



Examining the Relationship Between Coach Behavior in Olympic Sports Branches and the Value Development of Athletes

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Abstract

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The purpose of this study is to examine the relationship between individual values and the evaluation of trainer behavior and to reveal the results by examining the possible relationship between them with different variables. In line with this purpose, a total of 267 national athletes, 147 men (%55,1), (age=21,44±4,78), and 120 women (%44,9), (age=19,72±2,70), who continue their sports life in different Olympic branches (Athletics, boxing, hockey, taekwondo, volleyball and wrestling), participated voluntarily in the study. In the evaluations of the coaching behaviors of the athletes, considerable differences were found in the physical training and planning and positive coaching behavior sub-dimensions, and it was seen that the mean scores of male athletes were higher than female athletes. When the evaluations of the individual interpretations of the athletes were examined, significant differences were discovered in the sub-dimensions of discipline and responsibility, trust and forgiveness, respect, and honesty, and it was seen that male athletes gave more substantiality to these values than female athletes. It was stated that there were substantive differences in the sub-dimensions of discipline and responsibility, respect and integrity, and it was noticed that the individual values of the athletes who worked with a trainer for 9 or more years were higher than the athletes who worked for 7 and 8 years. Consequently, the reflected behaviors of the coaches in the sports environment can affect the values and behaviors of the athletes. In consequence of this situation, there is concern that there is a relationship between the attitudes of trainers and the value perceptions of the athletes.

Keywords: Values, Sportive Values, Behavior, Coach Behaviors.

Olimpik Spor Branşlarındaki Antrenör Davranışları İle Sporcuların Değer Gelişimi Arasındaki İlişkinin İncelenmesi

Öz

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Bu araştırmanın amacı bireysel değerler ile antrenör davranışlarını değerlendirme arasındaki ilişkiyi incelemek ve aralarındaki olası ilişkiyi farklı değişkenlerle inceleyerek sonuçlarını ortaya koymaktır. Bu amaç doğrultusunda araştırmaya farklı olimpik branşlarda (Atletizm, Boks, Güreş, Hokey, Taekwondo ve Voleybol) spor hayatına devam eden 147'si erkek (%55,1), (Yaş=21,44±4,78 yıl), 120'si kadın (%44,9), (Yaş=19,72±2,70 yıl) olmak üzere toplam 267 milli sporcu gönüllü olarak katılmıştır. Sporcuların antrenör davranışları değerlendirmeleri fiziksel antrenman ve planlama ile olumlu antrenör davranışı alt boyutlarında anlamlı farklılıklar tespit edilmiş erkek sporcuların puan ortalamalarının kadın sporculara göre daha yüksek olduğu görülmüştür. Sporcuların bireysel değerleri değerlendirmeleri incelendiğinde disiplin ve sorumluluk, güven ve bağışlama, saygı ve doğruluk alt boyutlarında anlamlı farklılıklar tespit edilmiş, erkek sporcuların kadın sporculara göre bu değerlere daha fazla önem verdikleri görülmüştür. Disiplin ve sorumluluk, saygı ve doğruluk alt boyutlarında anlamlı farklılık olduğu tespit edilmiş, 9 ve üzeri yıl antrenörü ile çalışan sporcuların 7 ve 8 yıl çalışan sporculara göre bireysel değerlerinin daha yüksek olduğu görülmüştür. Sonuç olarak, spor ortamında antrenörlerin yansıyan davranışları, sporcuların değer ve davranışlarını etkileyebilir. Dolayısıyla bu durum antrenör davranışları ile sporcuların değer algıları arasında bir ilişki olduğunu düşündürmektedir.

Anahtar kelimeler: Değerler, Sportif Değerler, Davranış, Antrenör Davranışları

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INTRODUCTION

Values have a profound effect on human behavior throughout life (Kuşdil and Kağıtçıbaşı, 2000); they guide social life (Schwartz, 1994) and human behavior (Hökelekli, 2013), keep society together (Fichter, 2012), have social, humane, cognitive, or divine origin (Çelikkaya, 1996), teach how to distinguish "good-bad, right-wrong" (Beil, 2003), show that something is "desirable or undesirable" (Güngör, 2010), and are "goals over circumstances" (Schwartz, 1994).

