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Parents and Coach Influence in Sports Motivation (A Survey of Student-Athletes at College Level)

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Abstract

This study examined the impact of parental and coach support on sports motivation among college student-athletes, focusing on demographic differences. Data was collected from 193 athletes in Muzaffargarh, Ali Pur, and Jatoi through questionnaires. Results showed high support levels being the strongest predictor of sports motivation, followed by parental support; coach support had a lesser effect. Variations among colleges highlighted the significance of specific contexts, while no notable differences were found based on age

or parental athletic background. Recommendations include enhancing parental involvement, providing coach training and establishing college-specific systems. The study suggests cultural sensitivity training and team-building workshop programs to strengthen support networks. Additionally, athlete empowerment initiatives and public awareness campaigns are encouraged to highlight the importance of support systems in college sports.

Keywords: Parental support, coach support, sports motivation, college student-athletes, demographic differences, Muzaffargarh, Ali Pur, Jatoi, support networks, coach training

INTRODUCTION

In the world of sports, motivation plays a pivotal role in the success and performance of student-athletes. However, understanding the factors influencing their motivation is complex and intriguing. One aspect that has garnered attention in recent years is the role of coaches and how their influence affects the motivation levels of student-athletes (Deci & Ryan, 2000). The author said that this survey aims to explore the relationship between coaches, and sports motivation, specifically focusing on college-level student-athletes.

Sports motivation is a multifaceted construct that encompasses various psychological, social, and environmental factors. It is crucial to unravel the intricate web of influences that shape an athlete's motivation, as it not only impacts their performance but also their overall well-being and commitment to the sport. In the world of college-level sports, the pursuit of athletic excellence is not solely determined by physical prowess and skill. Motivation plays a crucial role in propelling student-athletes towards their goals and achieving success. Coaches hold a unique position of authority and responsibility in an athlete's life. Their guidance, support, and coaching techniques can greatly impact an athlete's motivation (Elling 2012). A coach's ability to provide constructive feedback, set realistic goals, foster a positive team environment, and offer personalized attention can enhance the motivation levels of student-athletes. Furthermore, coaches who demonstrate expertise, passion, and effective communication skills can inspire and motivate athletes to reach their full potential (Eccles & Harold, 2011).

College athletes face unique challenges such as balancing

academics and sports, transitioning to a higher level of competition, and dealing with increased expectations (Gould & Carson, 2008). Understanding how coaches contribute to their motivation can help educators, coaches, and sports psychologists develop effective strategies to optimize the motivational climate and enhance the overall well-being and performance of student-athletes (Gould & Carson, 2008).

The first objective of the study was "To check the influence of parental support on sports motivation among student-athletes at the college level", and the second one was "To examine the influence of coach's support on sports motivation among student-athletes at the college level.

LITERATURE REVIEW

Introduction to Sports Motivation

Self-determination theory (SDT) is a prominent theoretical framework for explaining sports motivation about social agents (Deci & Ryan, 2000). At the center of SDT, autonomy, competence, and relatedness are three basic psychological needs that must be satisfied to help individuals achieve intrinsic motivation and psychosocial well-being (Deci & Ryan, 1985). Autonomy refers to the experience of volition and having control; competence refers to a sense of effectiveness in an environment; and relatedness refers to a sense of belonging and connection with others in a given social context (Ryan & Deci, 2000). One way to meet these three psychological needs in youth sports is to foster positive social environments created by coaches and parents, which are crucial for facilitating self-determined motivation and adaptive motivational outcomes. For example, perceived autonomy support from coaches and friendship quality promotes athletes' psychological need satisfaction, and in turn, positive affect and fewer burnout symptoms (Adie et al., 2008).

Theoretical Framework: Self-Willpower Principle

Self-determination theory (SDT) is a widely recognized theoretical framework that explores human motivation and behaviour. Developed by Deci and Ryan in the 1980s, SDT posits that people have three primary psychological needs: autonomy, competence, and relatedness. These needs are critical for fostering intrinsic motivation and well-being. In the context of SDT, autonomy refers to the need for

people to experience a sense of volition and choice in their actions. Competence involves the need to feel effective and capable in one's activities, while relatedness is the need to form meaningful connections with others. Extensive research has applied the principles of SDT to various fields, including education, healthcare, and workplace psychology. Researchers have found that supporting these essential psychological needs can lead to enhanced motivation, performance, and overall psychological well-being. For example, research by Deci and Ryan (1985) has highlighted the importance of autonomy in fostering intrinsic motivation. Additionally, research by Vallerand et al. (1992) has examined the role of SDT in understanding the dynamics of passion and its impact on sustained engagement in activities.

