athletes in developing to their full potential.

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