



Scholars Research Library

European Journal of Zoological Research, 2013, 2 (5):21-25
(<http://scholarsresearchlibrary.com/archive.html>)



Coaching behavior and leadership in sport motivation

Hossein Hassan Zadeh, Hossein Sepasi and Parivash Nourbakhsh

College of Physical Education, Islamic Azad University, Karaj Branch, Karaj, Iran

ABSTRACT

The purpose of this study was to investigate coaching behavior and leadership in sport motivation of male athletes in sport clubs. The research method was descriptive and the research type was correlative. A total of 130 athletes in sport clubs randomly selected as a sample of this study. Three questionnaires were used to collect the data. Criterion variable in this study was sport motivation and predictor variables were coach leadership and behavior styles. The construct validity and Cronbach's alpha coefficient were used for testing the questionnaires validity and reliability. Both coefficients obtained were significant ($P < 0.05$). The results of regression analysis of data showed that both leadership and behavior styles of the coach could be used to predict sport motivation of the athletes. Further analyses of data revealed that encouragement and democratic styles, two subscales of the intended instruments, were among those predictors variables that the coach can be used to predict sport motivation of the athletes.

Keywords: democratic, encouragement, effectiveness, behavioral

INTRODUCTION

The findings of management science consider human resources as the main assets of the organization. In other words, the success and effectiveness of the organization depend in using optimal human potentialities. Management science researchers believe that people spend most of the time working in organizations and therefore identifying their behavior and leadership styles play very important role in providing them incentives to work in the organization [22].

The theories in management science consider leadership behavior and leadership style as two important patterns for those want to work in organization. Scientists believe that leadership behavior has two important patterns of its own: initiate structure (job-oriented) and human considerations (relationship-oriented). In explaining the initiate structure, they referred to create ways of communicating and trying to do duty. And the human considerations depend to providing sincere cooperation and mutual trust and respect between leaders and team members. The theorists consider these two characteristics as main conditions of leadership. Furthermore, studies have also shown that successful managers are those who could set a reasonable balance between these two dimensions of initiate structure and human considerations in organization.

Several models have been proposed to explain the leadership styles. For example, Halpin [2] proposed a model of the relationship between leadership style and leadership qualities which is transferable to a variety of situations. The theoreticians who agree on leadership style model of Halpin, they believe that aware of the inherent qualities of a leader is necessary for his training and assign duties. These researchers believe that only with the knowledge of leadership behavior, i.e. patterns that are visible, we cannot judge on leadership style or position. Studies have

pointed to the four leadership styles: The autocratic, democratic or participative, supporting, delegative or laissez-faire styles. The results of the studies discuss the advantages and disadvantages of each of these approaches to achieve the aims of the organization [2, 5].

The theorists sometimes use various models to explain leadership style. For example, if dimension of basic structure is placed on horizontal axis and humanitarian considerations is placed on the vertical axis, then the coordinate's axes which is constructed of the two dimensions has four styles of autocratic, democratic, supportive and delegation leadership. Effective leadership is the outcome of these four approaches. In other words, a leader must be able to decide about on the leadership style that is more flexible and increases the work motivation among followers according to various positions.

Motivation and devotion to work is a behavioral aspect and appears due to the willingness voluntarily and management scholars consider it is another feature. Guay [8] and Deci et al [6] argue that intrinsic motivation is such motivation that navigate and perpetuate activities through the inner satisfaction and provide interest or pleasure for those who perform a task. Initial studies have focused on extrinsic motivation and they confirmed that reinforces and rewards increase the likelihood of behavior and exercise punishment reduces the likelihood of behavior [4, 6, 20].

Compliance with the above-mentioned aspects of leadership in all organizations whether sport organization or not is essential to achieve the aims of the organization. According to Lai [7] leadership behavior and style of coaches provide main motivation for participants. The role of the coach as team leader who is responsible for leading players in this field is an essential role.

