



# Competitive progress related psychological aspects of trainer-trainee relationship

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## Abstract

**Objective of the study** was to survey and analyze the trainer-trainee relationship versus the self-attitudes, competitive progress and mental wellbeing test data.

**Methods and structure of the study.** We sampled for the survey the averagely 22-year-old academic athletes (n=182, 47% male 53% female sample, including 55% and 45% of skilled and unskilled athletes, respectively) majoring in the Physical Education discipline at Herzen State Pedagogical University, Lesgaft National State University and Pushkin Leningrad State University in St. Petersburg. The sample was subject to the Trainer's Social Perception, Personality and Managerial Skills Survey (by Y. Khanin, A. Stambulov); Self-attitude Questionnaire (by V.V. Stolin, S.R. Pantileev); and K. Riff Mental Wellbeing Scale (adapted by L. Zhukovskaya and E. Troshchikhina).

**Results and discussion.** The sample was tested with competitive success / skills unspecific generally positive trainer-trainee relationship – that may be due to the high professional determination of the sample and cooperative trainer service. Competitively successful and skilled athletes, males and females, were tested higher on the self-attitude and integral mental wellbeing scales than the unskilled peers.

**Keywords:** *athlete, trainer, self-attitude, competitive progress, mental wellbeing, student.*

**Background.** Theoretical analysis of the psychological and pedagogical studies of competitive success and competitive progress issues made it possible to prioritize the psychological competitive progress factors as follows: coaching style; trainer-trainee relations with their emphases and emotional contexts; and the roles and expectations in the trainer-trainee cooperation system. The studies generally demonstrate that the competitive success and competitive progress of an athlete tend to improve the trainer-trainee relationship [2, 4, 7, 9], with the mutual attitudes spurring up the competitive progress and diligence in the training process [1, 3, 8].

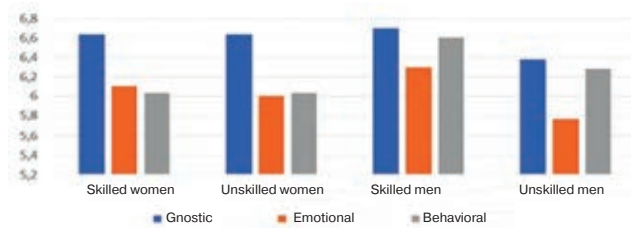
**Objective of the study** was to survey and analyze the trainer-trainee relationship versus the self-attitudes, competitive progress and mental wellbeing test data.

**Methods and structure of the study.** We used the following methods: psychological surveys; pri-

mary statistical data processing tools; and the Mann-Whitney U-test for comparative analysis. The trainer-trainee relationship was rated by the Trainer's Social Perception, Personality and Managerial Skills Survey (by Y. Khanin, A. Stambulov) [8] to assess the trainer-trainee modality in the gnostic, emotional and behavioral components. The gnostic component rates the athlete's attitude to the coach as a professional; the emotional component rates the emotionality and personal attitude to the coach; and the behavioral component rates the trainer-trainee cooperation in the training process [5]. Self-perceptions were rated by the Self-attitude Questionnaire (by V.V. Stolin, S.R. Pantileev) [6]. And the subjective mental wellbeing was rated by the K. Riff Mental Wellbeing Scale (adapted by L. Zhukovskaya and E. Troshchikhina) on the following six scales: autonomy, competence, personality progress, positive attitudes, life goals, and self-acceptance.

We sampled for the survey the averagely 22-year-old academic athletes (n=182, 47% male 53% female sample, including 55% and 45% of skilled and unskilled athletes, respectively) majoring in the Physical Education discipline at Herzen State Pedagogical University, Lesgaft National State University and Pushkin Leningrad State University in St. Petersburg; and split them up into two (skilled and unskilled) groups. The sample equally represented the following sports: athletics; team sports (volleyball, basketball, football); wrestling (judo, taekwondo, karate, sambo, boxing, kickboxing); individual competitive disciplines (swimming, skiing, cycling, equestrian, powerlifting, tennis); and aesthetic sports (dancing, aerobics, rhythmic gymnastics).

