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KEYWORDS	ABSTRACT
abusive coaching, verbal abuse, emotional abuse, physical abuse, female athletes, coach-athlete relationship, sports training, athlete well-being, safeguarding	The coach athlete relationship is a fundamental component of athletes' development, performance, motivation, and psychological well-being. However, unequal power relations between coaches and athletes may create conditions that increase the risk of abusive coaching practices, particularly among young female athletes. This study aimed to examine the characteristics and effects of abusive coaching behaviors experienced by female athletes during sports training. A quantitative research approach was adopted using a descriptive research design. A total of 341 female athletes were selected from government girls' colleges and universities in Faisalabad, Pakistan, through purposive sampling. Data were collected using structured questionnaires assessing coach abusive behaviors, including verbal aggression, emotional abuse, intimidation, neglect, and physical abuse, along with their effects on athletes' motivation, confidence, emotional well-being, training experiences, and performance. Data were analyzed using SPSS version 27.0 through descriptive statistics, Pearson correlation, and linear regression analysis. The results indicated that female athletes experienced moderate levels of abusive coaching behaviors, with verbal aggression reported as the most common form ($M = 3.42, SD = 0.81$), followed by emotional abuse ($M = 3.18, SD = 0.76$), intimidation ($M = 3.05, SD = 0.79$), neglect ($M = 2.87, SD = 0.84$), and physical abuse ($M = 2.41, SD = 0.69$). Pearson correlation analysis revealed a significant positive relationship between abusive coaching behaviors and negative athlete outcomes ($r = .56, p < .001$), indicating that higher exposure to abusive coaching was associated with poorer psychological and training experiences. Regression analysis further showed that abusive coaching behaviors significantly predicted athletes' emotional well-being, motivation, and confidence ($R^2 = .51, \beta = .56, p < .001$). The findings highlight that abusive coaching practices negatively influence female athletes' psychological health, motivation, and overall sports participation experiences. The study emphasizes the need for positive, ethical, and athlete-centered coaching approaches. Effective safeguarding policies, coach education programs, accountability systems, and supportive training environments are essential for promoting safe, respectful, equitable, and empowering sporting spaces for female athletes.
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Introduction

The coach athlete relationship is a central component of sport participation and development; however, it is also characterized by an unequal distribution of power and authority. Coaches often control athletes' training, selection, playing opportunities, evaluation, and progression, which can create a dependency that makes athletes particularly vulnerable to inappropriate or abusive behaviors (Park et al., 2025). The unequal power relationship between coaches and athletes is therefore an important consideration when examining athlete safety and well-being. Young athletes may be especially vulnerable because they often depend on coaches for technical development, recognition, and continued participation in sport. Consequently, the quality of the coach athlete relationship can have substantial implications for athletes' psychological, social, and sporting experiences.

Athletes have the right to participate in sporting environments that are safe, respectful, equitable, and free from all forms of non-accidental violence. The International Olympic Committee Consensus Statement emphasizes the importance of protecting athletes from violence, harassment, abuse, and other forms of maltreatment within sport. Verbal and physical abuse are particularly concerning among young athletes because such experiences may negatively influence their psychological well-being, confidence, motivation, and continued participation in sport (Gurgis et al., 2023). Abusive coaching may include behaviors such as excessive verbal criticism, humiliation, threats, intimidation, physical punishment, and other forms of harmful treatment. Understanding the characteristics and behaviors of coaches who engage in such practices is therefore essential for the prevention of athlete maltreatment (Radziszewski et al., 2024).

In contrast, effective coaching is not limited to technical instruction and performance improvement. Coaches influence athletes through their leadership behaviors, communication, interpersonal relationships, and the overall training environment they create (Davis et al., 2022). Positive coaching practices can contribute to athletes' motivation, confidence, satisfaction, and long-term development. Research examining coaching behaviors has shown that democratic leadership, social support, positive feedback, and appropriate training and instruction are associated with stronger coach athlete relationships and improved performance outcomes (Jawoosh et al., 2022). Such behaviors may also contribute to lower levels of psychological fatigue, highlighting the importance of supportive and athlete centered coaching approaches.

The way coaches communicate and interact with athletes can also shape athletes' attitudes toward their coaches, training, and sport participation. McGuckin et al. (2022) reported that coaching behaviors were associated with athletes' post-season attitudes toward both their coach and their sport. This finding demonstrates that coaching behavior extends beyond immediate performance outcomes and can influence athletes' broader sporting experiences. Similarly, the structure and quality of the practice environment can affect athletes' learning and development. Well-designed practice environments provide opportunities for effective decision-making, skill acquisition, and athlete development (Newman et al., 2023). Therefore, coaches have an important responsibility to establish training environments that promote learning, respect, fairness, and positive interpersonal relationships.

Coaches also play an important role in the moral and social development of athletes. Through their daily interactions, coaches can influence athletes' attitudes, behaviors, values, and perceptions of acceptable conduct. Coaches who demonstrate respect, fairness, responsibility, and ethical behavior can contribute to a positive sporting culture, whereas inappropriate coaching practices may normalize aggressive, disrespectful, or abusive behaviors (Pathan, 2024). This responsibility is particularly important in youth sport, where athletes may regard coaches as authority figures and role models. Consequently, coach education and professional development should address not only technical and tactical knowledge but also ethical leadership, communication, safeguarding, and appropriate coach athlete relationships.

