

Coaches Behaviour Towards Motivational Climate and Performance Satisfaction of College Volleyball Players in Guangdong China

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Abstract: Coaches play a significant role on how an athlete behaves, performs and acts. Each coach utilizes different methods and approaches in coaching which describe their coaching behaviour. Coaching behavior represents the personal characteristics and attitudes of the coaches. The impact of coaching behaviour has been an extensive topic of study in sports psychology where continuous arguments on how coaching behaviour affects motivational climate and performance of the athletes. Therefore, the researcher in this study deemed to bridge the knowledge gap through identifying the impact of coaching behaviour, motivational climate and performance satisfaction of the climate and performance satisfaction of college volleyball players in Guangdong, China. In conducting the study, the researcher employed descriptive correlational design. Two hundred collegiate volleyball players in selected universities in Guangdong, China were selected through stratified simple random sampling technique as respondents of the study. Validated self-made questionnaire was used as the main instrument of the study in describing coaching behaviour of the team coaches in terms of action, belief and attitude, motivational climate in terms of task/mastery and ego-oriented climate and performance satisfaction in terms of individual, team and coach's performance. The data was analyzed through the use of Pearson *r*. The result of the study revealed that there is a significant relationship between the coaching and the motivational climate within the team as perceived by the respondents. Furthermore, coaching behaviour is significantly related to performance satisfaction in terms of individual, team and coach's performance. Finally, the study formulated a proposed program of action to better enhance the coaching behaviour of the volleyball team coaches.

Keywords: Coaching Behaviour, Ego-oriented, Motivational Climate, Performance Satisfaction, Task/Mastery.

1. Introduction

Coaching behavior represents the personal characteristics and attitudes of the coaches. Each coach has a special coaching approach which may affect the performance of the athletes. According to North Central University, one of the most important figures in a young athlete's life is their coach. The psychological effect a coach has on an athlete and the performance of a team has been the subject of extensive research. It has been demonstrated that different coaching philosophies can either have a beneficial or detrimental impact on performance. There is even proof that a coach's acts and demeanor might influence an athlete's motivation.

Considerable argument has focused on identifying intrapersonal outcomes associated with mastery. For instance, coach-initiated mastery climates that promote effort/improvement, cooperative learning, and role assignment have been positively associated with task-oriented goals, prosocial behavior, confidence, self-esteem, competence (i.e., self-referenced or overall), intrinsic motivation, positive affect, prosocial behavior, objective performance, and engagement in junior team sport athletes. In contrast, coach-initiated performance climates have been linked with a range of maladaptive outcomes including ego-oriented goals, negative affect, antisocial behavior, norm-referenced competence, and lower engagement (Harwood, C.G., [1]). Drawing upon this extensive body of literature, there is clear evidence to suggest that coach, peer, and parent-initiated motivational climates impact on young team sport athletes by influencing self-perceptions, motivational regulations, affective responses, and attitudes. However, by

focusing solely on individual level outcomes, it has overlooked the broader impact that a mastery or performance motivational climate may have on the way in which youth sport groups function. Den Berg and Surujlal [2] conducted a study that explored the pivotal role of coaches in the long-term development of an athlete. He asserted that there is a significant positive relationship between coach guidance, goal settings and team focus. Jones [3] looked into various coaching philosophies and how they affected athletes. He discovered that young athletes and high school athletes fared best under democratic and social support coaching approaches; it was also claimed that among college athletes, a democratic coaching approach resulted in more team cohesion and independence. Hao Jin et al. [4] in their study supported that the quality of the coach-athlete relationship and autonomous motivation had a strong positive impact on athlete satisfaction. Repetition and monotony during off-season training. When used appropriately, democratic coaching techniques can satiate athletes' psychological demands by making them feel appreciated and dependable. College athletes are more likely to demonstrate initiative by developing positive relationships with their coaches in response to democratic techniques if they feel that their coaches are making an effort and caring about them.

He added that no athlete benefited from an autocratic or totalitarian coaching style. The flexibility and autonomy that athletes require to succeed are not possible under an autocratic approach. Autonomous motivation and autocratic leadership did not significantly interact due to coexistence and ambivalence of several types of motivation.

