

The Study of Personal Relationships in the Football Team

Almaz F. Miftakhov

Kazan Federal University, 18, Kremlin Str., Kazan, 420008, the Republic of Tatarstan, Russia

Lutcia Sh. Shaimardanova

Kazan Federal University, 18, Kremlin Str., Kazan, 420008, the Republic of Tatarstan, Russia

Abstract

Coaches and teachers often face various problems of interpersonal communication in organization of joint activities and formation of team cohesion, in which of great importance are interpersonal relationships in formation of psychological climate. The main methods of experimental research aimed at identifying the ease of interpersonal relationships are the analysis and generalization of literature data, pedagogical observation, questioning, educational experiment and methods of mathematical statistics.

The study used the scale "coach-athlete" (CA-1), developed and described by Y. L. Khanin and A.V. Stambulov. According to the results of the survey, conducted before and after the educational experiment, the psychological climate in experimental group has improved. The investigation has shown that the coach's knowledge of interpersonal relationships in a team allows correcting his behavior with the athletes, and special conversations contribute to a more efficient outcome to establish interpersonal communication in the team.

Data collected during the experiment are consistent with data in the literature studied by authors such as Y. L. Khanin and A. V. Stambulov, which indicates the accuracy of the results of research and practical proof of the theoretical assumptions of the researchers.

On the basis of the obtained data the authors of the study have developed pedagogical guidelines for coaches, which they can use in the practical work with the team to improve psychological climate and interpersonal relations, create a favorable confidential atmosphere between the athletes and the coach.

Keywords: Football, coach, physical education, communication, team, athlete.

Introduction

Relevance. Coaches and teachers constantly face various problems of interpersonal communication in organizing joint activities, forming team cohesion, preventing conflicts between partners, establishing contacts of the coach with new team members, communicating with the leaders, etc.

Of great importance are the interpersonal relationships in the formation of the psychological climate in the team which is formed between the athletes in the processes of their activities and communication. A good psychological climate in the team is associated with purposeful activities, fruitful progress towards a collective goal, overcoming of obstacles of varying degrees of difficulty, temporary failures and errors. In many ways, the emotional life of the team depends on the coach, on his ability to inspire, protect, approve or condemn the members of the team. Joyce Cook and Maria Popova considered this problem in their articles. [9, 10].

How does this communication takes place and what does it depend on, how does it effect, what should it be and how to manage it to help the team to appear more successfully in competitions of any level? Here are the main issues that sports psychologists, educators and trainers encounter today.

The category of communication has recently become the subject of a special analysis by sociologists (G. M. Andreyeva, I. S. Kom, V. M. Tismenko, 1991). Since the problem of communication is quite complex and has many aspects, different authors give different interpretation of the concept of “communication”.

Author Terri A. Scandura uses the tools of real case studies, assessments and exercises to teach students how organizational behavior can improve performance at every level in the work place [7].

Communication is a process generated by conditions of close collectivity and realized through a set of verbal or non-verbal means. The relationships between the participants of joint activity are established, maintained, and changed exactly during this process. Therefore, interpersonal relationships, communication are ones of the most important forms of mutual influence of people [2].

The aim of this study was investigation of personality relationship in the football team.

In connection with the above mentioned aim the following **task** have been set:

1. To identify the degree of favorable or unfavorable interpersonal contacts between the coach and the athletes.
2. To investigate the degree of favorable or unfavorable business qualities of the coach, the level of his professional skill.
3. To analyze overt behavior and communication of the coach with the students from the very athletes' viewpoint.

Methods of investigation

1. The analysis and generalization of the published data.
2. Pedagogical observations.
3. Questionnaire poll.
4. Educational experiment.
5. Methods of mathematical statistics.

Findings of investigation

Two teams with 12 people in each aged 14-15 years majoring in football for three years were taken to be studied. To determine the attitude of the athletes to the coach, we used a scale of "coach-athlete" (CA-1), developed and described by Y.L. Khanin and A.V. Stambulov.

The idea is for the athletes to respond "yes" or "no" to 24 statements of the scale. Ultimately, these responses score the coach on the three parameters of relationships:

1. Gnostic characterizing the coach from professional side, questions 1, 4,7,10,13,19,22.
2. Emotional reflecting the role of the coach in establishing good relationship, support, attention, etc., questions 2,5,8,11,14,17,20,23.
3. Behavioral creating a picture of the features of the external behavior and communication coach with his disciples, questions 3,6,9,12,15,18,21,24.

