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ATHLETES TRAINING TO ENABLE AN ENVIRONMENT FAVOURABLE TO THE SPORTS TEAM FEATURES

Аннотация*: статья посвящена теме подготовки спортсменов к созданию благоприятной окружающей среды, влияющей на спортивные способности команды. Автор утверждает, что атмосфера, созданная спортивной командой, положительно связана с восприятием успеха спортсмена в качестве ориентира для этой задачи. В заключение отмечается, что спортсмены ценят способность тренера создавать среду, которая их воодушевляет, чем влияет на них в отрицательном ключе.*

Ключевые слова*: спорт, спортсмены, тренировка, команда, окружающая среда, тренер.*

Abstract*: the article is dedicated to the theme of athletes training to enable an environmental favourable to the sports team features. The author states, that the coaching environment created by the sports team is positively related to the perception of the athlete's success as a task orientation. In conclusion, it is noted that athletes better appreciate the coach's ability to create an environment that enhances them than does not enable them.*

Keywords*: sport, athletes, training, team, environment, coach.*

Introduction

Over the past three decades, most of the sports psychology, researchers found that the athletes ' performance, motivation, well-being, and future sporting career depends on the affected factors of coaches (Appleton et al., 2016). Research has shown that athletes experience in sport, it is possible to predict the characteristics of the evaluation of the relationship with the coach (Jowett & Poczwaedoski, 2007), the coach's

leadership style (Riemer, 2007), training effectiveness (Myers, Vargas-& Feltz, Tonsing 2005), and the coach's behavior, including positive incentives and penalties in the frequency (Smoll, Smith & 2007). According to Appleton and others, (2016) as well as sufficient evidence that the coach created a social psychological environment and cover the climate is directly related to the athletes ' cognitive, behavioural and volatility. Sporting activities are controlled by the activity of adults, it is aimed at specific objectives. Therefore, in the role of the coach and his shown example of athletes is very important (Šukys and Jankauskiene, 2008).

Recent years have seen new research instrument, used for coaches the ability to create an enabling and motivating environment for athletes neįgalinančią (Appleton, 2016, etc.), so it is particularly relevant, as the coaches are able to enable the athletes. Also, the influence of the perceived success of the coaches of the athletes the situation is important. It is therefore urgent to understand how coaches coaching excellence and creating cover climate associated with the perceived success of athletes in sporting activities. The purpose of the investigation *required in* – conscious teens evaluate coaching them to the environment you are a sports team.

The study, we raised the following *hypotheses*: the enabling environment created by the trainer in the sports team is positively related to the motivation of the athletic teenagers; The coaching environment created by the sports team is positively related to the perception of the athlete's success as a task orientation; The coaching environment created by the sports team is positively related to the moral athlete's behavior in sport.

Study methods and organization

The investigation was the application of theoretical methods (analysis and synthesis of scientific literature) and the empirical method (anonymous, a questionnaire-based survey). The study involved 153 athletes from various sports school of Kaunas City. Of them, 79 basketball, volleyball and handball 46 28 sports. The distribution of teaching expertise: 71 82 guys and girl. The analysis of the data subjects were divided

into two groups, the Federation of seniority-conscious less than 6 years (n = 48) and 6-conscious and more years (n = 105).

A questionnaire-based survey carried out between September and December of the year 2017 and 2018 year months in January. Prior to interviewing athletes for the Sports School of Kaunas City was obtained by sports coaches and school leaders command the consent to participate in the investigation. Before receiving athletes anketines surveys have been introduced to the filling instruction and to inform about the anonymity and confidentiality of interviews. Interview duration 20 – 30 minutes.

To set up the athletes ' understanding of the coach-created cover climate (empowerment) resolution, we used both the Coach and you cover climate questionnaire ((Coach-created Empowering and Disempowering Motivational Climate Questionnaire (EDMCQ-C), Appleton et al., 2016). The analysis of the data evaluated by two factors: the athletes ' opinion about the coach's ability to create an enabling and motivating the athletes the ability to create neįgalinanti environments

Different sport skill athlete motivation to exercise evaluated the characteristics of using the Sport motivation scale (the Sport Motivation Scale) (Pelletier et al., 1995). In this work, i.e., the analizavome aggregate data, internal motivation, external motivation and amotivation/unmotivatedness.

