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Investigation of Attitude toward Coaching of Male and Female Athletes

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Abstract

The aim of the study was to study the attitude among male and female athletes of different games and sports towards coaching. For this purpose, one hundred twenty (Males=60, Females= 60)) athletes of different games and sports were selected to serve as subjects for this study. The subjects were in age group of 19 to 26 years. The subjects were selected from amongst the male and female athletes belong to different games and sports residing in Chhattisgarh. The questionnaire used in this study was Attitude Questionnaire developed and standardized by Verma (1995) [14] consists of 58 questions in seven dimensions. Was administered individually by the researcher to all the subjects. To assess the attitude towards coaching on seven dimensions of male and female athletes, mean and standard deviation were computed. To find out the significance differences between male and female athletes, F-ratios were computed on seven dimensions of attitude towards coaching. Results of the investigation indicated the insignificant differences between male and female athletes on personality, behaviour, relationship of coach and athletes, accountability and ethics in coaching. Different innovation and Constraints in coaching attitudes towards coaching were observed in both sex athletes. This clearly suggests that both sex athletes have equality in different dimensions of attitude towards coaching of games and sports. Male athletes preferred more of Innovation and less of constraints in coaching attitudes towards coaching from their coaches than their counter parts.

Keywords: Male athlete, Female athlete, Coaching, Attitude.

1. Introduction

Most sport psychologists suggested that positive attitude of the athletes plays a significant role in achieving the long and short-term goals. The negative attitude of the athletes towards coaching did not achieved these long and short-term goals. Attitudes can be taught either through imminent experience or by other people. They reflect the way people think of, feel and intend to react under certain circumstances.

Attitudes are a personal factor and they are referring to one's positive or negative judgement about a concrete aim. Ajzen and Fishbein (1980) [2] noted that the concept of attitude has played a major role in achieving good results. Attitude is a multidimensional construct consisting of cognition, affect, and conation (Ajzen, 1988) [1]. Herbert Spencer (1862) was one of the first psychologists, who employ the term attitude. Furthermore, from very early on social scientists used attitudes to explain human behavior.

The athlete centered coaching approach has this aim very clearly in mind to develop independent athletes who are aware of what is theirs in terms of performance. The great majority of successful athletes have very positive attitudes. They enjoy what they do in both practice and games, and see potential in every circumstance.

Young athletes generally have a great attitude about wanting to improve and becoming more competitive. Whenever the coach's desire for success exceeds the athlete's ambition, the result can be distorted. Coaches can start living vicariously through their athletes (McCord, 2010).

The coach must have, and impart to the athlete, a mechanical knowledge of the skill that is to be realized. The visual locations that are to be sighted during the execution of a skill, must be communicated to the athlete. A successful coach is one who prepares the athletes for victory and defeat. Each defeat is a step towards victory. Proper discipline, understanding, communication, and guidance on the part of the coach should help mold a Champion athlete

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Into a well-respected and honorable person (Hennessy 1989) Coaches must realize that they have a profound impact on their athlete's attitude the athletes' attitude is a synthesis of all the overt and covert messages and actions communicated by the coach throughout the season. Though, coaches should complement the athletes far more often than criticism.

Considering the importance of the coaching in determining the quality and success of an athlete's sport experience, surprisingly little research exists that identifies the attitude of athletes towards coaching. Silverman and Subramaniam (2007) reported that there are three types of methods that researchers used to measure students' attitudes: quantitative, qualitative, and verbalization problem methods. Leung (2002) [5] revealed that athletes reported a favorable attitude toward female coaches. He also revealed that athletes preferred a male coach to a female coach. Athletes preferred more of a male coach than female coach (Leung, 2002 & Magnusen and Rhea, 2009) [5]. A number of researchers have documented that both male and female athletes preferred male coaches rather than female coaches (Medwechuk & Crossman; Parkhouse & Williams, 1986; Williams and Parkhouse, 1988; Patriksson & Eriksson, 1990; Hasbrook *et al.* 1990; Leung and Chan, 1999). [11, 15, 10, 4, 6]

The coaching aim is for athletes to learn about how things work best for them. First, this is about their individual physical and mental makeup and then about the technical and tactical development of the skill. It will help the athletes to perform to their best in competition.

The main purpose of the study was to assess the attitude of male and female athletes of Chhattisgarh towards sports coaching.

2. Methodology

2.1 Selection of Subjects

One hundred twenty male (N=60) and female (N=60) athletes belong to different games and sports, who participated at inter-university level competitions and volunteered to participate in this study, were selected to serve as subjects for this study. The subjects were in age ranged 19 to 26 years. The subjects were selected randomly from amongst the male and female athletes belong to different universities of Chhattisgarh state. Data was collected during the year 2014.