Numerous studies is done about leadership behavior, leadership style and sport motivation. Giancola[5] showed how the democratic coaching style develops individual and team values, moral principles, and even lessons that go way beyond the performance skills of an individual and team sports. He observed a negative and significant relationship between the autocratic behavior of coach and performance and satisfaction of athlete. Nazarudin [16] found a significant relationship between the democratic style of coaches and basketball players in college teams. Hoseini [14] showed that coaches in premier football league in Iran are using leadership style of education and training. He found a significant relationship between team unity and coach's behavior. Felake [23] concluded that environment which educators provide for extracurricular activities for young people has positive effect on sport commitment through sport motivation and supportive behaviors that will keep young people in sport. Hodge and Lonsdale [13] investigated the relationship between leadership styles of coaches and motivation of athletes and coaches and concluded that supportive-democratic style of coach has significant relationship with motivation of the athletes. Nikaien et al. [24] concluded that leadership style is associated with motivation and increases perceived success of athlete. Sheikh Ahmadi et al. [10] found a direct and significant relationship between the democratic leadership style and motivation of players, whereas there were a negative significant correlation between autocratic leadership style and motivation.

The purpose of this research is to investigate traditional theories which exist currently in the management science. In other words, is there any practical application of these theories? Therefore, we first examined the potential simple relationships which would be available between leadership behavior and styles. Then, we investigate that whether we can predict athlete motivation as citation variable from leadership style and behavior through a regression equation based on the possible relationships between the variables.

MATERIALS AND METHODS

The research method was descriptive. The research type was a correlation and predictability one. 130 athletes randomly selected from population with an average age of 26.30 ± 6.40 and the average experiences of their sports activities was 4.90 ± 1.10 . These athletes answered to the Chelladurai & Saleh leadership style questionnaire [18], Martin and Barness [21] Behavior of Coach questionnaire and Pelletier Sport Motivation Scale [15].

Leadership style questionnaire with 43 questions on 5-point Likert-type measured the opinions of respondents about the leadership style of coaches. The sub-scales of the questionnaire were education and training, democratic style, positive feedback style, social supportive style, and autocratic or authoritarian style. To evaluate the validity and

reliability of questionnaires, structure validity and Cronbach's alpha coefficient were used, respectively. The coefficients obtained for the questionnaires were reported respectively, 0.44 and 0.90.

Questionnaire of behavior measurement has 48 questions that measured positive reinforcement, lack of support, mistake encouragement, punishment scale, continuous monitoring, and organizing by using 5-point Likert-type. The structure validity and Cronbach's alpha coefficients, were reported respectively 0.50 and 0.87.

Sport motivation scale questionnaire with 28 items is measured participants' level of motivation to exercise using 5-point Likert-type. Sub-scales of the questionnaire were intrinsic motivation, extrinsic motivation and amotivation. Structure validity and reliability were respectively 0.42 and 0.85.

RESULTS

Table 1 shows the results of prediction of variables leadership style and behavior based on motivation of athletes by a step by step method. As experimental results show the best predicting variable in the model for motivating of athletes were coach behavior. The variable of coach behavior has the largest simple correlation coefficient with sport motivation, and the variable of leadership style has the largest component correlation with sport motivation. Therefore, considering the regression coefficients in Table 1 and the constant 45.3, the regression equation of athletes with variables of coach behavior, leadership style and constant number is obtained as follows.

$$Y' = 45.3 + 0.45 X_1 - 0.16 X_2$$

Table 1: Regression coefficients between the variables

Criterion variable	Predictor variable	R	R ²	F P	β	
Sport motivation	1. Coach behavior	0.45	0.20	34.90 P= 0.001	β=0.45 t= 5.90 P=0.001	2
	2. Leadership style	0.47	0.22	20.10 P=0.001	β= 0.45 t=6.10 P= 0.03	β=-0.16 t=-2.10 P=0.001

