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	<p>Title and Abstract</p> <p>Title to include: A concise indication of the research question/problem. Abstract to include: A concise summary of the empirical study undertaken.</p>		
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	<p>Methods and Research Design</p> <p>To include: details of the research design and justification for the methods applied; participant details; comprehensive replicable protocol.</p>		
	<p>Results and Analysis</p> <p>To include: description and justification of data treatment/ data analysis procedures; appropriate presentation of analysed data within text and in tables or figures; description of critical findings.</p>		
	<p>Discussion and Conclusions</p> <p>To include: collation of information and ideas and evaluation of those ideas relative to the extant literature/concept/theory and research question/problem; adoption of a personal position on the study by linking and combining different elements of the data reported; discussion of the real-life impact of your research findings for coaches and/or practitioners (i.e. practical implications); discussion of the limitations and a critical reflection of the approach/process adopted; and indication of potential improvements and future developments building on the study; and a conclusion which summarises the relationship between the research question and the major findings.</p>		
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CARDIFF METROPOLITAN UNIVERSITY

Prifysgol Fetropolitan Caerdydd

CARDIFF SCHOOL OF SPORT

DEGREE OF BACHELOR OF SCIENCE (HONOURS)

SPORT & PHYSICAL EDUCATION

**ATHLETES PERCEPTIONS OF BASIC NEED FULFILMENT; THE
ROLE OF THE COACH AND THE EFFECTS AND
CONSEQUENCES**

**(Dissertation submitted under the discipline of Sport
Psychology)**

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Abstract

The main aim of this study is to establish female basketball athlete's perception of Basic Need fulfilment, the role of the coach and the effects and consequences this has on performance. The rationale of the study was too effectively accumulate themes within the Basic Psychological Need Satisfaction Scale and to then relate to the findings in order to a greater understanding of how coaches' influence needs, the effects on a day-to-day basis and how they are detrimental to performance in a competitive and training situation.

A method developed from Ng et al, (2010) an approach allowing research to assess participant's perceptions of competence, autonomy and relatedness, the Basic Needs Satisfaction in Sport Scale (BNSSS). Semi structured interviews were conducted in order to gather qualitative information; this method allows the research to gain an in depth understanding of the participants' personal constructs and experiences during participation.

The findings established similarities and differences within responses given from the interviews, however all participants gave in depth knowledge to the three tenets for Basic Needs, and accumulate appropriate themes within competence, autonomy and relatedness explaining effects and consequences.

The importance of the coach-athlete relationship has shown substantial resources in order to maximise coaching performance and athletic performance. Notably all participants made statements that referred to their current coach-athlete relationship to being highly positive and effective towards performance. The experiences of the athletes with their current coach were markedly similar with regard to their perceptions of coaching style and qualities specific to the coaching role regarding competence and support. Competence, autonomy and relatedness have a meaningful role on the effects of athletes, more importantly the identification of characteristics the coach adopts influences the coach-athlete relationship and the consequence on effecting / improving athletes physical and mental performance.

CHAPTER ONE
INTRODUCTION

1.1 Introduction

'The partnership between coach and athlete is the key ingredient in creating a winning team' Sir Clive Woodward (2004: 618). The relationship between an athlete and their coach is fundamental in the process of coaching; its nature is likely to determine athlete's satisfaction, self-esteem and performance accomplishments (Vealey, Armstrong, Comar & Greenleaf, 1998; Lyle, 1999; Jowett & Meek, 2000a,b)

Research observed by Hemery (1986) closely looked at the coach-athlete relationship through the experiences of the greatest sports achievers. Steve Cram described his relationship with his coach Jimmy Hedley as "being supportive.. It goes beyond an athlete-coach relationship..." Respect, belief in knowledge, contribution to others goals, needs and wants are expressed in the coach-athlete relationship. It was also the element of care on the part of the coach was essential in the relationship (Barott, Henschen and Poczwardowski, 2000). Coaches who aim to provide their athletes with the support should not only concentrate on developing the athletes as a performer but as an individual person (Cockerill, Jowett, 2002; Ryan, 1996). Evidently the coach-athlete relationship in sport is too important to neglect and its significance may extend beyond the confines of sport.

In relation to basic psychological needs, a coach-athlete relationship is based on the conception of three interpersonal constructs, complementarity, closeness and co-orientation. These three tenets are constituted towards the notion of athlete's basic psychological needs and how coaches satisfy these. Athlete's perceptions of basic need fulfilment and the role of the coach and the effects and consequences it has on performance, has therefore been generated through the notion of Basic Need Satisfaction in Sport Scale. The perception of these, through the view of athletes and how coaches' behaviour implements levels of satisfaction of certain needs may change and consequence performance. It is important to consider as athletes gain motivation from the support that they receive from coaching staff, communication through general discussions and via positive or negative feedback about their performance, athletes tend to strive to impress people and mainly their coaches, therefore their effort levels are optimal which usually increases their levels of performance. The notion of the coach-athlete

relationship will have vast effects to how successful a team or individual athletes are in achieving goals, together this relationship will bring out the best in a team or an individual athlete.

Archers Basketball Women's division one team are identified as having a number of elite level players within the country. This examination will look further into each individual athlete, each will offer different or similar useful perspectives of the relationship that they have with their current coach and develop a comparison between previous coaching staff, the satisfaction of an individual's basic needs and the effects they have on performance.

These players receive some of the best knowledge off of elite expertise through coaching staff and their team members. Coaching styles and leaderships styles that are embedded within the Archers side may vary in terms of athlete's individual perceptions of basic needs. Athlete's who perceive their coach as satisfying these needs are more predisposed to gaining high levels of motivation and increased effort and performance levels.

The rationale for this study is based on previous research that suggests that this area has little attention to how coaches can fulfil these needs and the importance of doing so. The literature suggests that understanding the athlete's perception of coach's fulfilment of needs can improve further insight to how these can implement performance and accomplishment.

Research has also identified that the framework of coaching styles and leadership styles has furthered insight to coaches and how their personality and ability affects an athlete.

1.2 Study Aims

The key aims for this study are to establish perceptions and various objectives around basic needs theory and the coach – athlete relationship, whereby athletes will ascertain information on their behalf of their current coach – athlete relationship. Based on evidence, there is an obvious use for this study in practice. It is apparent that extant literature has ignored the coaches' controlling interpersonal style; however, Stebbings et al (2011) researched the outlined of conceptual approach of the mechanisms behind coach and their interpersonal behaviour. However, future research needs to consider how attributes within basic needs develop over time, specifically to the coach-athlete relationship, and how they can be detrimental and have a consequence to athlete's performance.

Developing information on the coach-athlete relationship within sport may give insight to how the perceptions of basic needs in coaching contexts change and develop over time.

Basketball is the specified sport, as there is little knowledge, and therefore will broaden the importance of the basic needs characteristics individually and effect team performance. A greater understanding of how coaches' influence needs and the effects on a day-to-day basis will value the accumulated themes within basic needs and how they can be determined as positive effects to performance in a competitive and training situation.

The aim of this research project is to greater the understanding of how coaches influence basic needs, give insight to the effects on a day-to-day basis, how they can change and how they can effect performance. This will then give initiative to coaches on how they can develop their coaching styles to enhance player's performance.

CHAPTER 2
LITERATURE REVIEW

2.1 Introduction

This chapter discusses findings and theories that relate to the aims of this research, more specifically athletes perceptions of coaches fulfilment of needs. To understand the concept of coach-athlete relationships and basic need fulfilment, and the factors that undermine changes and consequences to performance, research into the phenomena have been gathered and critiqued. Previous research has dealt with the coach-athlete relationship as it has been identified as an important element within the coaching process. Research has also looked at motivation with regards to the self-determination theory, basic needs, coach impacts on motivation and their leadership and coaching styles.

Vallerand (2004) introduces motivation as one of the most important variables in sport, furthermore coaches and athletes agree that motivation will facilitate performance but also a positive experience in the sport area. Vallerand (2004) states:

‘Motivation represents the hypothetical construct used to describe the internal and/or external forces that lead to the initiation, direction, intensity, and persistence of behaviour.’

Motivation leads to action. Psychologists have highlighted the existence of different types of motivation. Two broad types of motivation are intrinsic and extrinsic motivation, which is expressed during this study and then amotivation. Amotivation refers to a lack of purpose and intentionality in ones actions; athletes that experience amotivation feel incompetent and expectancies of uncontrollability and loss of motivation.

In the real world it is important to consider the coaches role in supporting motivation and wellbeing of athletes. Jowett (2000) highlights that it is important to build an effective coach-athlete relationship; and therefore the quality of this relationship is crucial contributing factor of athletes’ satisfaction, motivation and improved performance.

Pelletier (2003) developed an intervention program dealing with swimmers’ motivation and persistence. It focused on helping coaches to become more autonomy supportive, in turn enhance athletes feelings of autonomy and competence and also to teach athletes on how to deal with increased levels of

autonomy and competence and to be more proactive in their sport. Pelletier anticipated that changing coaches' interacting style would lead athletes to experience higher levels of autonomy and competence, higher levels of intrinsic motivation and higher levels of persistence in this case, swimming, and in turn lead to adaptive consequences. Coaching styles and leadership styles are consequently important when considering athletes' perceptions of motivation. Jowett (2005) also suggests that the concept of the coach-athlete relationship is the situation in which the coach and the athlete develop interconnected feelings, thoughts, and behaviours. This is the basis for measuring the athletes' perceptions for this study, introducing athletes' perception of Basic Psychological Needs Satisfaction.

Previous empirical research have provided different theories and established key findings into what factors contribute to the notion of basic need fulfilment, the role of the coach and the effects and consequences. Thus, emerging themes such as motivation, self-determination theory, basic needs, coach impacts on motivation, leadership and coaching styles will be gathered and critiqued.

2.2 Motivation and Self – Determination Theory

Athletes' intrinsic and extrinsic motivation in contrast is expressed by their personality due to whether the athlete is task or ego orientated in factors associated with performance. Intrinsic motivation refers to participation in purely pleasure and satisfaction derived from engaging in an activity (Deci, 1975; Deci & Ryan, 1985; & Lepper et al., 1973,). Whereas extrinsic motivation implies athletes participation based purely on external outcomes such as gaining contingent rewards (money, prizes, social approval). The 'Multidimensional' perspective of extrinsic motivation was proposed by Deci and Ryan (1980, 1985); it differentiated self-determined from non-self-determined types of extrinsic motivation. Extrinsic motives are an incentive to determining whether the persons value system and sense of self (Deci & Ryan, 2000).

The internalization process thus distinguishes between self-determination and non-self-determination and is the degree to which we personally endorse the behaviour, versus feeling as though an external source is driving what we do.

When basic human needs are satisfied; individuals develop more internalized motives (self-determined) and become more intrinsic motivated.

Mageau and Vallerand (2003) have established significant links between motivational climate and the coach – athlete relationship. A motivational climate is a situational induced psychological environment, and significant others emphasize this environment allowing goal achievement (Ames, 1992). They stated the aim of the study was to present a motivational model of the coach-athlete relationship that describes how coaches may influence athletes' motivation (2003). Figure 1.1 extended Vallerand and Pelletiers (1985) model, which sight more evident areas that are relevant in sport. Mageau and Vallerand looked at intrinsic and extrinsic motivation that identified personal coach orientations and the perceptions of the athlete's behavior and motivation influencing coach behaviors. It is evident that the psychological factors between the coach-athlete relationship are condemned as detrimental to performance as it consists of skills resembling communication, building rapport, organising and leadership, and these are aspects that can play on one's mind during training or in a competition (Mageau & Vallerand, 2003: 883).

