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The Effect of Coach Candidates' Attitudes Towards the Profession on Their Academic Motivation

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Authors' Contribution: A: Study design, B: Data collection, C: Data analysis, D: Manuscript preparation, E: Discussion and conclusion

ABSTRACT

Study aim(s): This study aimed to determine whether coach candidates' attitudes towards the profession have an impact on their academic motivation.

Methods: A total of 378 coach candidates voluntarily participated in the research. Data were collected through an online survey method during the fall semester of the 2022-2023 academic year. In addition to the personal information form, the "Academic Motivation Scale" and the "Attitudes Towards Coaching Scale" were used as data collection tools. Pearson correlation analysis and simple linear regression analysis were performed to analyze normally distributed data and determine the relationship between variables.

Results: The results detected a moderate and positive relationship between attitudes towards coaching and academic motivation, specifically the sub-dimensions of intrinsic and extrinsic motivation. To determine the level of impact, a simple linear regression analysis was conducted between attitudes towards coaching and the sub-dimensions of academic motivation. It was observed that attitudes towards coaching did not affect demotivation; however, they significantly predicted and explained 32% of the variance in intrinsic motivation. Besides, attitudes toward coaching significantly predict and explain 36% of the variance in extrinsic motivation.

Conclusions: In conclusion, it can be stated that coach candidates' attitudes towards the profession had a significant impact on their academic motivation.

Keywords: Student Psychology, Learning, Emotion, Motivation.

INTRODUCTION

Attitude is an individual's tendency to organize mental, emotional, and behavioral reactions to any object, social problem, or event in or around him or her based on experience, knowledge, emotion, and motivation [1]. Individuals generally attribute certain meanings to the events surrounding them. They reflect the meanings given to these events as acquired personal experiences. These experiences form beliefs and approaches. These beliefs and approaches manifest as attitudes [2]. An individual's attitude toward a subject affects his or her behavior toward that subject. Individuals' attitudes shape their behaviors by affecting the information they have and the way they interpret this information.

Attitudes guide human behavior in many areas. One of these areas is the decision-making related to the choice of profession. The profession is one of the most significant factors shaping human life [3]. It is essential to determine attitudes toward the coaching profession, and attitudes include affective (emotional), cognitive (intellectual), and behavioral (action) components. Determining attitudes can help us understand individuals' perspectives, personal characteristics, goals, and expectations toward coaching [4]. This shows that individuals can work in harmony with the coaching profession and make healthy career choices by evaluating their motivation levels correctly [5].

The determination of attitudes can also facilitate the planning of vocational training processes for individuals with positive and negative attitudes. The attitude data to be obtained can support more effective training of coach candidates by ensuring that training programs are designed to meet their needs and attitudes [6].

It can be seen that individuals are unwilling to learn for different reasons. These individuals may show negative attitudes and behaviors, such as boredom and retraction when they face problems. Based on the differences observed in individuals' desire to learn, it is necessary to create academic

motivation. Academic motivation is the driving force that initiates, maintains, and performs academic tasks. Lack of motivation can affect people negatively. Academic motivation is also seen as one of the factors that prevent participation [7].

Academic motivation is crucial for students' goals achievement and engagement in the learning process. Intrinsic motivation enables the learner to work with an inner drive arising from personal interests and tastes. This makes the learning experience more meaningful and can provide long-term motivation. Extrinsic motivation, on the other hand, originates from external factors and is based on factors such as reward or punishment. Extrinsic motivation may be effective initially, but it is not a sustainable source of motivation in the long term. On the other hand, there is an antagonistic relationship between amotivation and academic motivation. Amotivation is a condition characterized by a student's feeling of unwillingness, hopelessness, or apathy toward the lessons or the learning process. In this case, the student experiences a lack of motivation toward lessons or learning [8-10].

Academic motivation is related to the student's interest in the learning process, desire, and effort to achieve his or her goals. A student with high academic motivation can stand out with his or her ability to focus on lessons, study continuity, and desire to achieve learning goals. This may cause them to spend more effort and energy on success [11].

This study aimed to determine whether the attitudes of candidate coaches towards their profession affect their academic motivation. In line with this aim, answers to the following questions were sought:

1. Is there a relationship between coach candidates' attitudes towards their professions and their academic motivation?
2. Do coach candidates' attitudes towards their professions predict their academic motivation?

METHODS

Research design

The research was designed using the relational survey model. The relational survey model uses statistical methods to analyze and model data. These methods include statistical techniques used to measure and understand the relationships between variables in the data set. It allows researchers to understand and explain complex relationships in data sets. In this way, researchers can achieve goals such as testing hypotheses, making predictions, or identifying important variables in the data set [12, 13].

Study sample

A convenient sampling method was used in the research. This sampling method was used to minimize the waste of time, money, and labor. This sampling method was chosen because it was thought that the researcher would start with the respondents that he or she could reach most easily until he or she reached the size he or she needed.

The sample of the study was 1054 students studying at Balıkesir University Faculty of Sport Sciences in the 2022-2023 academic year. The sample was calculated by taking 50% prevalence, 1.0 pattern effect, and 5% deviation; however, the number of coach candidates was determined to be 271 people at a 90% power level, and in this context, 378 volunteer participants were included in the study.

