

# A study about expectations of the athletes from their coaches resting in Olympics preparation camping Gaziantep

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## Abstract

This is a descriptive study, aims to specify the expectations of the athletes from their coaches resting in Olympic Preparation Camp. A total of 120 athletes resting in Olympic Preparation Camp in Gaziantep participated the research including 94 men and 26 women. The expectation scale (ASABÖ, 2008) was used for collecting the data of this research which was used in scientific study done by Güzel before (7). The scale consist of three sub-dimensions; behavior, coaching model and personality. SPSS 16.0 package was used for statistical analysis of the study and  $p < 0.05$  level is accepted as meaningful. Subsidiary statistical methods used in analyzing data (Frequency, percentage, average, Standard deviation). In analyzing of hypothesis, unbiased sample independent sample t-test and One way Anova test were used. Study results revealed that the athletes are mostly 16-18 age range; prefer wrestle and weight lifting as branches and they are graduate from secondary school or high-school. Besides having confidence in athletes, being honest with them and respect to them, not discriminate among them and knowing their personality traits and relationships between each other and also acting consistently and to be open to criticism are highly expected behaviors from the coaches.

**Keywords:** Athlete, coach, expectation.

## INTRODUCTION

Sport is all technical and physical efforts to win. Athlete is a person who is competitive as an individual or in a team, cooperative, has physical and moral side and searching satisfaction and achievement in his or her branches (5). With the increase in competition in the sports, competitive activities tend to increase in horizontal and vertical. The spread of a sport branch in the society leads to an increase in professionalism tendency among those who plays sports (4).

Sport is the transformation of struggle and ambition to achievement in human spirit by means of establishing mutual relations with the natural and social structure at the cost of his or her life, to a physical, moral, social and personality competition which is systematic and has fair specific rules (11).

Coaches are often one of the most important factors for the performance of the athletes and they have been a complement part of the sport in determining high standards (12).

No matter how talented or hardworking the athletes are, they absolutely need the help of a coach to win. One important factor in the performance of the athletes is the direct impact of the coach to the performance. Coach is the person who has direct relationship with the athlete, knows his psychological, physiological and social aspects after years of training process and makes and effort to reach him at the highest performance (1). In this period the mutual expectations occur between the coach and the athlete. Expectation is an expected and targeted result at the end of an event (20).

A student is closer to his trainer more than the teacher during the children education of sport. Due to the close contact with the coaches, athlete is quite impressed with coach's positive or negative personality. A coach should know the individual and personality differences between the groups of his athletes very well (19). Coach's personality affects the coach's philosophy of sport and naturally reflects on his athletes (3).

Every person obtains positive or negative impressions from the behaviors or the appearance of

the people around them and based on this they have some expectations. This situation is under control of the person to some extent but it progresses mostly without the one's attention (16).

Communication is also important in sport education. Through social relationships based on communication, people create meanings to build the world around them and they behave as to these meanings.

Just to shut up without saying anything, make an eye contact or even go away comprises an attitude and a message to the other side. It is impossible for people to not communicate as long as they live together (6). Sometimes the coach can fall into negative feelings. Many professional and family problems may prevent human behavior in his training and matches. But the coach should recognize himself enough and can keep negative feelings away from his mind in training or in a match (10).

Some coaches are tough in their programs, behaviors and thoughts. A compelling coach can be named as "dogmatic", "hardhead", or "stubborn" by his athletes. Such coaches usually try to respond to his athletes instead of listening their opinions. The most rational way is avoiding this kind of behaviors (2).

Coach's personality traits have great importance on success of the team and the athletes. Insightful and sympathetic coaches are the ones that motivate their athletes positively (9). Coaches must be honest to athletes. They must make an effort for the development of individuals, teams and the society in sports. They must protect and develop the values expressed for sport and coaching (18).

To obtain opinions about the athletes, coach should talk to them, ask questions and listen to them and also he should find solutions for them because they need some specific motivations for participation in sports. However, these motivations may vary athlete to athlete; one should pay attention to them (17).