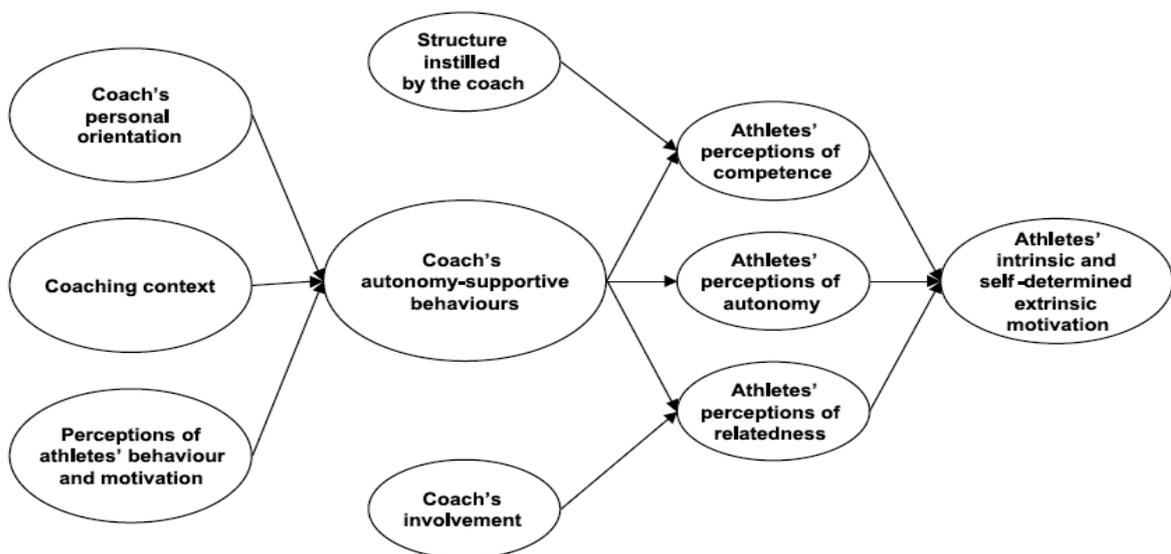


Figure 1.1: Mageau and Vallerand (2003) Motivational Model of the Coach-Athlete Relationship. (885)

Self-Determination theory insists that if the basic psychological needs are met then the opportunity for intrinsically motivated behavior exists. Motivation is viewed

upon a continuum in relation to intrinsic motivation and amotivation (Sullivan, 2005).

As humans, we all have needs – satisfying these needs motivate us to alleviate them. As stated above Vallerand (2004) suggest motivation as one of the most important variables in sport, athletes and coaches also agree that motivation facilitates performance. Basic psychological needs are concerned within SDT, specifically the need for relatedness, competence and autonomy are exploited. SDT looks at the development and functioning of personality within social context (*sport*). Humans are inherently and proactively motivated to master their social environment. Three sub theories are also associated SDT, Cognitive Evaluation Theory, Organismic Integration Theory and most essential Basic Needs. The Cognitive Evaluation theory states that human beings have an innate need to feel personally competent and self-determining associated with increasing intrinsic motivation. The Organismic Integration theory is a sense of Autonomy and develops the concept of *internalization*. It highlights the importance of humans' inner resources for personality development and behavioral self-regulation (Ryan, Kuhl, & Deci, 1997).

SDT is an approach to human motivation and personality, and implies growth tendencies and innate psychological needs that are the basis of their own self-motivation. The three basic needs provide essential facilitation for ones optimal functioning, growth, integration, and constructive social development and personal well-being (Deci & Ryan, 2000), also considered essential to motivation and psychological growth in any domain (Ryan, 1995).

In the context of sport, coaches differ in their personality, competencies, qualifications, communication skills, motivational structure, leadership behaviors; they may also influence the athlete's motivation differently. Motivational differences may be related to the differences in coaches' interpersonal styles, and it is an important factor of athletes' intrinsic motivation and self-esteem (Vallerand & Pelletier, 1985). Coaches' behaviour predicted to be influenced by their motivation during situations in which they work in, and by their perceptions of their athletes' motivation" (Vallerand et al., 1987).

2.3 Basic Needs

Three basic needs have been considered by Deci and Ryan (2000); namely competence, autonomy, and relatedness, described as “innate psychological nutriments that are essential for ongoing psychological growth, integrity, and well-being” (2000: 229). This statement produces an overall justification to importance of need fulfillment and the effects it has on athlete’s motivation, participation and endeavor success rate. It is important to understand how athletes’ feel about their interactions with their coaches, how certain actions affect their emotions and how it may affect their behaviour in practice/competition or socially.

Stebbing et al. (2011) has explained the three attributes and make the assumption that, in order for humans to function and develop optimally, competence, autonomy and relatedness need to be satisfied. Harter (1978) describes the need for competence; fulfillment is when individuals perceive a sense of mastery through interacting with their environment. DeCharms (1968) stated the need for autonomy refers to the desire to be self-initiating in the regulation of one’s actions and Baumeister and Leary (1995) describes the need for relatedness concerns the desire to feel connected with, and mutually supportive of, significant others. In conjunction within the Self-Determination Theory (SDT), Ryan & Deci (2002) refer competence to feeling effective in one’s interactions with social environments and experiencing opportunities to exercise and express capacities. Autonomy refers to perceived sources of one’s behavior” (2002). Finally, relatedness refers to feelings that are connected to others; caring for and being cared for by those others, having a sense of belongingness with other individuals (2002).

Within background research, rising awareness and understanding of psychological factors within athletic performance and sport; coaches, athletes and other officials, identify physical talent an athlete alone adopts does not warrant their success in sport. In actual fact, it is the innate basic psychological needs that support athletes in being able to control their emotions developed by their coaches (Orlick, 1998; Middleton et al., 2004; Jones et al., 2002; Bull et al., 2005). Especially elite level athletes, it is the “mental game” (Orlick & Partington, 1988; Gould et al., 1993) and

athlete's ability to cope with their emotions resulting in no negative effects on performance. The athlete's perception of their coaches' ability to satisfy these needs will relate to their coaches response to performance and will determine the athlete's motivation and self-determination levels. A social environment that fulfill the needs for autonomy, competence and relatedness will facilitate intrinsic motivation and the internalization of extrinsic motivation, whereas neglecting these needs will adversely affect self-determined motivation (Vallerand, 1997, 2001).

Stebbing et al. (2011) advances the current literature in the examination of psychological need satisfaction and well-being in a coaching population. These forms of psychological needs can confidently improve athlete's ability to perform based on how a coach portrays his/hers reactions to mistakes or positive performance. The findings facilitate the understanding of the importance of promoting need satisfaction within coaching context. Developing information on the coach-athlete relationship within sport may give insight to how the perceptions of basic needs in coaching contexts change and develop over time and gradually nurture all athletes' needs resulting in higher achievers within sport.

2.4 Coach Impacts on Motivation

The extent to which athletes maximize their achievement and effort and persist over time in sport – is their level of motivation – it is essential to their learning and performance. The critical role of the coach, involves motivating athletes in the hope that success and achievement will be exploited in every performance (Inachini et al., 2010). The satisfaction of needs is essential for an athlete's growth with understanding and ability. Needs are different from motives, desires, or strivings and coaches must understand that reaching ones goal is not enough for psychological well-being. Numerous coaches become controlling, having the best intentions is deemed as somewhat good however having power and the control will be detrimental in satisfying these basic needs (Sullivan, 2005).

Consequently coaches' during specific situations; during practice or a game may result in their actions and responses towards performance and the process on decision-making. Also, the quality and quantity of feedback they provide in response to athletes performance and other attributes link to the relationships they

establish with athletes and how they can impact athlete's motivation. Mageau and Vallerand (2003) suggest that the actions of coaches might be one of the most critical motivational influences in sport.

A coaches' motivational pattern could influence athletes' motivation indirectly, in other words, "coach's motivation could have a high impact on his/her leadership behavior which in turn can cause differences in the prevalence of particular types of motivation in athletes, regarding their goal choices, the domination of a particular motivational pattern in the team and, in general, it can influence athletes' experience of their coach" (Vallerand & Perreault, 1999).

Coaches have their own right and ability to perform their coaching duties in highly pressurized environments, which is as important as athlete's effective performances. When coaches offer their athletes opportunities for input and decision-making, for instance choosing an appropriate tactic during a game, provide rationale for a task, and acknowledge athletes' feelings and perspectives this is known as the 'Autonomy supportive' environment. Autonomy-supportive behaviours should only have positive effects on ones motivation when accompanied by adequate structure and support on the part of the coach. The coach should have an understanding of athlete's motivation and how to facilitate this. Exploring the autonomy support behaviours has clarified the motivational consequence's of coaches' behaviours and to understand how differentially to help satisfy the athletes individual needs and the important affect it has on their performance and accomplishments (Amorose & Butcher, 2007). In contrast, a controlling environment is created when coaches use power-assertive techniques to pressure athletes into thinking, feeling and behaving in certain ways (Mageau & Vallerand, 2003). Therefore, to enhance the quality of coaching perceptions, it is important to look at what affect they might have on the athlete's psychological mind. In order to understand the athletes Basic Psychological Needs satisfaction, it is a key attribute that different athletes expect different needs from coaches.

Millar and Oldham (2011) stated that coaches endeavor to engage in behaviours that effectively assist an athlete's progress toward achieving goals in competition or practice. The coach-athlete relationship requires the need to strive for a relationship where the athletes' learning is the main consideration. The

consequences of this learning and development will increase success in achievements within performance.

2.5 Rationale

Based on evidence, there is an obvious use for this study in practice. It is apparent that extant literature has ignored the coaches' controlling interpersonal style; however, Stebbings et al. (2011) researched the outlined of conceptual approach of the mechanisms behind coach and their interpersonal behaviour. Yet, future research needs to consider how attributes within basic needs develop over time, specifically to the coach-athlete relationship, and consider how they are detrimental and may have a consequence to athlete's performance.

Basic needs research has founded satisfaction of needs predicts intrinsic motivation, well-being and positive outcomes, for instance; work, education, exercise and sports rehabilitation (Ferrer-Cajo & Weiss, 2000, Podlog & Eklund, 2007, Willson & Rodgers, 2004), therefore it's an idea to touch upon the effects this has on sporting performance. Sports motivation is highlighted prevalence to athlete growth in which case accommodates higher achievers within sport. Increasing awareness of issues effecting performance may be the difference between winning and loosing. Intrinsic motives will engage more young athletes in enjoying participation rather than just doing. Participation in sport may grow, forcing intrinsic motives to push athletes in wanting to learn, promoting these motives will lead to adopted behaviours such as higher intrinsic motivation, self-determination resulting in more successful athletes.

Adie and Duda (2008) stated perceptions of high *energy and vitality* are critical to psychological and physical functioning and the experience, of 'well-being' among sport participants. Functioning that is diminished and a sense of demotivation are noticeable when athletes perceive loss of positive energy or feel emotionally and physically exhausted. Significantly the coach within a sporting environment has potential capabilities of influencing psychological and physical health and finally the quality of engagement of an athlete or a team of players. This influence will

develop effectively to the social environment nurture a sense of satisfaction of athlete's needs.

Therefore the rationale of this research project is to greater understanding of how the effects of coaches and coaching can influence basic needs through the perceptions of athletes and possibly diminish performance. The effects on a day-to-day basis and how they may be detrimental to performance in competitive and training situations will be considered in the data collection. The findings may also give initiative to coaches on how they can develop their coaching styles to enhance their athlete's / players performance as individuals by fulfilling the basic needs.

CHAPTER 3
METHODOLOGY

3.1 Measures / Instruments

In order to conduct the study effectively a qualitative approach was selected to allow the most in-depth analysis that is to be generated. Qualitative methods were used and so were the same participants [n=10] throughout the study.

Participants will take part in interviews, qualitative research interviews entail open-ended questions, such as; informal conversation interviews, semi-structured interviews or standard open-ended interviews (Patton, 2002).

The interview guide was developed based on questions specific to the subscales of three basic psychological needs, autonomy, relatedness and competence. Questions were then developed regarding these needs and their meaning.

Gratton and Jones (2004: 144) recommend that “once a preliminary interview schedule has been developed, then it is important to pilot it.’ This ensures the questions being asked are suitable for the data collection and if so to rectify any problems that may occur. It also allows the researcher to become familiar with the interview guide and the use of tape recording equipment. A pilot study was carried out on a ‘freshman’ female basketball player in the Division 2 team.