The questions being marked out purport the answer "no", the rest "yes". Each question in the scale that coincides with the response is estimated at one point. Processing of the survey results include counting showings with the key for each component. The total score is obtained by summing up the questions that coincide with the key. The higher the total score on the scale or any other component, the more favorable the contact of the coach with the athlete is made, the better their relations from the athlete's point of view are.

In the course of studying, the football players were surveyed twice: the first time - before the start of the study, the second time - after completion of educational experiment.

During the investigation two interviews were carried out in the experimental group: "On the Behavior in Public Places" and "The Ways of Self-Regulation", which were designed to meet the challenges of the forming experiment with the athletes.

The coach from the experimental group was also interviewed on the basis of ascertaining experiment and given advice how to correct mistakes in the emotional component in particular: advice touched upon what the coach should pay more attention to: the mood, interests, individual characteristics of the involved, i.e., their inner world. In addition, the coach received advice on how to use model situations in training, i.e. to consciously create an atmosphere of trust, cooperativeness, mutual support.

As a result of ascertaining experiment being consisted in survey, we have obtained the following data (see Table 1 and 2).

Table 1. The nature of interpersonal contact of the coach with the players

(experimental group)

The nature of interpersonal contact of the coach with the players	Gnostic component	Emotional component	Behavioral component
Very favorable 7-8 points	75%	–	–
Rather favorable 5-6 points	25%	50%	67%
Average 4 points	–	33%	33%
Lower than medium 2-3 points	–	17%	–

From the data listed in the table that demonstrates the coach as a specialist to be estimated highly enough by the whole team, the level of his professional skill is very favorable (75%), rather favorable (25%).

The athletes have noted that the coach has the ability to predict the results of their students accurately, trains them expertly to take part in competitions, gives timely sensible advice, taking into account individual abilities of the trainees. Compared to the gnostic component, the emotional component has received lower ratings. 17% of the athletes suggest that the need for human relations with the coach is not satisfactory. They note that it is difficult for them to seek complete mutual understanding, the teacher requires from them more than they can do. Perhaps this is the result of the conflict between the coach and individual athletes, as in general, the whole team respects the coach, they like to train with him, they trust the coach in many ways, share with intimate thoughts, appreciate the coach as a person.

The Indicators of the behavioral component are the following: 67% - quite favorable and 33% - average which indicates a particular overt behavior and communication of the trainer with students from the athletes' point of view.

As pointed out by the athletes, the coach is a just man, and what he say goes, but at the same time, some of them say that the coach devotes little attention to them, does not always entertain the opinion of the athletes (Table 1 and Figure 1).