The issue of coaching behavior is particularly important in relation to female athletes. Female athletes may encounter additional challenges within sporting environments, including gender-based discrimination, harassment, unequal opportunities, and concerns regarding personal safety. The representation and treatment of female coaches also remain important issues in women's sport. LaVoi and Silva-Breen (2022) highlighted concerns regarding the replacement of female coaches by male coaches in women's sport, raising broader questions about opportunities, trust, and the development of female coaching pathways. At the same time, developments in female-specific coaching practices demonstrate the potential for coaches to address the unique needs of female athletes. For example, athlete-centered approaches that consider female athletes' health and training needs demonstrate how coaching can contribute positively to female athlete development (Schofield et al., 2022).

Protecting female athletes also requires attention to forms of abuse that occur beyond the immediate training environment. Female athletes may experience online harassment and abuse, which can negatively affect their sense of safety and well-being. Mountjoy et al. (2023) emphasized the importance of collaboration among sporting organizations, coaches, and social media platforms to address online abuse and strengthen athlete safeguarding. These concerns demonstrate that athlete protection requires a comprehensive approach that extends beyond the coach's behavior during training sessions. Sports organizations must therefore establish clear expectations for coach behavior and provide athletes with accessible mechanisms for reporting inappropriate conduct.

Effective safeguarding systems require clear policies, accountability, education, and reliable procedures for responding to allegations of abuse. Sporting organizations should establish explicit codes of conduct that clearly distinguish acceptable and unacceptable coaching behaviors and ensure that these standards are consistently applied. Recommendations arising from investigations into abuse in sport have also emphasized the importance of transparent and accessible safeguarding policies (Baeunoyer, 2023). Furthermore, independent mechanisms for handling complaints may help reduce conflicts of interest and provide athletes with greater confidence when reporting misconduct (Macgregor, 2021). Coach education, organizational monitoring, athlete awareness, and independent investigation should therefore be considered important components of a comprehensive safeguarding framework.

Despite increasing research attention to coaching behavior and athlete safeguarding, there remains a need to further examine the characteristics and behaviors of coaches associated with physical and verbal abuse, particularly among young female athletes. Existing research has demonstrated the importance of positive coaching behaviors for athlete performance, development, and well-being, while other studies have highlighted the risks associated with abusive and harmful coaching practices. However, understanding the specific characteristics and behavioral patterns associated with abusive coaching can provide valuable information for prevention, coach education, safeguarding policies, and organizational practice. Therefore, the present study aimed to examine the characteristics of coaches associated with physical and verbal abusive behaviors toward young female athletes. The findings may contribute to the development of safer, more respectful, equitable, and supportive sporting environments for young female athletes.

Literature Review

Research on coaching behavior has increasingly demonstrated that the coach athlete relationship plays an important role in athletes' psychological well-being, motivation, performance, and long-term participation in sport. Coaches have considerable influence over athletes because they are responsible for training, performance evaluation, discipline, and opportunities for development. While supportive coaching can promote confidence and motivation, abusive coaching can negatively affect athletes' psychological, social, and physical well-being. The literature identifies verbal aggression, humiliation, intimidation, emotional manipulation, excessive control, neglect, and physical punishment as important forms of harmful coaching behavior. Female athletes may be particularly vulnerable because of gender-related power differences, dependence on coaches, and limited opportunities to challenge authority figures.

Verbal and emotional abuse have received considerable attention in the literature because they can be difficult to identify and are sometimes normalized as part of competitive coaching. Repeated shouting, insults, public criticism, humiliation, threats, and derogatory comments may create an environment characterized by fear rather than learning and development. Research indicates that persistent verbal abuse can reduce athletes' self-confidence, motivation, and enjoyment of sport and may contribute to anxiety, depression, emotional exhaustion, and burnout (Kerr et al., 2021; McMahon et al., 2022). Emotional abuse may also involve rejection, isolation, intimidation, manipulation, and denial of emotional support. Stirling and Kerr (2013) emphasized that emotional abuse within the coach-athlete relationship can have serious and lasting consequences, particularly when athletes depend heavily on coaches for their sporting development. The literature further suggests that psychological abuse can affect athletes' self-perceptions and may result in feelings of worthlessness, self-doubt, and reduced confidence.

Physical abuse represents another important dimension of abusive coaching. Physical punishment may include hitting, grabbing, pushing, striking, excessive exercise, forced participation despite injury, and unreasonable training demands. Such behaviors can place athletes at risk of both immediate injury and longer-term physical and psychological consequences. The literature also indicates that physical abuse may occur within broader cultures in which extreme training

demands and authoritarian coaching are normalized. Recent research has emphasized that the power imbalance between coaches and athletes can make it difficult for athletes to resist or report physically abusive practices. In addition, organizational cultures that prioritize winning over athlete welfare may increase the risk of coercive or punitive coaching practices.

The psychological consequences of abusive coaching are consistently identified across the literature. Female athletes who experience repeated abuse may report increased anxiety, depressive symptoms, low self-esteem, stress, emotional exhaustion, and fear of failure. Continuous criticism and humiliation may cause athletes to question their abilities and develop negative perceptions of themselves. Abusive coaching may also contribute to burnout, characterized by emotional and physical exhaustion, reduced motivation, and decreased sporting accomplishment. The reviewed literature suggests that these effects may persist beyond the immediate training environment and may influence athletes' academic, social, and personal lives.