The duty of the coach is not only train his athletes or show them how to done variety of techniques special to their branches but also stand by them in all kinds of personal problems and in solution process of these problems. It is a very important factor for the athletes. Coaches must be a good example to their athletes. Their support and good personality aim to make a significant contribution to success of the athletes.

## MATERIAL AND METHOD

This section includes; the model of the study, population and sample, data collection tool and data analysis.

### Population and Sample

The population of the research selected at random and consists of 120 athletes' remaining in the Olympics preparation camp between the years 2013-2014 in Gaziantep. The sample group consists of 120 (26 women, 96 men) athletes. The research group's demographic data are given in Table 1.

Table 1. Demographics data of research group (n=120).

Factor	Groups	N	%	Total
Gender	Woman	26	21.7	120
	Man	94	78.3	
Age	13-15 years	21	17.5	120
	16-18 years	51	42.5	
	19-21 years	28	23.3	
	22-24 years	8	6.7	
	25 years and over	12	10	
Branches	Weighting Lifting	26	24.7	120
	Wrestling	29	24.2	
	Athletics	31	25.8	
	Basketball	11	9.2	
	Other	23	19.2	

When Table 1 examined: The athletes who participated in the research consists of 26 (%21.7) women, 94 (%78.3) men, 21 (% 17.5) 13-15 years old people, 51(% 42.5) 16-18 years old people, 28 (% 23.3) 19-21 years old people, 8 (% 6.7) 22-24 years old people, 12 (% 10) 25 years old and over people; and their sport branches are 26 (% 21.7) weight lifting, 29 (% 24.2) wrestling, 31 (% 25.8) athletics, 11 (% 9.2) basketball, 23 (% 19.2) other (football, fencing, judo).

### Data Collection Tool

Questionnaire technique was used for the research as a data collection tool. Questionnaire technique is preferred because of being economic, practicability and provides information in a short time. In addition, the questionnaire put into practice in the same way to all subjects and this increase the reliability of the study.

As a part of field scanning related to the academic study benefited from electronic database and university libraries, High Education Board Documentation Centre (YÖK) was benefited for finding the related studies done inside the country and "ProQuest Dissertations and Theses" electronic

thesis database was used for the studies done in the universities abroad.

In this study the expectation scale (ASABÖ) was used whose validity and reliability study previously done by Guzel and the Cronbach alpha value was found as 0.86 (1). But in our study, Cronbach's alpha values of the scale were found as 0.89. Five-point Likert rating is used in this study.

The people responded the questionnaire were asked to choose their opinions among the given options ranging from very positive to very negative. Accordingly; (5) strongly agree (4) agree (3) undecided (2) disagree (1) strongly disagree, is used as a scale. Accordingly; Score range considered of 1.00-1.79, "very low", 1.80-2.59 "low", 2.60-3.39 "medium", 3.40 to 4:19 "high" from 4:20 to 5:00 "very high".

### Statistical Analysis of Data

For statistical analyses the SPSS 16.0 Software (Statistical Package for Social Scientists for Windows) was used to evaluate the results obtained in this study. Descriptive statistical methods (frequency, percentage) were used to evaluate the study data. Independent Samples T-Test and One Way ANOVA test was used in the analysis of hypothesis tests. Results were at 95% confidence interval and significance level was set at the  $p < 0.05$  level.

## RESULTS

When Table 2 is examined: It is obvious that the athletes participating in the research prefer mostly strongly agree option; Should be honest with athletes 70 people (58.3%), Should trust the athletes 68 people (56.7%), Should be fair among athletes 65 people (54.2%), Should respect the athletes 77 people (64.2%), Not to reflect personal problems to the athletes 69 people (57.5%).

When Table 3 examined: When examining the coaching model, the athletes participating in the research preferred mostly strongly agree option; should try to learn personality of the athletes 62 people (51.7%), Should be able to motivate the athletes 63 people (52.5%), Coach must have reasonable disciplinary perception 56 people (46.7%) and should inform the athletes about their branches 67 people (55.8%).