All participants were assured that anonymity and confidentiality would be maintained and nowhere in the study would their names be included, only the data label created for them. All participants completed written consent forms prior to each to interview that assured their anonymity throughout the study.

The semi – structured interview guide contains open-ended questions, which allows the participants to answer freely giving the researcher insight into real thoughts, beliefs and emotions / feelings related to the questions asked and also any past experiences with different coaches.

The basis of the interview guide was developed from the measures derived from Ng et al. (2010). Research assessed participant’s perceptions of competence, autonomy and relatedness, and was demonstrated in the Basic Needs Satisfaction in Sport Scale (BNSSS). This scale was produced to measure the importance of basic needs satisfaction in competitive sport. Previous sport studies showed that researchers measure perceived basic need satisfaction using

adapted scales used in other domains, such as work and education. Ng et al, created a new scale with the objective to provide a measure that produce valid and reliable indicators of need satisfaction specifically to the sport context.

As this study establishes genuine information from the athletes, data will give descriptive illustrations from the questions devised from BNSSS with regard to athlete's feelings and experiences. These illustrations will characterize the findings that deem what is most common in improving the development of the coach-athlete relationship and what basic need attributes need to be satisfied in order to facilitate performance.

Semi-structured interviews would best suit the needs to justify the in-depth questioning of area. This will guide the participants into a deeper understanding of the research area and how it can affect physical and mental performance. The researcher will be able to gather more in-depth information regarding athletes' emotions, thoughts and behaviours. Based on the Basic Need Theory and the three tenets being satisfied, this study will build upon themes that identify the importance on coaches fulfilling these needs and the application they will implement on performance. It is thought that the various perceptions of these athletes could help inform future practitioners of factors that may affect the efficiency of the coach-athlete relationship.

3.2 Participants

Purposive sampling is a method that is used to select subjects who represent a specific population (Patton, 1990). A purposive sampling has been done due to furthering more research based on Women's basketball and therefore a distinguished level of athletes/ players at Archers Basketball will explore vast information on relationships built with current or other previous coaches. The pedigree of players at the women's Archers side, identify numerous athletes achieving national or international caps, also, the newly developed coach has obtained abundant player caps for Great Britain and competed in the London 2012 Olympics. Most of these players have had a lot of experience in representing various teams across the country and also internationally and therefore this study will help identify the changes and consequences of basic needs theory and the

application to performance of an athlete. Therefore the project observed a group of semi-pro / elite athletes that have a new coaching set up. Analyzing perceptions of athletes experience with past coaches and the relationships that were built will identify many outcome variables, causes and consequences they might portray on athletes mentality, and even negative effects to performance, these findings may change positively or negatively over time or even vary dependent on previous coaches.

Using a Qualitative method, allows the research to gain an in depth understanding of the participants' personal constructs and experiences during participation. As the methodology states, this study is looked how these basic needs have changed from preseason to training and competition and perceptions of these needs through a vast number of previous and current coaches.

3.3 Procedure

The instruments involved in this study consist of; informed consent form and participant information sheets, in order to ensure all participants are aware of what the study entails and their agreement to the terms and conditions. The interview guide will be given to all participants [n=10] prior to the study. This will hopefully advance participant's thoughts and understanding of the projects research question.

Prior to any data collection, informed consent forms had to be obtained from all participants taking part in the project. A Consent form was devised containing all information regarding the studies procedures and details, informing participants what the study entails and their rights as a *voluntary* participant, reinforcing they are free to enter or withdraw from the study at any time. This also means that all participants are in full control of the part they play in informing the research, and information will be kept *anonymous* in its final reporting.

Before the interviews took place, participants were informed that they are allowed to observe the interview guide beforehand in order for them to think of responses. 'An interview guide is prepared in order to make sure that the same information is

obtained from a number of people by covering the same material' (Patton, 1990: 283). All participants engaged in the interview allowed them to elaborate with any additional statements on the questions given. Participants will be asked their opinion and view on what they feel their coach-athlete relationship feels and the changes and consequences basic needs theory has on performance.

Athletes [n=10] and a coach whom are associated with Archers basketball Women's team agreed to take part in semi-structured interviews administered. All participants provided signed informed consent forms. Each semi-structured interview was recorded using a Dictaphone and then transcribed. Data collection is required after each interview is conducted to make an easier process. Overall the aim of qualitative research is to collect in depth information, which establish and develop the information required for data analysis.

3.4 Data Analysis

Miles and Huberman (1994) suggest that qualitative data analysis consists of three procedures, data reduction, data display, and conclusion drawing/verification. Data analysis is important and whereby the mass of qualitative data is obtained (transcribed, field notes etc.), coding, and other methods, will reduce the analysis process is conducted as on – going.

This qualitative research project will look at a content data analysis. Krippendorff (1980) states that 'content analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insight, a representation of facts and a practical guide to action.' Replicable and valid inferences explains the data researched and analysed is related and linked to the aims and objectives of a research project, this supports the notion and develop insight to personal experiences and meaning. Two types of content analysis are important to this research project; inductive and deductive analysis, a combination procedure; where both analysis types have been used. The purpose of content analysis is to classify large amounts of texts into similar categories that represent similar meanings creating themes.

When conducting the interviews, accurate data collection is important, advocate tape-recording and transcribing would be adequate. Due to the amount of participants interviewed, will allow further analysis throughout the data collection process this is rather copious and therefore processing the data on a daily basis will help with results for discussion.

The interviews were transcribed onto a word document and analysis was made initially on the key responses given by the participants in relation to the themes identified and these were coded. On-going data analysis provides insight to open-coding, which is also known as *summative data analysis*; this coding system entails easier reference to the information and data collected. Open-coding looks at the distinction on *tentative conceptual categories*, this data is coded as either, words, phrases, items, events, timings and so on. *Audit Trail* is the second step to data analysis, where the research must link the coded data to the source/context. *Axial Coding* is known as the third step, where the researcher accumulates all the information together to form the findings (Berg & Latin, 1943, 1994).

The researcher listened to the audiotapes numerous times to become familiar with the responses given and to ensure for reliability of the study and so that key responses and themes were not missed. Gratton and Jones (2004: 85) state 'reliability generally refers to the consistency of the results obtained'. A repeat examination and breakdown of the data identified logistical themes, which were constructed via coding using 'comments' electronically on each of the transcripts. Comments assist the researcher with various data gathered in order to establish how certain interactions or relationship affected them. Similar responses were categorised into themes within each subject and are demonstrated in hierarchical trees, which present the results. The themes are explained further within the discussion of results chapter.

CHAPTER FOUR
DISCUSSION OF RESULTS

4.1 Introduction

The discussion will start with a description of the findings from the deductive analysis. Secondly, the chapter will discuss how these contribute to the primary themes identified. Lastly, the chapter will summarise the key findings, state its limitations and discuss possible areas for future research. Using the concept of support for the psychological needs as a framework, the data are presented under three themes. Each theme contained several sub themes, which are illustrated with quotes, which are summarised to develop the hierarchal trees.

Research in a sporting context has demonstrated support for the tenets of SDT. Specifically, athletes' perceptions of autonomy, competence and relatedness have been associated with positive sporting outcomes and can be influenced by the actions of coaches (Amorose & Hollebeak, 2005; Duda, Ntoumanis & Reinboth, 2004).

The following findings relate to the overall analysis from the interviewing process and the following sections discuss the key themes that emerged from the athletes' perceptions with regards to the Basic Needs themes discussed previously in the review.

4.2 Competence

Research by Ryan and Deci (2002) refer competence to feeling effective in one's interactions with social environments and experiencing opportunities to express capacities. Different participants highlighted occurring statements within around the concept of competence that increased awareness and the importance of one feeling competent and capable. The results on competence were split into three sections relating to; current coach and consequence on performance, previous coaches and consequence on performance, and coach behaviours regarding skill execution. The thematic analysis of athlete's perceptions derived from their current coach has developed through four key areas shown below in figure 1.2. Each theme will be discussed in relation to the illustrations giving from athletes.

Current coach and consequences to performance

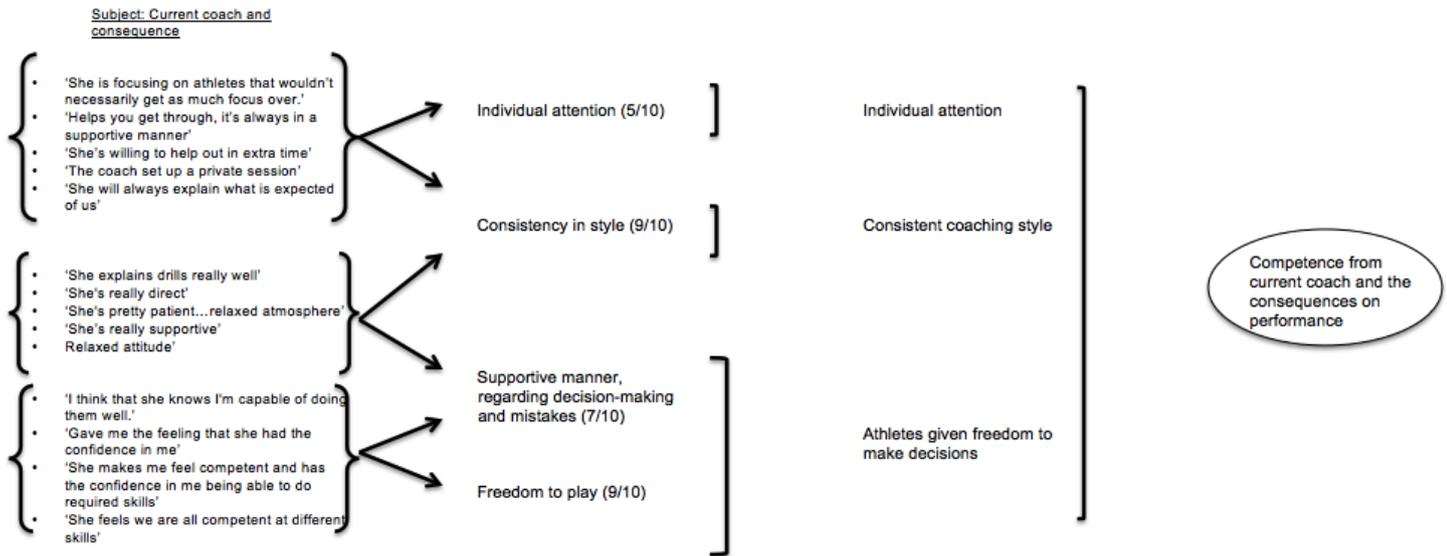


Figure 1.2: Results on Current Coach and Consequences on performance

Individual Attention

An important consideration made by the athletes as they spoke about their current coach with regards to understanding levels of competence of all athletes, a participant explains below:

(Participant 1): "I feel like she understands my level of competence... She doesn't make me feel inadequate in anyway she just brushes it off with a bit of banter, I don't feel like she's making me feel stupid or anything like that."

Understanding each player as an individual, all athletes are given attention in which case on its own increases confidence levels within regards to performance. Athletes that are made to feel competent have the capability of trying new skills on the floor and applying them to a game situation.

(Participant 2): "I think because she makes me feel competent and has the confidence in me being able to do required skills I could apply them into a game...if she didn't make me feel competent then I would drop my head and I don't think I would have improved as I wouldn't have had the self confidence to try new things."

This statement implicitly has strong reference to the SDT and the concepts of building self-confidence, motivation and determination of an athlete through basic needs.

Consistency in Coaching Style

A number of participants highlighted the various characteristics of what the coach alone embraces, this coaching style identified that it is consistent and therefore creates a supportive environment for the athletes. Specifically, participant 5 stated a general comment of the characteristics to the coaching style adopted:

“In training when we do specific things she will always explain what is expected of us so I kind of know what we are achieving from the task we are doing and if you understand she will always explain it properly, she will break it down even more if you need to...before a game she will come up to me and be like ‘this is what I want you to do in this game’ or ‘this is what I want you to do on this play like can you guard this player’. She is really direct...”