Table 2 presents the results of prediction of leadership style sub-scales with sport motivation of athletes by a step-wise method. The results show that the best predictive variable for motivating of athletes is democratic style. The democratic style has the largest simple correlation coefficient with sport motivation. Therefore, considering the regression coefficients in Table 2 and the constant of 104.43, the regression equation among athletes with democratic style and constant number is obtained as follows:

$$Y' = 104.40 - 0.19X_1$$

Table 2. Regression coefficients between the variables

Criterion variable	Predictor variable	R	R ²	F P	β
Sport motivation	Democratic style	0.19	0.04	5.30 P= 0.02	β= -0.19 t= -2.30 p= 0.02

Table 3 reports the results of prediction of sub-scale of leadership behavior with sport motivation of athletes by a step-wise method. The results show that the best predictor variable for motivating athletes was mistake encouragement. The mistake encouragement has the largest simple correlation coefficient with sport motivation variable. Therefore, considering the regression coefficients in Table 3 and the constant of 48.7, the regression equation among athletes with mistake encouragement and constant number is obtained as follows:

$$Y' = 48.7 + 0.46X_1$$

Table 3: Regression coefficients between the variables

Criterion variable	Predictor variable	R	R ²	F P	β mistake encouragement
Sport motivation	mistake encouragement	0.46	0.23	37.8 P= 0.001	$\beta= 0.46$ t= 6.10 p= 0.001

DISCUSSION AND CONCLUSION

The behavior science researchers believe that those who take the leadership of an organization should have special characteristics. They mostly referred to management behavior and leadership styles. The results of studies have been approved the theory that employee's job motivation is related with leadership behavior and leadership style. The purpose of this study is investigating whether athletes' motivations who exercise in the sports clubs under instruction of coaches depends on their coach's behavior and style? In addition, is it possible to predict the athletes motivation based on their coaches behavior and leadership style?

In the sport environments, coaches are the decision-makers at all levels. Amorose [1] showed that there is a relationship between how the coach decides, selection of training skills and strategies, How does organize the athletes to practice and competition, using which ways to create a discipline, using which motivation to response performance of athletes, What is the importance he gives to athletes opinions, their reaction and success.

The results of regression analysis of the study showed that leadership styles and behavior of coaches predict sport motivation of athletes. Two variables of leadership behavior and style overlay shared 22 % of the variance in sport motivation. The findings of the study are consistent with these researchers [19, 17, 23, 14, 24, 10]. They also showed that not only the coach must consider the leadership style and behavior in education and performance of sports skills, but also must take into account the psychological processes of athletes.

Behavior and leadership style are two general areas that are associated with employees job motivation. Each of these areas has sub-areas in which the management of the importance of addressing them is discussed. Results of this study showed that among sub-scales of leadership style, mistake encouragement can predict sport motivation. This variable can predict 23 percent of the athlete's motivation. Mistake encouragement means that the coach uses instructions and positive feedback for correction of athlete's errors. McClelland [3] believes that if coaching behaviors associated with reward and positive feedback, it can increase athlete's motivation as a positive experience. Bauer [11] observed a significant and positive relationship between motivation and mistake encouragement of athlete.

Leadership also has Sub-scales of its own including autocratic, democratic, supportive and delegation sub-scales. The Relationship among each of these subscales of leadership and the role that they play in providing motivation has been studied by researchers. The results of these researches show that none of these leadership sub scales individually help leader in deciding and utilization of them has some requirements. The results of the regression analysis in this study showed that democratic style of leadership more than others can motivate athletes. Democratic style can predict 4 percent of athlete's motivation. The democratic style means that employees with higher utilization of social responsibility, freedom and creativity and personal relationships between themselves and leaders can increase their motivation. Fiedler [9] argues that in relation to elite athletes, it is better for coaches to select a focused style to solve the problem and consider democratic aspects in decision-making. In contrast, application of autocratic style can be destroyer as an external factor in reducing internal motivation and increase external factors in behavior of athletes. Ely et al. [12] suggests that the intimate relationship between coach and athlete and democratic behavior reduces despotism of coach and increases motivation of athlete. Chelladurai and Saleh [18] show that democratic behavior has positive relationship with motivation and autocratic behavior has negative relationship with motivation. Hodge and Lonsdale [13] concluded that the democratic style of coach is related to the motivational behavior of athletes. Thus, using a democratic manner, we can increase the human patterns between coaches and athletes and close relationships between them can increase internal intensives of athletes to greater success.