2.2 Instrumentation

The attitude towards coaching questionnaire developed and standardized by Verma (1995) [14]. The questionnaire consisted of 58 questions on seven dimensions I. e. Personality characteristics, Behavior towards athletes, Relationship of coach and athlete, Accountability of coach, Ethics in coaching, Innovation in coaching and Constraints in coaching. The questionnaire was used for the purpose of study. The questionnaire was administered individually by the researcher to all the subjects.

2.3 Statistical Analysis

To study the attitude towards coaching on seven dimensions of male and female athletes of different games and sports, means and standard deviations were computed by using SPSS 16.0. One way ANOVA for the both sex as a whole on seven dimensions of attitude towards coaching was applied. Significant level was set at .05 level.

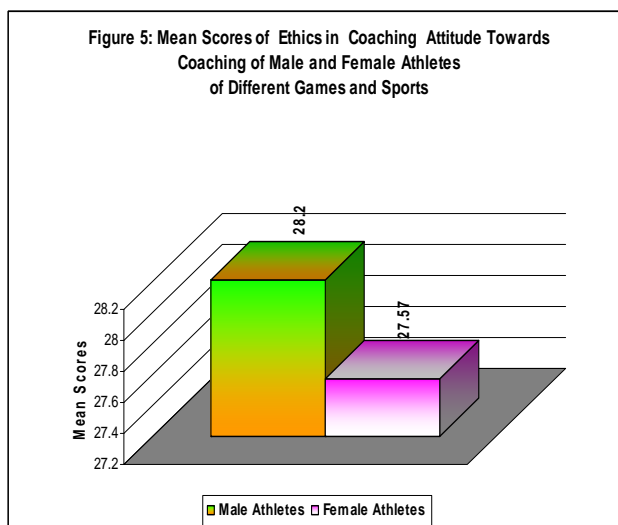
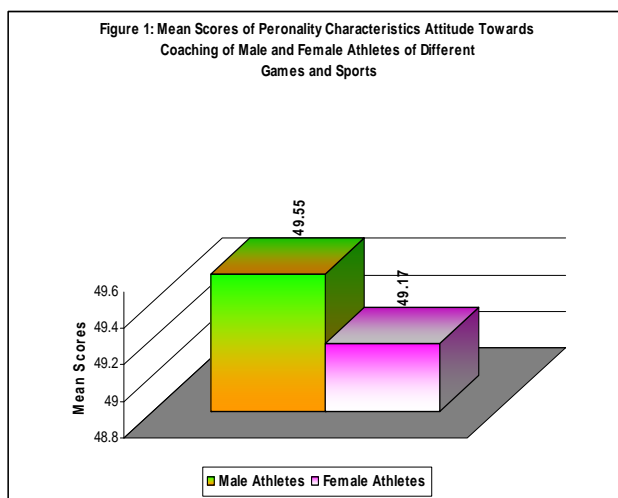
3. Results

To study the attitude towards coaching on seven dimensions of male and female athletes of team and individual sports, mean and standard deviation and one way analysis of variance on seven dimensions with all the subjects were computed and data pertaining to this have been presented in Table 1 to 8.

Table 1: Mean and Standard Deviation of Seven Dimensions of Attitude towards Coaching Of Male and Female Athletes of Chhattisgarh

S. NO.	Dimensions	Male M ± SD	Female M ± SD
1	Personality characteristics	49.55±3.30	49.17±2.87
2	Behaviour towards athletes	31.60±2.73	32.33±2.72
3	Relationship of Coach & athletes	29.80±2.65	30.55±2.56
4	Accountability of the coach	16.45±2.26	16.25±1.72
5	Ethics in coaching	28.20±3.54	27.57±2.59
6	Innovation in coaching	26.55±3.17	25.38±2.78
7	Constraints in coaching	28.73±2.14	27.22±1.90

The mean scores of seven dimensions of attitude as preferred by male and female athletes of Chhattisgarh belong different games and sport have been depicted in figures 1 to 7.