This statement is a respectable overall summary of the illustrations made from other participants. Quotes made from others explain her to be patient, supportive, willing, and direct of what is required during a training session. These characteristics closely link into the environment the coach creates through her supportive manner.

Supporting manner, regarding decision making and mistakes

Increasing athletes' confidence in performance and motivation will in hindsight improve confidence and performance levels. Deci and Ryan (2007) refers competence to, athletes feeling effective within an environment and experiencing opportunities to express their capacities. Participants identify the coach creates a supportive coaching environment, where the athletes feel they are able to reach optimum levels of performance, without negative feedback hindering their performance or their mentality. Feedback also perceived to being related to motivational climate. Mageau and Vallerand (2003) explained feedback as a fundamental element in the coach-athlete relationship and negative feedback can be used as a positive tool for motivation.

Being patient and calm supports the coaches' behaviour, and as stated, feedback is provided with constructive criticism and is given with the notion of making the individual a better performer/athlete. One participant specifically explains below:

(Participant 2): "She's pretty patient but um, there are points where um your messing up, but she never seems to get frustrated, she just seems to help you get through, its always in a supportive manner, like and there's criticism but its helpful, so its never putting you down or anything or making you drop your head, its telling how your doing it wrong so you can correct it."

Freedom to play

Participants described their playing experience to be associated with freedom. This directs the athletes in having the 'supportive' environment based on the feeling of playing freely regardless of set plays and strategies. The supportive manner the coach adopts regarding decision-making and mistakes offers the opportunity to play with confidence and each individual feels capable and effective on the floor.

(Participant 4): "UWIC has always been hot on set plays and strategies, but I think personally there's always been that element of free play and 'just play basketball' kind of thing. I feel that I can suggest things to my coach and the players and I definitely feel I can play with the freedom to change or make a decision."

In order for players to have confidence in their ability to perform, will be effected by how their coach makes them feel competent and capable to do what is required. In order to express their optimum performance levels the coach has to support the athlete in understanding each individual athlete as their own and be aware of what their performance capabilities. This will build the athletes confidence and therefore the application of new skills and transferring these skills will increase performance levels.

(Participant 3): "In terms on skills, my position and role on the floor requires numerous ball-handling skills and I think that she knows I'm capable of doing them well. With regards to roles on floor, I'm the point guard therefore it is my duty to take control. I feel like Stef has the

confidence in me to control the tempo and run certain plays when need be.”

This participant explained her role and responsibility in relation to freedom and their coach’s perception of their level of competency. The athlete will feel a sense of worth and belongingness and therefore build their ego, and maximise optimum levels of performance and effort. This notion is closely linked to the previous coach and the consequences they had on performance, which compares the effective coach-athlete relationship.

Previous coaches and consequences to performance

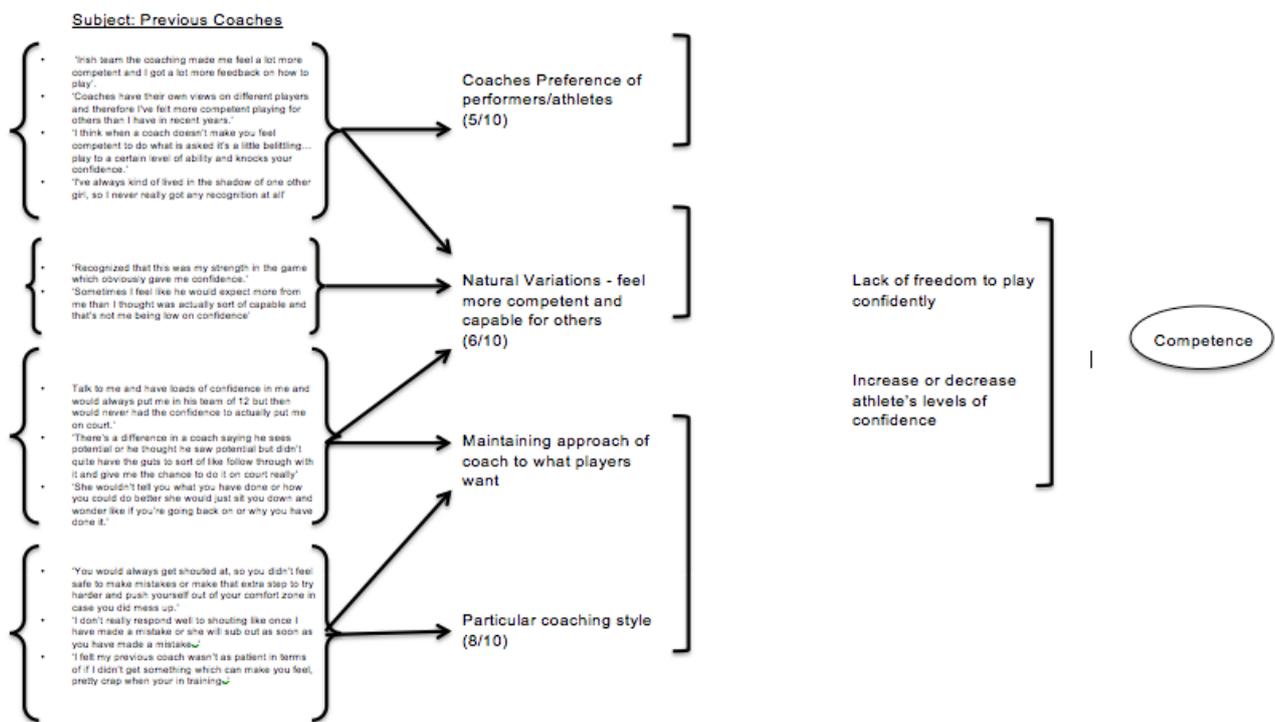


Figure 1.3: Results on Previous Coaches and consequences on performance

Athletes were asked about their perceptions of experience they have had with previous coaches. The results for Competence from the subject previous coaches and consequences on performance are in figure1.3. This analysis will distinguish significant differences to different approaches to coaching and an athlete’s perception of particular coaching styles. These results also clarify the importance of the coach – athlete relationship and consequences.

Style of Coaching

A number of participants clarified previous experiences to have been negative and described the effects it had on performance and the mentality of the athlete alone. A participant stated their thoughts on different coaches in terms of how they made them feel competent and capable to do what is require:

(Participant 3): "I have had a lot of experience with a number of coaches, however in terms of my competency, well coaches have their own views on different players, and therefore I've felt more competent playing for others than I have in recent years."

This statement suggests there are wide ranges of coaching and leadership styles and therefore depending on what current style is being adopted, we will only be able to determine the effects of that relationship. Obvious reasoning on coaching styles and effects on performance are evident as each participant stated how they feel they can play regarding how their coach makes them feel competent. Consequently, the majority of participants markedly responded with having negative effects on performance and their mentality when a specific coach makes them feel incompetent:

(Participant 3): "I think when a coach doesn't make you feel competent to do what is asked it's a little belittling...it makes you feel like you can't play at a certain level of ability and knocks your confidence when you are playing or training..."

Athletes Preference

Another explained her preference of coaching and leadership style, this literature was discussed earlier in the review and therefore the style that the coaches alone adopt is important and therefore each athlete and coach should value the style adopted and learn to benefit from the specific style.

(Participant 5): "...one coach I had at Nottingham, Leanne and I really enjoyed her as a coach but she would shout and I don't really respond well to shouting like once I have made a mistake or she will sub out as soon as you have made a mistake and then she wouldn't tell you what you have done or how you could do better she would just sit you down and wonder like if you're going back on or why you have done it, kind of like that..."

Variations and effects

The analysis of results demonstrate the thoughts and feelings of athletes were quite similar in effecting performance, consequently resulting into the final sub scales, lack of freedom to play confidently and increase or decrease athlete's levels of confidence. Lack of freedom was developed through the participants stating it diminished their confidence and therefore levels of performance dropped

(Participant 7): "For GB...yeah it's a lot more pressure on and you don't play with freedom, you go on and think 'don't mess up' like 'you're on your offence try not to get scored on'..."

This statement distinguishes a huge issue with regards to the coach-athlete relationship, as to how the coaching element can diminish performance. It is notably important and an obvious characteristic, in this case specifically, that participant 7 describes her 'elite' accomplishment and the coaching network within the national team, to have been detrimental towards her performance. This suggests that in the sporting world, with an elite status, this type of coaching style and leadership style should not occur. Elite performance should execute the best athletes in the country and by this statement; coaching styles and leadership styles should benefit and enhance performance during competition.

Competency - regarding skill execution and coaching behaviours towards success or failure

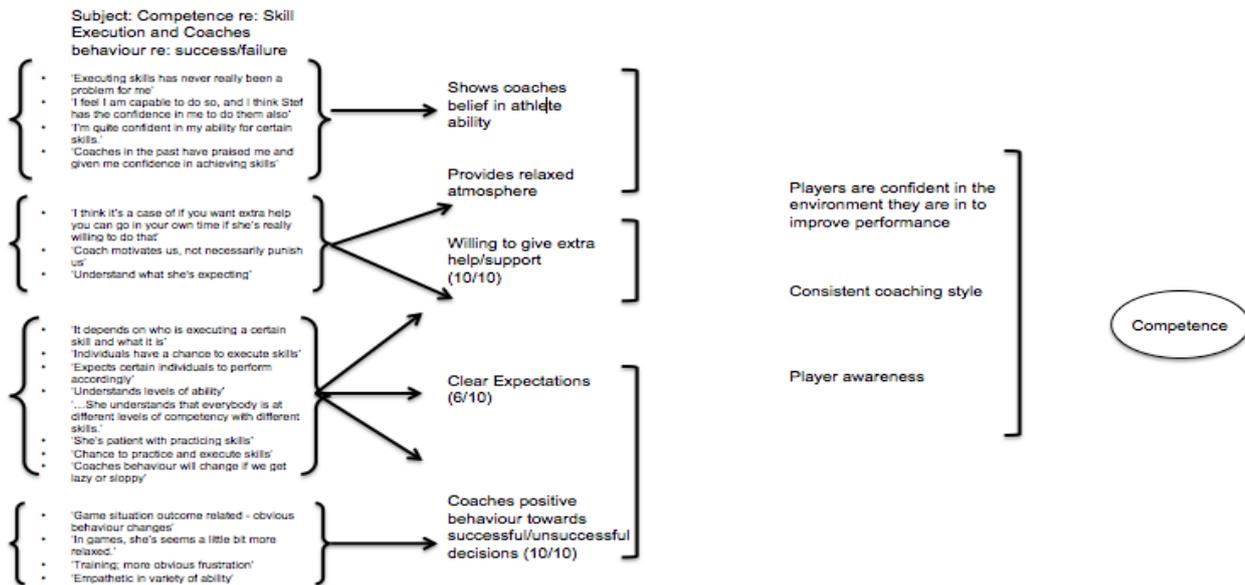


Figure 1.4: Results of Athletes perceived competency regarding skill execution and Coaches behaviour towards success and failure

Themes were identified through athletes' perceptions of personal confidence regarding skills execution to coaches' views on ability, relaxed atmosphere, the coach; willing to give extra help/support, clear selection of players, expectations of performance and individuals and the coaches' behaviour change due to success or failure. A number of these sub themes link together to built the level of competency in this study and are explained below:

Shows coaches belief in athlete ability

A number of athletes described their current coach to understanding each player's ability level and competency. Similar responses in the 'current coach' results show the athletes are able to play with freedom enabling each player to play confidently, which from the coaches perspective shows she has the belief in each individual to do what is required.

(Participant 1): "I'm more of an instinctive player so she encourages that natural ability to do so, as well as the shape of what a set play would look like. In games, yeah she gives us encouragement to do our own thing,

just play; so, I don't feel like she doesn't give us the opportunity to play how we like to play."