The system of values is at the center of social life; it is the main source that motivates and activates behaviors aimed at achieving goals from a relative perspective. The values we acquire through the social environment we live in consistently affect us, change our lives, and shape our behavior. Under the influence of the potential power of values to change behaviors, the behavior pattern that develops, consciously or unconsciously, is important for the values to become permanent. Values provide individuals with the opportunity to evaluate and reinforce behavior with this permanent ideal behavior mechanism.

It is known by everyone that sports affect and develop social behaviors in terms of social values and help people socialize. Therefore, it can be argued that sports are an effective way of conveying values, attitudes, and behavior patterns adopted by society. Sport can be a great tool for athletes to build confidence, connection with others, and character. Therefore, trainers have unique opportunities to influence the psychological development of athletes through interactions (Horn, 2008). Sport, which provides opportunities for young people to develop positive outcomes (Eccles and Barber, 1999), has been used as a tool to ensure positive youth development (Fraser-Thomas et al., 2005). Sport as a structured activity has been found to have the capacity to promote positive progress for young people (Fredricks and Eccles, 2006).

Being a trainer is a complex and dynamic endeavor (Cushion et al., 2003), and it is the art of learning various professional skills that are constantly developing and changing and teaching them by optimally applying them in the training environment. Trainership is a process, both personal and social, that is inextricably linked by its nature to both the limitations and the opportunities of people's interactions with one another (Jones et al., 2004). As in other areas of success, trainers have an effective and important role in facilitating important processes of cognitive, psychological, and behavioral development in a sports context (Whitehead et al., 2013). Due to this important role, the behavior of trainers affects the skills, performance, fun, group processes, and psychosocial development of the athletes in the athletic environment (Cumming et al., 2006). Effective trainers encourage collaboration among athletes, enabling and encouraging them to work together towards a common goal.

As a result, effective trainers should also lead to positive changes in different types of athletes. A review of athlete development literature suggests that trainers should have expertise in developing the competence, confidence, connection, and character of athletes (Côté and Gilbert, 2009; Côté et al., 2010). A large body of research shows that in sports settings, trainers play an important role in developing the values of athletes, becoming a constructive and engaged member of a sports team, and ultimately, becoming a productive member of society (Côté and Gilbert, 2007; Shields et al., 2002). A trainer's philosophy is "a

set of values, management principles, and beliefs that determine why you do what you do and how you act in the context of your trainer role" (Hanson, 2012).

Considering the potential impact of trainers on the value development of athletes, trainers have a great responsibility in conveying sportive values to younger generations through sports. Therefore, coaches should be a good model for the athletes in value development and should be able to show this consistently with their behaviors, and they should also have sufficient knowledge and skills in the field of value education. Therefore, it is argued that there is an important overlap between trainer behavior and the value development of athletes. In a literature review of sports, no research has been found that directly examines the relationship between trainer behavior and the value development of athletes. In this study, which aims to reveal how the elite national athletes in different categories in the Olympic sports branches perceive and evaluate trainer behaviors in terms of values, the relationship between trainer behavior and the value development of athletes has been examined.

METHODOLOGY

Research Design

This study was designed in line with the relational screening model and examines the relationship between individual values and trainer behaviors. "In this model, it is aimed to determine the existence and/or degree of co-variance between two or more variables" (Fraenkel, et al., 2012; Creswell and Creswell, 2017). The research model is presented below.

Study Sample

AA total of 267 national athletes, 147 men (%55.1), (age=21,44±4,78), 120 women (%44,9), (age=19,72±2,70), who continue doing sports in different Olympic branches (Athletics, boxing, wrestling, hockey, taekwondo, volleyball) volunteered. The average number of years doing sports for male participants was found to be (years = 8,46±5,44), and the average number of years doing sports for female participants was found to be (years = 6,72±3,07).

Data collection tools

Personal information form: It consists of questions about the demographic information of participants related to gender, age, education level, branch, number of years doing sports, and number of years working with the same trainer.