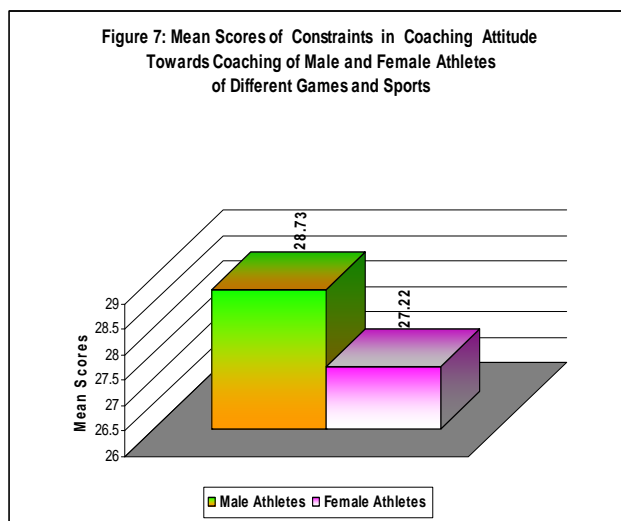
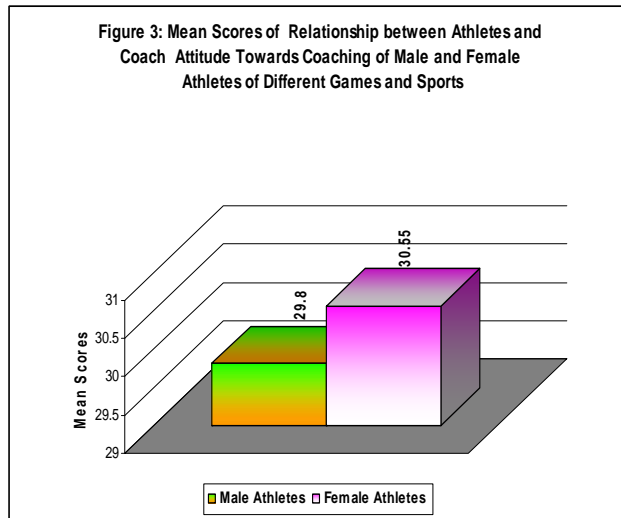


Table 2: Analysis Of Variance for the Data on Attitude towards Personality of Coach

Source of Variance	df	Sum of Squares	Mean Square	F-ratio
Between Groups	1	4.408	4.408	0.462
Within Groups	118	1125.183	9.535	
Total	119	1129.592		

Insignificant at 05 level, $F_{.05}(1, 118) = 3.92$.

It is clearly evident from table 2 that the statistically significant difference was not found among male and female athletes of different sports in their personality of coach dimension of attitude toward coaching, as the obtained F-value of 0.462 was much less than the required $F_{.05}(1, 118) = 3.92$.

Table 3: Analysis Of Variance for the Data on Attitude Towards Behavior of Coach

Source of Variance	df	Sum of Squares	Mean Square	F-ratio
Between Groups	1	2.133	2.133	0.288
Within Groups	118	873.733	7.405	
Total	119	875.867		

Insignificant at 05 level, $F_{.05}(1, 118) = 3.92$.

Table 3 reveals the statistically significant difference was not existed among male and female athletes of different sports in their behaviour of coach dimension of attitude toward coaching, as the obtained F-value of 0.288 was much less than the required $F_{.05}(1, 118) = 3.92$.

Table 4: Analysis of Variance for the Data on Attitude Towards Relationship between Coach and Athlete

Source of Variance	df	Sum of Squares	Mean Square	F-ratio
Between Groups	1	16.875	16.875	2.481
Within Groups	118	802.450	6.800	
Total	119	819.325		

Insignificant at 05 level, $F_{.05}(1, 118) = 3.92$.

Table 4 indicates that the male and female athletes of different sports did not differ significantly in their relationship between coach and athlete dimension of attitude toward coaching, as the obtained F-value of 2.481 was lesser than the required $F_{.05}(1, 118) = 3.92$.

Table 5: Analysis of Variance for the Data on Attitude Towards Accountability of the Coach

Source of Variance	df	Sum of Squares	Mean Square	F-ratio
Between Groups	1	1.200	1.200	0.297
Within Groups	118	476.100	4.035	
Total	119	477.300		

Insignificant at 05 level, $F_{.05}(1, 118) = 3.92$.

From Table 5, It is evident that the male and female athletes of different sports did not differ significantly in their accountability of coach dimension of attitude toward coaching, as the obtained F-value of 0.297 was much less than the required $F_{.05}(1, 118) = 3.92$.

Table 6: Analysis of Variance for the Data on Attitude towards Ethics in Coaching

Source of Variance	df	Sum of Squares	Mean Square	F-ratio
Between Groups	1	12.033	12.033	1.252
Within Groups	118	1134.333	9.613	
Total	119	1146.367		

Insignificant at 05 level, $F_{.05}(1, 118) = 3.92$.

