



**ORIGINAL RESEARCH PAPER**

**Psychology**

**IMPACT OF NEED SATISFACTION AND COACH SUPPORT ON ATHLETE'S WELL-BEING: A REVIEW**

**KEY WORDS:** Well-being, Sports, Need satisfaction, coach-support.

**Jotveer kaur Dandiwal**

Ph.D. Research Scholar, Education and Community Services Department, Punjabi University Patiala.

**ABSTRACT**

Purpose of this article is to conduct a review about the impact of selected psychological variables on well-being in sports. While sports can provide avenues for personal growth, elite athletes are faced with a variety of risk factors with regard to their overall well-being. It is need of the hour to explore the psychological factors which contributes to athlete's well-being in order to develop interventions to minimize the adversities faced by sports players. This article provides a discussion about selected psychological variables such as Need satisfaction, coach- support in the sports context with regard to well-being of athletes. Review has found that these variables have positive and significant effect on well-being of athletes. Need satisfaction, coach- support, and well-being are interrelated concepts in elite sport.

**Introduction**

Sport can positively affect well-being, however there are factors of the sport culture that can have negative consequences for participants (Bačanac et al. 2014). The sports environment can be both beneficial and detrimental to the well-being of participants. However, total immersion in the sports and competition at elite level can lead to lower reported levels of well-being (Verkooijen et al. 2012). With the advancement of positive psychology researchers have greater emphasis on the studies of athletes' well-being in sport psychology (Reinboth and Duda 2004). Indeed, significant number of sport psychology interventions which are implemented and evaluated within sports psychology, based on obstacles athletes face, but are actually directly or indirectly contributes to enhancement of competence and well-being among the athlete's (Williams, 2009). The phenomenon of well-being has been described as synonymous with optimal psychological functioning and experience (Ryan & Deci, 2000). Long-term healthy participation in competitive sport programs is possible when the athlete is functioning optimally and experiencing physical, emotional and psychological well-being. On the other hand, if an athletes' sport experience is marked by ill-health, then there can be a considerable risk of damaging individual's immediate and long term physical and psychological development during continued training and competition. Researchers have also found that elite athletes with long, successful sports careers are characterized by a range of attributes related to well-being such as need satisfaction, coach support, hopefulness and positive skills to cope with variety of life challenges, and optimal mental and emotional health (Durand-Bush & Salmela, 2002; Gould et al.; 2002). This article provides a discussion about selected psychological variables such as Need satisfaction and coach- support in the sports context with regard to well-being of athletes.

**NEED SATISFACTION**

Need dissatisfaction was one of the significant indicators for the well-being/stress. The results of these researches consistently reveal a positive association between the need satisfaction of athletes and their well-being (e.g., Aidié et al. 2008; Gagne´ et al. 2003; Lo´pez-Walle et al. 2012). The correlation between need satisfaction and well-being is well-established in the self-determination theory literature (e.g., Aidié et al. 2008; Gagne´ et al. 2003), but studies have only recently suggested that satisfaction and dissatisfaction with basic needs exert substantially different effects on well-being (Sheldon and Hilpert 2012).

(Ryan and Deci's 2000) self-determination theory reported the significance of satisfying individual psychological needs for competence, autonomy, and relatedness for improving well-being, personal development, and self-determined behavior in a variety of fields. Competence is defined by a sense of proficiency or effectiveness in the activities in which one engages (Ryan & La Guardia, 2000). Autonomy refers to an internal locus of causality and the perception that individual is the originator or initiator of one's own actions. Relatedness characterized by sense of

connectedness or social integration.

Moreover, Ryan and Deci (2000) reported that for optimal human functioning and well-being to occur, all three needs require satisfaction in a balanced manner (Sheldon et al.2001; Wilson & Rodgers, 2007). From a self determination theory perspective, the procedure of satisfaction of the needs for competence, autonomy, and relatedness are complementary psychological processes, such that satisfaction of autonomy needs can occur only under conditions in which competence and relatedness needs have been fulfilled (Wilson & Rodgers, 2007). Autonomy and competence partially mediated the path from autonomy support to subjective vitality. Empirical researches support the notion that environments that satisfy the three basic needs play major role in enhancing social functioning, personal well-being, and greater persistence and task involvement (Ryan & Deci, 2000).

