



Social-contextual and intrapersonal antecedents of coaches' basic need satisfaction: The intervening variable effect of providing autonomy-supportive coaching



Bård Erlend Solstad ^{a,*}, Aurélie van Hoya ^b, Yngvar Ommundsen ^a

^a The Norwegian School of Sport Sciences, Norway

^b University Grenoble Alpes, SENS, F-38000 Grenoble, France

ARTICLE INFO

Article history:

Received 12 September 2014

Received in revised form

28 April 2015

Accepted 3 May 2015

Available online 15 May 2015

Keywords:

Antecedents

Bias-corrected bootstrapping

Basic need satisfaction

Provision of autonomy support

Youth soccer coaches

ABSTRACT

Objectives: Based on Self-Determination Theory (SDT; Deci & Ryan, 2012) and in line with Mageau and Vallerand's (2003) motivational model of the coach-athlete relationship, a new model involving antecedents associated with coaches' self-report measure of total need satisfaction (TNS) was tested. This model hypothesized that: (1) coaches' perceptions of a socially united group of athletes and their self-determined motivation for coaching would relate positively to coaches' provision of autonomy-supportive coaching (ASC), whereas perception of parental pressure in the youth sport context would relate negatively to coaches' provision of ASC; (2) coaches' provision of ASC towards their athletes would, in turn, relate positively to their self-report measure of TNS; and (3) the relation between coaches' perceptions of the sport context, along with their self-determined motivation for coaching, and coaches' self-report measure of TNS would be mediated by coaches' own provision of ASC.

Design: A cross-sectional study.

Methods: Participants were 222 ($M_{age} = 42.3$, $SD = 6.1$) youth soccer coaches.

Results: SEM analyses supported the hypothesized model in which coaches' perceptions of a socially united group of athletes and their self-determined motivation for coaching related positively to coaches' self-report measure of TNS through coaches' provision of ASC. In contrast, coaches' perceptions of parental pressure in the youth sport context was unrelated to coaches' self-report measure of TNS via coaches' provision of ASC.

Conclusions: Findings support previous research by demonstrating the psychological benefit of providing autonomy support to others.

© 2015 Elsevier Ltd. All rights reserved.

From the perspective of Self-Determination Theory (SDT; Deci & Ryan, 2008, 2012), coaches' autonomy-supportive coaching (ASC) involves coaches relating to their athletes in such a manner that they provide choices in line with specific rules and limits, display patience in relation to their learning process, acknowledge their perspectives, give them a rationale for the various tasks and limits, and provide them with opportunities to solve their technical problems independently. It is especially noteworthy that both receiving and providing of autonomy support have been associated with a number of psychological benefits (e.g., Deci, La Guardia,

Moller, Scheiner, & Ryan, 2006; Jøesaar, Hein, & Hagger, 2012). For example, provision of autonomy support has been found to be positively associated with better relational functioning (Patrick, Knee Canevello, & Lonsbary, 2007), greater job satisfaction (Cheon, Reeve, Yu, & Jang, 2014), and basic psychological need satisfaction (Deci et al., 2006). The sport psychology literature is replete with models testing athletes' perceptions of coaches' autonomy-supportive behaviors (e.g., Balaguer et al., 2012; Jøesaar et al., 2012) as well as models testing antecedents of coaches' self-reported use of an ASC style in the sport context (e.g., Stebbings, Taylor, Spray, & Ntoumanis, 2012). Hence, it would seem useful to propose an additional model testing the potential intervening variable effect of providing ASC to athletes in the sport context. In fact, little is known, from the coach's perspective, about the benefits of providing ASC within the coach-athlete relationship.

* Corresponding author. Norwegian School of Sport Sciences, P.O. Box 4014, Ullevaal Stadium, 0806 Oslo, Norway. Tel.: +47 901 14 208.

E-mail address: b.e.solstad@nih.no (B.E. Solstad).

The benefits of providing autonomy support to others

SDT stipulates that three basic psychological needs (i.e., autonomy, competence, and relatedness) have to be satisfied to experience psychological growth, integrity, and well-being. Specifically, the need for autonomy refers to behavior that is regulated and endorsed by the self; that is, the individual experiences a sense of volition, freedom, and choice with regard to his/her actions (Ryan & Deci, 2006). The need for competence refers to the feeling of mastery that occurs when individuals perceive their interaction with their environment in a competent and effective manner (Deci & Ryan, 1985). The need for relatedness concerns an individual's desire to be in a secure communion with others, feeling an emotional and personal bond to other individuals and integration within a social context. Also, relatedness refers to mutual actions, which from the perspective of an individual can be viewed as both the receiving and the providing of love, care, and support (Ryan, 1991). Indeed, SDT proposes that just as receiving autonomy support in the social environment is a necessary condition for need satisfaction to the receiver, providing autonomy support to others would be an equally important condition for need satisfaction to the provider (for a discussion, see Deci et al., 2006). More specifically, Deci et al. (2006) used a dyadic design to examine the effect of providing and receiving autonomy support in close relationships. Findings indicated that receiving and providing autonomy support were both significant predictors of need satisfaction. After controlling for the amount of autonomy support received, results showed that provision of autonomy support was a significant contributor to the individual's self-report measure of relationship quality. The amount of autonomy support provided to the friend also explained significant variance in the general well-being composite.