This study focuses on the adaptation and reliability assessment of two psychological scales for use in assessing athletes in the Turkish context. The first scale, the "Coach Behavior Assessment Scale for Athletes," originally developed by Côté et al. (1999), was adapted for Turkish athletes by Yapar and Ince (2014). The scale comprises 47 items categorized into seven sub-dimensions, with six dimensions representing positive personal understanding and one dimension encompassing negative personal understanding. The positive dimensions include: 1) training and conditioning; 2) technical skills teaching; 3) mental preparation; 4) goal setting; 5) competition strategies; and 6) positive trainer behaviors. The seventh

dimension, "negative trainer behaviors," assesses negative behaviors exhibited by coaches toward athletes. Respondents rate their agreement with each item on a 7-point Likert scale ranging from 1 (never) to 7 (always). The study calculated Cronbach's alpha (α) internal consistency coefficients for each sub-dimension, resulting in values of .86 for physical training and planning, .85 for technical skills, .84 for mental preparation, .87 for goal setting, .85 for competitive strategy, .81 for positive trainer behavior, and .79 for negative trainer behavior. The general internal reliability coefficient for the entire scale was computed at .94.

The second scale, the "Individual Values Inventory," was developed by Roy in 2003 and adapted into Turkish by Asan et al. (2008). This scale comprises 47 items distributed across five sub-dimensions: 1) discipline and responsibility; 2) trust and forgiveness; 3) honesty and sharing; 4) respect and truthfulness; and 5) sharing and respect. Respondents indicate the extent to which each item reflects their personal values on a 5-point Likert-type scale, ranging from 1 (never defines me) to 5 (always defines me). The study assessed the internal consistency of this scale, yielding Cronbach's alpha (α) coefficients of .61 for discipline and responsibility, .71 for trust and forgiveness, .60 for honesty and sharing, .68 for respect and truth, and .65 for sharing and respect. The overall internal consistency coefficient for the entire scale was found to be .87.

Application Phase of Scales

Before the study, the necessary legal permissions were obtained from the athletics, boxing, wrestling, handball, taekwondo, and volleyball federations within the scope of the research. Before the study, the athletes were informed about the purpose of the study, and it was stated that the data obtained would only be used for scientific research. Within the scope of the research, "Personal Information Form" was applied to the athletes in the first part, "Trainer Behavior Evaluation Scale for Athletes" in the second part, and "Individual Values Scale" in the third part.

Data Analysis

The SPSS 22.0 computer program was used for the statistical analysis of the data. T-tests and one-way ANOVA analyses were used to determine the differences between demographic variables. The post-hoc Tukey test was used to determine the intergroup difference as a result of the Anova analysis. In addition, Pearson product-moment correlation analysis was used to determine the relationships between the variables within the scope of the research. The effect size (Cohen's d) between the groups was interpreted as a small effect between 0.20–0.50, a medium impact between 0.50–0.80, and a large impact above 0.80 (Cohen, 2016). Pearson correlation coefficients were calculated to determine the direction and strength of the relationship between the variables. The $p < 0.05$ value was considered statistically significant in the analyses. The American Psychological Association (APA) 6.0 style was used to report statistical differences (Yağın et al., 2021).

RESULTS

Table 1: The mean, standard deviation, skewness and kurtosis values of the scale sub-dimensions used in the research

Scales	Sub-dimensions	N	\bar{X}	Ss	Skewness	Kurtosis
Trainer Behavior Evaluation Scale for Athletes	Physical Training and Planning	267	28,348	4,766	-,891	1,201
	Technical Skill	267	35,719	5,636	-1,820	3,583
	Mental Preparation	267	20,839	4,739	-1,190	,848
	Goal Setting	267	25,307	5,019	-1,479	2,563
	Competition Strategy	267	30,846	5,842	-1,847	3,814
	Positive Trainer Behavior	267	25,397	5,573	-1,579	2,382
	Negative Trainer Behavior	267	18,610	6,782	1,018	,902
Individual Values Inventory	Discipline and Responsibility	267	68,183	7,100	-,802	3,871
	Trust and Forgiveness	267	36,206	4,743	,612	3,317
	Honesty and Sharing	267	35,955	3,888	-,818	3,362
	Respect and Integrity	267	20,846	2,296	,758	2,936
	Sharing and Respect	267	16,996	1,976	-,366	-,126

Findings Regarding the Coach Behavior Evaluation Scale for Athletes

Table 2: T-Test results regarding the scores obtained from the coach behavior assessment scale for the athletes according to the gender variable