Data collections tools

Personal Information Form: In the personal information form, coach candidates were asked to answer questions such as gender, age, and sports experience.

Attitude Towards Coaching Scale (ATCS): The Attitude Towards Coaching Scale, adapted into Turkish by Koçak (2020), consisted of 18 items and 3 sub-dimensions [14]. These sub-dimensions were defined as affective attitude (AAT, items 1-2-3-4-5-6-

7), cognitive attitude (CTA, items 8-9-10-11-12-13), and behavioral attitude (BAB, items 14-15-16-17-18). There were no negative statements on the scale. The lowest score that can be obtained from the scale was 18, and the highest score was 90. Three attitude levels were determined to evaluate the attitude levels with the mean scores obtained from the scale. These were 3.34-5.00 points for high-level attitude, 1.67-3.33 points for medium-level attitude, and 0.00-1.66 points for low-level attitude.

Academic Motivation Scale (AMS): It was first developed as the University Form by Vallerand et al. (1992) [15]. Adaptation into Turkish and its validity and reliability were conducted by Ünal-Karagüven (2012) [16]. There were 28 items on the scale. There were no reverse-scored statements on the scale. The scale consisted of three sub-dimensions: intrinsic motivation (IM), amotivation (A), and extrinsic motivation (EM). The intrinsic motivation sub-dimension consists of four items: intrinsic motivation knowing (IM), intrinsic motivation achieving (IMA), and intrinsic motivation acting (IMH). The extrinsic motivation sub-dimension also consisted of four items: internal sub-dimensions, namely Extrinsic Motivation Recognition (DMT), Extrinsic Motivation Self-Representation (DMSR), and Extrinsic Motivation Regulation (DMR). Finally, there were four items in the Amotivation (A) sub-dimension. The scale was scored in all internal sub-dimensions with a minimum score of 4 and a maximum score of 28 in each dimension.

Data analysis

The SPSS (Statistical Package for the Social Sciences) 25 package program was used to analyze the research data. A descriptive statistical analysis was used to examine the frequency, percentage, mean, and standard deviation of the data. Moreover, Pearson correlation analysis was used to determine the relationship between attitude toward coaching and academic motivation, and simple linear regression analysis was used to examine the extent to which

academic motivation was explained by attitude toward coaching. In all analyses, significance values were accepted as $p < 0.05$.

RESULTS

Table 1. Demographic information about the participants.

Variables	Category	n	%
Gender	Female	179	47.4
	Male	199	52.6
	18-19	51	13.5

When Table 1 was analyzed, 179 (47.4%) of the coach candidates who participated in the study were female and 199 (52.6%) were male. Besides, 51 (13.5%) of the participants were in the age range of 18-19, 104 (27.5%) were in the age range of 20-21, and 223 (59%)

Table 2. Relationships between attitudes towards coaching scale and academic motivation scale and sub-dimensions.

Variable	Descriptive Statistics		Two-Variable Correlation							
	\bar{X}	SD	AT	CT	BA	ATCS	IM	EM	A	AMS
AT	29.91	5.54	1							
CT	25.26	4.20	0.597**	1						
BA	22.25	3.09	0.679**	0.664**	1					
ATCS	77.42	1.25	0.903**	0.851**	0.858**	1				
IM	47.26	10.24	0.508**	0.472**	0.515**	0.568**	1			
EM	49.00	8.70	0.514**	0.538**	0.549**	0.605**	0.818**	1		
A	10.59	5.48	0.104*	0.053	0.066	0.089	0.121*	0.089	1	
AMS	106.85	19.46	0.526**	0.504**	0.535**	0.595**	0.926**	0.923**	0.385**	1

* $p < 0.05$ ** $p < 0.01$; AT: Affective Attitude, CT: Cognitive Attitude, BA: Behavioral Attitude; ATCS: Attitude Towards Coaching Scale, IM: Intrinsic Motivation, EM: Extrinsic Motivation; A: Amotivation; AMS: Academic Motivation Scale.

According to the results in Table 2, a moderate and significant positive relationship was detected between the intrinsic and extrinsic motivation sub-dimensions of the ATCS and the AMS scale, $r = 0.472$ and $r = 0.549$ ($p < 0.01$). On the other hand, it was found that there was a low level and positive correlation

	Original Article		
Age	20-21	104	27.5
Sport experience	22-older	223	59.0
	No	96	25.4
Total	Yes	282	74.6
		378	100

In the results section, the demographic information of the participants who participated in the study and the interrelated analyses of the data obtained from the Attitudes Towards Coaching Scale (ATCS) and Academic Motivation Scale (AMS) were given.

were in the age range of 22+. Besides, 96 (25.4%) had no sports experience, while 282 (74.6%) had sports experience.

between the amotivation sub-dimension of the AMS scale and only affective attitude ($r = 0.104$; $p < 0.05$). Moreover, the relationship between the total scores of the two scales was found to be moderate and positive ($r = 0.595$; $p < 0.01$).