Abusive coaching also has important consequences for motivation and training engagement. Athletes exposed to controlling and abusive behaviors may participate in training primarily because they fear punishment or negative consequences rather than because they are intrinsically motivated. Fear of making mistakes can discourage athletes from attempting new skills or taking appropriate risks during training and competition. Research reviewed in the thesis indicates that abusive coaching is associated with reduced intrinsic motivation, lower concentration, avoidance of demanding activities, reduced training effort, and increased intentions to leave sport (Pitts, 2023). Thus, coaching behavior can influence not only athletes' psychological well-being but also the quality of their training and athletic development.

The literature further demonstrates that abusive coaching can negatively affect relationships and team dynamics. A hostile coaching environment may reduce trust between athletes and coaches and may create divisions among teammates. Athletes who experience or witness abuse may become less willing to communicate openly, seek assistance, or disclose injuries and health concerns. Reduced trust can consequently interfere with effective coaching, athlete development, and team cohesion. In addition, athletes who witness abuse toward teammates may experience secondary emotional distress, contributing to a broader culture of fear within the team (Kerr et al., 2020). These findings demonstrate that the consequences of abusive coaching extend beyond individual athletes and can influence the overall social environment of a sporting team.

Female athletes may experience additional challenges related to body image, gender expectations, and appearance-related pressures. Negative comments concerning weight, body shape, or physical appearance may contribute to body dissatisfaction and unhealthy eating behaviors. The literature indicates that these concerns can be particularly relevant in sports in which body composition or appearance is emphasized. Verbal and psychological abuse may further intensify these pressures by making athletes associate their physical appearance with their sporting value. Such experiences can negatively affect confidence, motivation, health, and continued participation in sport (Mountjoy et al., 2023).

Several studies also highlight the importance of social and organizational factors in moderating the effects of abusive coaching. Social support from teammates, family members, mentors, and other trusted individuals may help athletes cope with negative coaching experiences. However, the availability and effectiveness of such support depend on the broader sporting environment. Athletes may be reluctant to report abuse because they fear retaliation, losing playing opportunities, damaging their relationships with coaches, or negatively affecting their sporting careers. The literature therefore suggests that athlete vulnerability is influenced not only by individual characteristics but also by organizational culture, reporting structures, coach authority, and the extent to which abusive behavior is normalized.

Safeguarding research emphasizes the need for comprehensive organizational responses to abusive coaching. Recommended strategies include clear codes of conduct, mandatory coach education, athlete-centered coaching approaches, accessible and confidential reporting systems, independent investigation procedures, and psychological support for affected athletes. The literature indicates that simply establishing policies is insufficient if organizations do not effectively implement and monitor them. A positive safeguarding culture requires accountability, athlete empowerment, appropriate coach education, and organizational commitment to athlete welfare.

Overall, the reviewed literature demonstrates that abusive coaching is a multidimensional problem affecting female athletes psychologically, physically, socially, and in relation to their training and performance. Existing studies have established associations between abusive coaching and anxiety, depression, low self-esteem, reduced motivation, burnout, impaired training engagement, disrupted team relationships, and withdrawal from sport. However, important gaps remain concerning the specific characteristics of coaches who engage in verbal and physical abuse and the contextual factors that allow such behaviors to continue. The literature also indicates a need for further research examining these issues among female athletes and within underrepresented cultural and sporting contexts. Addressing these gaps may contribute to more effective safeguarding practices, coach education, and the development of respectful and athlete-centered training environments.



Research Methodology

Introduction

Research methodology is a systematic framework used to conduct research in an organized and scientific manner. It explains the methods and procedures used to collect, analyze, and interpret data. It includes research design, sampling, data collection tools, and data analysis techniques. A well-planned methodology helps ensure the validity, reliability, and accuracy of research findings while minimizing bias. According to Dzwigol (2022), research methodology provides a systematic approach to solving research problems through organized data collection, analysis, and interpretation.

Research Method

The present study employed a quantitative research approach to examine the impact of abusive coach behavior on female athletes during training sessions. This approach uses numerical data and statistical techniques to measure variables and identify relationships objectively (Creswell et al., 2021). It enabled the researchers to collect measurable data from participants and analyze the findings systematically, supporting reliable and objective conclusions.

Research Design

The present study employed a descriptive research design to examine abusive coaching behavior among female athletes in girls' colleges and universities in District Faisalabad. The population consisted of approximately 3,000 female players, from which a sample of 341 participants was selected through purposive sampling. Data were collected using structured questionnaires, including the Female Training Questionnaire and Coach Abusive Behavior Questionnaire. The collected data were analyzed using descriptive and inferential statistical techniques to examine the patterns and relationships related to abusive coaching behavior among female athletes.

Population and Sample

The population of the present study consisted of female students aged 18–25 years who were receiving sports training at the university and college levels in Faisalabad. The total population was approximately 3,000 female athletes from 3 universities and 13 colleges. A sample is a smaller group selected from the population to represent the larger group (Allison et al., 2024). In this study, 341 participants were selected using purposive sampling, based on the researchers' inclusion criteria. The sample size of 341 was determined using the standard sampling table developed by Krejcie and Morgan (1970). This sampling procedure enabled the researchers to collect relevant data from female athletes who met the requirements of the study.