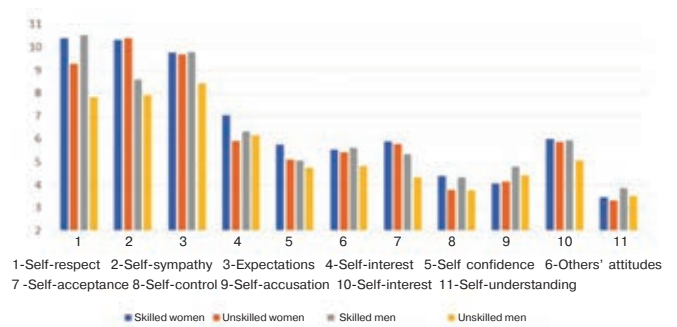
**Results and discussion.** A comparative analysis of the athlete-to-coach attitudes (Fig. 1) found insignificant intergroup (competitive-success-specific) differences. The test values (5.6+ points out of 7) in the gnostic, emotional and behavioral components were indicative of the positive athlete-to-coach attitudes regardless of the skill/ competitive success level.



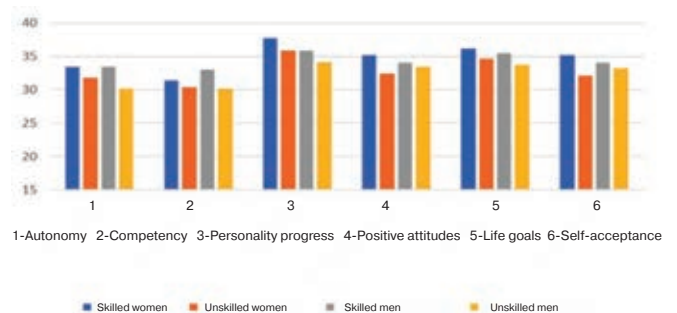
**Figure 1.** Athlete-to-coach attitudes in the competitive success / skills groups: gnostic, emotional and behavioral components

This may be due to sample being specific enough since every sampled athlete majors in the Y. Khanin, A. Stambulov physical education system with the rel-

evant professional determination and priorities contributing to the trainer-trainee cooperation.



**Figure 2.** Competitive-success-specific self-attitudes



**Figure 3.** Competitive-success-specific mental wellbeing test data

The self-attitude (Fig. 2, Table 2) and mental wellbeing (Fig. 3, Table 3) test data analysis found the competitive success / skill specific group differences. The competitively successful women’s group was tested statistically significantly higher on the self-attitude and mental wellbeing scales including self-interest, self-confidence, self-control, personality progress, positive attitudes, self-acceptance and integral mental wellbeing ones.

The men’s group mental wellbeing tests (Fig. 3, Table 4) found the competitive success / skill specific

**Table 1.** Competitive-success-specific self-attitudes: significant differences, women’s subsample

Test scale	Skilled women (up to CMS)	Unskilled women	p
Self-interest	7,03	5,9	p≤0,01
Self-confidence	5,75	5,09	p≤0,05
Self-control	4,39	3,77	p≤0,05

**Table 2.** Competitive-success-specific mental wellbeing test data: significant differences, women’s subsample

Test scale	Skilled women (up to CMS)	Unskilled women	p
Personality progress	37,69	35,83	p≤0,05
Positive attitudes	35,18	32,42	p≤0,05
Self-acceptance	35,18	32,08	p≤0,01
Integral mental wellbeing	204	191	p≤0,01



**Table 3.** Competitive-success-specific mental wellbeing test data: significant differences, men's subsample

Test scale	Skilled men (up to CMS)	Unskilled men	p
Autonomy	33,43	30,1	$p \leq 0,01$
Competency	33	30,1	$p \leq 0,05$
Integral MWB	200,95	187,24	$p \leq 0,05$

significant intergroup differences on the autonomy ( $p \leq 0,01$ ), competence ( $p \leq 0,05$ ), and integral mental wellbeing ( $p \leq 0,05$ ) scales, with the skilled athletes tested higher than the unskilled ones. This means that the competitively successful skilled men demonstrate the higher mental wellbeing than the unskilled unsuccessful ones.

**Conclusion.** The study found generally positive competitive-success-unspecific trainer-trainee relationships – that may be due to the high professional determination, priorities and cooperation with the trainers. The competitively successful and skilled women were tested significantly higher in the self-attitudes and mental wellbeing domains on the self-interest, self-confidence, self-control, personality progress, positive attitudes and self-acceptance scales than their unskilled unsuccessful peers. The competitively successful skilled men were tested significantly higher in the mental wellbeing domain on the autonomy and competence scales than their unskilled unsuccessful peers. Athletes, both males and females, with the high competitive success were tested higher on the integral mental wellbeing than the unskilled subsample.

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