When Table 4 examined: When examining the sub-dimension of the athletes participating in the research preferred mostly strongly agree option; should be consistent in behavior 89 people (74.2%), Should be open to criticism 67 people (55.8%) and to be able to reduce tensions 60 people (50%).

According to Table 5; the athletes resting in Olympic Preparation Camping in expectations from their coaches in most Behavior dimension  $X=3.86$  and the minimum is Personality dimension  $X=2.29$ .

Table 2. The behavior size of research group.

Factors	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Should be honest with athletes	70	58.3	42	35.0	5	4.2	2	1.7	1	8
Should trust the athletes	68	56.7	43	35.8	7	5.8	2	1.7	0	0
Should be fair among athletes	65	54.2	39	32.5	11	9.2	3	2.5	2	1.7
Should respect the athletes	77	64.2	36	30.0	5	4.2	1	8	1	8
Not to reflect personal problems to the athletes	69	57.5	38	31.7	8	6.7	5	42	0	0

Table 3. Coaching model size of the research group.

Factors	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Should try to learn personality of the athletes	62	51.7	44	36.7	12	10.0	1	8	1	8
Should be able to motivate the athletes	63	52.5	46	38.3	9	7.5	1	8	1	8
Coach must have reasonable disciplinary perception	56	46.7	55	45.8	7	5.8	1	8	1	8
Should inform the athletes about their branches	67	55.8	48	40.0	4	3.3	1	8	0	0

Table 4. The personality size of the research group.

Factors	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Should be consistent in behavior	89	74.2	23	19.2	5	4.2	3	2.5	0	0
Should be open to criticism	67	55.8	40	33.3	10	8.3	3	2.5	0	0
To be able to reduce tensions	60	50.0	46	38.3	9	7.5	4	3.3	1	8

Table 5. Research group's sub-dimension averages of expectation levels.

Sub-Dimensions	N	Mean	SD
Behavior dimension	120	3.86	0.54
Coaching model dimension	120	3.17	1.09
Personality dimension	120	2.29	0.16

Table 6. The relation between research group sub-dimensions of expectation scale and age factor.

Factors	Groups	N	Average	SD	F	p
Behavior dimension	13-15	21	3.95	2.66	1.22	0.30
	16-18	51	3.62	1.70		
	19-21	28	4.28	3.80		
	22-24	8	3.87	2.25		
	25 years and over	12	3.86	2.61		
Coaching model dimension	13-15	21	3.14	1.59	0.76	0.55
	16-18	51	3.03	1.36		
	19-21	28	4.28	3.17		
	22-24	8	3.13	1.16		
	25 years and over	12	3.18	1.96		
Personality dimension	13-15	21	3.95	1.89	0.48	0.80
	16-18	51	3.62	1.36		
	19-21	28	4.28	3.77		
	22-24	8	3.87	1.83		
	25 years and over	12	3.86	1.60		

Significant at the level of  $P < 0.05$ 

Table 7. The relation between research group sub-dimensions of expectation scale and branch factor.

Factors	Branches	N	Average	SD	F	p
Behavior dimension	Weight Lifting	26	4.08	4.14	1.48	0.30
	Wrestling	29	3.91	1.89		
	Athletics	31	3.42	1.97		
	Basketball	11	4.20	2.02		
	Other	23	3.86	2.62		
Coaching model dimension	Weight Lifting	26	3.37	1.78	0.44	0.21
	Wrestling	29	3.91	1.26		
	Athletics	31	3.09	2.78		
	Basketball	11	3.19	1.81		
	Other	23	3.23	1.67		
Personality dimension	Weight Lifting	26	3.18	1.78	0.83	0.01*
	Wrestling	29	2.40	1.31		
	Athletics	31	2.11	1.20		
	Basketball	11	2.00	1.26		
	Other	23	2.86	1.84		

\* Significant at the level of  $P < 0.05$

According to Table 6 there isn't a significant difference between the age and coach expectations of the remaining athletes in the Olympics Preparation Camp.

