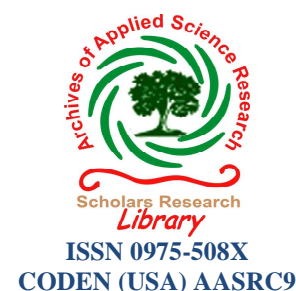




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The relationship of coaching style with self-determination motivation and athlete burnout of male karate elite in Iran

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ABSTRACT

The main object of this study was to investigate the relationship between leadership style, of coaches with self-determination motivation and burnout of 140 male karate elite in Iran. The study sample was statistically equal to statistical population. The questionnaire included three scales measuring coaching style in sport [CSS], self-determination motivation questionnaire [SMS], and burnout analysis of questionnaire [ABQ]. In order to organize the validity, we used the opinions of specialists of confirmatory factor analysis and reliability of Cronbach α . In this case, we used descriptive statistics, multivariate regression, Kolmogorov-Smirnov test, Leven test, and bivariate correlation with the use of LISREL [version 8.52] and SPSS [version 19] software. The research findings showed that coaching style of coaches was significantly related to self-determination motivation and burnout of the players and also there is a meaningful relationship between burnout and intrinsic motivation and a motivation and the self-determination itself. But There is a reverse relationship between authoritative and self-determination motivation. Finally, it can be said that coaching style in sport is one of the most significant reasons for development of teams, so preparing appropriate situation should be a priority of teams.

Keywords: Coaching style_ self-determination motivation_ athletic burnout.

INTRODUCTION

One of the most important duties as a coach, leader, improve your sports team to set goals, and motivate athletes is enough [1]. Coaches with a strong potential impact on the bias, the players have their own behaviors [5]. Because of the importance of coaching styles have been interested [26]. The coaches with appropriate coaching style and an inner boiling, competence and autonomy in certain athletes make up his duties with skill athletes on track to successfully carry out [18]. So the coach must be able to analyze the interaction of the coaching style coach - athlete behavior of pay [20] It is noted that attitudinal and behavior in creating a favorable environment for coaches and athletes in order to optimize the environment and is essential to avoid stress and fatigue [33]. The importance of this issue in terms of impact on athletic performance and prevent dislocation of athletes for many coaches is entirely understandable. The relationship between coach and athlete is an integral part of sports [4].

Sport psychology professionals in the sport as a normative analysis of psychological depression that occurs in athletes are described [31]. Harris [2005] DC and Ryan [2000] and Hug et al [2008], the research showed, Athletes to prevent dislocation of the analysis requires an appropriate leadership style and leadership style can lead to increased

motivation in their athletes to make progress. His style of coaching and the most important factor in the design and determine the types of incentives, is by the athletes [21,36]. Several approaches have been investigated over the leadership styles. Features and characteristics of leadership began in the 30's and 50's and 70's with the contingency approach and the behavior continued. But one of the specific approaches that have been around a number of leadership style in a sport that by Chaladory and year [1980] were presented. Using the proposed model for leadership in environmental assessment exercise (LSS) of the leader of the next five gauge. These dimensions include: education and training, positive feedback, social support, free-style authoritarian and barbaric practices that each of these behaviors with the motivation of individuals in various fields linked position [2 and 3]. Most research studies on this model has shown that satisfaction of athletes [Chaladory and Riymr 1998] and improve the results [and Frdriks Weiss, 1986] with the similarity of the actual behavior of coaches and athletes is related to preferential behavior [16]. Therefore, teachers should try to identify motivated athletes and they create the appropriate stimuli. Because we live in conditions that many athletes are not motivated enough to develop practical and specific strategies for developing leaders generally do not have the motivation of students [32]. As DC [1975] cognitive evaluation theory argued that people like to be autonomous and your life is under their control. According to him, people who feel their autonomy are likely to increase their motivation and in fact kinds of autonomy have been controversial [3]. Without exaggeration coaching style can be one important factor in the success of athletes and the athletes will wear and important role in causing or preventing harmful psychological coach is undeniable. Experts differ in motivation and behavior coach can analyze the effects of depression in athletes who have steadily decreased motivation can be associated with dislocation analysis [18, 21 and 36]. Prevention and elimination of dislocation analysis of athletes and its relationship with variables such as motivation, an important goal for researchers and contextual history of sports and athletes is a good sign for the potential [31]. So the concern is that if consideration is that if teachers do not use appropriate coaching style of behavior, what the consequences would be unpleasant for the team? Reduction in the athlete's motivation coaching styles can you create? So the knowledge of coaches style, level of self motivation and dislocation analysis of very valuable players and coaches more valuable than the specific effects on behavior and levels of motivation and depression are the players.