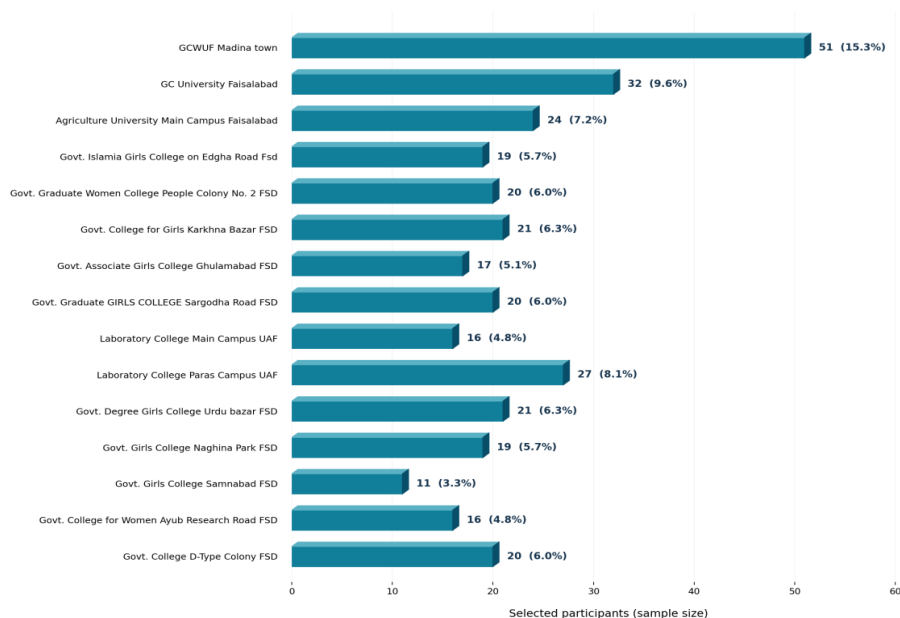
Sample Size

S.No.	Name of College/ Universities	Population	Sample Size
1	GCWUF Madina town	335	51

2	GC University Faisalabad	188	32
3	Agriculture University Main Campus Faisalabad	200	24
4	Govt. Islamia Girls College on Edgha Road Fsd	184	19
5	Govt. Graduate Women College People Colony No. 2 FSD	230	20
6	Govt. College for Girls Karkhna Bazar FSD	184	21
7	Govt. Associate Girls College Ghulamabad FSD	170	17
8	Govt. Graduate GIRLS COLLEGE Sarghoda Road FSD	174	20
9	Laboratory College Main Campus UAF	182	16
10	Laboratory College Paras Campus UAF	129	27
11	Govt. Degree Girls College Urdu bazar FSD	184	21
12	Govt. Girls College Naghina Park FSD	180	19
13	Govt. Girls College Samnabad FSD	125	11
14	Govt. College for Women Ayub Research Road FSD	250	16
15	Govt. College D-Type Colony FSD	190	20
16	Govt. College for Women, Saifabad FSD	95	7
Total		3000	341

PARTICIPATION BY INSTITUTION

Total selected sample: 334 participants across 15 institutions



Instrumentation

Researcher collected data about abusive coach behavior, sports training, age, locality, training experience and institutes where players were studying provide context for analysis.

Table 3.3 Research Variables

Variable	Name of Authors
Abusive Coach Behavior	Gervis & Dunn, 2004
Sports Training	Alexander, Stafford, & Lewis, 2011

We use these two questionnaire for collection of our responses.

Questionnaire for Data Collection

Two adapted questionnaires were used for data collection. The Coach Abusive Behavior Questionnaire (CABQ) by Gervis and Dunn (2004) assessed abusive coaching behavior, while the Sports Training Questionnaire by Alexander et al. (2011) assessed the sports training and physical activities of female athletes.

Abusive Coach Behavior Questionnaire

The Abusive Coach Behavior Questionnaire developed by Gervis and Dunn (2004) was used to assess the effects of abusive coaching behavior on female athletes during sports training. The questionnaire uses a five-point Likert scale (1–5) and measures aspects such as athletes' performance, motivation, emotions, and confidence.

Data Collection Procedure

Data were collected using structured questionnaires from female athletes in government girls' colleges and universities in Faisalabad. Permission was obtained from the relevant authorities before data collection. Participants were informed about the study, and informed consent was obtained. The questionnaires were distributed during training or academic hours and completed anonymously. Participation was voluntary, confidentiality was maintained, and participants could withdraw at any time. The collected data were securely stored, coded, and analyzed for academic purposes.

Data Analysis Technique

The collected data were analyzed using SPSS version 27. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to summarize the data. Inferential statistics, including Pearson correlation and linear regression, were applied to examine the relationship and predictive effect between abusive coach behavior and sports training among female athletes.

Ethical Considerations

Ethical considerations were followed throughout the study to protect the rights, safety, and well-being of participants. Informed consent was obtained after explaining the study’s purpose and procedures. Participation was voluntary, and participants had the right to withdraw at any time without consequences. Confidentiality and privacy were maintained, and the collected data were used only for research purposes. Ethical approval was also obtained from the relevant institutional authorities before data collection.

Summary of Chapter

The methodology of this research presented the methodology used to examine the effects of abusive coach behavior on female athletes’ sports training. A quantitative research approach and descriptive research design were adopted. The study included 341 female athletes selected through purposive sampling from colleges and universities in Faisalabad. Data were collected using structured questionnaires, including the Coach Abusive Behavior Questionnaire and Sports Training Questionnaire. The data were analyzed using SPSS-27 through descriptive statistics, Pearson correlation, and linear regression. Ethical principles, including informed consent, voluntary participation, confidentiality, and the right to withdraw, were maintained throughout the study.

