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Emotional Intelligence and Coaching Efficacy in Female Coaches

Esmaeel Afkhami¹, Mohsen Shirmohammadzadeh², Jafar Barghi Moghaddam¹, Lida Karimi Aghdam³, Mir Hamid Salehian¹

¹Department of Physical Education, Tabriz branch, Islamic Azad University, Tabriz, Iran

²Department of Physical Education, Tarbiat Moalem, Azarbayjan

³Department of Motor Behavior, Faculty of Physical Education and Sport Sciences, Alzahra University, Tehran, Iran

ABSTRACT

The purpose of this study was to determine the relationship between emotional intelligence and coaching efficacy of female coaches. Therefore, 60 female coaches (23-42 years old) were selected randomly and completed emotional intelligence and the coaching efficacy questionnaires. Data were analyzed by Pierson correlation, and single-variable and multivariate regression with SPSS 16 software ($P < 0.05$). Suggested hypothesis showed there was a significance relationship between emotional intelligence as a variable affecting the female coaching efficacy and the coaches' emotional intelligence was considered as a good predict of coaching efficacy.

Key words: Emotional intelligence, coaching efficacy, coach.

INTRODUCTION

Over these two decades, it is known that the most important necessary condition in training excellent sportswomen depends on top coaches. Coaching efficacy consists of four main subscales that is creating incentive game strategy, effective technique and processes in character developing. By creating incentives coaching can influence their players' skill and mental states [2]. The game strategy is related to the coaches ability in guiding their players during the contest toward success [3, 4]. Even, the process of character development is related to the coaches beliefs whether he will be able to influence his players character development as well as to alter view of people toward sport [5, 6]. According to Chase at al.(2005), coaching efficacy involve the level of their experience and preparedness, leading skills and success, prior achievement, prior skills, players development and progress, and social support [6]. In this regard, Gondi

believes that an efficient coach should have the following characteristics; listening, leading, teaching, guiding, consulting and being a good sample for his players [10]. According to Feltz et al. (1999), coaching efficacy means coaches trust in their abilities to impact and instruct the sportsmen and sportswomen successfully. A research in this field makes clear the importance and position of coaching efficacy. For example, Myres et al. (2005) have reported that coaching efficacy effects coaches behavior, team satisfaction and percentage of victory. Sullivan and Kents (2003) also showed that there is a positive relation between coaching efficacy and leading style. Kavussanu et al. (2008) showed that coaching experience was a suitable prediction of the effect of technique. Regarding the effective role of coaching efficacy and factors related to it, researchers are trying to identify variables which are related to it. One of the variables which play an important role in most situations is emotional intelligence. Emotional vector in different situations of life causes enhancement in identifying and realizing one's own feelings and others to motivate himself and control his feelings better and handle with others [11]. Lyons et al. (2005) showed that high levels of emotional intelligence effect the improvement of performance and lack of emotional intelligence in bosses and authorities, results weak management. Because of the efficacy of emotional intelligence as mentioned, perhaps it is possible to imagine a relationship between this variable and coaching efficacy as in coaching there are many qualifications which require the coaches to follow, otherwise, they will not have a way ahead to achieve there goals. For instance the coaches should not only master the excitements but they should also transfer the knowledge of controlling emotions to there players. Also, those coaches who succeed in creating relationship with his players and others receive positive feedback and can improve there faults and stabilize there positive points. In this regard coaches who have powerful social skills can comfortably direct his players' behavior toward their ideal path [] (Jordan et al., 2002). It seems that having such qualities is a coaching prerequisite to achieve goals and this probably in a way is related to emotional intelligence. For instance, in Gould et al. research (2002), it is proved that coaches who can evaluate their emotions in high sensitive specific conditions will be able to harness their own feeling. Although coaching is the most important factor in sporting and physical education to promote the teams position this important factor hasn't received enough consideration. Therefore noting the mentioned statements and the importance of coaching efficacy and its important role in gaining success in the field of training goals and effective role of emotional intelligence in improving the players performance is necessary to pay attention to this matter carefully. This study intends to deal with the relationship between coaching efficacy and emotional intelligence and also to specify coaching efficacy through emotional intelligence to recognize the characteristic of efficient coaches who are active in this field and to learn more about the relationship between efficacy and the level of emotional intelligence of the coaches.

MATERIALS AND METHODS

Sixty female coaches were selected randomly among different Tabriz universities. They ranged in age from 23 to 42 years ($M = 32.03$, $SD = 5.48$) and they had between 2 to 20 years coaching experience ($M = 8.90$, $SD = 5.37$) (Table 1).