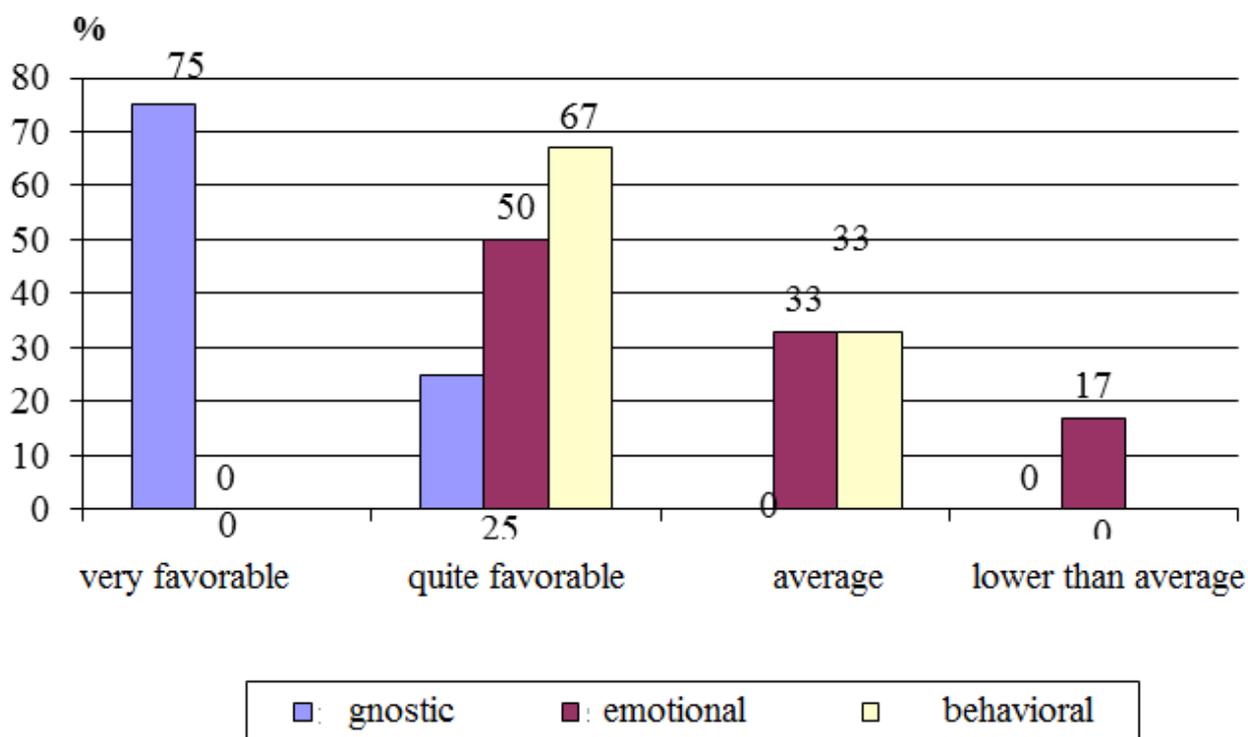


Figure1. The nature of interpersonal contact of the coach with the players before the experiment (the experimental group)

The Initial data in Table 2 demonstrate a good climate and relationship between the athletes and the coach in the control group as most of the athletes express appreciation of the gnostic (50% - very favorable, 50% - quite favorable), the emotional (50 % - quite a favorable character, and 41% - average) and the behavioral components (25% - very favorable, and 75% - quite favorable).

Table 2 The nature of interpersonal contact of the coach with the players in the control group (before the experiment)

The nature of interpersonal contact of the coach with the players	Gnostic component	Emotional component	Behavioral component
Very favorable 7-8 points	50%	–	25
Quite favorable 5-6 points	50%	50%	75%
Average 4 points	–	41%	–
Lower than average 2-3 points	–	9%	–

The athletes considered the coach to be commanding, just man, he always entertains the opinion of the athletes, trainings are interesting. To the question “Do you want to be like your coach?” All responded positively.

The data presented in Table 1 and Figure 1 indicate that correcting of the relations between the athletes and the coach\ in the experimental group is essential. After that in the experimental group there were two discussions held on the topics: “On the Behavior in Public Places” and “The Ways of Self-Regulation”.