In order to determine the success of the athletes ' understanding of sports activities, in accordance with the objectives pursued by the theory, was used in the Perceived success in sporting activities questionnaire (The Perception of Success Questionnaire, Robberts, Treasure, Balague & 1998).

Exploring the moral behavior of athletes has been used anti-social behaviour in sporting activities Prosocialaus and the scale (The Prosocial and Antisocial Behavior in Sport Scale, Kavussanu & Boardley, 2009.

The data was processed using SPSS for Windows, 23.0. The data to calculate averages, standard deviations, as a percentage value. Equality between the two groups has been checked using the student's t test. A number of independent samples was used to compare the differences between a single-factor analysis of variance (one-way ANOVA).

Investigation results

In the article, we will only show data whose differences are statistically significant. When comparing data in the gender aspect, the results show that the creation of a non-enabling environment created by the trainer in the team was statistically significant, the guys emphasized the non-enabling environment created by the trainer more than the girls ($p < 0,05$). Athletes from a gender perspective have not been identified as statistically significant differences in comparison to the environment enabling the trainer to be developed (Table 1).

Table 1

Athletes feedback on coaching to enable you and neįgalinančią athletes

by gender the environment scores

| | Boys | | Girls | | Difference |
	VB	SN	VB	SN	*t*
Creating the enabling environment	4,32	0,32	4,36	0,41	-0,68
Creates an unauthorized environment	2,85	0,51	2,64	0,53	2,49*

Note * – $p < 0,05$.

Statistically significant differences were determined by comparing the results of sport motivation of athletes of different sports (Table 2). The internal motivation is statistically significantly more characteristic for more than six years in the case of athletic teenagers, compared to those with less experienced peers ($p < 0.001$). On the other hand, the longer the athlete also has an external motivation ($p < 0.01$). Meanwhile, there were no statistically significant differences in the comparison of non-motivated data.

Table 2

Average internal and external motivation of the athletes according

to the distribution of sporting experience

| | Sports for no more than 6 years | | Sports for more than 6 years | | Difference *t* |
	VB	SN	VB	SN	
Intrinsic motivation	5,46	1,03	6,02	0,83	-3,55***

External motivation	4,75	1,08	5,26	1,17	-2,57**
No motivation	2,31	1,46	2,37	1,58	-0,25

Note.** – p < 0,01; *** – p < 0,001.

After analyzing how athletes value the coaching environment that enhances or improves their ability in the team and the athlete's sport motivation, we will further focus on the correlation between these study variables, i.e. i., we analyzed the relationship between the enabling or disabling environment created by the coach and the sport motivation (Table 3).

The obtained results showed that the higher scores of the enabling environment created by the trainer are statistically significantly related to lower estimates of non-motivatio. Similarly, an incapacitating environment created by the trainer is negatively related to internal motivation and is positively associated with external and non-motivated motivation.

Table 3

Coach development enabling environment team koreliaciniai or neįgalinančios relationships with the athletes in sport motivation

	Creating the enabling environment	Creates an unauthorized environment
Intrinsic motivation	0,07	-0,30**
External motivation	-0,03	0,30**
Non-motivation	-0,29**	0,29**

Note. ** – p < 0,01.

Having compared the perception of athletes' success in sports activities by gender, sport, and athletic experience, we further analyzed the correlation between the perception of an empowering or incapable environment created by the coach and perception of success (Table 4).

The obtained results showed that the higher scores of the enabling environment created by the trainer are statistically significant related to the perception of athletes' success in sport activities as orientation to the task

Table 4

The coordinator creates the correlative relations with athletes perceived

by the athletes in the sporting activities that enable or disable sportsmen

in the environmental team

	Creating the enabling environment	Creates an unauthorized environment
Orientation to the target	0,02	-0,01
Orientation to the task	0,24**	0,01

Note. ** – $p < 0,01$.