Table1. Mean ages and coaching experience

Parameters	Min.	Max.	Mean	St. dev.
Age	27	39	31.60	3.75
coaching experience	4	17	10.50	4.12

The Emotional Intelligence Scale [1] was employed in the present study. 60 female coaches were selected randomly and completed emotional intelligence and the coaching efficacy questionnaires. Then by means of statistical methods of Pierson's correlation coefficient to survey relationship between both variables to specify the probability of existence of the regression model and multi variable regression model to determine the strength of the prediction of subscales of emotional intelligence to evaluate scales and subscales of coaching efficacy and ultimately one variable regression model to determine the strength of the predication of the scale of emotional intelligence in evaluating the scale and subscale of coaching efficacy were used. Data were analyzed in a meaningful level $\alpha \leq 0.05$ by SPSS 16 software.

RESULTS

Table 2. Correlation matrix variables between emotional intelligence subscales with coaching efficacy subscales

		Coaching efficacy	Motivating effect	Game strategy effect	instruction technique effect	Character developing effect
Emotional intelligent	Pierson correlation	0.513(**)	0.447(**)	0.174	0.303(**)	0.519(**)
	Sig.	0.0001	0.0001	0.057	0.001	0.0001
Self- motivation	Pierson correlation	0.215(*)	0.221 (*)	0.130	0.15	0.282(**)
	Sig.	0.018	0.015	0.158	0.102	0.002
Self- awareness	Pierson correlation	0.486 (**)	0.391(**)	0.254 (**)	0.353(**)	0.415(**)
	Sig.	0.0001	0.0001	0.005	0.0001	0.0001
Self- regulation	Pierson correlation	0.326 (**)	0.282(**)	0.206(*)	0.139	0.206(*)
	Sig.	0.0001	0.002	0.024	0.13	0.024
Empathy	Pierson correlation	0.304(**)	0.318(**)	0.027	0.418	0.377(**)
	Sig.	0.001	0.0001	0.766	0.113	0.0001
Social skills	Pierson correlation	0.365(**)	0.297(**)	-0.064	0.217(*)	0.460(**)
	Sig.	0.0001	0.001	0.490	0.020	0.0001

* $P < 0.01$ ** : $P < 0.05$

As it is shown in table 2, the correlation matrix between two variables (emotional intelligence and coaching efficacy) and their subscales showed that there is a positive relationship between emotional intelligence and coaching efficacy ($r=0.513$ $p=0.001$), and considering the relationship between the subscale of these two variable that there is positive and meaningful relationship between motivating effect and character developing effect with all aspects of emotional intelligence (subscales of self-motivating, self-awareness, self-regulation, empathy and social skills) a positive meaningful relationship between subscales of game strategy with self awareness of ($r=0.254$, $p=0.0005$) and self -regulation ($r=0.206$, $p=0.024$) was observed. Also, there was a positive meaningful relationship between minor self of instructing technique effect with self awareness of ($r=0.353$, $p=0.005$) and social skills of ($r=0.211$, $p=0.02$).

Table 3. Regression analysis of coaching efficacy, Motivating effect, Game strategy effect, instruction technique effect, character developing effect on emotional intelligence subscales

	Model	R ²	Corrected R ²
coaching efficacy	Enter ¹	0.311	0.281
Motivating effect	Total	0.228	0.194
Game strategy effect	Total	0.126	0.088
instruction technique effect	Total	0.138	0.100
character developing	Total	0.328	0.299

As it shown in table 3, the result of multi regression analysis test R^2 shows that about 31% of deviation in coaching efficacy variable was to due subscales of emotional intelligence variable which is average and considered acceptable statistically.

Table 4. Predictor of coaching efficacy by emotional intelligence subscales

	Model	Standardized coefficient	T	P
	Beta			
Total	(constant)		7.042	0.000
	Self- motivation	0.026	0.299	0.765
	Self- awareness	0.357	4.020	0.000
	Self- regulation	0.117	1.329	0.186
	Empathy	0.086	0.970	0.334
	Social skills	0.185	2.029	0.045

As it shown in table 4, the rate of the existing regression is meaningful ($f=10.29$, $p<0.01$) that is the fire prediction variable (subscales of emotional intelligence) meaningfully determine standard variable (coaching efficacy and it is subscales). Regression coefficient for self-awareness ($t=4.02$, $p<0.01$) and for social skills ($t=2.029$, $p=0.045$ is meaningful), but self-awareness in comparison with social skills is a better prediction for coaching efficacy.

Table 5. Predictor of coaching efficacy subscales by emotional intelligence subscales

Total	Motivation effect			Technique effect			Game Strategy effect			Character developing effect			
	Model	Beta	t	p	Beta	T	p	Beta	t	p	Beta	t	p
	(constant)		6.35	0.00		6.41	0.00		5.82	0.00		-0.15	0.87
	Self- motivation	0.08	0.87	0.38	0.01	0.14	0.88	0.14	1.51	0.13	0.06	0.77	0.44
	Self- awareness	0.25	2.70	0.00	0.31	3.17	0.00	0.21	2.12	0.03	0.26	3.06	0.00
	Self- regulation	0.10	1.15	0.25	-0.00	-0.09	0.92	0.19	1.98	0.05	-0.03	-0.38	0.70
	Empathy	0.15	1.65	0.10	0.01	0.15	0.87	-0.03	-0.38	0.70	0.18	2.14	0.03
	Social skills	0.10	1.06	0.28	0.11	1.07	0.28	-0.21	-2.10	0.03	0.29	3.23	0.00