In another study, Patrick et al. (2007) looked at the extent to which individuals in romantic relationships provided need support for each other. Essentially, findings indicated that the more each romantic partner was aware of the other's basic psychological needs by providing support for the need for autonomy, competence, and, in particular, relatedness to the other, the better relational functioning and well-being were reported by both partners. In addition, Cheon et al. (2014) found that physical education (PE) teachers who provided autonomy-supportive teaching (AST) behaviors to their students over the course of a semester reported greater teaching motivation, teaching skill, and teaching well-being. To summarize, previous studies in the areas of both close relationships and PE have indicated that by providing autonomy support to others, one also contributes to one's self-report measures of relationship quality/functioning, need satisfaction, and well-being.

Notably, while the term “close relationship” often refers to relationships between relative equals (i.e., friends, family members, and romantic partners) (see La Guardia & Patrick, 2008), relationships between a coach and his/her athletes are, in part, defined by the hierarchy that exists between the members of these dyads; that is, the coach is in a superior position in regards to the athlete (Deci & Ryan, 2012). Consequently, the dyadic coach-athlete relationship naturally functions in different ways than what might exist within close relationships. We argue, however, that sport psychology investigators should consider the possibility that coaches' behaviors in the form of autonomy-supportive behaviors may be positively related to their own self-report measure of total need satisfaction (TNS). Consider an example from the coaching context where a coach is providing his/her athletes with ASC. A simple act where the coach is taking their perspectives, encouraging them to initiate certain behaviors, supporting their choices, and being responsive to their thoughts and questions enables the coach to satisfy his/her

needs for autonomy, competence, and relatedness. First, this example highlights that the coach is freely and volitionally engaging in these behaviors (i.e., autonomy). Second, the coach is in a position where he/she is likely to help athletes develop their athletic abilities (i.e., competence). Finally, repeated events where coaches are responsive to athletes' initiatives have a chance to create positive social interaction patterns, and thereby develop a sense of connectedness between the coach and his/her athletes (i.e., relatedness).

Linking coaches' perceptions of the youth sport context and self-determined motivation for coaching to coaches' provision of ASC

As an influential authority figure in the context of youth sport (e.g., Smoll, Cumming, & Smith, 2011), the coach is involved in a number of social interactions (e.g., athletes, parents, other coaches, league administrators, officials) during an ordinary week on the training ground. It was, therefore, important to examine the significance of social-contextual factors on coaches' own provision of ASC in the youth sport context. In a recent study, Stebbings et al. (2012) examined contextual precursors of coaches' self-reported use of ASC. Findings showed that coaches were more likely to report an ASC style when the environment in which they operated in was characterized by opportunities for professional development, along with the feeling of being satisfied with their job security. In contrast, perception of pressure to perform (Iachini, 2013), work-life conflict (Stebbing et al., 2012), and administrative pressure (Rocchi, Pelletier, & Couture, 2013) have all been found to be negatively related to coaches' self-reported use of ASC in the sport context. In this study, however, we examined the association between perceived parental pressure, as perceived by the coach, and coaches' provision of ASC towards their athletes. Previous research has shown that coaches may feel increased hassle when parents: (1) encourage a “winning is everything” philosophy; (2) contradict the coach's instructions; and (3) use controlling verbal reactions and contingencies (Mageau & Vallerand, 2003; Smoll et al., 2011; Streat, 1995). Stated differently, coaches' behaviors will be more controlling and less autonomy-supportive when coaches are exposed to parents who use coercive pressures and demands towards them (Deci & Ryan, 2012).

We also assumed that coaches who perceive their team as a social unity in which athletes: (1) have a lot in common; (2) are trusting, understanding, and counting on each other; and (3) are cooperating and open with each other, would be more able to provide ASC to their athletes, and by doing so, satisfy their own basic psychological needs in the role as youth sport coaches. Considering the reciprocal process in the coach-athlete relationship, coaches' perceptions of the extent to which athletes are socially united seem especially important when studying coaches' own provision of ASC in the sport context. Past research has pointed out that athletes' behaviors have a significant influence on coaches' behaviors (Mageau & Vallerand, 2003). Furthermore, although the impact of social unity among athletes on coaches' ASC has not yet been tested specifically in the sport context, it should be expected that coaches will be more likely to adopt an ASC style when athletes' patterns of interaction can be characterized by trust, understanding, and openness. Conversely, coaches who perceive their team to be characterized by hostility, disagreement, and mistrust would be expected to exert more controlling coaching behaviors in the sport context (for a discussion, see Mageau & Vallerand, 2003). Additionally, from the perspective of SDT, coaches' perceptions of a socially united group of athletes would be positively related to coaches' provision of ASC and their subsequent TNS. Specifically, well-functioning peer relationships within a sport team would

Download English Version:

<https://daneshyari.com/en/article/7253685>

Download Persian Version:

<https://daneshyari.com/article/7253685>

[Daneshyari.com](https://daneshyari.com)