



UNIVERSITI TEKNOLOGI MARA

**RELATIONSHIP BETWEEN PERCEIVED COACH-ATHLETE  
COMMUNICATION AND MOTIVATIONAL CLIMATE AMONG  
KARISMA TEAM SPORT ATHLETES**

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### ***Abstract***

The purpose of this study was to investigate the relationship between perceived coach-athlete communication and motivational climate among KARiSMA team sport athletes. Sample size for this study was 360 participants (N=360) KARiSMA team sport athletes. The Coach-Athlete Relationship Questionnaire (CART-Q) (Jowett and Ntoumanis, 2004) and The Perceived Motivational Climate in Sport scale (PMCS) (Walling, Duda and Chi, 1993) to collect the data. The data were examined by using descriptive statistics and Spearman correlation analysis. Relevant analysis shows that it is related to teamwork and can help team members master teamwork, cooperation and improvement intimacy with coaches, greater commitment and complementarity. These finding indicate that coach-athlete communication and mastery (task) were linearly correlated to each other. Hence, there a no significant between coach-athlete communication and performance (ego) besides closeness variable.

**Key words:** *coach-athlete communication, motivational climate, team sport, KARiSMA athletes*

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of study

The most important people in influencing athletes' experiences in sports are coaches. Lafreniere, Jowett, Vallerand and Carbonneau (2010) stated that relationship between coach and athlete can be the main factor to make them close each other. The relationship between coach and athlete is defined as a communication process between the coach and athlete through their feelings, thoughts and behavior are causally independent (Jowett,2017; Poczwadowski,2007).

Specifically, this relationship is conceptualized to be reflected by perceptions of its three components of closeness, commitment and complementarity which are representative of the effective cognitive,behavioral aspect, respectively of communication between coaches and athletes. Closeness is defined as how the coach and athlete have interpersonal feeling close towards each other and also trusting in relationship. Commitment is defined that coaches and athletes have intention to maintain the relationship over time. Complementarity reflects extent that coach and athlete work co-operatively (Jowett, 2017; Fry & Gano, 2010).

Furthermore, a positive relationship advances a reasonable and compelling correspondence between coach and athlete (Zaker & Parnabas, 2018). If the coach and athlete are in perfect harmony, it might be a great thing and positive consequence such as motivation (Adie & Jowett, 2010). However, West (2016) also stated that the

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The purpose of this literature review is to provide the reader with a general overview of relationship between perceived coach-athlete communication and motivational climate among KARiSMA team sports athletes. The first part of this chapter are describe of the theoretical concept for coach-athlete relationship. Next, are describe about the theoretical Achievement Goal Theory (AGT).

#### **2.2 Theoretical Concept**

##### **2.2.1 Coach-athlete relationship**

Widely relying on the theory of interdependence (Kelley & Thibaut, 1978), the concept of coach-athlete relationship has been defined as the situation in which coaches and athletes develop interconnected feelings, thoughts, and behaviors (Jowett, 2005, 2007a). This definition provides a platform from which a comprehensive conceptual model can be developed to represent the multifaceted nature of the relationship between binary coaches and athletes. The model consists of three interconnected structures: closeness (emotion), commitment (thought), and complementarity (behavior) (3 Cs; Jowett, 2007).