MATERIALS AND METHODS

The study of correlation. The study population included all dominant players in Super League Karate men in Iran to 9 teams and all players have formed the number 140 in 1390 due to low population numbers of them were selected as research samples. Research tool to measure the variables include: 1 - a researcher made questionnaire on individual characteristics; 2 - in sports coaching style questionnaire scale [Motobyran, 1383] [7]; 3 - self-motivation scale questionnaire [Plyitr et al, 1995] [35]; 4 - Analysis Questionnaire depression scale standard athletic Ridayk and Smith [2001] [38]. For face validity and content validity of the opinions of experts and Confirmatory Factor Analysis was used.

Table [1]: Mean, standard deviation and correlation matrix of the subscales self-motivation and coaching style

Variable	mean and standard deviation	Autonomous motivation (mean and standard deviation)	R	P
Mentoring style	59.69 ± 7.29	146.78 ± 17.91	0.17	*0.001
Imperative	22.34 ± 4.32		0.07	0.001
Collaboration	20.97 ± 4.48		0.06	0.001
Liberal	16.73 ± 3.38		0.17	0.001

*Significant at α level of 0/05

Confirmatory factor analysis for scale coaching style values [P = 0/001, df = 72, AGFI = 0/981]; Motivation, autonomy [P = 0/001, df = 166, AGFI = 0/984] and dislocation analysis exercise [P = 0/001, df = 58, AGFI = 0/982] Cronbach's alpha was used to determine the end of its results for the coaching style questionnaire [α = 0/71], autonomy motivation questionnaire [α = 0/83] and dislocation analysis questionnaire [α = 0/78] In the questionnaire, coaching style, authoritarian alpha coefficients [α = 0/75], cooperative [α = 0/78] and liberal [α = 0/72] Questionnaire and self-motivation, intrinsic motivation alpha coefficients [α = 0/86], External motivation [α = 0/85] and motivation [α = 0/80] and the analysis of questionnaires depression, emotional exhaustion alpha coefficients [α = 0/70], sense of loss function [α = 0/85] And apathy [α = 0/73] was obtained. In order to organize

and summarize data from descriptive and inferential statistics in Confirmatory factor analysis for validity, The multiple correlation test and multiple regression to examine the relationship between coaching style and motivation variables, depression and self-analysis software «LISREL» Version 52/8 and «SPSS» Version 19 was used.

RESULTS

The results show that there is a significant relationship between the style of coaching and self-motivation and self-motivation and also between each of the subscales varied coaching styles, there are also significant.

Results of simultaneous multiple regression method, to predict self-motivation showed that all three subscales coaching style are able to predict this variable [$R^2=0/038$, $P\leq 0/050$, $F_{2,13}=4/79$] Coaching style of self-motivation can be predicted based on its three subscales But the negative value in a variable structure obtained by small-scale self-motivation is therefore imperative that vary between these subscales and self-motivation, there is an inverse relationship.

Table [2]: multivariate regression of the subscales self-motivation and coaching style

Predictor variables	Rate B	Coefficient β	T-statistics	Significant
Imperative	-0.72	-0.185	-4.948	*0.01
Collaboration	0.56	0.012	3.123	0.02
Liberal	0.51	0.106	3.205	0.01

* $\alpha\leq 0.05$

Table [3]: Mean standard deviation and correlation matrix of subscales coaching style and depression analysis

Variable	mean and standard deviation	Autonomous motivation (mean and standard deviation)	R	P
Mentoring style	59.69 \pm 7.29	35.85 \pm 11.44	0.52	*0.004
Imperative	22.34 \pm 4.32		0.69	0.001
Collaboration	20.97 \pm 4.48		0.5	0.001
Liberal	16.73 \pm 3.38		0.42	0.001

*Significant at α level of 0/05

Significant relationship between depressions of sports coaching style there is a significant relationship between the three sub-scale collaborative imperative of free and barbaric sport, there is a dislocation analysis.

Table [4]: multivariate regression of subscales coaching style and depression analysis

Predictor variables	Rate B	Coefficient β	T-statistics	Significant
Imperative	-0.98	-0.37	-3.57	*0.001
Collaboration	1.32	0.39	5.75	0.001
Liberal	0.48	0.3	2.94	0.001

* $\alpha\leq 0.05$

Table [5]: Mean, standard deviation and correlation matrix of the subscales of depression and self-motivation

Variable	mean and standard deviation	Autonomous motivation (mean and standard deviation)	R	P
Mentoring style	146.78 \pm 17.91	35.86 \pm 11.43	0.34	*0.001
Imperative	69.85 \pm 10.22		0.010	0.03
Collaboration	66.15 \pm 10.71		0.022	0.11
Liberal	10.76 \pm 6.68		0.289	0.001

*Significant at α level of 0/05

The results of multiple regression analysis method to predict the simultaneous dislocation of coaching style on the subscales showed that these variables are significant predictors for depression analysis are sports players [$R^2=0/58$

and significant levels of all three sub-scales smaller than 0/05 and $F_{2,13}=62/65$] Can be predicted based on the analysis of each sub-scale dislocation of sports coaching style will affect the estimate of the variable sub-scale dislocation of sports are offered as well.