Reinboth and Duda (2006) indicated that changes in the satisfaction of these three needs emerged as significant positive factors of athletes' increased well-being. Similarly, Gagne et al. (2003) reported that pre-practice to post-practice changes in gymnasts' well-being varied with the change in the needs experienced during practice. (Gagne et al., 2003; Reinboth & Duda, 2006), reported the benefits of competence and autonomy need satisfaction in enhancing athlete perceptions of psychological well-being. (Smith et al. 2011) found that attainment was positively related to changes in psychological need satisfaction, which, in turn, predicted changes in emotional well-being. Indirect effects indicated that autonomous motives positively predicted goal attainment through effort, and goal attainment positively predicted changes in well-being via changes in need satisfaction.

**COACH- SUPPORT**

Coaches are assumed to play a significant role in training and competition. Coaches spend a lot of time interacting with athletes, trying to encourage them, and providing instruction and feedback. The coach is a significant individual in the sports who has the potential to influence athletes the psychologically and impact athletes physical health and quality of engagement of players.

A high-quality interdependent coach–athlete relationship play significant role in effective coaching and is a fundamental precursor of athletes' optimal functioning (Gould et al. 2007).

In the sport environment specifically, the coach can be considered to be the most proximal contact for all players on a team and consequently plays a major role in nurturing their needs for autonomy, competence and relatedness (Mageau and Vallerand 2003).

One significant figure influential in shaping the welfare and optimal functioning of athletes is the coach (e.g. Reinboth & Duda, 2004). To this end, researchers have begun to elicit the mechanisms which reports the impact of perceived coaching

environment to indices of well- and ill-being among athletes in the sport settings (e.g., Adie et al.2008; Reinboth et al. 2004).

The coach is a key figure which might have the greatest influence on shaping an athletes' emotions, cognition, and behaviors through daily interactions (Jowett and Cockerill 2003; Jowett and Ntoumanis 2004).

Autonomy support is provided when an authority figure is willing to take the athletes' perspective into account, acknowledges the others emotions, promotes choice and decision making, and provide meaningful information whilst minimizing external demands (e.g., Mageau & Vallerand, 2003).

Perceived coach autonomy support predicted satisfaction of the three basic psychological needs. Furthermore, basic need satisfaction predicted well-being variables subjective vitality and satisfaction with life. Autonomy, competence and relatedness partially mediated the path from perceived coach autonomy support to psychological well-being in young Mexican athletes. Perceived coach autonomy support was found to be positively, significantly linked to competence, autonomy, and relatedness need satisfaction, as well as the indicators of well-being i.e. satisfaction with life and subjective vitality. The three psychological needs i.e. Need for Competence, Need for Autonomy, Need for Relatedness were positively related to one another, as well as with life satisfaction and subjective vitality. The correlations between autonomy support and the well-being variables i.e. satisfaction with life and subjective vitality were significant. Findings suggested that when a coach creates an autonomy supportive environment for athletes, use non-controlling language, considers athletes' perspectives and feelings, provides rationale, and offers choices then athletes feel altogether more competent at their sports, more autonomous in their actions, and more relatedness with their peers. This in turn contributes to improved psychological well-being (Lopez-Walle et al. 2012).

**Conclusion**

This review confirmed that need satisfaction, coach- support, motivational climate, gratitude and well-being are interrelated. Primarily with regard to athletes, psychological variables under study have significant impact on the well-being. This review found that there is a positive correlation between well-being and basic need satisfaction which includes psychological needs for competence, autonomy, and relatedness and reported that for optimal human functioning and well-being to occur, all three needs require satisfaction in a balanced manner. Second variable under study the coach's sport also play major role in the athlete's well-being. As the studies reported that coach is a significant individual in the sports who has the potential to influence athlete's well-being. Understanding the factors that can impact athlete well-being significantly, either positive or negative is important as this will help in the development of different strategies to minimise the negative consequences of participation in elite sport and enable athletes to achieve their goal.