Sub-dimensions	Gender	N	\bar{X}	Ss	ES	t	df	p
Physical Training and Planning	Male	147	29,551	4,463	0,58	4,745	265	,000*
	Female	120	26,875	4,728				
Technical Skill	Male	147	36,176	5,314	0,18	1,472	265	,142
	Female	120	35,158	5,983				
Mental Preparation	Male	147	21,000	4,619	0,08	,614	265	,540
	Female	120	20,641	4,895				
Goal Setting	Male	147	25,360	5,062	0,02	,192	265	,848
	Female	120	25,241	4,987				
Competition Strategy	Male	147	30,950	6,052	0,04	,348	265	,728
	Female	120	30,708	5,596				
Positive Trainer Behavior	Male	147	26,034	5,262	0,26	2,080	265	,038*
	Female	120	24,616	5,859				
Negative Trainer Behavior	Male	147	19,088	7,312	0,16	1,276	265	,203
	Female	120	18,025	6,049				

ES; Cohen's d effect size

When the trainer behavior evaluations of the athletes are examined by gender variable in Table 2, no statistically significant difference was found in sub-dimensions technical skill ($t_{(265)}=1,472$, $p>.05$), mental preparation ($t_{(265)}=.614$, $p>.05$), goal setting ($t_{(265)}=.192$, $p>.05$), competition strategy ($t_{(265)}=.348$, $p>.05$), and negative trainer behavior ($t_{(265)}=1,276$, $p>.05$). However, significant differences were found in the sub-dimensions of physical training and planning ($t_{(265)} = 4,745$, $p<.05$) and positive trainer behavior ($t_{(265)} = 2,080$, $p<.05$).

Table 3: One-Way Anova results regarding the scores obtained from the trainer behavior assessment scale for athletes according to the variable of the number of years working with the same trainer

Sub-dimensions	Number of years	N	\bar{X}	Ss	Sd	F	p	Difference Tukey
Physical Training and Planning	1-2	56	27,339	4,509	2	1,005	,406	
	3-4	57	28,964	5,137	264			
	5-6	51	28,588	4,763	266			
	7-8	35	28,028	4,314				
	9 +	68	28,647	4,867				
	Total	267	28,348	4,766				
Technical Skill	1-2	56	34,178	6,347	2	1,633	,166	
	3-4	57	35,684	6,673	264			
	5-6	51	36,333	4,207	266			
	7-8	35	36,914	3,799				
	9 +	68	35,941	5,677				
	Total	267	35,719	5,636				
Mental Preparation	1-2	56	19,857	5,068	2	1,010	,403	
	3-4	57	20,964	5,014	264			
	5-6	51	21,352	4,426	266			
	7-8	35	21,628	3,540				
	9 +	68	20,750	4,975				
	Total	267	20,839	4,739				
Goal Setting	1-2	56	24,089	5,454	2	1,484	,207	
	3-4	57	25,421	5,447	264			
	5-6	51	26,431	3,500	266			
	7-8	35	25,314	4,561				
	9 +	68	25,367	5,375				
	Total	267	25,307	5,019				
Competition Strategy	1-2	56	29,035	6,327	2	2,047	,088	
	3-4	57	31,035	6,483	264			
	5-6	51	32,098	4,313	266			
	7-8	35	30,885	4,812				
	9 +	68	31,220	6,144				
	Total	267	30,846	5,842				
Positive Trainer Behavior	1-2	56	24,178	6,617	2	1,138	,339	
	3-4	57	25,526	5,590	264			
	5-6	51	26,392	4,313	266			
	7-8	35	25,171	5,349				
	9 +	68	25,661	5,543				
	Total	267	25,397	5,573				
Negative Trainer Behavior	1-2	56	18,428	6,443	2	,841	,500	
	3-4	57	19,193	6,895	264			
	5-6	51	17,196	5,762	266			
	7-8	35	18,685	6,420				
	9 +	68	19,294	7,797				
	Total	267	18,610	6,782				

When the trainer behavior evaluation of the athletes is examined according to the variable of the number of years working with the same trainer, no significant difference was found in sub-dimensions. Physical training and planning ($F(2-266)=1,005$; $p>.05$), technical skill ($F(2-266)=1,633$; $p>.05$), mental preparation ($F(2-266)=1,010$; $p>.05$), goal setting ($F(2-266)=1,484$; $p>.05$), competition strategy ($F(2-266)=2,047$; $p>.05$), positive trainer behavior ($F(2-266)=1,138$; $p>.05$) and negative coach behavior ($F(2-266)=,841$; $p>.05$)