According to Table 7, there is a significant difference between their branches and the coach expectations of the remaining athletes in the Olympics Preparation Camp with the personality sub-dimension ( $p < 0.05$ ). There is not a significant difference between other sub-dimensions and sport branches ( $p > 0.05$ ).

## DISCUSSION

When examined the athletes who participated in the research according to gender factor; consists of 26 women, 94 men, according to age factor 21 people are 13-15 years old, 51 people are 16-18 years old, 28 people are 19-21 years old, 8 people are 22-24 years, 12 people are 25 years old and over; and their sport branches are 26 weight lifting, 29 wrestling, 31 athletics, 11 basketball, 23 other (football, fencing, judo). (Table 1)

When this research examined according to behavior size of the coach it is seen that the athletes participating in research prefer mostly strongly agree option; should be honest with athletes, Should trust the athletes, should be fair among them, Should respect the athletes, not to reflect personal problems to the athletes. (Table 2)

Our research revealed similar results with some other studies in the literature. As a result of the study done by Tiryaki, the values expressed for sport and coaching must protected and developed. (18)

As a result of the study done by Konter, concluded that coaches earn respect, esteem and trust by showing positive approach to his athletes (18). In the study done on USA Olympics Men Gymnastics Team, Mahoney and Avener study on successful and unsuccessful gymnast as a research group and concluded that the successful gymnast have more confidence in their coaches (14).

When examining the coaching model, seen that the athletes participating in the research preferred mostly strongly agree option about coaches should inform the athletes about their branches and personality (Table 3).

Our research revealed similar results with some other studies in the literature. As a result of the study done by Mungan concluded the athletes have

expectations within the process of the sport activities. These expectations must be known very well to motivate them because motivation provides a power to athletes for achieving their goals (15). As a result of Hendry's study on coaches and swimmers concluded that there is a big difference between the personalities of very successful coaches and less successful coaches (8).

When examining the sub-dimension of the athletes participating in the research, it is seen that they preferred mostly strongly agree option about coaches should be consistent in behavior, they should be open to criticism and they are able to reduce tensions (Table 4). Our research revealed similar results with some other studies in the literature. As a result of the study done by Woodman and Launde on successful coaches concluded that coaches must have the characteristics of observing the athlete, should be able to priorities touchy and important subjects and suggest suitable solutions (21).

Seen that the athletes resting in Olympic Preparation Camp are in expectations from their coaches most Behavior dimension  $X = 3.86$ , medium coaching model dimension and the minimum Personality dimension  $X = 2.29$  (Table 5).

It is seen that there isn't a significant difference between the age factor and sub-dimension of coach expectations ( $p < 0.05$ ). Sub-dimension of coach expectations of the athletes doesn't appear to change according to age factor (Table 6). Our research revealed similar results with some other studies in the literature. In the study done by Güzel, there is not a significant difference between coach expectations and age factor according to the variables such as; behavior dimension, coaching model dimension and personality dimension (7).

There is a significant difference between their branches and the coach expectations of the other category athletes (football, fencing, judo) resting in the Olympics Preparation Camp with the personality sub-dimension. Looking at the difference between the averages, other category (football, fencing, judo) is higher than weightlifting, wrestling, athletics and basketball (Table 7). Our research revealed some similar and some different results with the other studies in the literature. In the study done by Güzel, coaching expectations and sport branches category don't indicate a significant difference according to variables such as; behavior

dimension, coaching model dimension and personality dimension (7).

Consequently, athletes participating in the research want to their coaches to be honest with them, trust them, and are fair to them and not to reflect their personal problems to them.

The coaches should try to learn personality of the athletes and be able to motivate them, and also they must have reasonable disciplinary perception and they should inform the athletes about their branches.

The coaches should be consistent in their behaviors, open to criticism and they are able to reduce tensions.

If the coaches train their athletes according to these considered features, they contribute to their athletes to be more successful both in their sport life and social life.

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