Provides relaxed atmosphere

(Participant 7): "...she at least gave me the feeling that she had the confidence in me to, not had the green light to do whatever, because I'm not that kind of player that's going to be like I can take the ball every time, like take a shot every time I have the ball, but like she gave me sort of, yeah, the encouragement to be like yeah you can play a bit more than past years..."

This statement implies that the coach gives players the confidence. This is also a sense of relaxed atmosphere within the coaching environment and it's obvious that this athlete is capable of playing confidently and was encouraged to do so.

Willing to give extra help and support

(Participant 2): "...the coaches set up a private session to go through that with me, so that I'm ready for the weekend, which I think will be good because as she's in the same position as me she's more able to take like a focus specific role and help me um, but it shows that she has an interest in specific players and stuff and I'm excited..."

The coach is open to set up private sessions for the players that maybe new to the team and is lacking confidence in personal ability and feeling competent in knowing the set plays. However, this is directed by communication through both the coach and the players and therefore if communication is effectively used, the coach provides feedback to their athletes to encourage them during their performance by giving support, this can also be done on court from the sidelines.

Effective communication displays a good working relationship that can have a positive impact on the performance for the athlete. Cassidy et al. (2004) explain when a coach takes time to give their athlete feedback privately and deliver one on one session, the athlete is more likely to respond to the feedback, and have trust and loyalty for their coach. This advocates the importance of the coach to know their athlete well enough to develop this effective communication so elements of feedback and communication can be delivered that best suits the athlete and will have the best impact on influence on their performance.

Other areas looked upon the coaching behaviours and actions regarding decisions made, which was explained earlier in the discussion, as the coach has the capability of understanding all players levels of ability with regards to performance and therefore controls her emotions towards mistakes. Creating a relaxed atmosphere within the coaching environment will support athletes in confidently practicing the skills and executing things to apply them in competitive situations.

(Participant 1): "...I don't think that her behaviour changes in the sense that she understands that everybody is at different levels of competency with different skills. So, she's patient with that, I think its more, her behaviour will change if we get lazy or sloppy because she understands that our skill level is higher than what we are currently executing, that's when I think her behaviour changes."

This statement suggests that there are varied levels of abilities within the team and therefore the relaxed atmosphere in training is developed through her autonomy supportive coaching style that she adopts. The coach controls her emotions and thoughts towards unsuccessful practices unless its effort based and therefore allows players to grow as individuals by improving their skills during practice.

4.3 Autonomy

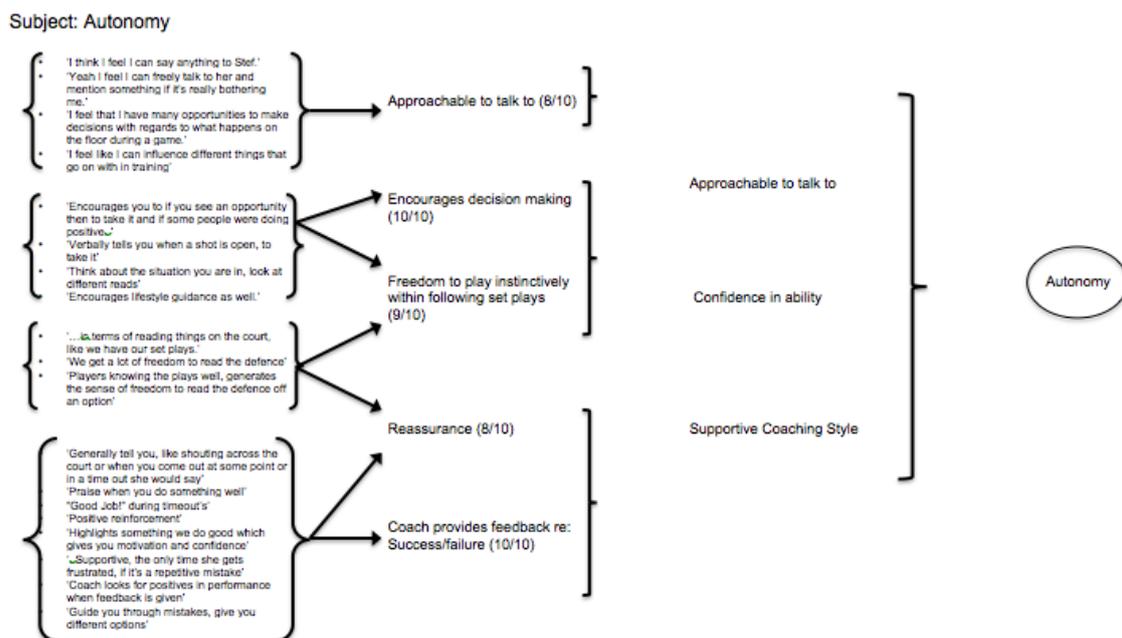


Figure 1.5: Results of Athletes perception of Autonomy

Research by Deci and Ryan (1987) highlighted a key 'social environment' factor in self-determination framework assumed to nurture the fundamental need for autonomy support. Autonomy support refers to the readiness of an individual in a position of authority (coach) to take the others (athletes) perspective, provide appropriate and meaningful information, and offer opportunities for choice (Black & Deci, 2000). Participant's highlighted areas where they felt autonomous within the team and the need to perceive origins of their behaviour and how they control their own actions and whether they are supported by their coach. A number of sub themes occurred and have been developed further below:

Approachable

Most of the Archers side explained their coach to being approachable and being confident in raising any problems inside and out of basketball training.

(Participant 3): "She's really good at supporting her players and I definitely feel comfortable in talking to her about anything. I think we have a pretty good relationship, I respect her and I think she has a lot of confidence in my ability to perform well..."

Athletes in a study from Becker (2009) discussed how their coaches made themselves accessible and approachable; by doing so their coach created a 'team' environment that fostered 'support, caring, and mutual trust'.

This accessible and approachable attribute will encourage each athlete to ask questions and for feedback in order for improvement. This will also make an individual feel more valued within the team and therefore feel comfortable in suggesting things regarding what goes on within training or during a game.

A number of athletes also explained that they have input into what they run with regards to their opponents and what choices you can make within a set play. This environment is low in controlling features; the situation where coaches give athletes the responsibilities, order choices and options, which foster the feelings explained earlier in the literature by deCharms (1968).

Encourages decision-making and Freedom to play instinctively

An autonomy supportive environment will give athletes the confidence in being more innovative with decision-making on the floor.

(Participant 6): "...In terms of reading things on the court, like we have our set plays... Stef encourages you to if you see an opportunity then to take it..."

Research by Blanchard and Vallerand (1996, cited in Vallerand & Losier, 1999), on basketball players, revealed that the more the coach was perceived as autonomy supportive by their athletes, the more autonomous the athletes felt. In this case, the coach is autonomy supportive as athletes gave reference to her encouraging reading things off of specific things within basketball i.e. looking at options off set plays. Ryan and Fredericks (1997) argue that autonomy should play an important role with regard to feelings of being vital; athletes should feel a sense of belongingness to within their sporting environment in order to make them feel competent.

Similar to 'encouraging decision making' the coaching environment allows the players to play freely and instinctively.

(Participant 3): "I feel that I have many opportunities to make decisions with regards to what happens on the floor during a game..."

(Participant 1): "You can make decisions and free play as well within plays as it doesn't have to be so structured because then you lose your instinct and I'm more of an instinctive player so she encourages that natural ability to do so..."

Reassurance and Coach provides feedback re: success/failure

The interview questions looked into feedback and behaviour from the coach regarding decision making on the floor to whether they were successful or unsuccessful. A number of individuals specified their coach to be reassuring and supportive regarding providing constructive feedback towards decision and mistakes.

Feedback has been identified within the sports coaching context, as a significant behaviour that has also received attention in the coach-athlete relationship

literature. Schmidt's (1982) state that feedback is one of the most important variables to affect the learning of motor skills. As coaches it is important to employ a range of verbal techniques and facilitate information to the athlete's performance. Verbal feedback should provide athletes with encouragement, guidelines for explorations, introduce strategic concepts and educate athletes further within sport. Cassidy et al. (2004.) suggest coach should provide technical advice, knowledge of performance and results, praise or discipline an athlete and use verbal feedback to target learning.

(Participant 3): "yeah well I've had coaches in the past where they make such a scene on the sideline that it frustrates you even more and it more or less puts you in a worse frame of mind. But Stef tends to be relaxed, if it was a decision where there it was a point decider of a game then it would have a negative effect and she would probably go mad like any other coach but I haven't experienced this with her as of yet."

This statement interprets previous coaches that the athlete has experienced that negative behaviour towards mistakes or unsuccessful decisions made and therefore it is markedly clear that it may have a detrimental effect to the psyche of an athlete. In contrast the next athlete states:

(Participant 4): "she doesn't tend to shout if you have done something wrong, if it was during a game she would try and say Becky why did you do that? But like she knows I'm not really going to listen to her whilst I'm playing because I have to concentrate on what I'm doing but I think she knows with me I would prefer to get feedback after she has subbed me. Sit me down and give me positive and negative feedback."

Adopting this supportive characteristic to her coaching, it is clear to see in the results that she understands her players levels of ability and preference to feedback given and will reassure her athletes by explaining options of what could of happen rather than scrutinizing their mistake. Another player states:

(Participant 9): "Obviously we are not always going to make a good decision, especially in a game situation when we have to react quickly to things. I think she is quite understanding because she is still a player herself and knows that we aren't always going to do the right thing. If we make a good decision but are not successful, she will still acknowledge the decision because we are trying, which I think is an important thing."

As a high level athlete whom has now adopted the coaching role, the coach understands that mistakes are inevitable and therefore a number of athletes

clarified their coaches behaviour towards a mistake is similar to a personal feeling of frustration when making mistakes and therefore able to control emotions congruent to feedback given. The results show a significant amount of participants of the study were similar to statements made with regards to the questions asked and therefore as a result in comparison to how previous coaches have made the participants feel, it is evident that the higher sub scale in the hierarchy improved athletes confidence and performance due to the autonomy support behaviour and environment that is created within the UWIC team. Earlier in the review, coaches' leadership style was viewed upon and their behaviours (actions) in specific situations were deemed a consequence on performance. Ones actions towards negative performance or in other words mistakes, and the feedback that is given to athletes impact their motivation, which may be most critical in the 'motivational' influences in sport (Mageau & Vallerand, 2003).

4.4 Relatedness

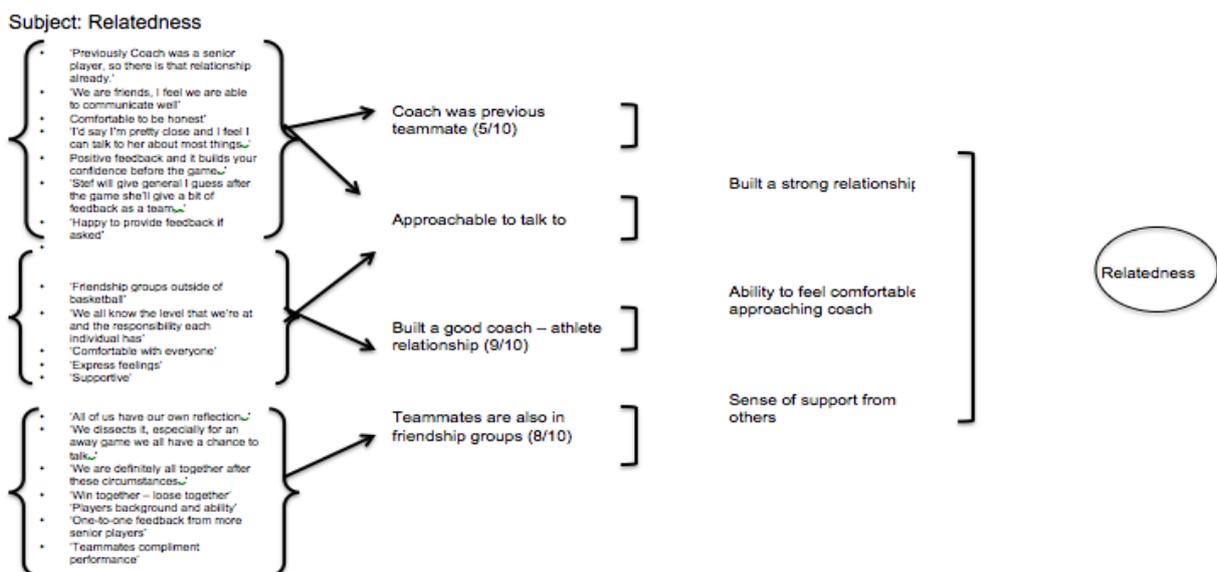


Figure 1.6 Results of Athletes perceptions of Relatedness

Relatedness is described as; feelings that are connected to others; caring for and being cared for by those others, having a sense of belongingness with other individuals (Deci & Ryan, 2002).