Table 6 reveals that the male and female athletes of different sports did not differ significantly in their ethics in coaching dimension of attitude toward coaching, as the obtained F-value of 1.252 was less than the required $F_{.05}(1, 118) = 3.92$.

Table 7: Analysis Of Variance for the Data on Attitude Towards Innovation in Coaching

Source of Variance	df	Sum of Squares	Mean Square	F-ratio
Between Groups	1	40.833	40.033	4.602
Within Groups	118	1047.033	8.873	
Total	119	1087.867		

*Significant at 05 level, $F_{.05}(1, 118) = 3.92$.

It is clearly evident from table 7 that the statistically significant difference was existed among male and female athletes of different sports in their innovation in coaching dimension of attitude toward coaching, as the obtained F-

value of 4.062 was higher than the required $F_{.05}(1,118) = 3.92$.

Table 8: Analysis Of Variance for the Data on Attitude Towards Constraints in Coaching

Source of Variance	df	Sum of Squares	Mean Square	F-ratio
Between Groups	1	69.008	69.008	16.90*
Within Groups	118	481.917	4.084	
Total	119	550.925		

*Significant at 05 level, $F_{.05}(1, 118) = 3.92$.

From Table 8, It is evident that the significant difference was observed among male and female athletes of different sports in their constraints in coaching dimension of attitude toward coaching, as the obtained F-value of 16.90 was much higher than the required $F_{.05}(1, 118) = 3.92$.

4. Discussion

The results of the descriptive statistics for both sex and seven parameters of attitude towards coaching indicated that the both sexes athletes of different games and sports preferred more of personality characteristics ($M=49.55\pm 3.30$, $F=49.17\pm 2.87$) and less of accountability of coach ($M=16.45\pm 2.26$, $F=16.25\pm 1.72$) dimension of attitude towards coaching. Table 1 clearly indicated that male athletes of different games and sports preferred more of personality characteristics, behavior towards athletes, relationship of coach and athlete, accountability of coach and ethics in coaching dimensions of attitude towards coaching than did female athletes.

One Way Analysis of Variance for both sex and a set of seven parameters of attitude towards coaching indicated the differences in attitude on the two parameters namely, innovation in coaching [$F_{.05}(1, 118) = 3.92 > 4.602$] and constraints in coaching [$F_{.05}(1,118) = 3.92 > 16.90$] of male and female athletes. Male athletes preferred more innovation in coaching and constraints in coaching than did female respondents. Differences were not observed among both sexes athletes of different games and sports in the rest of the dimensions of attitude towards coaching i.e. Personality characteristics [$F_{.05}(1, 118) = 3.92 < 0.462$], Behavior towards athletes [$F_{.05}(1, 118) = 3.92 < 0.288$], Relationship of coach and athlete [$F_{.05}(1, 118) = 3.92 < 2.481$], Accountability of coach [$F_{.05}(1, 118) = 3.92 < 0.297$] and Ethics in coaching [$F_{.05}(1, 118) = 3.92 < 1.252$].

These above discussed results may be attributed to the fact that females are emotionally similar in four dimensions of attitude towards coaching, which indicates the better relationship between the athletes and coach for improving their performance. Selection of players in team is based upon the affiliation of coach and athletes and therefore weak relationship may hinder in their selection process. Further, the result of the one way analysis in case of innovation in coaching shows that there was difference in attitude among male and female players of different games and sports. It was found that male athletes have better attitude than female towards innovation in coaching. The above discussed results may be attributed to the fact that the males are more creative in nature they always think to do new things. They support experiment and coaching for improving their performance. The results of constraints in coaching showed that the attitudes towards constraints coaching was different in both the sexes. Some of the reason may be that male athletes were

have sufficient finance, coaching assistance for effective coaching than female athletes. Because the mean score of constraints in coaching of male athletes were higher than that of female athletes.

5. Conclusions

1. Male and female athletes of different games and sports did not differ significantly in their five parameters of attitude towards coaching i.e. personality characteristics of coach, behaviour of coach and accountability of coach, coach -athlete relationship and ethics in coaching attitudes toward coaching,
2. Statistically significant difference was existed among male and female athletes of different games and sports in their innovation in coaching and constraints in coaching attitudes toward coaching,
3. Male and female athletes of different games and sports were found to have more of personality characteristics and less of accountability of coach attitudes towards coaching.
4. Male athletes of different games and sports preferred more of personality characteristics, behavior towards athletes, relationship of coach and athlete, accountability of coach and ethics in coaching dimensions of attitude towards coaching than did female athletes.

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