As it shown in table 5, other variables have less strength in predicting coaching efficacy ($p>0.05$). In subscale of motivating effect the standardized regression coefficient for self-awareness is meaningful ($t=2.070$, $p=0.000$). So, only self-awareness variable is considered as meaningful prediction for motivating effect and other variables are not powerful enough to be used for the prediction of motivating effect ($p>0.05$). In subscale of game strategy, the standardized regression coefficient for self awareness equals Beta = 0.21 and self regulation Beta = 0.19 and social skills equal Beta = -0.21 and is meaningful. So self- awareness in comparison with self-regulation and social skills is a better prediction for minor self of game strategy. The two variables, self- motivating and empathy have less strength for the prediction of game strategy ($p>0.05$). In the subscale of the technique effect the standardized regression coefficient for self awareness equals Beta=0.316 and is meaningful ($t=30.17$, $p=0.002$). So only the self awareness variable is considered as a powerful and meaningful predictor of technique effect, here other variables have less strength in the prediction of technique effect ($P>0.05$). In the subscale of character building developing effect the standardized regression coefficient for self awareness equals Beta=0.269, empathy equals Beta=0.182 and social skills equals Beta=0.292 and are meaningful. So, social effects in comparison with self awareness and empathy is a better predictor of the character developing effect of subscale. Here the two variables, self- motivating and self- regulation have less power in the prediction of character developing effect ($P>0.05$)

DISUSSION AND CONCLUSION

The purpose of this research is to determine the relationship between coaching efficacy and emotional intelligence of Tabriz university coaches. The results revealed that there is a positive and meaningful relationship between emotional intelligence and coaching efficacy. Coaches who owned high emotional intelligence had high levels of efficacy. This research yielded results which were in accordance with those of Richard et al. (2008). Comparing the results of Jordan's research (2005), George (2000) and Lyons et al. (2005) with the result of this research showing a close relationship between coaching efficacy and emotional intelligence. We conclude that coaches who own high emotional intelligence perform their job well in recognizing and applying their own feeling as well as their players and are able to face contest stress and manage their own relations and motivate themselves as well as their players. These coaches make positive and right decision in critical situations. They make later plays and choose better solutions in order to achieve their goals. The result of the application of many actions improves the performance and increases the level of coaching efficacy. Finding of this research made it clear that there is a positive and meaningful relationship between subscales of motivating and character developing effect and all subscales of emotional intelligence. In other words, coaches who owned high emotional intelligence could have high motivating effect and character developing effect. Part of this result is in accordance with those that Richard et al they had reported that mirror scale of motivating effect has correlation with subscales of emotions adjustment and social skill [16]. Considering Feltz et al. (1999) description about coaching efficacy we learn that efficient coaches are those who can influence their player's character development can change people's view about sport and motivate his players to improve mental and practical abilities. It is expected that coaches who have such abilities should also own prerequisite qualities to apply them. This research also shows that owing high levels of subscales of emotional intelligence have relationship with mentioned abilities.

In this research positive and meaningful relationships were only observed between subscales of game strategy with self- awareness, self- regulation and the vector of technique effect with subscales of self- awareness and social skills. So, coaches who had high self- awareness and self-regulation had better game strategy effect and coaches who owned high self- awareness and social skills had high instructing technique effect. It should be noted that among dimensions of emotional intelligence there is relationship between subscale of self- awareness and coaching efficacy. The result of this research can be explained by Golman (1998) who believes that self-awareness is the basis of all other subscales of emotional intelligence. Golman points out people with high levels of self- awareness recognize their own strong and weak points and can arrange their own needs comfortably. These people are well aware of their own abilities, since they have high level of self- confidence. The results showed that five variable predictors (self- motivating, self- awareness, self-regulation, empathy and social skills) determine the variable standard (coaching efficacy) meaningfully, but in detailed analysis of the subscales of variable predictor, it is seen that subscales of self-awareness is a better predictor of coaching efficacy than the vector of social skills and other subscales of emotional intelligence. The result of this research is parallel to Seunghyuns' (2008) who had pointed the scale of emotional intelligence can predict the level of coaching efficacy.

According to the research results the most deviation percent in the variable of character developing effect was due to the subscales of emotional intelligence variable which is more open to fluency, game strategy. These results are parallel to Seunghyuns' [17]. Finally, subscales of social skills are better predictors of subscales of character developing, self-awareness and empathy. Subscales of social skills are considered as an important quality of coaching, involving the ability to manage the relations between their players and themselves. Coaches who have powerful social skills can impress their players easily to guide their mind and behavior toward the planned direction.

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