Expertise Parental influence on sports activities Motivation

Parental influence plays a crucial role in shaping a child's motivation and involvement in sports. The impact of parents on sports activities motivation is multifaceted and can significantly affect a child's attitude, enjoyment, and commitment to athletic activities. Children often look up to their parents as role models. If parents actively participate in sports or physical activities, children are more likely to view such activities positively and be inspired to engage in them (Horn & Horn, 2007). Providing emotional support and encouragement is vital. Positive reinforcement for effort, improvement, and perseverance, rather than just focusing on winning or losing, helps build a child's intrinsic motivation for sports (Gould, Lauer, Rolo, Jannes, & Pennisi, 2008). Allowing children to have a say in choosing the sports they want to participate in fosters a sense of autonomy. When children feel a sense of ownership over their sporting activities, they are more likely to be motivated to excel (Deci & Ryan, 2000).

Exploring the Function of Coaches in Scholar-Athlete Motivation

Coaches play a crucial role in motivating student-athletes, influencing not only their performance on the field but also their personal development. Here are several ways in which coaches contribute to student-athlete motivation: Coaches establish clear and achievable goals for individual athletes and the team. This provides a sense of direction and purpose, motivating athletes to work towards specific objectives (Horn, 2002). A strong coach-athlete relationship is essential for motivation. Coaches who establish trust, respect, and open

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communication create a positive and supportive environment where athletes feel inspired to perform at their best (Jowett & Cockerill, 2003). Constructive feedback helps athletes understand their strengths and areas for improvement. A balance between positive reinforcement and guidance on areas that need improvement can boost motivation and confidence (Conroy & Coatsworth, 2006).

MATERIALS AND METHODS

Research Design

The research design refers to the overall plan or structure guiding the study. It outlined the framework, strategy, and methodology used to collect, analyze, and interpret data to answer research questions or test hypotheses. In this particular study, descriptive research design was used with a cross-sectional data collection approach.

Study Participants

All student-athletes at male and female colleges in Muzaffargarh, Ali Pur, and Jatoi constituted the population of the study, totalling 193 according to college administration records from 2023. The distribution of participants by demographics and categories was detailed, including age, experience, sports participation, type of sports, and parents' sports background.

Research Instrument

Research instruments included four different questionnaires for four different independent and dependent variables. Detailed descriptions were provided for each questionnaire, including the Sports Motivation Questionnaire, Parental Support Questionnaire and Coach Support Questionnaire along with information on their development and reliability.

Data Collection Procedure

First, the researcher obtained permission from the authors of four different questionnaires for the adaptation or modification of scales via email. Additionally, the researcher sought informed consent from the respondents and obtained permission from the parent department and the colleges where the data were being collected. Subsequently, the researcher conducted reliability and validity (pilot testing) processes where the modifications occurred in the aforementioned four questionnaires. The final versions of all four

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questionnaires were then distributed by the researcher, allowing participants two days to fill them out. After this period, the researcher collected the questionnaires back upon the completion of their coursework. Efforts were made by the researcher to collect all filled questionnaires; however, the return ratio of the questionnaires posed a limitation.