Findings Regarding the Individual Values Inventory

Table 4: T-Test results regarding the scores obtained from the individual values inventory according to the gender variable

Sub-dimensions	Gender	N	\bar{X}	Ss	ES	t	df	p
Discipline and Responsibility	Male	147	69,224	7,310	0,33	2,682	265	,008*
	Female	120	66,908	6,643				
Trust and Forgiveness	Male	147	36,748	5,317	0,26	2,080	265	,038*
	Female	120	35,541	3,847				
Honesty and Sharing	Male	147	36,224	4,033	0,15	1,255	265	,211
	Female	120	35,625	3,692				
Respect and Integrity	Male	147	21,170	2,382	0,31	2,576	265	,011*
	Female	120	20,450	2,129				
Sharing and Respect	Male	147	17,068	1,960	0,08	,656	265	,512
	Female	120	16,908	1,999				

ES; Cohen's d effect size

When the individual values of the athletes are examined according to the gender variable in Table 4, no statistically significant difference was found in the sub-dimensions honesty and sharing ($t_{(265)}=1,255, p>.05$) and sharing and respect ($t_{(265)}=.656, p>.05$). However, statistically significant differences were found in sub-dimensions discipline and responsibility ($t_{(265)}=2,682, p<.05$), trust and forgiveness ($t_{(265)}=2,080, p<.05$), respect and integrity ($t_{(265)}=2,576, p<.05$).

Table 5: One-Way Anova results regarding the scores obtained from the individual values inventory according to the variable of number of years working with the same trainer

Sub-dimensions	Number of years	N	\bar{X}	Ss	sd	F	p	Difference Tukey
Discipline and Responsibility	A: 1-2	56	66,857	6,177	2	2,817	,026*	E>D
	B: 3-4	57	68,140	8,856	264			
	C: 5-6	51	69,235	6,927	266			
	D: 7-8	35	65,685	6,328				
	E: 9 +	68	69,808	6,234				
	Total	267	68,183	7,100				
Trust and Forgiveness	A: 1-2	56	35,857	3,965	2	1,678	,155	
	B: 3-4	57	37,087	5,542	264			
	C: 5-6	51	35,039	4,634	266			
	D: 7-8	35	35,857	4,073				
	E: 9 +	68	36,808	4,905				
	Total	267	36,206	4,743				
Honesty and Sharing	A: 1-2	56	35,464	3,286	2	,988	,414	
	B: 3-4	57	36,087	4,630	264			
	C: 5-6	51	36,058	4,036	266			
	D: 7-8	35	35,200	3,122				
	E: 9 +	68	36,558	3,903				
	Total	267	35,955	3,888				
Respect and Integrity	A: 1-2	56	20,214	1,522	2	6,455	,000*	E>D
	B: 3-4	57	21,031	2,622	264			
	C: 5-6	51	21,039	2,505	266			
	D: 7-8	35	19,571	1,753				
	E: 9 +	68	21,220	2,271				

	Total	267	20,846	2,296			
Sharing and Respect	A: 1-2	56	16,857	1,600	2		
	B: 3-4	57	16,982	2,039	264	1,134	,341
	C: 5-6	51	17,196	2,262	266		
	D: 7-8	35	16,457	1,975			
	E: 9 +	68	17,250	1,965			
	Total	267	16,996	1,976			

When the individual values of the athletes are examined according to the variable of number of years working with the same trainer in Table-5., no significant difference was found in sub-dimensions trust and forgiveness ($F_{(2-266)}=1,678$; $p>.05$), honesty and sharing ($F_{(2-266)}=.988$; $p>.05$), sharing and respect ($F_{(2-266)}=1,134$; $p>.05$). However, statistically significant differences were found in sub-dimensions discipline and responsibility ($F_{(2-266)}=2,817$; $p<.05$), respect and honesty ($F_{(2-266)}=6,455$; $p<.05$).