In line with this, the researcher aims to describe the coaching behavior and its impact to motivational climate and

performance satisfaction of the collegiate volleyball players in different universities in Guangdong China. The current study's findings may have significant implications for sports teams. Thus, coaches should work with the athletes to establish game plans and strategies in order to avoid. It has long been a custom in Chinese culture to respect and submit to coaches and other authorities. Consequently, the researcher will also test whether motivational climates within the team contributes to performance satisfaction of each team members respectively.

2. Research Design

In conducting the study, the researcher employed quantitative research method specifically descriptive correlational design. This design is used to measure and/or explain relationships between two or more variables involved in the study. It includes collecting and analyzing data where the researcher does not involve manipulation of variables instead they measure the natural characteristics or attributes of the population and measure their association. This design is the most appropriate design as the researcher of this study aims to determine whether coaches behaviour is related to motivational climate and performance satisfaction of the college volleyball players. Moreover, the researcher did not manipulate any variable but instead measure the variables in a natural setting through survey method.

2.1. Population and Sampling

The research sample who served as the respondents of the study were the college volleyball players who are aged 18-23 years old from selected universities in Guangdong China. College players are selected as the researcher believed that they already gained enough experience in playing and competing volleyball with the guidance of their team coaches. From a total population of four hundred fifteen (415) college volleyball players, the researchers gathered two hundred (200) players aged 18-22 using Cochran's equation considering a 95% confidence level, 5% margin of error and 0.5 estimated proportion for variability. Actual respondents were selected through stratified random sampling technique.

2.2. Research Instrument

To collect the necessary data of the study, the researcher utilized a self-made questionnaire. It is divided into three parts to measure each variable. The first part of the questionnaire was used to measure athlete's perception towards coaching behavior and evaluates its effectiveness in terms of the coach's actions, beliefs and attitude. It consists 10 items per category to be answered using a four-point Likert (having 4 as the highest to 1 as the lowest rating).

The second questionnaire is composed of statements that be used to evaluate the motivational climate within the team. It is made up of descriptive statements to assess the athletes' perception towards their respective team's motivational climate characterized in two higher order dimension namely task and ego-involving climate. Task-involving (mastery-oriented) team climate with 10 items reflect a sense that co-operative learning is encouraged, that each player has an important role in the team, and effort/improvement are emphasized. Ego-involving (performance-oriented) with 10 items tap the view that mistakes are punished, that recognition by the coach is reserved for the most talented athletes, and that a feeling of intra-team rivalry exists among players on the team. Responses were indicated on a 4-point Likert scale

(having 4 as the highest to 1 as the lowest rating).

The last questionnaire was used to assess the level of performance satisfaction of the respondents. It was used to determine satisfaction towards coach (ability utilization, training strategy, personal treatment), satisfaction towards teammates (team task contribution, team social contribution, team integration, team performance) and self- satisfaction (individual performance and personal dedication) The questionnaire comprises 10 items per indicator which will be assessed using 4-point Likert scale (having 4 as the highest to 1 as the lowest rating).

2.3. Statistical Treatment of Data

For the analysis and interpretation of data, the researcher made use of SPSS. The following statistical tools were utilized to analyze and interpret the collected data:

Weighted Mean. This tool was employed to measure the level of assessment of the respondents towards their perceived coaching behavior, motivational climate and performance satisfaction during volleyball game.

Pearson's r Correlation Analysis. This tool was utilized to determine the significant relationships between and among variables involved in the study such as coaching behavior, motivational climate and performance satisfaction.

3. Results and Discussion

Table 1. Perceived Coaching Behaviour

Aspects	Mean	Std. Dev.	Rank	Interpretation
Action	2.970	1.065	2	Moderately Evident
Belief	2.955	1.029	3	Moderately Evident
Attitude	3.090	.963	1	Moderately Evident
Composite Mean	3.000	.0346		Moderately Evident

The data in Table 1 presented the perceived coaching behaviour by the respondents where result portrayed that coaching behaviour based on attitude ($m=3.090$, $SD=.963$), action ($m=2.970$, $SD=1.065$) and belief ($m=2.955$) which implied moderately evident perception. Generally, the assessment resulted to a mean score of 3.00 where $SD = 0.03457$. The value of the standard deviation indicated a moderate spread of data. It implies a moderate agreement on the perceived level of competence of the volleyball team coaches as perceived by the respondents.