Significant relationship between intrinsic motivation subscales and motivational analysis of dislocation with variable self-motivation and self-motivation and self-determination is variable.

Results of simultaneous multiple regression method, to predict the dislocation analysis on two subscales of self-motivation [intrinsic motivation and incentive] Showed that these variables are significant predictors for the analysis of dislocation are sports players [$R^2=0/116$ and two small-scale internal motivation and motivational significance level of less than 0/05 and $F_{2,13}=5/92$] The depression can be predicted based on an analysis of self-motivation subscales of the motivation of athletes and their intrinsic motivation will be influenced by variable dislocation analysis, and external motivation to reverse the effects of depression on the analysis of sports players and dislocation analysis of this sub-scale assessment of the variables are presented as well.

Table [6]: multivariate regression of the subscales of depression and self-motivation

Predictor variables	Rate B	Coefficient β	T-statistics	Significant
Imperative	0.26	0.23	2.17	*0.31
Collaboration	-0.17	-0.16	-1.6	0.11
Liberal	0.68	0.4	0.4	0.001

$\alpha \leq 0.05^*$

DISCUSSION AND CONCLUSION

The results showed a coaching style is significantly associated with self-motivation. The results showed that authoritarian behavior, cooperative behavior and barbaric behavior has a significant relationship with the free self-motivation are the athletes. The impact of coaching style subscales with self-motivation findings suggest that the positive effects of cooperative behavior and imperious behavior and a significant negative impact on intrinsic motivation they can research the backgrounds of the athletes as they like. The results are an effective team and their decisions affect the team.

These results in Mours and Horn [2000] stated that collaborative coaching style and positive feedback, intrinsic motivation increases and authoritarian style and punitive feedback to reduce the level of internal motivation is aligned. The negative effects of cooperative behavior and a significant negative impact on the incentive of free barbaric and authoritarian leadership behaviors on external motivation and incentive effect is positive and significant. Sarazyn and colleagues [2002], and Valrnd Mgayv [2003] and Hvlmbrg and Mvrs [2005] results were also similar results were obtained in their research and the researchers have acknowledged that many factors affect the motivational forces, and one of their coaching style. Following this study, Alferman, Lee Vyvt [2005], Edmond and colleagues [2006], layer, and Power [2006], and Yochr Mros [2006] and Host [2010] in their research results indicate a significant relationship between leadership behaviors and athletes demonstrated motivation. Horn [2008], in order to identify effective coaching styles, and results of research conducted in line with the results of this study was obtained. He showed high levels of free and barbaric practice and conduct training in the use of positive feedback as well as the cooperative behavior that is self-motivation. Almpio, Zot and Doda [2008], the incentives created by the athletes, coaches and psychological conditions created in their study showed that the relationship between the coach - athlete of the factors important in motivation in the team sports, athletes are. Kygn research, Harvd, spray, and Lowell [2008], the role of coaches, parents and friends expressed motivation in elite athletes, coaches the greatest impact through the education and training on athletes' intrinsic motivation are and then and then my parents through their barbaric practices, free from competitive behavior and how their relationships affect the motivation of athletes and Coka and Hagr [2010] also about competitive behavior and how their relationships affect the motivation of athletes. Coca and Hagr [2010] about the behavior of coaches and self-motivation, the relationship between motivation and behavior is absolutely imperative autonomous motivation were quite negative and significant. But Booth and Dvda R Rain [2004], the effects do not show significant leadership behaviors on self-motivation. Probably because of this lack of communication and discrepancies with this study is to investigate the use of non-elite. Also Bvsyk Paris [2009] and Bauer [2009] also showed the impact of research on coaching style, self-motivated athletes is limited. Coaching style of behavior associated with dislocation of the present findings confirm that exercise.

