How the Coach-Created Empowering and Disempowering Motivational Climate Predict Prosocial and Antisocial Behavior of the Athlete?

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Abstract.
Some researchers note that some athletes exhibit respectable, moral behavior such as fair play, compliance with rules, respect for the opponent and teammate (Siedentop, Hastie & van der Mars, 2004), while others (Lee, Whitehead, Ntoumanis & Hatzigeorgiadis, 2008) reveals ethically unacceptable behavior by athletes: violence, impersonation, and other acts that physically or psychologically harm competitors. Such duality can be explained by the influence of the sports environment. The sports environment offers many opportunities for young athletes to develop life skills (time management, problem solving) and to develop ethical values - perseverance and integrity (Camiré & Trudel, 2010). However, it is believed that competition-oriented sporting activities can also promote antisocial behavior because sport is based on competition, relatively moral judgment, influenced by formal or informal rules (Stephens & Bredemeier, 1996; Shields & Bredemeier, 1995). It is believed that the motivational climate created by the coach, as the key person, affects athletes not only on the field but also in other areas of life. Although the direct influence of a coach on athletes is usually limited, they spend a great deal of time with youth in an sport environment, creating an atmosphere that studies have shown to influence athletes, beliefs, feeling and prosocial behavior (Duda, 2013; Gano-Overway, 2013; Rutten et al., 2011). The main purpose of this study was to investigate how does the empowering and disempowering climate of a coach influence athletes' behavior? It was hypothesized that coach created empowering motivational climate would be positively predict prosocial behavior of the athlete, while disempowering climate positively predict antisocial behavior.

Keywords: adolescent athletes, coaching style, sport.
Description of participants
The sample (N = 385) comprised 227 males and 158 females aged between 13 and 16 years old (M = 14.2; SD = 1.11). The athletes represented basketball (n = 151), football (n = 55), volleyball (n = 108), and track and field (n = 71) sports. The mean number of seasons the participants had been playing their current sport was 3.95 (SD = 2.44).

Measurements
Perceptions of the coach-created motivational climate (Appleton et al., 2016). Participants subsequently rated the 34 items on a 5-point scale (e.g., 1=absolutely unclear, 5 = completely clear) to determine the extent to which the translation was understood by junior sport participants. Participants responded to 17 items assessing their perception of empowering features of the coach-created motivational climate and 17 items assessing their perceptions of disempowering features of the coach-created motivational climate.

Prosocial and antisocial behaviour in sport (Kavussanu & Boardley, 2009). Participants were presented with 20 items and were asked to report how often they had engaged in each behaviour this season on a Likert scale anchored by 1 = never and 5 = very often. The PABSS consists of four subscales that measure antisocial behaviour toward opponents and toward, and prosocial behaviour toward opponents and teammates.

Results
It was conducted two regression analyses to test whether empowering and disempowering climate predicted the moral behaviour of athletes. The results of the analyses (Table 1) indicated that empowering climate was a positive predictor for prosocial behaviour of athletes. Disempowering climate emerged as a positive predictor for antisocial behaviour.

<table>
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Table 1. Hierarchical regression of empowering and disempowering motivational climate predicting athletes' moral behaviour in sport.

Discussion and conclusions
The findings of the study are in line with previous research concerning the coach-created motivational climate and athletes’ moral behaviour that has shown that a coach autonomy-support, as empowering climate form, predict prosocial behavior, while controlling coaching, as disempowering climate form, predicted higher levels of moral disengagement and antisocial behaviour towards opponents and teammates as well (Hodge & Gucciardi, 2011). Other studies show positive links between mastery climate with prosocial behavior with teammates and a negative relationship with antisocial behavior with both team and opponents (Stanger, Backhouse, Jennings, & McKenna, 2018) and positive associations between performance climate and antisocial behavior towards opponents (Boardley & Kavussanu, 2009; Sage & Kavussanu, 2008) and teammates (Boardley & Kavussanu, 2009).

In conclusion, the coach-created empowering motivational climate predicts prosocial behavior of the athlete, while disempowering climate – antisocial behavior.

References
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