Table 2. Perceived Motivational Climate

Aspects	Mean	Std. Dev.	Rank	Interpretation
Task/Mastery Orientation	2.930	0.964	2	Moderately Evident
Ego-Oriented	2.990	1.022	1	Moderately Evident
Composite Mean	2.960	.976		Moderately Evident

Table 2. presented the summary table of the perceived motivational climate of the respondents. The result showed that ego-orientation was more evident based on the $m=2.990$, $SD=1.022$ than task/mastery orientation with a mean score of

2.930, SD=0.964. Although both were moderately observed by the respondents, a wider spread of data of ego-mastery posted that it is better practiced within the team. Calculating its general result, a mean score of 2.960, SD=0.976 signified a moderately evident indication of motivational climate within the team as perceived by the respondents.

Table 3. Perceived Performance Satisfaction

Aspects	Mean	Std. Dev.	Rank	Verbal Interpretation
Individual Performance	2.900	1.051	3	Moderately Satisfied
Team Performance	3.080	0.977	2	Moderately Satisfied
Coach's Performance	3.105	0.969	1	Moderately Satisfied
Composite Mean	3.03	0.943	Moderately Satisfied	

Table 3. highlighted the summary table of the perceived level of performance satisfaction in terms of individual, team and coach's performance by the respondents. The data revealed that coach's performance (m=3.105, SD=.969) got the highest assessment result followed by team performance (m=3.080, SD=.977) and individual performance (m=2.900, SD=1.051) indicating a moderate level of satisfaction. Generally, it showed that the respondents were moderately satisfied on their performance given consideration in the aforementioned areas which was reflected to a general mean score of 3.03, SD=.94277 which shows that data are moderately spread from the mean. This indicates a moderate agreement resulting to a perceived moderate level of satisfaction.

Table 4.1. Significant Relationship Between Coaching Behavior and Motivational Climate in Terms of Task/Mastery-Oriented

Variables		Task/Mastery Oriented Atmosphere	Decision	Interpretation/ Remarks
Coaching behavior - Action	Pearson Correlation	0.308**	Reject Ho	Significant (Weak Correlation)
	Sig. (2-tailed)	0.000		
	N	200		
Coaching behavior - Belief	Pearson Correlation	0.295**	Reject Ho	Significant (Weak Correlation)
	Sig. (2-tailed)	0.000		
	N	200		
Coaching behavior - Attitude	Pearson Correlation	0.309**	Reject Ho	Significant (Weak Correlation)
	Sig. (2-tailed)	0.000		
	N	200		

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.1. showed the result of the test of significant relationship between coaching behaviour and motivational climate in terms of task/mastery-orientation. It is revealed that there is a positive weak relationship with action (r=0.308), belief (r=0.295) and attitude (r=0.309) and task/mastery-orientation within the team.

Table 4.2. Significant Relationship Between Coaching Behavior and Motivational Climate in Terms of Ego-Oriented

Variables		Ego-oriented atmosphere	Decision	Interpretation/ Remarks
Coaching behavior - Action	Pearson Correlation	0.362**	Reject Ho	Significant (Weak Correlation)
	Sig. (2-tailed)	0.000		
	N	200		
Coaching behavior - Belief	Pearson Correlation	0.378**	Reject Ho	Significant (Weak Correlation)
	Sig. (2-tailed)	0.000		
	N	200		
Coaching behavior - Attitude	Pearson Correlation	0.288**	Reject Ho	Significant (Weak Correlation)
	Sig. (2-tailed)	0.000		
	N	200		

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.2. showed the result of the test of significant relationship between coaching behaviour and motivational climate in terms of ego-orientation. It is revealed that there is a positive weak relationship with action (r=0.362), belief (r=0.378) and attitude (r=0.288) and ego-orientation within the team.

Table 5.1. Significant Relationship Between Coaching Behavior and Individual Performance Satisfaction

Variables		Individual performance	Decision	Interpretation/ Remarks
Coaching behavior -Action	Pearson Correlation	0.438**	Reject Ho	Significant (Moderate Correlation)
	Sig. (2-tailed)	0.000		
	N	200		
Coaching behavior -Belief	Pearson Correlation	0.378**	Reject Ho	Significant (Weak Correlation)
	Sig. (2-tailed)	0.000		
	N	200		
Coaching behavior -Attitude	Pearson Correlation	0.365**	Reject Ho	Significant (Weak Correlation)
	Sig. (2-tailed)	0.000		
	N	200		

Table 5.2. Significant Relationship Between Coaching Behavior and Team Performance Satisfaction