Results And Discussion

Introduction

The present study investigates the involvement of abusive and verbal behaviors of coaches during the sports training of female athletes at government girls colleges and universities in Faisalabad. Data were collected through structured questionnaires and analyzed using Statistical Package for the Social Sciences (SPSS), Version 27. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to summarize the data. The reliability of the research scales was assessed using Cronbach’s Alpha. Furthermore, Pearson Product-Moment Correlation was applied to determine the relationship between abusive coach behavior and female athletes’ sports training, while linear regression analysis was used to examine the predictive effect of abusive coach behavior on sports training. The results showed a strong and statistically significant negative relationship between abusive coach behavior and female athletes’ sports training ($r = -.804, p < .001$).

Descriptive Results of Sports Training Scale

Based on survey results, the sports training questionnaire fictitious frequency and percentage distribution is shown below.

Table 4.1 Frequency and Percentage for Sports Training Questionnaire.

Item No.	Statement	Occasional	Monthly	Weekly	Sometime	Daily
1	Do you engage in sports training daily?	52 (17%)	88 (29%)	97 (31.80%)	40 (13%)	28 (9%)

2	What is your level of sports training?	Local 133 (44%)	college 105 (34%)	Provincial 34 (11%)	National 24 (8%)	International 7 (2.29%)
3	What amount of time you spend in training daily?	1 hours 180 (59%)	2 hours 71 (23%)	3 hours 31 (10%)	4 hours 18 (6%)	5 hours 2 (10%)
4	What is your training's experience?	Less than six month 134 (44%)	6 month 89 (29%)	1 year 42 (12.5%)	2-3 year 28 (14%)	4 & more year 12 (4%)
5	What are the challenges, facing you in taking training?	Time 120 (39%)	Source 94 (32%)	Health/physical limitation 35 (%)	Religious limitation 32 (11%)	Cultural barriers 24 (8%)

The responses presented in Table 4.1 show the frequency and percentage distribution of female athletes' sports training. The results indicate that 17% of participants trained occasionally, 29% monthly, 32% weekly, 13% for some time, and only 9% trained daily. These findings suggest that abusive coach behavior may negatively influence the sports training and participation of female athletes at the college and university level.

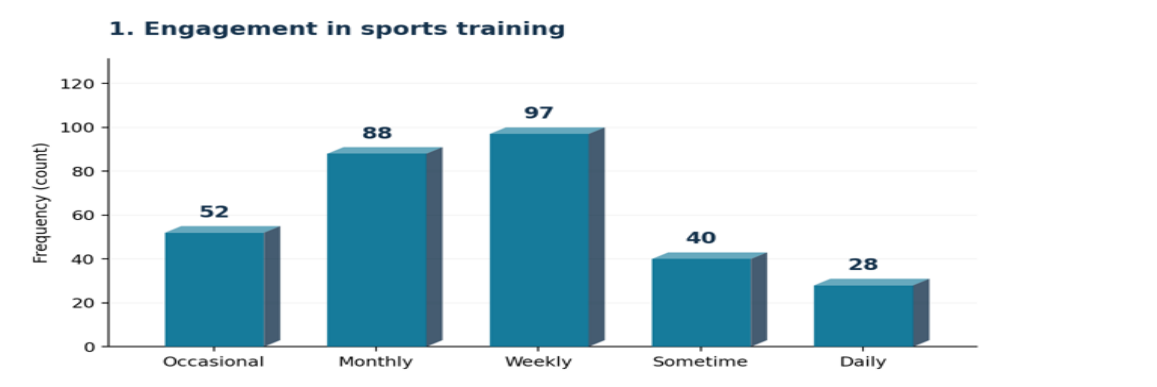
Descriptive Results of Coach Abusive and Verbal Behavior

Table 4.2 : Frequency and Percentage Responses for Coach Abusive and Verbal Behavior

Item No.	Statement	Never	Rarely	Sometime	Often	Always
1	Have you experienced any negative behaviors from your coach?	45 (15%)	84 (28%)	110 (36%)	49 (16%)	17 (06%)
2	Have you experienced any negative impacts as a result of abusive coaching behavior?	43 (14%)	88 (29%)	112 (37%)	47 (15%)	15 (05%)
3	How often have you experienced abusive behaviors during your training?	51 (17%)	81 (27%)	115 (38%)	45 (15%)	13 (04%)
4	Did you report the abusive behavior?	102 (33%)	91 (30%)	51 (17%)	43 (14%)	18 (06%)
5	If you reported the behavior, was any action taken?	137 (45%)	120 (40%)	26 (09%)	19 (06%)	03 (01%)
6	Have these impacts influenced your decision to quit or change your sport?	53 (17%)	72 (24%)	77 (25%)	80 (26%)	22 (07%)
7	Did the abusive behavior affect your	72 (24%)	77 (25%)	80 (26%)	55 (18%)	19 (6%)

	relationships with teammates or others?						
8	Did the behavior lead to any long-term psychological or emotional effects?	52 (17%)	83 (27%)	96 (31%)	51 (17%)	23 (08%)	
9	Have you noticed any changes in your physical performance since experiencing abuse?	57 (19%)	75 (25%)	102 (33%)	43 (14%)	28 (09%)	
10	Did you feel stressed or anxious during training sessions?	49 (16%)	78 (26%)	106 (35%)	58 (19%)	14 (05%)	
11	Do you believe that your mental health has been affected by your coach's behavior?	55 (18%)	68 (22%)	98 (32%)	55 (18%)	29 (9.50%)	
12	Have you sought support from teammates or friends regarding this experience?	60 (20%)	74 (24%)	92 (30%)	60 (20%)	19 (06%)	