Participant's highlighted areas within relatedness, where they felt a sense of closeness and belongingness within the team and felt comfortable approaching either their coach or teammates for feedback and any personal encounters.

Closeness with their current coach was derived as dependent on whom is has more of a 'friendship' relationship rather than a coach-athlete relationship. The higher order themes focused on the coach being a previous teammate, approachable, built a good coach-athlete relationship, and teammates are in friendship groups.

Coach being previous teammate

Athletes' perceptions that the coach provides assistance and emotional support to the players were a strong positive predictor of athletes' sense of relatedness within their team. Deci and Ryan (2000) and Ryan and Solky, (1996) suggest this result is congruent with the SDT, where coaches show care for and value someone, which in turn athletes should feel more valued and attached to significant others. Satisfying the need for relatedness and the athletes' perception of this was demonstrated through participants suggesting their current coach valued response to things with regards to performance and also to what tactics are put in place. Each athlete to their own had a varied response to how valued they felt with regards to decision making and how athletes feel towards expressing their feelings and in contrast are shown below:

(Participant 3): "Like I said earlier, Stef has been one of my teammates previously and a good friend, I respect her very much and I like her as a person. She is very caring and shows a lot of interest in her players. Er, I feel I'm really close to tell her any personal issues I may have, I feel that I could go to her if anything was wrong or bothering me. So yeah I feel close to her."

Approachable

Relatedness referred to athlete's perceptions of feeling comfortable approaching either their coach or teammates for feedback and any personal encounters.

(Participant 4): "Stef never really says anything that is like shouting at you so it's a lot easier to calmly take it on board, even if I was like angry at the time because I did something wrong or angry that I've been taken off for something that I shouldn't have, she never really gets her emotion involved in it, I mean she is obviously disappointed frustrated

or angry, but she doesn't show it so it's a lot easier to take feedback from her about it."

As explained earlier in the discussion, the current coach develops a good sense of autonomy support style towards her athletes and therefore a number of athletes explained how they felt comfortable approaching their coach under specific situations in a game, specifically; after a game that was lost or the performance levels were not up to standard. The notion that athletes feel as though they can approach their current coach after a negative situation is vital, as relatedness is about closeness to those around you.

(Participant 1): "Yes I do, I feel like she's quite relaxed and open and I think because she is sort of taken away from that player role and has that coach role, I think that she's quite patient and she's happy to discuss anything after the game. She's not one of those angry coaches that after the game their throwing their clip boards around and you can't go up to them because you have no idea of what they are going to say or if they are going to bite your head off. I think that after games we are all quite relaxed and quite vocal in that sense, so we can discuss what went right and wrong, which is good."

Built a good coach-athlete relationship

(Participant 5): "I don't think I'm close to her on a personal level, like we are friends but not good like not very really close. But a coach, I think we're close on a coach-player level like she is probably one of the better coaches I have had and I kind of respect her and I think she has got mutual respect for the players as well because obviously she has been a player on the Archers team, I think it is probably difficult for her to step up to be a coach anyway, so I think she is pretty good at that."

This participant suggests that their coach-athlete relationship is mutual and specifically recalls having respect for one another. This respect is noted that it's due to the fact of her background within her basketball career her achievements and also an ex-team mate. However more participants stated:

(Participant 7): "Yeah, I'd say I'm pretty close and I feel I can talk to her about most things, be it basketball related or about the team or anything like that or tactics or just friendship stuff, any personal issues, I would feel comfortable talking to her about it. So I feel pretty close, I mean that's obviously helpful as we were friends coming into it so, it's obviously slightly different than a normal coach-athlete relationship."

The sense that more participants stated their coach-athlete relationship was close and also encounter a friendship out of basketball is somewhat interesting, this sense of belongingness and closeness will build team moral and therefore the respect and understanding of competence levels of all players will increase confidence creating a supportive environment to make each individual feel valued.

Teammates in friendship groups

Closeness and belongingness with teammates was also implied from all participants, but opinions differed as to what kind of players they were within the team. A number of participants stated they played for both the division one and division two team, therefore there were mixed concepts on which to they were referring to as friends. However, overall the sense of belongingness and closeness with teammates were specifically important as they build each individuals confidence up. A participant specified:

(Participant 9): "We are pretty close as a team. There are quite a few close friendships between certain teammates, and obviously some people get on better with each other than others. In general though, we all get on very well."

And another:

(Participant 10): "I love my teammates um, a lot of them are people I have known for years, some my closest friends. Um, I live with one of my teammates yeah, and I just enjoy their company and even if we're not playing basketball then I still like meeting up and hanging out with my teammates."

A number of participants agreed and made similar statements, the sense of togetherness after situations where games are lost, as a team sport the key is to discuss what when wrong and when, and how to overcome and avoid it in future games. This sense on belongingness and togetherness was highlighted in another response:

(Participant 3): "Yeah everyone talks about it after we have all had our own reflection and sometimes we dissects it, especially for an away game we all have a chance to talk in the changing rooms and on the mini bus on the way home. We are definitely all together after these circumstances, and we all feel the same way, especially if we played well. We have one player, Sarah who is very much like a 'mum' in an instant like that where she is always the

first to talk about our performance and try and get everyone together which is really good.”

It is important for each individual to have personal reflections on performance especially after a loss. However the moral in the UWIC side have strong connections as to bringing all players together and having time to discuss what went wrong. This is also important to sometimes include the coach. Individual players have strong leadership skills in order to get the ‘team’ concept as strong as possible to come out harder for the next upcoming game.

4.5 Limitations & Directions for Future Research

Reflecting on the findings made in this research into coach – athlete relationships in women’s basketball, it is apparent that limitations have become evident. Suggestions have been criticized as this study required responses from all participants stating their perceptions of each basic need tenet. Each participant stated how their current coach makes them feel with regards to feeling competent, autonomous and the sense of belongingness within the team, however; it is evident that more in depth knowledge is required to find out how and what profoundly, specific situations with regards to coaching behaviours that make an athletes performance deteriorate / drop. This in depth knowledge will provide an illustration as to how a coach-athlete relationship can develop and increase performance levels but also restricts any conflict in effecting performance or the athlete negatively.

Another limitation identified during the study, shows that the researcher obtained information only from the players, which coincides with the research question, still, It would have been more beneficial and reliable if the coach was interviewed and analysed; this could of gained a more in depth valuation of the relationship. However this limitation suggests an opportunity for future research; to interview the coach and the athletes and to then analyse both perceptions of satisfying these needs and on the effects of the coaching and leadership style adopted. This limitation suggests that researchers may also give insight on how to educate the coach and the athlete, understand both judgements on the relationship and how a successful relationship can affect performance. Research from Iachini et al, 2010

looked at the coaches and the implicit theories of motivation with SDT. The coaches were asked specifically how they motivate their athletes in general and what strategies they use to foster competence, relatedness and autonomy, therefore insight to the current coach would influence the findings on how both parties of the coach-athlete relationship can be effective towards performance.

4.6 Conclusion

This study researched into the psychological domain of the coach-athlete relationship. The findings were established from a variety of Women basketball players whom responded with their thoughts, feelings and experiences of their current coach – athlete relationship, and the consequences they may have on performance. These opinions specifically focused on the topics discussed in the literature that were influenced from the Self-determination Theory and Basic Psychological Needs Theory. The findings established similarities and differences within responses given from the interviews, however all participants gave in depth knowledge to the three tenets for Basic Needs, competence, autonomy and relatedness. This research developed further insight to variables within the coach-athlete relationship and gives in depth thoughts of athletes whom perceive negative effects on performance. Concluding the findings that have been discussed, obvious statements suggest and back research into the findings of the coach-athlete relationship.

This discussion of results has highlighted prevalence to specific key variables within each of the three mediators in the BNT. The importance of the coach-athlete relationship has shown substantial resources in order to maximise coaching performance and athletic performance. Notably all participants made statements that referred to their current coach-athlete relationship to being highly positive and effective. The experiences of the athletes with their current coach were markedly similar with regard to their perceptions of coaching style and qualities specific to the coaching role regarding competence and support.

In terms of having a successful coach-athlete relationship, which is effective to ones ability to perform, there are a number of reasons for highlighting the importance; one that has not been discussed within the results is respect. Dension

(2007) suggests that respect is a component that can influence the coach athlete relationship and if not developed between the coach and the athlete then it is hard for the relationship to be successful. In terms of performance for the athlete, respect deems to play a part in their performance as studies have proven participants agreed in saying that having respect there can make them more confident when performing knowing their coach is doing their job and believing in them. Overall, competence, autonomy and relatedness have a significant role on the effects of athletes, more importantly the identification of characteristics the current coach adopts influences the coach-athlete relationship and the notion of building confidence and improving athletes performance is considerably empowering.

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APPENDICES

Appendix A: Interview Guide

Interview Guide – Athletes Perceptions of Basic Need Fulfilment

Participant:

Duration:

Hello, my names Frankie Whitby an Undergraduate Sport and Physical Education Student at Cardiff Metropolitan University. To start I would like to thank you for taking part in this study. From the information sheet provided I hope you understand what my study entails. The title of the project is the 'Athletes Perceptions of Basic Need Fulfilment'. This investigation looks at athlete's perceptions of the coach-athlete relationship.

The questions you will be asked are themed in relation to aspects of psychology and motivation, and your responses will provide useful information for coaches and athletes.

The information gained from this interview will be used as data for my undergraduate dissertation. The sources of any information will be kept confidential, however some quotes will be used to support discussions but these will always be anonymous. A digital dicta-phone will be used to record the interview, this will allow me to transcribe and review a complete transcript. The interviewing process is voluntary; therefore you have the right to withdraw at any time. There are no right or wrong answers; however, it would be appreciated if you could answer as honestly as possible. If you have any queries or you are unsure on any aspects in the interviewing process, please do not hesitate to ask so it can be explained further. Moreover, when the interview has finished, you will have the chance to add to review the transcribed interview and add anything that you feel has relevance and which may not have been covered.

So lets begin with a few background questions...

- How long have you played basketball for?
- What team do you currently play for?
- How are things going within training?..Competition?
- Describe to me some of your best experiences within playing basketball?
- Explain some of your achievements?
- Are you hoping to continue participating in basketball in the future?
- How do you feel about your team as a whole and your coach?
- Tell me about your relationship with your fellow team members and your coach?

So now I have an understanding of your background in basketball, I'd now like to talk more about certain aspects of your interactions with teammates and your coach. The questions will be concerned with the three fundamental basic psychological needs; these are the need for; competence, the need for autonomy, and the need for relatedness.

Can we start by talking about your coach in more detail?

- **Allow the athlete to talk freely about their relationship**
- **Tell me about the relationship you have with your coach?**
- **Supportive / Unsupportive – how? Why? When? (Of ability levels? Decision-making?)**
 - **Specifically how do you feel when you play for him/her?**

Ok, so we will start by looking at the need for competence....

Competence: this reflects the need to perceive our behaviour as effective to feel that we have adequate ability to meet the demands of tasks' (Ryan & Deci, 2002)

Competence describes whether the athlete has the ability to meet demands of a task and take on board instructions.

1. Explain to me how you feel your current coach makes you feel competent

and capable to do what is required?