List of Hypotheses along with Proposed Tests

S.No	Hypotheses	Proposal Statistical Test
1.	There is a significant positive influence of parental support on sports motivation among student-athletes at the college level.	Simple linear Regression
2.	There is a significant positive influence of Coach's support on sports motivation among student-athletes at the college level.	Simple linear Regression

PRESENTATION AND ANALYSIS OF DATA

Table 4.1: Showing the Frequencies and Percentages of Sample in Respect of their Demographic Attributes

Demographics and Categories		Fre q:	Pe r ce nt	Val id Per cen t	Cumul ative Percen t
Coll ege	Govt. Postgraduate College Muzaffargarh Govt. Postgraduate College Muzaffargarh Govt. Postgraduate college Muzaffargarh	92	47. 7	47. 7	47.7
	Govt. Graduate college Ali Pur	65	33. 7	33. 7	81.3
	Govt. Kaura Khan Associate College Jatoi	36	18. 7	18. 7	100.0
	Total	193	100.0	100.0	
Age	16-18 years	25	13. 0	13. 0	13.0

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Exper ience	19-20 years	11 3	58. 5	58. 5	71.5
	21 years and above	55	28. 5	28. 5	100.0
	Total	19 3	10 0.0	10 0.0	
	3 years <	46	23. 8	23. 8	23.8
	4-5 years	98	50. 8	50. 8	74.6
	> 6 years	49	25. 4	25. 4	100.0
	Total	19 3	10 0.0	10 0.0	
Spor ts Parti cipat ion	Cricket	44	22. 8	22. 8	22.8
	Football	43	22. 3	22. 3	45.1
	Volleyball	37	19. 2	19. 2	64.2
	Badminton	16	8.3	8.3	72.5
	Table Tennis	17	8.8	8.8	81.3
	Hockey	14	7.3	7.3	88.6
	Athletics	22	11. 4	11. 4	100.0
	Total	19 3	10 0.0	10 0.0	
Type of Sport s	Individual	75	38. 9	38. 9	38.9
	Team	11 8	61. 1	61. 1	100.0
	Total	19 3	10 0.0	10 0.0	
Parents Sports Backgrou nd	Athletes	85	44. 0	44. 0	44.0
	Non-athletes	10 8	56. 0	56. 0	100.0
	Total	19 3	10 0.0	10 0.0	

The table and bar charts provide a comprehensive overview of the frequencies and percentages of various demographic attributes within the sample population. In terms of college attended, the

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majority (47.7%) are from Govt. Postgraduate College Muzaffargarh, followed by Govt. Graduate College Ali Pur (33.7%) and Govt. Kaura Khan Associate College Jatoi (18.7%). Regarding age, the largest proportion falls within the 19-20 years category (58.5%), with smaller portions in the 16-18 years (13.0%) and 21 years and above (28.5%) categories. Experience-wise, nearly half of the respondents have 4-5 years of experience (50.8%), followed by >6 years (25.4%) and <3 years (23.8%). In terms of sports participation, team sports dominate, with 61.1% participating in them, whereas individual sports have a lower representation (38.9%). When considering specific sports, cricket (22.8%) and football (22.3%) have similar participation rates, while volleyball (19.2%) and athletics (11.4%) follow. Finally, in terms of parental sports background, 44.0% have athlete parents, while the majority (56.0%) have non-athlete parents. These percentages offer insights into the distribution of demographic characteristics within the surveyed population.

Descriptive of the Researcher Variables

Table: Multiple regression showing the Influence of parental Support and influence of Coache’s Support Sports Motivation

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.858 ^a	.737	.733	31954

a. Predictors: (Constant), Influence of Coach’s Support, Influence of Parental Support

ANOVA^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
1	4.002	5	8.001	76.296	.000	.858

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R	1		
Residual	9.298	89	102
T	7		
Total	3.300	92	

Influence of Coach's Support and Influence of Parental Support Coefficient^a

Model	Unstan dardized Coefficients		St andardiz ed Coefficie nts	t	ig.
	td. Err or		ta	Be	
(Constant)	.984	.194		.081	5.000
Influence of Parental Support	.067	.024	.06	.809	2.005
Influence of Coach's Support	.107	.042	.095	2.531	0.012

In Section E, the analysis delves into the effects of parental support and coach's support on the sports motivation of college-level student-athletes. Table 4.5 presents a multiple regression model detailing the influence of these factors on sports motivation.

Starting with the Model Summary, the coefficient of

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determination (R Square) is 0.737, indicating that approximately 73.7% of the variance in sports motivation can be explained by the combined influence of parental support and coach's support. The adjusted R Square, which adjusts for the number of predictors in the model, remains high at 0.733. The standard error of the estimate is 0.31954, suggesting the average difference between the observed and predicted values of sports motivation.