Table 6: Pearson-correlation analysis results regarding the results between the individual values inventory and the trainer behavior assessment scale

(n=267)		Physical Training and Planning	Technical Skill	Mental Preparation	Goal Setting	Competition Strategy	Positive Trainer Behavior	Negative Trainer Behavior
Discipline and Responsibility	<i>r</i>	,255**	,232**	,309**	,241**	,300**	,149*	-,092
	<i>p</i>	,000	,000	,000	,000	,000	,015	,135
Trust and Forgiveness	<i>r</i>	,059	,062	,043	,036	,053	,049	,192**
	<i>p</i>	,337	,310	,485	,556	,386	,428	,002
Honesty and Sharing	<i>r</i>	,199**	,157*	,277**	,213**	,233**	,152*	-,059
	<i>p</i>	,001	,010	,000	,000	,000	,013	,336
Respect and Integrity	<i>r</i>	,075	,018	,144*	,126*	,144*	,076	,127*
	<i>p</i>	,222	,768	,019	,040	,018	,213	,038
Sharing and Respect	<i>r</i>	,196**	,157**	,239**	,149*	,209**	,150*	-,108
	<i>p</i>	,001	,010	,000	,015	,001	,014	,078

When the relationships between individual values and trainer behavior evaluations are examined in Table 6, a statistically insignificant relationship was found between discipline and responsibility and negative trainer behavior ($r=-,092$; $p>.05$). In addition, statistically significant relationships were found between discipline and responsibility and physical training and planning ($r=,255$; $p<.05$), technical skill ($r=,232$; $p<.05$), mental preparation ($r=,309$; $p<.05$), goal setting ($r=,241$; $p<.05$), competition strategy ($r=,300$; $p<.05$) and positive trainer behavior ($r = 149$; $p<.05$).

When the results regarding the trust and forgiveness sub-dimension were examined, statistically insignificant relationships were found between physical training and planning ($r = 059$; $p > 0.05$), technical skill ($r = 062$; $p>.05$), mental preparation ($r = 043$; $p > 0.05$), goal setting ($r = 036$; $p > 0.05$), competition strategy ($r = 053$; $p > 0.05$), and positive trainer behavior ($r = 049$; $p > 0.05$). However, a statistically significant relationship was found between trust and forgiveness and negative trainer behavior ($r = 192$; $p<.05$).

When the results of the honesty and sharing sub-dimension are examined, a statistically insignificant relationship was found between negative trainer behavior ($r = -.059$; $p >.05$). In

addition, statistically significant relationships were found between honesty and sharing and physical training and planning ($r = 199$; $p < .05$), technical skill ($r = 157$; $p < .05$), mental preparation ($r = 277$; $p < .05$), goal setting ($r = 213$; $p < .05$), competition strategy ($r = 233$; $p < .05$), and positive trainer behavior ($r = 152$; $p < .05$).

When the results of the respect and integrity sub-dimension were examined, a statistically insignificant relationship was found between physical training and planning ($r = 0,075$; $p > .05$), technical skill ($r = 0,018$; $p > .05$), and positive trainer behavior ($r = 0,076$; $p > .05$). However, a statistically significant relationship was found between respect and integrity and mental preparation ($r = 144$; $p < .05$), goal setting ($r = 126$; $p < .05$), competition strategy ($r = 144$; $p < .05$), and negative trainer behavior ($r = 127$; $p < .05$).

When the results of the sharing and respect sub-dimension were examined, a statistically insignificant relationship was found with negative trainer behavior ($r = -.108$; $p > .05$). In addition, a statistically significant relationship was found between sharing and respect and physical training and planning ($r = 196$; $p < .05$), technical skill ($r = 157$; $p < .05$), mental preparation ($r = 239$; $p < .05$), goal setting ($r = 149$; $p < .05$), competition strategy ($r = 209$; $p < .05$), and positive trainer behavior ($r = 150$; $p < .05$).

DISCUSSION

Evaluation of Trainer Behaviors for Athletes

Gender is one of the factors that should be taken into account, as it can affect the trainer's behavior and perceptions of the athletes (Horn, 2002). Physical training and planning are important dimensions as they aim to develop the physically challenging skills of athletes, such as training, fitness, and performance. As a matter of fact, in the light of the relevant literature (Dilek, 2017; Satıcı et al., 2017), a significant difference was found in the physical training and planning sub-dimensions of trainer behavior, and male athletes had higher scores than female athletes in these sub-dimensions. In line with the findings obtained in our research, the reason for the significant difference in this sub-dimension regarding gender may be due to male athletes being more performance-oriented than female athletes.