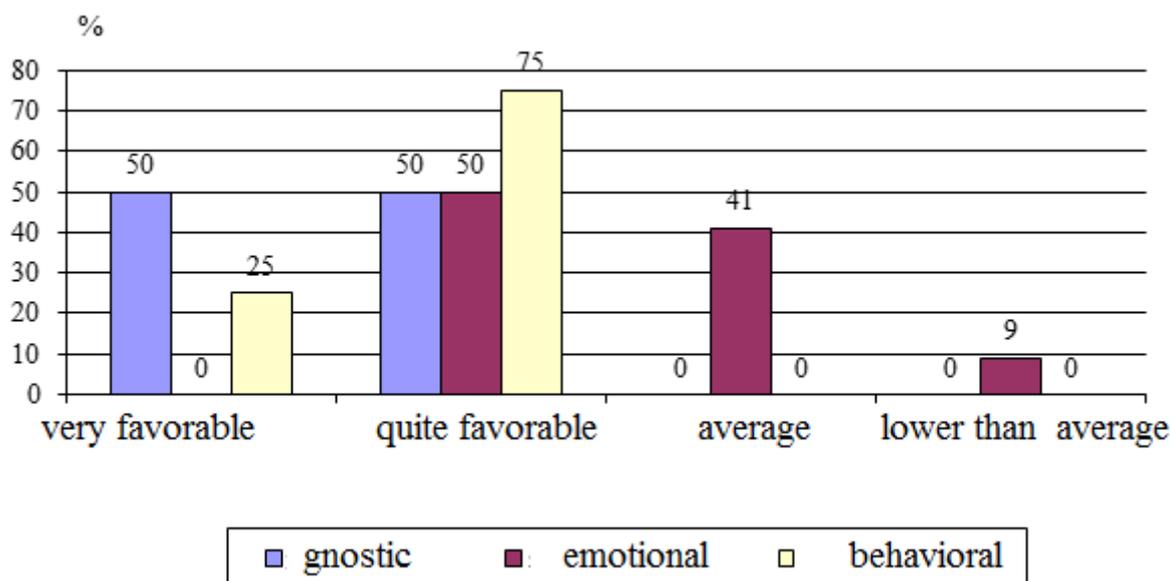


Figure 2. The nature of interpersonal contact of the coach with the players before the experiment (the control group)

Considering the data obtained in the studies by L. V. Likhachev, that in the athletes of sanguine and choleric temperament the number of attempts to control the behavior and actions of partners under competitive stress sharply reduces and phlegmatic persons often enter into arguments with their friends, which is reflected in the progress and result of the game, the athletes were advised on the methods of self-regulating based on their individual characteristics. Each coach had to monitor the application of self-regulation methods by the young athletes and correct them if necessary.

After six months forming experiment, the survey was again carried out and the following data were obtained (see Table 3 and Figure 3).

Table 3 .The studies of the relationship between the coaches and the athletes in the experimental group
(after the experiment)

The nature of interpersonal contact of the coach with the players	Gnostic component	Emotional component	Behavioral component
Very favorable 7-8 points	75%		
Quite favorable 5-6 points	25%	58%	75%
Average 4 points		42%	25%
Lower than average 2-3 points			

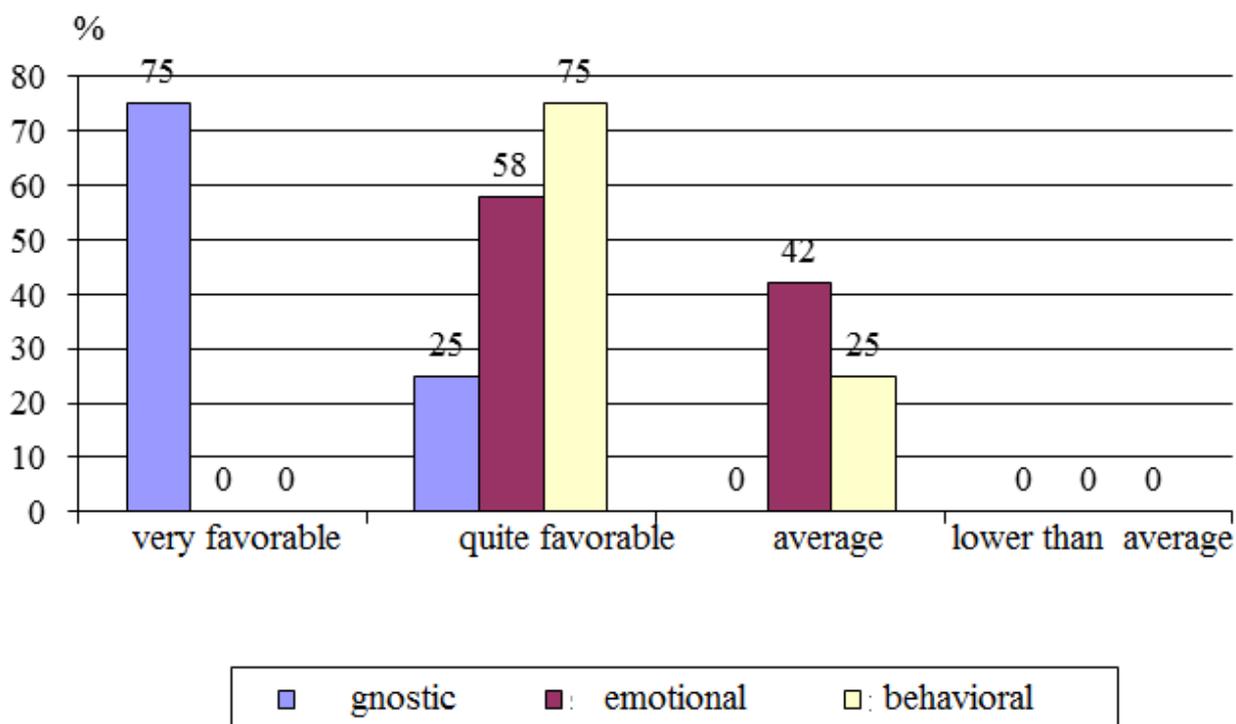


Figure 3. The nature of interpersonal contact of the coach with the players after the experiment (the experimental group)

The results obtained after the end of the educational experiment show that the psychological climate in the team has improved, especially those components, where there was a low percentage of satisfactoriness.