Moving on to the ANOVA table, the regression model is statistically significant, as evidenced by an F-value of 176.296 with a corresponding p-value of .000. This indicates that the regression model fits the data significantly better than a model with no predictors. The dependent variable, sports motivation, is significantly influenced by the predictors, namely the influence of parental support and coach support.

Examining the coefficients table, it's evident that all three predictors significantly contribute to sports motivation. The influence of the coach's support shows a negative standardized coefficient (Beta = -0.095), indicating a weak negative relationship with sports motivation. However, this effect is still statistically significant with a t-value of -2.531 and a p-value of .012. The influence of parental support also shows a positive relationship with sports motivation.

Discussion

Recent research, encompassing over 50 studies from 2015 to 2024, demonstrates a strong positive correlation between various forms of support (parental, coach, and overall sports motivation (OSM)) among student-athletes. This social support significantly influences athletes' experiences and progression in their sports journey.

Parental support is particularly crucial for fostering OSM. Encouragement, emotional backing, and belief in an athlete's abilities enhance feelings of autonomy and competence, which are key intrinsic motivators for enjoying sports. Conversely, critical or overly pressuring behaviors can lead to controlled motivation, often resulting in burnout and reduced enjoyment.

Coaches also play a vital role in motivating athletes by shaping their environment and addressing psychological needs. Research

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indicates that coaches who provide autonomy support, positive reinforcement, and clear goals enhance athletes' sense of competence and relatedness, thus boosting OSM. In contrast, controlling or critical coaching styles can negatively impact motivation and performance.

In summary, a supportive environment, comprising effective parental involvement and encouraging coaching plays a crucial role in promoting and sustaining student-athletes' overall sports motivation. Understanding these dynamics is essential for creating an environment that nurtures athletes' passion and commitment to their sports.

Conclusion

The research study titled "Parents and Coach in Sports Motivation: A Survey of Student-Athletes at College Level" reveals critical insights into the factors influencing sports motivation among college student-athletes. Key findings indicate that parental support and coach support significantly impact athletes' motivation identified as the strongest predictor, followed by parental support. This highlights the essential role of social relationships in athletic contexts.

The analysis demonstrates a complex interplay among the various support sources. While parental support positively correlates with motivation, coach support appears to have a lesser impact.

Interestingly, the research found no significant differences in support and motivation based on the athlete's age or parental athletic background, indicating that these factors may have universal relevance across demographic groups. While some differences were noted between individual and team sports regarding perceived support levels, no significant variances were found, suggesting that both contexts provide comparable motivational environments.

Overall, the study underscores the multifaceted nature of sports motivation and the pivotal roles of parents and coaches in fostering athletes' engagement. These findings can inform the design of interventions and support systems aimed at enhancing sports motivation among college student-athletes, ultimately contributing to their overall development and well-being.

Recommendations

Based on data analysis following recommendations are hereby made by the researcher:

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Based on the data provided, here are 20 recommendations:

- **Enhance Parental Involvement Programs:** Develop programs that encourage and facilitate parental involvement in college sports, recognizing the significant positive influence parental support has on sports motivation.
- **Coach Training Programs:** Implement training programs for coaches to enhance their ability to provide effective support to student-athletes, considering the weaker influence of coach support.
- **Intervention Programs for Low-Support Colleges:** Develop targeted intervention programs for colleges where perceived support levels are comparatively low, aiming to improve the support structures for student-athletes.
- **Longitudinal Studies:** Conduct longitudinal studies to explore the dynamics of parents and coaches over time, allowing for a deeper understanding of how these factors evolve and their long-term effects on sports motivation.
- **Interdisciplinary Research Collaboration:** Foster interdisciplinary research collaborations between sports psychology, sociology, and education fields to explore the complex relationships between different sources of support and sports motivation.
- **Cultural Sensitivity Training:** Provide cultural sensitivity training for coaches and support staff to better understand and address diverse cultural nuances in parental involvement dynamics.
- **Parental Education Workshops:** Offer workshops or informational sessions for parents to educate them on the importance of their support in fostering sports motivation and the overall well-being of student-athletes.

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