According to the regression results which showed that leadership style and behavior and their subsets, respectively, mistake encouragement and democratic style are good predictors for athletes' motivation, it is recommended to place greater emphasis on the promotion of these variables to increase motivation among athletes. It is necessary to revise

the work processes and is designed so that they gain full compliance with the improvement systems of leadership style and coach behavior. This causes to success of athlete. In addition, if the theoretical foundation of leadership style and coach behavior is educated to the coaches based on development of club culture, facilitate accessing these organizations to their objectives. Finally, the results of the present study are a step toward confirming the ideas of the management which can be considered important. The limitation of this study was that correlative studies do not provide causes to predict variables of coach behavior and leadership style with athlete's motivation. However, these regression studies have the ability to find clues to causal relationships and path analysis between such variables in the future.

REFERENCES

- [1] AJ Amorose. Coaching effectiveness, Human Kinetics, Champaign, IL, **2007**; pp. 209-227.
- [2] AW Halpin. The leadership behavior of school superintendents, Columbus, Ohio, **1955**; P 11.
- [3] DC McClelland; DG Winter, Motivating economic achievement, New York, USA, **1969**.
- [4] DJ Stipek. Motivation and instruction, McMillan, New York, **1996**; pp. 85-113.
- [5] DP Giancola. MSc thesis, university (Toronto, Canada, **2010**).
- [6] EL Deci; R Koestner; RM Ryan; **1999**, 125(6), 627-668.
- [7] ER Lari. Motivation: A literature review. Pearson Publication, New Jersey, **2011**.
- [8] F Guay; J Chanal; CF Ratelle; HW March; S Larose; M Boivin, **2010**, 80(4), 711-735.
- [9] FE Fiedler. A theory of leadership effectiveness. Mc Graw Hill, New York, **1967**.
- [10] F Sheikhamadi; S Mohammadi, A Khodayari. *Archives of Applied Science Research*, 2012, 4(5), **1967-1973**.
- [11] JC Bauer. MSc thesis, University (Cologne, German, **2009**).
- [12] K Ely; AB Lisa; KN Johnathan; JZ Stephen; HB Gina; W Wynne. *The Leadership Quarterly*, **2010**, 21, 585-599.
- [13] K Hodge; C Lonsdale. *Journal of Sport and Exercise Psychology*, **2011**, 33, 527-547.
- [14] KM Hoseini. *World Journal of Sport Sciences*, **2010**, 3(1), 1-6.
- [15] LG Pelletier; MS Fortier; RJ Vallerand; KM Tuson; NM Bnere, MR Bias. *Journal of Sport and Exercise, Psychology*, **1995**, 17, 35-53.
- [16] MN Nazarudin.; MS Fauzee; M Jamalis; SK Geok; A Din. *Research Journal of International Studies*, **2009**, 9(1), 4-11.
- [17] P Chelladurai; HA Riemer, **1997**, 11, 139-159.
- [18] P Chelladurai; S Saleh, **1980**, 2, 34-35.
- [19] P Sullivan; A Kent. *Journal of Applied Sport Psychology*, **2003**, 15(10), 1-11.
- [20] RM Ryan; JP Connell; RW Plant. *Learning and individual Differences*, **1990**, 2(1), 1-17.
- [21] SB Martin; K Barness. MSc thesis, North Texas University (Denton, Texas, **1999**).
- [22] SP Robbins; SP Judge. Organizational behavior, Prentice Hall, **2012**.
- [22] T Felak. MSc thesis, Clemson University (Clemson, **2011**).
- [24] Z Nikaie; FA Ganjouie; F Tondnevis, K Kamkari. *Annals of biological Research*, **2012**, 3(3), 1225-1230.