Dilek (2017) and Uzun et al. (2017) stated that the scores of male athletes in the sub-dimension of positive coaching behaviors are higher than those of female athletes. Again, Çebi et al. (2019) expressed that male athletes are more affected by the positive aspects of their trainers than female athletes. Therefore, these research results support our study findings. The higher scores of male athletes could potentially be due to their desire to win, thus focusing more on training activities that will improve their performance, skills, and technique to succeed. In general, when the research findings are examined in terms of athlete gender, it is seen that male athletes perceive trainer behaviors more positively than female athletes.

The findings of the study are different from those in some other studies in the literature. As a matter of fact (Gönen, 2019), the average scores of the athletes who worked with the same trainer longer than the athletes who worked with the same trainer for less time were higher. Again, Tutar (2018) concluded that the athletes establish good relations with their trainers, with whom they have worked for a long time, and therefore, they evaluate the behaviors of

the trainers positively at a high level. In another study, Yılmaz (2008) found that the average scores of the athletes who worked with the same trainer for 3 years or less were higher than those of the athletes who worked with the same trainer for 5 years or more. He stated that this situation may be due to the personality traits of the trainers or athletes participating in the research. Bülbül (2019), on the other hand, did not find a significant difference when the results of the analysis on the trainer-athlete relationship according to the working time of the athletes with their trainers were examined and stated that the relationships of the athletes with their trainers were similar. These research findings are in line with the findings of the study.

Findings Regarding the Individual Values Inventory

When the relevant literature is examined, different results are seen. In a study conducted by Güllü and Şahin (2018), it was found that male wrestlers tend to respect their opponents more than female wrestlers, and it was stated that men tend to do their jobs professionally. They explained this by saying that women are more emotional than men, and they tend to exhibit more negative behaviors when faced with a negative situation, such as defeat. This research finding is similar to the fact that our study is in favor of male athletes in the respect sub-dimension. Çavdar (2009) found significant differences in favor of men in the sub-dimensions of 'honesty and sharing', 'trust and forgiveness', and 'respect and honesty'. When the findings were examined, it was seen that the average scores of male teachers were higher than female teachers throughout the scale, and it was stated that male teachers adopted the values in these sub-dimensions more. The results of this study are in line with our study findings since there is a significant difference in favor of men in the sub-dimensions of "trust and forgiveness" and "respect and accuracy," and the arithmetic mean scores of men across the scale are higher than those of women. From this point of view, it can be concluded that male national athletes give more importance to values such as responsibility, discipline, honesty, trust, forgiveness, and respect.

When the individual values of the athletes were examined according to the variable of the number of years working with the same trainer, a statistically significant difference was found in the sub-dimensions of discipline and responsibility, respect, and accuracy. When the results of the post-hoc tukey analysis to determine the source of the difference were examined, it was found that the individual values of the athletes who worked with a trainer for 9 years or more were higher than those who worked for 7 and 8 years. When the relevant literature is examined, Abakay (2010) finds that the communication levels of trainers in football are higher than those of amateur football players. According to the duration of working with the same trainer, the average scores of professional football players with communication levels between 3-5 years were higher than those with communication levels between 0–2 years. He emphasized that with the increase in the duration of working with the same trainer, professional football players get to know their trainer better, know how to react to their attitudes and behaviors, and naturally, their level of communication also increases. He said that as the time spent by footballers with their trainers increases, their communication between them can be positive. As a matter of fact, Dilek (2017) stated that athletes who work with the same trainer for a long time think more positively about their trainers in parallel with this situation. The results of these studies are in line with our study findings. The reason for

the significant difference in this sub-dimension regarding the individual values of the athletes in terms of working time with the same trainer may be due to the fact that the athletes have a high level of perception of basic values such as discipline, responsibility, respect, and accuracy due to their long-term involvement in the national team.

Evaluation of Correlation Findings between Individual Values and Coach Behaviors

When the relevant literature is examined, the current study is limited by the fact that there is no research that directly examines the relationship between trainer behaviors and the value development of athletes and that these concepts are open to interpretation. Therefore, these research results can be interpreted by taking different studies as references. Although it is known that individual sports improve a sense of discipline and responsibility, the findings may be a natural result of this situation, considering the fact that the majority of the athletes participating in the research are active in individual sports branches. Athletes need to increase training effectiveness and spend more time on this to win during competitions, lead the team to success, improve their skills, and increase their performance. Therefore, the evaluations of the national athletes in this study regarding the individual values of discipline and responsibility and the trainer's behavior may be due to their following the right processes in order to work in a disciplined way and being aware of their responsibilities to achieve a good outcome.