So, the emotional component before the experiment had the showing of 50% as a rather favorable nature of interpersonal contact of the coach with the players, 33% - average, and 17% - below average. After the experiment, the component had the following parameters: 58% - quite favorable, and 42% - average. The showing below the average value has disappeared.

Athletes told that the coach began to devote more attention to each athlete. The relationships between the coach and the athletes have improved.

The results of the repeated survey in the control group are in Figure 4. It is seen in this diagram that the psychological climate in this team has also improved, it is connected with the fact that the coach is interested in the results of our ascertaining experiment, he by himself without outside help has tried to correct deficiencies in the relationship with the athletes.

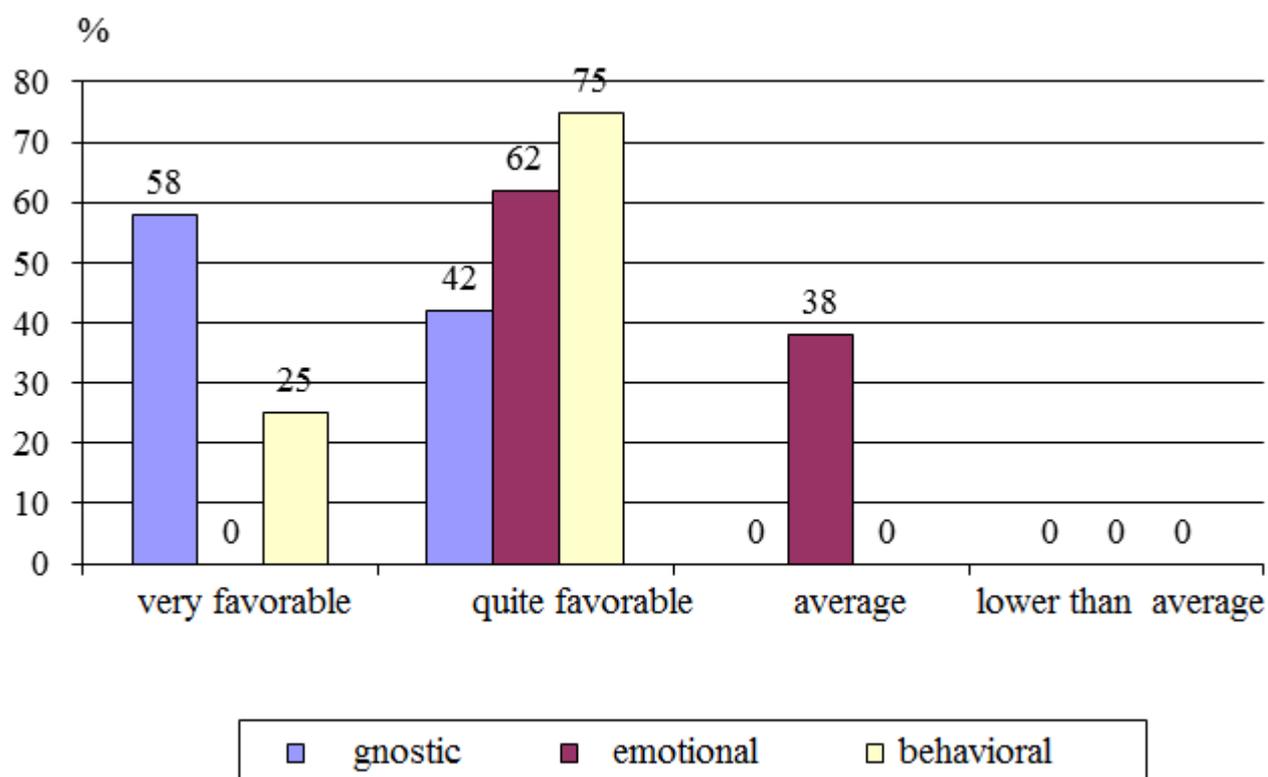


Figure 4. The character of interpersonal contact of the coacher with players after the experiment (control group)

The study has shown that being aware of the athletes' attitude to the coach, and not just the coach's attitude towards them, the coach can adjust his and their behavior. Special conversations with the athletes and the coach may give greater effect to improve the psychological climate in the team. As it was the experimental group. The data obtained as a

result of the experiment are consistent with earlier findings by the authors such as Y. L. Khanin and A. V. Stanbulov and others.