Variables		Team's performance	Decision	Interpretation/ Remarks
Coaching behavior - Action	Pearson Correlation	0.359**	Reject Ho	Significant (Weak Correlation)
	Sig. (2-tailed)	0.000		
	N	200		
Coaching behavior - Belief	Pearson Correlation	0.408**	Reject Ho	Significant (Moderate Correlation)
	Sig. (2-tailed)	0.000		
	N	200		
Coaching behavior - Attitude	Pearson Correlation	0.452**	Reject Ho	Significant (Moderate Correlation)
	Sig. (2-tailed)	0.000		
	N	200		

Table 5.1. showed the result of the test of significant

relationship between coaching behaviour and individual performance satisfaction. It is revealed that there is a positive moderate relationship with action ($r=0.308$) while a weak relationship between belief ($r=0.295$) and attitude ($r=0.309$) and individual performance satisfaction was found.

Table 5.2. showed the result of the test of significant relationship between coaching behaviour and individual performance satisfaction. It is revealed that there is a positive moderate relationship with action ($r=0.308$) and belief ($r=0.295$) while a weak relationship between attitude ($r=0.309$) and team performance satisfaction was found.

Table 5.3. Significant Relationship Between Coaching Behaviour and Coach's Performance Satisfaction

Variables		Coach' performance	Decision	Interpretation/Remarks
Coaching behavior - Action	Pearson Correlation	0.228**	Reject Ho	Significant (Weak Correlation)
	Sig. (2-tailed)	0.001		
	N	200		
Coaching behavior - Belief	Pearson Correlation	0.384**	Reject Ho	Significant (Weak Correlation)
	Sig. (2-tailed)	0.000		
	N	200		
Coaching behavior - Attitude	Pearson Correlation	0.349**	Reject Ho	Significant (Weak Correlation)
	Sig. (2-tailed)	0.000		
	N	200		

Table 5.3. showed the result of the test of significant relationship between coaching behaviour and individual performance satisfaction. It is revealed that there is a positive weak relationship between with action ($r=0.308$) while belief ($r=0.295$) and attitude ($r=0.309$) and coach's performance satisfaction within the team was found.

3.1. Discussion

The purpose of the study is to investigate the relationship between coaching behaviour and motivational climate and performance satisfaction of the college volleyball players. The result of the study indicated that there was a positive weak relationship between coaching behaviour and performance satisfaction.

The data of the study indicated a significant relationship between coaching behaviour and morivational climate within the team. It is supported by Pestano [1] who claimed that student-athletes performance was influenced by variety of factors which includes coaching style, behaviour and competency of the coaches. In this study, coaching behaviour such as physical training, planning, technical skill, mental preparation, competition strategy, personal rapport was found to be influential in student-athlete performance. Hence, he recommended that coaches must sustain a high level of coaching competence. Additionally, Jokobsen [3] found out that an ego-oriented climate is created when there's lack of autonomy support from the coach and ego-involved athletes.

The result of the test of significance revealed that coaching

behaviour in terms of belief and performance satisfaction in terms of coach's performance indicated significant relationship thus the decision is to reject the null hypothesis. It means that the coach's behaviour contributed to the motivational climate of the volleyball team. As cited by Choi et al. [5] coaching behaviour affects athlete's motivation, achievement and performance. The team coaches play a significant role in achieving their goals. This finding proved that coaches must utilized emphatic and supportive methods with the athletes.

4. Conclusion

1) The study found out that there is a significant relationship between the coaching behaviour in terms of action, belief and attitude and the motivational climate within the team as perceived by the respondents. It implies that positive support strategies and effective communication contributes to the motivational climate within the team.

2) Ego-orientation was greater observed than task/mastery orientation marked by social comparison whereas the athletes recognizes his referenced goals relative to his ability and the sources and nature of recognition when goals are met. Relatively, coach's bahaviour contributes to higher ego-orientation.

3) A positive weak relationship between coaching behaviour and task/mastery orientation conforms that the athletes focuses on goal persistence and sustained effort through adaptive achievement strategies such as selecting challenging tasks, giving maximum effort, persisting in the face of setbacks, and taking pride in personal improvement created by the team coach.

4) A higher level of performance satisfaction is created when achievement motivation was met. This includes goal achievement, perceived ability and achievement behaviour.

5) Coaching behaviour in terms of action, belief and attitude is significantly related to performance satisfaction in terms of individual, team and coach's performance. It denotes that coaching behaviour affects the performance level of the volleyball team.

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