The frequency and percentage results in Table 4.2 summarize female athletes' responses to abusive coach behavior on a five-point Likert scale ranging from Never to Always. The findings show notable reports of negative coaching behaviors, with responses across items ranging from 15% to 36%. These behaviors were associated with reduced interest, motivation, mental well-being, and performance. Responses in the "Sometimes" and "Often" categories also indicate that abusive and verbal behaviors may discourage female athletes' participation, focus, motivation, and continued involvement in sports training. Overall, the findings suggest that abusive coach behavior has detrimental effects on the training experiences of female athletes at the college and university level.



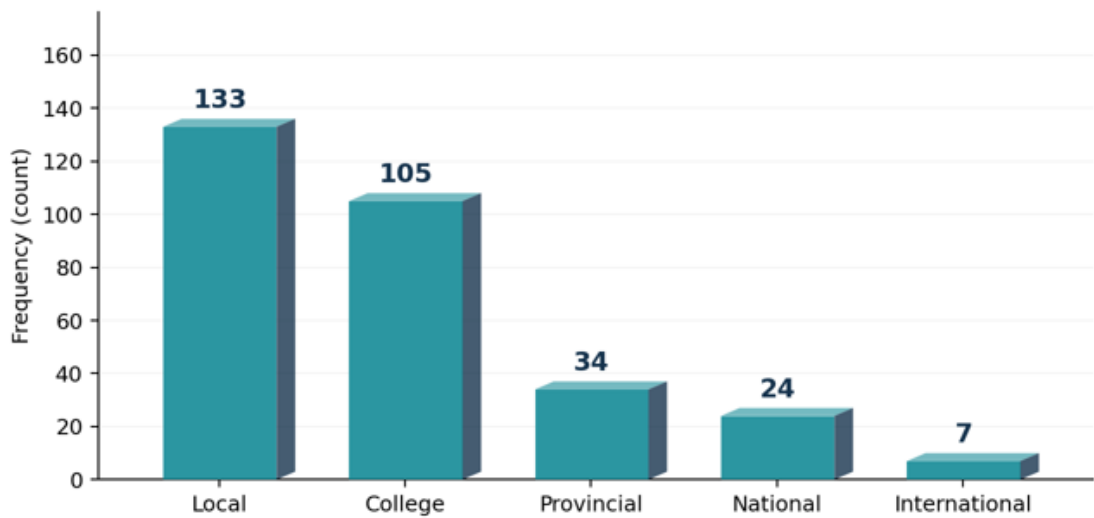
Reliability Results of Scales

Table 4.3 Reliability Analysis of the Scales

Scale Name	Number of Items	Cronbach's Alpha	Reliability Level
Sports Training	05	0.79	High Reliability
Coach Abusive and Verbal Behavior	13	0.81	High Reliability

The reliability analysis in Table 4.3 was conducted using Cronbach's Alpha to assess the internal consistency of the two scales. The Sports Training Scale, consisting of 5 items, showed good reliability with a Cronbach's Alpha of 0.79, while the Abusive Coach Behavior Scale, consisting of 13 items, demonstrated high reliability with an Alpha value of 0.81. These results indicate that both scales had acceptable internal consistency and were suitable for measuring sports training and abusive coach behavior among female athletes.

2. Level of sports training



Descriptive Results

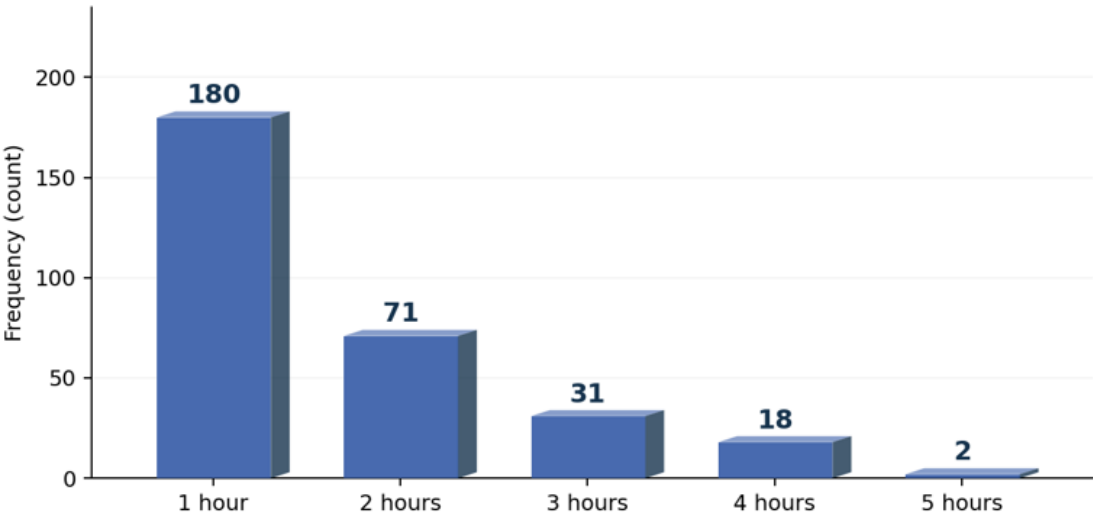
Table 4.4 Descriptive Results

	N	Minimum	Maximum	Mean	Std. Deviation
Institute where you study	305	0	1	.49	.501
training Experience	305	1	5	1.87	1.072
Education of parents	305	0	16	10.45	4.792