Table 3. Simple linear regression analysis results for the prediction of academic motivation by attitude towards coaching.

Variables	(Constant)	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Linearity Statistics		Durbin-Watson Test
		B	Std. Error	β			Tolerance	VIF	
Dependent Variable: IM	ATCS	7.177	3.023	0.568	2.374	0.018	1.000	1.000	1.739
		0.518	0.039		13.399	0.000**			
Dependent Variable: EM	ATCS	12.721	2.486	0.605	5.117	0.000	1.000	1.000	1.911
		0.469	0.032		14.747	0.000**			
Dependent Variable: A	ATCS	7.213	1.959	0.089	4.832	0.000	1.000	1.000	1.853
		0.044	0.025		14.363	0.082			

* $p < 0.05$ ** $p < 0.01$; ATCS: Attitude Towards Coaching Scale, IM: Intrinsic Motivation, EM: Extrinsic Motivation; A: Amotivation.

To see the effect of coach candidates' attitudes towards the profession on academic motivation, the sub-dimensions of academic motivation were analyzed separately as the dependent variable, while the attitude towards coaching was taken as the independent variable (Table 3). The results of the analyses in Table 3 showed that the regression model for the effect of attitude towards coaching on intrinsic motivation was significant [$F(1, 376) = 179.539$; $p = 0.000$]. Moreover, the Durbin-Watson ($d = 1.739$) value indicates that there was no autocorrelation problem among the error terms of the models. However, according to the tolerance values and VIF value ($VIF = 1.000$), the dependent variable was not associated with other independent variables, and no multicollinearity was observed. The variable was found to be significant in the model. It was concluded that coach candidates' attitudes towards the profession had a significant and positive effect on academic motivation ($\beta = 0.568$; $t = 13.399$) and this effect explained 32.1% of the variable.

DISCUSSION

The attitudes of prospective coaches towards their profession can generally be quite positive. However, each individual's attitude may differ depending on their personal experiences, expectations, and goals. In general, prospective coaches are people who are interested in sports and exercise, helping people, and leading a community [17, 18]. Moreover,

When the effect of attitude toward coaching on extrinsic motivation was analyzed, the regression model was found to be significant [$F(1, 376) = 217.484$; $p = 0.000$]. Moreover, the Durbin-Watson ($d = 1.911$) value indicated that there was no autocorrelation problem among the error terms of the models. However, according to the tolerance values and VIF value ($VIF = 1.000$), the dependent variable was not associated with other independent variables, and no multicollinearity was observed. The variable was found to be significant in the model. It was concluded that the attitudes of prospective coaches towards the profession had a significant and positive effect on academic motivation ($\beta = 0.605$; $t = 14.747$), and this effect explained 36.6% of the variable.

When the effect of attitude towards coaching on amotivation was analyzed, the regression model was found to be insignificant [$F(1, 376) = 3.035$; $p = 0.082$]. Attitudes of prospective coaches towards the profession did not affect the sub-dimension of amotivation ($\beta = 0.089$; $t = 1.742$) ($R = 0.005$).

the coaching profession can be very attractive for those who want to pursue a career in sports and health [19]. The attitudes of prospective coaches towards their profession may affect their motivation. Attitude refers to a person's general disposition towards thoughts, feelings, and behavior about a particular subject or occupation. Motivation is a person's willingness to take

action, pursue goals, and make efforts, triggered by intrinsic or extrinsic factors.

The coaching profession usually includes courses in sports, exercise science, or related fields. Students who have a positive attitude towards the coaching profession may be more interested in and motivated by these courses. This may cause students to spend more time and energy on the courses. Students may be motivated to learn in depth because of their curiosity about coaching subjects, and this may increase their academic performance. Students' interest in coaching and adopting this profession as a career goal may lead them to focus more on and be more motivated to focus on courses, academic studies, and practice opportunities. However, the factors influencing motivation can be complex and show individual differences.

In the results of the study, it was seen that the attitude toward coaching explained 32% of the

intrinsic motivation of the students. The reasons for designing the course contents of sports sciences faculty students to increase professional knowledge are seen as increasing the intrinsic motivation of the students and achieving personal success. [20] Gürdoğan in a study on students' motivation levels, found that extrinsic motivation and amotivation levels were high [20]. The high level of amotivation is evidence that academic motivation can be negatively affected. This situation also reveals another result of the research. The fact that attitude towards coaching has a relationship with motivation also proved that a dimension that negatively affects academic motivation does not affect motivation with a positive professional attitude. Another study conducted on the students of the faculty of sports sciences concluded that using academic motivation as means of influence increases the academic achievement of students [21].

CONCLUSIONS

We can conclude that the study showed that extrinsic motivation, one of the sub-dimensions of academic motivation, was positively affected by attitude towards coaching and explained by 36% in a significant and positive direction. The reason for the increase in extrinsic motivation among the students is to find a good job, to live a good life, and to prove

themselves. As a result, it was understood that the positive attitude towards coaching developed by the students of the faculty of sports sciences has a significant, positive, and moderate effect on their academic motivation, which can directly contribute to their school's success.

CONFLICT OF INTERESTS

No potential conflict of interest was reported by the authors.

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