**REFERENCES**

1. Aidie, J. W., Duda, J. L., & Ntoumanis, N. (2008). Autonomy support, basic need satisfaction and the optimal functioning of adult male and female sport participants: A test of basic needs theory. *Motivation and Emotion*, 32, 189–199.
2. Bačanac, L., Miličević-Marinković, Kasum, G., & Marinković, M. (2014). Competitive anxiety, self-confidence and psychological skills in top athletes with and without disabilities: a pilot study, *Facta Universitatis Physical Education and Sport*, 12(2): 59-70.
3. Durand-Bush N, Salmela JH (2002). The development and maintenance of expert athletic performance: Perceptions of world and Olympic champions. *Journal of Applied Sport Psychology*, 14, 154-171.
4. Gagne', M., Ryan, R. M., & Bargmann, K. (2003). Autonomy support and need satisfaction in the motivation and well-being of gymnasts. *Journal of Applied Sport Psychology*, 15, 372–390.
5. Gould D, Dieffenbach K, Moffett A (2002). Psychological characteristics and their development in Olympic champions. *Journal of Applied Sport Psychology*, 14, 172-204.
6. Gould, D., Collins, K., Lauer, L., & Chung, Y. (2007). Coaching life skills through football: A study of award winning high school coaches. *Journal of Applied Sport Psychology*, 19, 16–37.
7. Jowett, S., & Cockerill, I. M. (2003). Olympic medallists' perspective of the athlete-coach relationship. *Psychology of Sport and Exercise*, 4(4), 313–331.
8. Jowett, S., & Ntoumanis, N. (2004). The Coach-Athlete Relationship Questionnaire :Development and initial validation. *Scandinavian Journal of Medicine and Science in Sports*, 14(4), 245–257.

9. Lopez-Walle, J., Balaguer, I., Castillo, I., & Trista'n, J. (2012). Autonomy support, basic psychological needs and well-being in Mexican athletes. *The Spanish Journal of Psychology*, 15, 1283–1292.
10. Mageau, G. A., & Vallerand, R. J. (2003). The coachathlete relationship: a motivational model. *Journal of Sports Sciences*, 21, 883e904.
11. Reinboth, M., Duda, J. L., & Ntoumanis, N. (2004). Dimensions of coaching behavior, need satisfaction, and the psychological and physical welfare of young athletes. *Motivation and Emotion*, 8, 297–313.
12. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68–78.
13. Sheldon, K. M., & Hilpert, J. C. (2012). The balanced measure of psychological needs scale: An alternative domain general measure of need satisfaction. *Motivation and Emotion*, 36, 439–451.
14. Sheldon, K. M., Elliot, A. J., Kim, Y., & Kassner, T. (2001). What is satisfying about satisfying events? Testing 10 candidate psychological needs. *Journal of Personality and Social Psychology*, 80, 325–339.
15. Smith, A. L., Ntoumanis, N., Duda, J. L., & Vansteenkiste, M. (2011). Goal striving, coping, and well-being: A prospective investigation of the self-concordance model in sport. *Journal of Sport & Exercise Psychology*, 33, 124-145.
16. Vallerand, R.J. (1997). Toward a hierarchical model of intrinsic and extrinsic motivation. In M.P. Zanna (Ed.), *Advances in experimental social psychology*, 271–359. New York: Academic Press
17. Verkooijen, K., van Hove, P., & Dik, G. (2012). Athletic identity and well-being among young talented athletes who live at a Dutch elite sport centre, *Journal of Applied Sport Psychology*, 24: 106-113.
18. William, J.M. (2009). *Applied sport psychology: Personal Growth to Peak Performance* (6th ed.). London: McGraw-Hill Higher Education.
19. Wilson, P. M., & Rodgers, R. M. (2007). Active Human Nature. In M.S. Hagger, & N.L. Chatzisarantis (Eds.), *Intrinsic motivation and self-determination in exercise and sport* (pp. 101–112). Champaign IL: Human Kinetics.