Female Athlete's Training	305	120	4.40	2.4854	.70914
Coach	305	180	4.00	3.3036	.50623
and Verbal Behavior					
Valid N (listwise)	305				

The descriptive statistics presented in Table 4.4 summarize the key study variables for 305 participants (N = 305). Female athletes' training had a mean of 2.49 (SD = 0.71), while Abusive Coach Behavior had a mean of 3.30 (SD = 0.51), indicating moderate to high levels of reported abusive coaching behavior. Training experience had a mean of 1.87, whereas parental education showed a mean of 10.45 years. Overall, the findings provide an overview of the participants' training experiences and perceptions of abusive coach behavior.

3. Daily training duration



Correlation Analysis

Table 4.5 Correlations Results

		ST	ACB
ST	Pearson Correlation	1	-.804 ^{**}
	Sig. (2-tailed)		.000
	N	305	305
ACB	Pearson Correlation	-.804 ^{**}	1
	Sig. (2-tailed)		.000

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.5 presents the relationship between Sports Training (ST) and Abusive Coach Behavior (ACB). The Pearson correlation coefficient ($r = -0.804$, $p < .001$, $N = 305$) indicates a strong and statistically significant negative relationship. This shows that higher levels of abusive coach behavior are associated with lower levels of female athletes' sports training. Overall, the findings indicate a significant negative association between abusive coaching behavior and sports training.

Regression Analysis

Table 4.6 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimates
1	.804 ^a	.647	.646	.42193

Predictors: (Constant), ACB

Table 4.6 presents the regression model explaining the relationship between Abusive Coach Behavior (ACB) and Female Athletes' Sports Training (ST). The R-value of 0.804 indicates a strong relationship, while the R^2 value of 0.647 shows that ACB explains 64.7% of the variance in sports training. The Adjusted R^2 of 0.646 confirms that the model provides a consistent estimate. The Standard Error of the Estimate (0.42193) indicates the average difference between observed and predicted values. Overall, the model explains a substantial proportion of variation in female athletes' sports training.

Table 4.7 ANOVA

Model	Sum of square	Df	Mean square	F	Sig.
Regression	98.934	1	98.934	555.721	.000 ^b
Residual	53.942	303	.178		
Total	152.876	304			

Dependent Variable: FT

Predictors: (Constant), ACB

Table 4.7 presents the ANOVA results for the regression model examining the relationship between Abusive Coach Behavior (ACB) and Female Athletes' Sports Training (ST). The regression sum of squares (98.934) indicates the variation in ST explained by ACB, while the residual sum of squares (53.942) represents unexplained variation. The model is statistically significant, $F(1, 303) = 555.721$, $p < .001$. These findings indicate that Abusive Coach Behavior significantly predicts

Sports Training among female athletes. Overall, the results demonstrate that the regression model provides a significant explanation of variation in sports training.

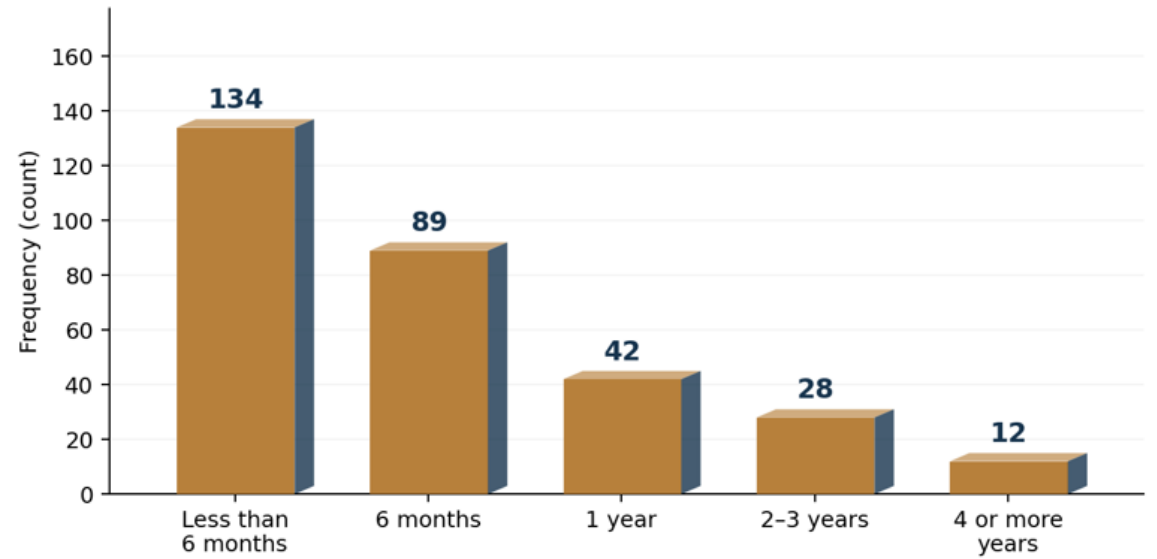
Table 4.8 Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	6.208	.160		38.860	.000
Coach Abusive and Verbal Behavior		-1.127	.048	-.804	23.574	.000

Dependent Variable: FT

Table 4.8 presents the regression coefficients for the relationship between Abusive Coach Behavior (ACB) and Sports Training (ST). The coefficient for ACB ($B = -1.127$) indicates that a one-unit increase in abusive coach behavior is associated with a 1.127-unit decrease in sports training. The standardized coefficient ($\beta = -0.804$) shows a strong negative relationship, while the t-value (-23.574) and p-value ($p < .001$) confirm that the effect is statistically significant. Overall, the findings indicate that higher levels of abusive coach behavior are significantly associated with lower levels of sports training among female athletes.