Discussion

1. The results of our investigation have shown that the team appreciates the professional qualities of the coach. At the beginning and at the end of the study the gnostic component reflecting professional skill of the coach as very favorable was recorded at the level of 75% in the experimental group and only 25% of the players appreciated it as rather favorable. During the experiment the gnostic component in this group remained high.

In the control group the gnostic component as very favorable was commended by 50% of the subjects (before the experiment) and 50% of the subjects pointed out it to be as quite favorable. After the educational experiment conducted the repeated survey has shown that the gnostic component in the control group has been improved significantly and amounted to 58% as very favorable and 42% as rather favorable.

In general, the athletes of both groups were satisfied with the professional qualities of the coach, they noted that the coach was able to accurately predict the results of the students, train them skillfully for the competition, give timely sound advice, takes into account the individual abilities of the trainees.

2. After the educational experiment conducted, the psychological climate in the experimental group has improved. So, quite favorable nature of interpersonal contact of the coach with the players was ascertained in 50% of the surveyed players, 30% pointed to the average nature of the ease and only 17% of the athletes estimated the need for human relations with the coach as unsatisfactory. They noted that it was difficult to get along with the coach, the teacher required them to do more than they could. Perhaps, this is the result of the conflict between the coach and the individual athletes, as on the whole, the team respects coach, they like to train with him.

After educational experiment the repeated survey has shown that rather favorable nature of interpersonal contacts of the coach with the players has increased to 58%, while the average rate - to 42%. Relations below the average have disappeared. The athletes noted that the coach began to devote more attention to each athlete and the relationships between the coaches and the athletes improved.

The different thing can be observed in the control group, where quite favorable nature of interpersonal contact between the coach and the players is detected in 59% of athletes and the average - in 41% of the interviewed athletes before the educational experiment. After the experiment the survey has shown that rather favorable nature of interpersonal contacts of the coach with the players has changed slightly upwards to 62%, and the average - dropped to 28%. From the data obtained after the educational experiment, it is clear that in this team there has improved even the psychological climate. This is due to the fact that the coach of the control group is interested in the results of our ascertaining experiment and he by himself, without our help, has tried to correct deficiencies in the relationship with the athletes.

3. The characteristics of the behavioral component in the experimental group are indicative of the features of the overt behavior and communication of the coacher with the students from the point of view of the athletes themselves. So, before the experiment quite favorable nature of the contacts of the coach with the athletes was detected in 67% of the players, and the

average favorability was detected in 33% of the respondents. These athletes noted in their responses that the coach did not always take into account the opinions of the athletes, constantly dictating his own terms. After the educational experiment the behavioral component changed towards increasing in the experimental group. So, quite a favorable nature of interpersonal contact of the coach with the players has increased to 75% and the average has dropped to 25%.

In the control group the behavioral component before the educational experiment made up 25% of the interviewed athletes as very favorable and 75% as rather favorable. During the educational experiment the behavioral component in the control group remained at a high level. The athletes of the team noted that the coach was a just man, very demanding, the trainings were interesting, the coach always tried to consider the athletes' opinion.

Summary

1. The results of our investigation have shown that the team appreciate the professional skill of the coacher.
2. After the educational experiment the psychological climate in the experimental group has improved.
3. The showing of the behavioral component in the experimental group indicate the peculiarity of the overt behavior and communication of the coacher with the athletes considering the very athletes' opinion.

Conclusion

Our research has shown that being aware of the athletes' attitude to the coach but not just of his attitude to them, the coach can adjust their behavior in the team. Special interviews held with the athletes and the coaches in the experimental group can produce a higher effect forming the psychological climate in the team, as it turned out to be in our experimental group.

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