The results show that the girls with the rivals are more likely to behave prosocially than the males, the differences are statistically significant ($p < 0.05$). We also found statistically significant differences when comparing the results of antisocial behavior with rivals. Men are more likely to behave improperly than girls with rivals ($p < 0.05$) (Table 5).

Table 5

Anti-social behaviour in Prosocialaus and with the team's friends and rivals

in the distribution of scores, by gender

	Boys		Girls		Difference *t*
	VB	SN	VB	SN	
Prosocialus behavior with team mates	4,07	0,49	4,06	0,60	0,18
Prosocialus behavior with opponents	2,63	0,94	2,96	1,08	-2,00*
Antisocialus behavior with team mates	1,82	0,52	1,76	0,59	0,68
Antisocialus behavior with opponents	2,10	0,67	1,85	0,73	2,21*

Note * – $p < 0,05$.

The results presented in the sixth table indicate that those with a longer period of sport experience more prosocially with both teammates and rivals, but there are no statistically significant differences. In evaluating the results of antisocial behavior, we

found that there were statistically significant differences between sportswomen more than six years old, more often misconducted with competitors, and less statistically significant (p <0.01) (Table 6).

Table 6

Anti-social behaviour in Prosocialaus and with the team's friends and rivals

in the distribution of sports scores service

	Sports for no more than 6 years		Sports for more than 6 years		Difference *t*
	VB	SN	VB	SN	
Prosocialus behavior with team mates	3,94	0,52	4,12	0,54	-1,92
Prosocialus behavior with opponents	2,71	1,08	2,81	0,99	-0,56
Antisocialus behavior with team mates	1,69	0,67	1,85	0,48	-1,45
Antisocialus behavior with opponents	1,76	0,62	2,09	0,72	-2,93**

Note** – p < 0,01.

Having analyzed the data of athletes' prosocial and anti-social behavior and compared them by gender, sport and sporting experience, we will deepen the correlation relations between the team created by the coach in an enabling or disabling environment and the moral behavior of athletes (Table 7). The obtained results showed that the higher scores of the enabling environment created by the coach are statistically significant with the prosocial behavior of the athletes. Meanwhile, the creation of a non-authorized environment in the team is statistically significantly related to the anti-social behavior of athletes.

Table 7

Coach The co-ordinator creates the correlative relations with the athlete's prosocial

and anti-social behavior in the sports activity, which enables or disables

the athlete in the environmental team

	Creating the enabling environment	Creates an unauthorized environment

Prosocialus behavior with team mates	0,27**	-0,10
Prosocialus behavior with opponents	0,20*	0,11
Antisocialus behavior with team mates	-0,10	0,21**
Antisocialus behavior with opponents	-0,01	0,27**

Pastaba. * $p < 0,05$; ** – $p < 0,01$.

Conclusions

– Athletes better appreciate the coach's ability to create an environment that enhances them than does not enable them. Guys consider coaches more than girls to create a team that does not allow the environment. Different sports and athletes of different sports backgrounds do not differ in their assessment of the trainer's ability to create the environment.

– For girls, less relevant topical motives than boys. Non-mobility is more typical for boys. Basketball players are less likely to have both internal and external motivation in comparison to sports and volleyball players. Internal and external motivation is more characteristic of longer-ageed teenagers. There is no difference between the evaluations of non-motivated athletes of different sports. The research revealed that the mentoring environment created by the trainer negatively affects the non-motivation of the athletes, and the non-enabling environment created is negatively related to internal motivation and positively external and non-motivated.

– Athletes perceive more success in sporting activities as focusing on a task rather than a goal. By comparing gender, sport and athletic experience, athletes perceived success in sporting activities are no different. The study revealed that the team enabling the coach to create an environment is related to the perception of the athlete's success as a task orientation.

– For sports teenagers, more prosocial behavior with teammates than competitors is more common. Girls are more prone to prosocial behavior with rivals and less antisocial behavior with rivals than boys. For longer-time sportsmen, more traditional antisocial behavior with rivals. The research revealed that the team enabling environment created by the coach is positively related to the prosocial behavior of athletes in sporting activities.

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