Studies on trainer behavior (Gould et al., 1987; Sedgwick et al., 1997) have shown that increasing confidence is one of the most important features that trainers want their athletes to have. The trainer-athlete relationship affects athletes' confidence and must be at the forefront of trainer strategies in any sports setting. Considering that as athletes' individual values of trust and forgiveness increase, their perceptions of negative trainer behaviors will also increase, it is necessary for athletes to have developed feelings of enduring intense physical strains and enduring challenges that may affect their psychological state because they are on the national team. In other words, it is necessary for athletes to establish a bond of trust with their teammates and trainer and to establish quality relationships in which they can be patient and reconcile disagreements and difficulties. In light of this information, it is considered that the athletes may feel pressure during the intense and difficult camp periods, and this may increase their anxiety levels, and therefore they may perceive the behaviors of the trainer negatively. On the other hand, the fact that a competitive-based, winning-oriented approach prevails in sports environments today may mean that the values of trust and forgiveness lose their relative importance.

Values such as honesty and sharing, which are based on high morals and universality, play an important role in the athletes' knowing each other well in the sports environment, knowing each other's' expectations, and thus increasing the interpersonal effectiveness based on friendship and sportsmanship. The results show that the athletes care about and adopt these values. Athletes' individual values of honesty and sharing and their evaluations of trainer behavior may be due to their sincerity while doing their jobs and their cooperation with their teammates and coaches in line with their joint efforts.

Within the framework of universal rules in all sports activities, athletes should always have important values such as respect and accuracy in intense physical activity and competitive sports environments. Universal values such as respect and honesty are of great importance for national athletes who undertake sports missions. These values are a must-have feature for every national athlete who represents our country in all kinds of sports environments and especially in international competitions. Therefore, athletes must be correct in every situation within the framework of sports rules, respect the rights of their competitors and all sports agents, and make this a way of life. Although it is seen that the perception of trainer behavior will increase as the individual values of the athletes regarding the respect and integrity dimension increase, it is thought that this result related to the negative trainer behavior sub-dimension may be due to the fact that athletes are either in different branches and have different personality traits or because they perceive the formal characteristics of the trainer's behavior negatively.

The significant results of the study show that the values of sharing and respect are perceived positively by the athletes, and they establish healthy physical and emotional relationships with their teammates and coaches. It can be argued that values of sharing and respect play a major role in enabling athletes with different personal characteristics to come together and interact in line with their common goals, ensure mutual solidarity, and facilitate group work.

Due to the limited research in the literature on trainer behavior and the value development of athletes and the openness of these concepts to interpretation, the present study is limited. Comparing research results with similar qualitative studies on this subject will provide more information for the literature in the future. However, the limited sample consisting of elite national athletes may have affected the results. Therefore, better results can be obtained in future studies with more athlete participants. The current research limitation indicates that more research is needed on the developmental impact and processes of trainer behavior and the values of the athletes.

CONCLUSION

Considering the potential impact of trainers on the value development of athletes, this study contributes to trainer-athlete research and enriches the literature in this field. This study opens a new field by directly examining the effect of trainer behavior on the values of athletes. Although the results of the research are important, they should be interpreted using references from different studies. Therefore, reviewing the athlete development literature and examining the developmental processes of the values of the athletes in sports settings is of great importance for defining the reflected behaviors and effectiveness of the trainers. It can be argued that the perceptions of athletes regarding both the values and the behaviors of the trainers are similar and that their perceptions of trainer behavior mediate the relationship between the values of the athletes. As a result, the reflected behaviors of the trainers in sports settings can affect the values and behaviors of the athletes. This suggests that there is a relationship between the behaviors of trainers and the value perceptions of the athletes.

Effective trainers need to have the expertise that will lead to positive changes in developing the values of the athletes through their behavior. For this reason, trainers should be careful in their attitudes, behaviors, and relationships with athletes, considering their impact on the value development of athletes. In order for trainers to be successful, they need to be able to establish good connections with athletes in and outside sports settings.

In light of the findings obtained in the research, the positive perception of individual values and trainer behavior by the national athletes participating in the study can be seen as a positive reflection for the athletes. It can be stated that the perception of this situation at a good level by the national athletes will lead to positive results for the national teams in different sports branches.

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