- **Skills, tactics, roles on the floor**

2. Explain how previous coaches you have had have made you feel in terms of your competency?

- **Varied according to coaches**

Now let's talk about you playing for the Archers..

3. How have you felt about your levels of performance since the start of the season (pre-season)

- **How has your performance improved?**
- **Is this normal?**
- **Changes in levels of performance**
- **Have levels of performance affected your views of your competence/ability?**

In games – why? How? When? What?

In training - Why? How? When? What? What has influenced this?

How do you feel you are able to execute required skills successfully in these situations and how can that change?

4. Does your coaches' behaviour change depending on your ability to execute skills?

Effects - In games – why? How? What? When? What has influenced this? / In training - why? How? What? When? What has influenced this?

- ***Causes?***
- ***Consequences?***
- ***Does this vary dependent on the opposition? Or competition type?***
- ***Effect it has on competence*** .i.e. how does it make you feel about subsequent games and training sessions?

I'd now like to ask you a few questions about your feelings of autonomy...

Autonomy: The need for autonomy represents the need to perceive we are the origins of our own behavior and that we control our own actions.

1. Describe to me how you feel about opportunities to make decisions regarding what goes on in practice and games? .i.e. your behaviours

- **What are the factors that influence how able you are to make decisions about what goes on in training and during games?**
- **Does this change depending on whether it's training or competition?**

2. Describe to me how your coach encourages you to make decisions for yourself?

- **Does your coach give you the control over the way you play and what you do?**
- **Your role?**
- **How does she respond to good decisions? Bad decisions?**
- **Does she give you support?**

3. Explain how you feel when you play with regards to decision making, tactics, or roles?

Probe: do you feel you can play with freedom to make or change decisions?

During...

- **Training**
- **Competition**
- **Confident in your choices (in a situation?)**

Describe how you feel when you have made or changed decisions? Relaxed or anxious?

4. Describe how you feel having made a poor decision or choice during training or in the game?

- **How do you feel pressure – regret?**

- **Calm and under control – how? Why?**
- **Does this have an effect by your coaches' feedback, body language or negativity - how do you recognize this?**
- **What is the source of your worry?**

Relatedness: The need for relatedness represents the need to feel a secure sense of belongingness or connections to others.

I'd now like to focus on this for the next few minutes.

1. Describe to me in your own words how you would describe relationship with your coach? .i.e. in terms of how connected or close you are

- **Sense of belongingness**
- **Strong connections**

2. Describe to me in your own words how you would describe relationship with your teammates? .i.e. in terms of how connected or close you are

- **Sense of belongingness**
- **Strong connections**

3. Tell me how you receive feedback regarding your performance and progress?

- **One-to-one feedback with your coach**
- **Whole-team discussion**
- **How does the different approaches to feedback make you feel towards – your teammates / coach, about your relationship with those around you?**

4. Explain how you feel when you know you have played poorly or you have lost a game where you think you should have won; are you aware that your coach is disappointed or angry with you?

- **How does that make you feel?**
- **Do you feel comfortable approaching your coach under these circumstances?**

- **Is there a sense of closeness / belongingness with those around you?**

Concluding the interview questions on your coach-athlete relationship *can you summarise what are your overall thoughts and feelings on your relationship with regards to making you feel good and specifically in terms of your competence, autonomy, and the degree to which you feel connected in your sport?*

Are there anyways in which he/she can improve?

Ok, so that's the end of the interview - thank you for your responses and thank you for your time.

Appendix B: Participant Information Sheet

Project Title: Changes in Basic Needs overtime; causes and consequences and the effects on coach – athlete relationship

This document provides a run through of:

- 1) the background and aim of the research,
- 2) my role as the researcher,
- 3) your role as a participant,
- 4) benefits of taking part,
- 5) how data will be collected, and
- 6) how the data / research will be used.

The purpose of this document is to assist you in making an *informed* decision about whether you wish to be included in the project, and to promote transparency in the research process.

1) Background and aims of the research

Within sports performance the coach – athlete relationship may have an effect on your physical performance. Basic Psychological Needs Satisfaction has three attributes which will be detrimental to this relationship. Most performers experience certain levels of anxiety during performance and therefore the coach plays a role in how this may be positive or negative. Some of these performers fold under their coaches' pressure and therefore the self – determination theory will be introduced. Others view such experiences as beneficial for performance and excel as a result. I wish to see whether these Basic Psychological Needs develop overtime and how the coach – athlete relationship develops a negative or a positive result to performance.

2) My role as the researcher:

The project involves me (Francesca Whitby), the researcher, giving out an interview guide and questionnaire pack to you. Interviews will be observed and analysed over a period of time and participants will receive a pack prior to each interview session.

3) Your role as a participant:

Your role is to read the interview questionnaire pack prior to the recorded sessions, which will benefit you with more time to think and answer the questions as honestly as possible. The questionnaire pack includes questions about your perceptions of a coach – athlete relationship and the basic psychological needs, and your perception of how this may impact your physical performance. The completion of the interview is not compulsory, and you do not have to respond to every question should you wish not to.

4) Benefits of taking part:

The information we obtain from this study will allow better insight into the types of individuals that manage the experience of anxiety. From this we will aim to understand more about what these individuals *actually* do when experiencing anxiety, and how they manage to stay positive and effective. We will be happy to share this information to any of the participants of this study. On request, we can also provide you with your own personal Personality and Anxiety score, and discuss this with you in relation to your own sporting performance.

5) How data will be collected:

As alluded to above, data will be collected solely from the interview questions we will provide you.

6) How the data / research will be used:

In agreeing to become a voluntary participant, you will be allowing me to use your responses to the interview questions and include them within a larger data set that includes the data of other participants. Your personal data will be anonymous and will not be reported alone, but within the total sample of participants.

Your rights

Your right as a voluntary participant is that you are free to enter or withdraw from the study at any time. This simply means that you are in full control of the part you play in informing the research, and what anonymous information is used in its final reporting.

Protection to privacy

Concerted efforts will be made to hide your identity in any written transcripts, notes, and associated documentation that inform the research and its findings. Furthermore, any personal information about you will remain confidential according to the guidelines of the Data Protection Act (1998).

Contact

If you require any further details, or have any outstanding queries, feel free to contact me on the details printed below.

Francesca Whitby
Cardiff School of Sport
Cardiff Metropolitan University
CF236XD, United Kingdom

E: st10001087@cardiffmet.ac.uk

Appendix C: Participant Consent Form

CARDIFF METROPOLITAN

INFORMED CONSENT FORM

CSS Reference No:

Title of Project: Changes in Basic Needs overtime; causes and consequences and the effects on coach – athlete relationship?

Name of Researcher: Francesca Whitby

Participant to complete this section: NAME _____ AGE _____

Please initial each box.

1. I confirm that I have read and understand the information sheet dated for this evaluation study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that it is possible to stop taking part at any time, without giving a reason.

3. I also understand that if this happens, our relationships with the Cardiff Metropolitan University or our legal rights will not be affected

4. I understand that information from the study may be used for reporting purposes, but I will not be identified.

I agree to take part in this study on _____

Name of Participant & Parent/Guardian

Signature of Participant & Parent Guardian

Date

Name of person taking consent

Date

Signature of person taking consent

* When completed, one copy for participant and one copy for researcher's files.

Appendix D: Interview Transcript

Interview Transcripts

Participant: 1 (div1)

Date: 15.1.13

Interviewer: So lets begin with a few background questions...How long have you played basketball for?

Participant: Um, since I was about....(thinking), I don't know maybe like 8 or 9 so.. a good like 17/16 years

Interviewer: What team do you currently play for?

Participant: Er, UWIC Archers

Interviewer: How are things going within training?..Competition?

Participant: Um yeah, um things have been going well, progressively been getting better, um bit of a tough transition for the team this year having lost lots of players and our coach and having a new coach come in. So, its been a tough transition and um everyone has responded quite well though in training. I think things have been getting better and also that's reflected in our games as well.

Interviewer: Can you describe to me some of your best experiences within playing basketball?

Participant: Um I guess from when I was younger from playing at junior level going to play offs and final fours that was always fun memories when I was younger. And since being with UWIC winning the BUSA finals the first year we won and yeah just being apart of the Archer's development has been really good.

Interviewer: Can you explain some of your achievements?

Participant: Um, within basketball?

Interviewer: Yeah

Participant: Well obviously as part of the team we've won quite a few busa finals play of finals, represented the welsh team that was fun and a really good experience. Um, having achievements within the team like awards nights and stuff and having won different things and having been voted players player and your teammates give you some recognition which is always good

Interviewer: Cool! Are you hoping to continue participating in basketball in the future?

Participants: Yeah its something that's a part of me really I mean I don't know what level I would continue at but its something I will always like to play. When I was away in Australia for a couple of years I wasn't competing at a structured level but I still played recreationally and I think I would continue to do that if I wasn't playing at such a competitive level.

Interviewer: Ok, how do you feel about your team as a whole and your coach?

Participant: Um, I feel it is a lot different from previous years as I've already said we have lost players and a coach who has been at the Archers for ages. But I get a good feeling about being part of the team.

Interviewer: Can you tell me about your relationship with your fellow team members and your coach?

Participant: Um ha, yeah really good um, I guess being university based everyone sees a lot of each other and have the opportunity to train a lot um.. a lot of the players aren't just my team mates they're my friends outside of basketball, um which means we have a good relationship with each other in training and on court. We can communicate well, erm, and the same goes for the coach as she's also been a teammate and has been in the past it makes it easier for us to communicate and get what each other want and how we all react to things.

Interviewer: Cool!

Interviewer: So now I have an understanding of your background in basketball, I'd now like to talk more about certain aspects of your interactions with teammates and your coach. The questions will be concerned with the three fundamental basic psychological needs; these are the need for; competence, the need for autonomy, and the need for relatedness. So, can we start by talking about your coach in more detail? Just generally about the relationship you have with your coach?

Participant: Er, stef is our coach this year she's um been a player for uwic in the past. Shes started off coaching this year but has now moved in as a player/coach role. So shes doing a bit of both. Shes just recently was in the Olympics this year for the 2012 team as the starting point guard and shes comeback to uwic after that and shes picked up the coaching role that damian filled before which is quite a hard as they're big boots to fill, I suppose he done a lot for uwic over the last few years, and especially from having certain player leaving it's a big task to try and keep the team float. Stef as a player was the starting point guard and has already gained a lot of respect from the players in the team and on campus as shes a face. She is as a coach, shes gained respect from players by leading as example by how she trains and lives and shes very laid back and relaxed but shes serious and precise and takes it seriously and plans everything shes doing with us.

Interviewer: Cool. Ok, so we will start by looking at the need for competence.... this reflects the need to perceive our behaviour as effective to feel that we have adequate ability to meet the demands of tasks' - so can you explain to me how you feel your current coach makes you feel competent and capable to do what is required? So any skills, tactics, your roles on the floor?

Participant: Um, well I think in training she can understand my level of competence personally as she has also been my teammate in the past and shes obviously

taken part in a lot of the drills in training sessions that we've done and a lot of her stuff that she puts on the floor we are quite familiar with so I think she's happy to understand that once we know what we're doing then we are competent to run the drills. Um I'd say that we do maybe have a bit of personal banter in the sense that when we are learning set plays and stuff, sometimes my intellectual competence may vary I sometimes may phase out or even find it harder than everyone to grasp the roles to the plays. But she doesn't make me feel inadequate in anyway she just brushes it off with a bit of banter. I don't feel like she's making me feel stupid or anything like that.

Interviewer: Ok, (laughs)

Participant: (Laughs)

Interviewer: Explain how previous coaches you have had have made you feel in terms of your competency?

Participant: Er, in terms of that, a specific thing that I just mentioned about feeling stupid sometimes, I felt my previous coach wasn't as patient in terms of if I didn't get something which can make you feel, pretty crap when you're in training and stuff when you're trying to grasp something but I the drill is moving quicker than you that can be annoying. But past coaches in terms of my competence with my intensity or certain aspects of my game usually were fine.