4. Training experience

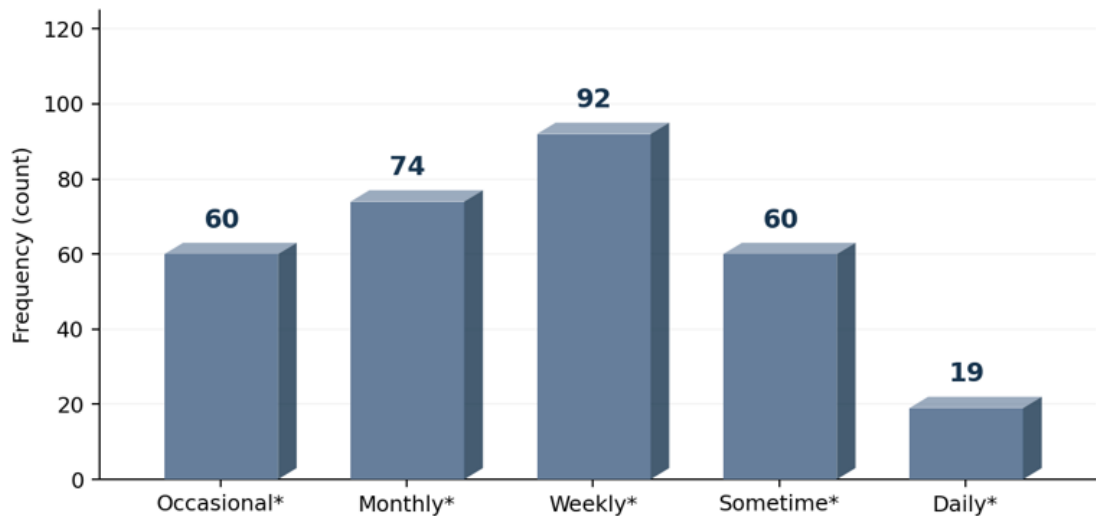


Summary, Findings, Conclusion & Recommendation

Summary

The present study examined the impact of abusive coach behavior on the sports training of female athletes at colleges and universities in Faisalabad, Pakistan. The study aimed to determine the relationship between abusive coach behavior and sports training and to assess its effects on female athletes. A descriptive, cross-sectional survey design was used. The population consisted of 3,000 female athletes aged 18–25 years, from which a purposive sample of 341 participants was selected. Data were collected through two adapted questionnaires after obtaining ethical approval, institutional permissions, and informed consent from participants. The collected data were analyzed using SPSS Version 27. Pearson correlation and regression analysis were used to examine the relationship and effect of abusive coach behavior on sports training. The findings provide evidence regarding the negative association between abusive coaching behavior and female athletes' sports training.

12. Support from teammates or friends



Findings of the Study

The findings of the study provide empirical evidence regarding the relationship between abusive coach behavior and female athletes' sports training. The major findings are as follows:

A strong negative and statistically significant correlation was found between Abusive Coach Behavior (ACB) and Sports Training (ST) ($r = -0.804$, $p < .001$, $N = 305$). Therefore, the first hypothesis, stating that there is a significant relationship between abusive coach behavior and sports training of female athletes, was accepted (Table 4.5).

Regression analysis showed that Abusive Coach Behavior significantly predicted Sports Training ($B = -1.127$, $\beta = -0.804$, $t = -23.574$, $p < .001$). This indicates that higher levels of abusive coach behavior were associated with lower levels of sports training. Therefore, the second hypothesis regarding the significant effect of abusive coach behavior on female athletes' sports training was accepted (Table 4.8).

Conclusion

The study concludes that abusive coach behavior has a significant negative association with the sports training of female athletes at government colleges and universities in Faisalabad. The findings showed a strong negative relationship between abusive coaching behavior and sports training, indicating that higher levels of abusive behavior are associated with lower levels of athletes' training.

The results further highlight the importance of maintaining a supportive, respectful, and safe coaching environment. Abusive coaching may discourage athletes and negatively affect their motivation, confidence, and participation in training. Therefore, sports institutions, policymakers, and coaching staff should promote ethical coaching practices and implement appropriate measures to prevent abusive behavior and support the well-being and development of female athletes.

Future Directions

Future research should further examine the long-term psychological and emotional effects of abusive coaching on female athletes. Comparative studies may explore gender differences in athletes' responses to abusive coaching behaviors. Future researchers should also develop and evaluate intervention programs aimed at reducing abusive coaching and promoting positive training environments. In addition, the findings may support the development of ethical coaching policies and effective measures to prevent abuse in sports institutions.

Recommendations

- Enforce strict ethical guidelines to prevent abusive coaching.
- Provide coaches with training in positive and athlete-centered coaching.
- Offer psychological support to athletes affected by abusive behavior.
- Establish safe and confidential systems for reporting abuse.
- Promote awareness of respectful and supportive coaching practices.
- Implement gender-sensitive policies to ensure a safe environment for female athletes.

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