Interviewer: Ok, Now let's talk about you playing for the Archers..How have you felt about your levels of performance since the start of the season? So how has your performance improved?

Participant: Er, yeah I think it has, um I've obviously come into this year not having played for a year or so at this level, so I was wondering how I was going to get on going into it. And er, yeah I gelled back in fine and I think that this year playing a lot more in games having a lot of minutes has helped improve me during different games and feeling more confident on the floor, with the ball, in the plays, and especially shooting and I feel like I've been improving overall.

Interviewer: How do you feel you are able to execute required skills successfully in these situations and how can that change?

Participant: I feel that I can execute the skills successfully, however I think for some individuals, they may find it differs between training and games. I think the only difference is applying these skills in a game situation rather than practicing the skills in training.

Interviewer: Does your coaches' behaviour change depending on your ability to execute skills?

Participant: Um, personally or in general?

Interviewer: Both

Participant: Ok, um, yeah I mean it doesn't change with certain skills with a sense that I think everyone has a varied level of abilities within the team with different skills, so others are better at some, um, I don't think that her behaviour changes in the sense that she understands that everybody is at different levels of competency with different skills. So, she's patient with that, I think its more, her behaviour will change if we get lazy or sloppy because she understands that our skill level is higher than what we are currently executing, that's when I think her behaviour changes.

Interviewer: Yeah, and does that differ between training and games?

Participant: I think that, in training maybe her behaviour changes more noticeably in terms of her getting angry or body language. She uses ways of trying to motivate us not necessarily punish us but make us understand that we need to pull our finger out of our arses.

Interviewer: Yeah

Participant: In games, she's seems a little bit more relaxed. I think that, because of the group of people that we have on the floor at times and obviously there's a difference in competency within the group, shes a bit more empathetic and a bit more um, well, shes trys to act as more like 'calm' and relaxed than she is in training.

Interviewer: I'd now like to ask you a few questions about your feelings of autonomy...it represents the need to perceive we are the origins of our own behavior and that we control our own actions. So can you describe to me how you feel about opportunities to make decisions regarding what goes on in practice and games? .i.e. your behaviours

Participants: I think that um, what can influence what happens in training, having been speaking with stef outside of training sessions, I might provide her with feedback on things that went well or not well in games maybe or something we need to work on or, even I think where stef is a new coach I think she sort of, you know she welcomes feedback about her training sessions, on what went well or didn't, and so, I feel like I can influence different things that go on with in training and so can everybody else we have quite a democratic ace id say in the sense that we are open to do different things.

Interviewer: Does this change depending on whether its training or competition?

Participant: No, Id say actually in games even I feel that in timeouts or in quarter

times if um, we were having a team talk it obviously is coach led by stef but I think that myself and other players are able to give feedback on things that are going on, on the floor and thing that we can do within plays, maybe certain looks that we think are open that haven't been discussed or whether we should do certain things. I think as well that we can all have an input and it is valued, make decisions on what we think we need to do differently or better but um, I think it is coach led however we are able to help and try and make things better.

Interviewer: Ok, describe to me how your coach encourages you to make decisions for yourself?

Participant: Um....

Interviewer: So, does your coach give you the control over the way you play and what you do?

Participant: I think that sometimes in training in certain scenarios I have got a bit caught up in positions in the sense of where I have to be on the floor in terms of set plays and um, I can remember certain points where shes just said to me look you know don't get to caught in the play just play in the sense that you know you can make decisions and free play as well within plays as it doesn't have to be so structured because then you loose your instinct and im more of an instinctive player so she encourages that natural ability to do so, as well as the shape of what a set play would look like. In games, yeah she gives us encouragement to do our own thing, just play, so, I don't feel like she doesn't give us the opportunity to play how we like to play.

Interviewer: Ok, so just touching upon that last bit, how does she respond to good decisions? Bad decisions? Does she give you support?

Participant: Yeah, ive noticed in games a lot, when shes been substituting players she will ask them to sit next to her and she will give them specific feedback on certain things they did or didn't do, um, in the time they were on the floor. Not necessarily all negative, but might be positive reinforcement aswell, what she has done with me a couple of times she will give me some positive feedback and maybe some things I need to change on the floor for next time. And then in terms of being on the bench, by congratulating and motivating players and being vocal, I feel like she gives good encouragement and feedback on the sideline and also when she is playing. And then in training, as well I think that she provides people with feedback, however she can be quite quiet sometimes I will say and she might not say too much but I feel like she is easy to approach if you needed to ask her something or if you wanted some feedback in some way.

Interviewer: Ok, explain how you feel when you play with regards to decision making, tactics, or roles? Do you feel you can play with freedom to make or

change decisions?

Participants: Yeah, I do, I didn't at first this season, as I say once again in terms of learning new things on the floor and structured plays and stuff I didn't feel I could play as freely because I was thinking a lot. But since having grasped the set plays and having to get to know who's playing what positions on the floor and getting to know the plays and what Stef wants of us, since then I feel like I'm playing more effortlessly, playing instinctively and knowing where I've got to be and having the time to make decisions on the floor without having to think too much.

Interviewer: Ok, so do you feel confident in your choices with regards to your decision making?

Participant: Yeah, I do feel confident with the choice I make. I don't think this was the case during the beginning of the season as it was a new coaching environment and the different players that are new. But if I make a decision during a game I'm more conscientious as if it was a bad decision it matters in terms of your opposition gaining a score off your mistake. In games there's obviously that high level of anxiety and that there's more pressure to make the right decision. Whereas in training, we have the ability to experiment. I think that I still feel confident to make different decisions within games just to see what works in terms of who you are playing against and with. I don't feel pressure that if I do make a bad decision it's going to result in me not playing for the rest of the game.

Interviewer: Describe how you feel when you have made or changed decisions? Do you feel relaxed or anxious? Or thought 'maybe I shouldn't have done that'?

Participant: I don't anymore unless it results in a mistake, as I may feel anxious about why I made that decision, if I changed my decisions on the floor, I don't feel anxious to do that, I feel the freedom to make a different decision or try something new.

Interviewer: Describe how you feel having made a poor decision or choice during training or in the game?

Participant: It's different because there's obviously more of a consequence in a game however, myself personally I feel like I'm a competitive person so I don't like making mistakes in training either because that will result in my team losing or me losing within the drill so in terms of my competitive level it doesn't change in that sense. Depending on how the game is going, whether it's close or not, a decision can change things.

Interviewer: Does this have an effect by your coaches' feedback, body language or negativity - how do you recognize this in training or during a game?

Participant: I think that it doesn't necessarily differ in training as I think Stef as a

coach has certain expectations of me as a player and maybe my role on the floor in games and in training. I think that her body language or even her face - because we know each other quite well, she can give me a look and that can affect the way I am playing or not playing. If I am being lazy, she expects certain things of me in terms of intensity during training and games so her body language may tell me I need to sort myself out and that would be enough. Same as sometimes because we are friends you can get angry or frustrated at your friends, and if she said something in training or in a game that 'pissed me off' then I don't know maybe I might react in an angry kind of way but that might give me a different motivation to try and do something.

Interviewer: So now were going to look at relatedness...the need for relatedness represents the need to feel a secure sense of belongingness or connections to others. Describe to me in your own words how you would describe relationship with your coach? .i.e. in terms of how connected or close you are

Participant: Yeah I think that we are very connected and close, in our relationship on and off the floor, we are friends and I feel like we are able to communicate well with each other and express how each other feel, whether it be positive or negative, I feel we are comfortable enough to be honest and even harsh at times and be able to take it with a pinch of salt.

Interviewer: Ok, cool, can you describe to me in your own words how you would describe relationship with your teammates? .i.e. in terms of how connected or close you are

Participants: Er, very good, we are all very close. And similar to stef really as shes been a teammate as well in the sense that I feel like we can get mad at each other or make comments and give each other maybe sometimes negative feedback as well as obviously encouragement. Negative feedback for positive reasons, and as a senior I feel like I have the duty to help the younger team members and they respect that. Sometimes because we are so close and good friends there might be little picky, bitchy bits within certain aspects in training/games, some players more than others. I feel very comfortable with everybody and I feel like I can be and express myself when I need to.

Interviewer: Tell me how you receive feedback regarding your performance and progress?

Participant: From stef I don't always have to ask her for feedback, she will just give it to me, because I think shes the coach and that's her job, but I also feel sometimes that I may ask her certain things and shes happy to provide the feedback. With the team I think they we all give each other quite positive reinforcement and have had moments where found teammates complimenting me if I have been doing well during the game or after and in training. Also some of the

more dominant role models on the floor may give me more feedback on plays or positioning or things that I need to be doing.

Interviewer: Is this more one-to-one feedback with your coach or whole-team discussion

Participant: Um, I think that the individual feedback on players is more personal in the sense that you may have a discussion on the floor, in the middle of the game, with a teammate, on something that they missed or something they need to do or not do. For instance, discussing a 'switch' on defense or 'I was open'. Even compliments and encouragement during the game or when you get subbed out and even on a social hang out. We do have quarters and time outs where there is more group discussion as well about feedback. I think that's more team orientated, however there has been personal highlights pin pointing certain players in more of a positive way than negative.

Interviewer: Explain how you feel when you know you have played poorly or you have lost a game where you think you should have won; are you aware that your coach is disappointed or angry with you?

Participant: Stef is pretty relaxed so, I think that the dynamics of this season, there's a lot less 'pressure' to win. I wouldn't say I've noticed her being overly frustrated or disappointed if we do loose. I think its less goal orientated with 'winning' in this season and more on our performance and I think you can notice her body language or how she responds to us after a game is more related to our performance as apposed to the end result. With the team and the players I think that we surprised ourselves a little bit in the sense that we didn't expect to compete with a lot of the teams that we do compete with. Maybe initially we would have been frustrated with losing but because we have realized we can compete and we have beaten teams its become more frustrating if we do loose because we performed poorly. Different players react differently I think to winning or loosing. There's definitely a notice in body language in players than in the coach.

Interviewer: Do you feel comfortable approaching your coach under these circumstances?

Participant: yes I do, I feel like she's quite relaxed and open and I think because she is sort of taken away from that player role and has that coach role, I think that she's quite patient and she's happy to discuss anything after the game. She's not one of those angry coaches that after the game their throwing their clip boards around and you cant go up to them because you have no idea of what they are going to say or if they are going to bite your head off. I think that after games we are all quite relaxed and quite vocal in that sense, so we can discuss what went right and wrong, which is good.

Interviewer: Concluding the interview questions on your coach-athlete relationship can you summarise what are your overall thoughts and feelings on your relationship with regards to making you feel good and specifically in terms of your competence, autonomy, and relatedness?

Participant: I feel competent, I feel like stef gives us the freedom to make our own decisions and input within what's going on on the floor and the team dynamic. I feel that she expects certain things of me which is a good thing which gives me a sense of worth in terms of intensity and tempo, and the things that I bring, even just the general attitude and feeling in training, I know that she's had to deal with it a couple of times in training sessions where I have been off key or down and my body language has been down she has given me feedback saying that when your body language is down everyone else is and you lift the moral, which makes you feel bad when you don't bring what you need but at the same time it makes you feel nice that the coach recognizes that you bring certain things to the team dynamic. In terms of competency I don't feel in anyway that she makes me feel like I cant do things that are inadequate I know that she knows that I am capable of making decisions within games. I feel like I can approach her with feedback and our relationship is good in terms of how we communicate.

Interviewer: And are there anyways in which she can improve?

Participant: I think there's times within games and training in scenarios where she could be a bit more vocal, she is very relaxed at times, maybe provide a bit more feedback, I don't know, I do think that she's doing pretty good job with us all, and she knows us and understands us, I think she could be a bit more harder on us at times as well, because obviously we are all very close and have that relationship and she is also a player, she has things from our point of view maybe there's certain times in training where she could be harsher on us if anything.

Interviewer: Ok, so that's the end of the interview - thank you for your responses and thank you for your time.

Participant: Thank you!