The findings showed a significant relationship between the coaching styles of sports, there is depression; And significant relationship between the dislocation with sports coaching style there is a significant relationship between the three subscales authoritarian, collaborative, and free-dislocation analysis of sport is barbaric. Cooperative behavior, and liberal and non-direct linear relationship with the player's dislocation analysis and linear and direct relationship with the authoritarian behavior of the dislocation. In this research Sakynz and Myrbrg [1984], Udi and colleagues [1997], Price and Weiss [2000] and vials, Mstrang and Kumar [1998] based on analysis of questionnaires dislocation job done and research in this area is among the first results obtained in line with the results of this study. Valrnd [2001], as well as some of the athletes involved in the creation of dislocation analysis considers the change in coaching style is part of their coaches. In this research, Althynh [2003] and Ayklnd [2009] Using pattern analysis of dislocation behavior in the field of sports coaches, athletes dislocation analysis results that are consistent with the results of researches. While the research Gould and Carson [2004], what was the biggest surprise was that most of the players who had been flooded with other players, the coach was no difference between the activities and behaviors; The researchers analyzed depression-related differences in athletes' psychological and physical problems resulting from the opposition expressed. The research results, and Brandon Harris [2005], is also not consistent with the results of this study. These research results can vary due to the presence of young athletes in tennis and swimming as examples of individual multidisciplinary research attributed. Sanr and colleagues [2009] in their research results and a significant positive relationship based on bits and wear behavior of athletes and coaches imperative and significant negative relationship between the cooperative behavior of coaches and soccer players observed dislocation analysis and stated that such research could be the basis for describing the functions of coaches and athletes. Fshy research results [2011] stated the coaches leadership style directly on the motivation and self-analysis dislocation is playing sports, and also indirectly through self-motivation on the dislocation analysis of sports players is held. The sports coach is suggested to prevent dislocation analysis and create a negative impact on the operating performance of these sports players to try the motivation of athletes with good communication and create opportunities for players to participate in deciding their own initiative and also to raise self. The research findings showed that self-motivation with the jut of sports players have a meaningful relationship so that the scale of self-motivation, external motivation and motivation is a significant relationship. So that the scale of external motivation and motivational self-motivated with a positive and significant association with depression has been analyzed, and motivation to celebrate the negative impact on the dislocation are sports players. Few studies have examined the relationship between these factors in line with the results of some research results obtained, including: Plytr R et al [2001] theory of self-exercise in athletes who have left or have some form of depression were analyzed to evaluate and the results obtained indicate a significant relationship between level of depression in these athletes, athletes with a kind of self-motivation. Also check Chntl and Branch [2003], Rydayk [2004], and Dvda Rynbvt [2006] and Ptrzvck [2006], which has the same issue and have achieved results in line with the results of this study. Plytr and colleagues [2001], using the theory of self-expression of inner motivation Deaf athletes who were at high levels and were more willing to continue to exercise than those of their motivation was the type of external stimulus and more resistance to their activities, are less affected by the dislocation. The Krasvl Vayklnd [2005], no significant association between positive and negative and significant relationship between motivation and athlete with dislocation of the inner motivation of the athletes with depression were analyzed. The link between external motivation and also observed that the dislocation is not significant and the potential impact on motivation and self-analysis has confirmed the dislocation athletes. Lymber and colleagues [2006,2007] have changed as reliable predictors of athlete's motivation is about all aspects of depression. Also, Summer and colleagues [2007], also with the observed results and the effects of depression on exercise motivation and more self-motivation in elite athletes as they can be analyzed to predict depression among athletes Stating that internal motivation and symptoms of pre-training were both independently associated with negative and positive analysis of the athlete has had depression. Krsol and Aykland [2006] High levels of burnout, which leads to feelings of depression is lack of interest in sports and elite athletes will have a direct effect on the decrease in motivation. But unlike the results of the research study findings Lymbr and colleagues [2007] stated that the depression of the season with elite athletes at the end of the season, these athletes cannot be self-motivated the difference between these results with the results of this study can be present in both sexes in the review or tournament type attributed. In this research, the study by Hadj and colleagues [2008], Lmyr and colleagues [2008], Lansdal and colleagues [2009] and Hill and colleagues [2010], a significant relationship between motivation and self-analysis dislocation Sports direct analysis has confirmed the dislocation. Information from previous research on this is that motivation is a factor analysis suggested that depression may affect cognitive behavioral coaching athletes who face the ire of influence. Men [2009] in their research results stating that such behavior, the coach has developed a significant correlation with the level of self-motivation and self-determination and motivation levels of sports analysis with a meaningful connection with analysis, is dislocation ultimately that can be stated that the coaches' interest and motivation in athletes during a

season of change and the effects on the rate of depression is an athlete. Therefore the results of this study confirm the belief that this kind of autonomy motivation may be associated with the analysis of dislocation athletes. Although some of these cross-sectional studies or analysis of dislocation, and the other hand, this study did not evaluate directly the athletes on various sports and age groups has been made. It is suggested that these behaviors as behaviors of effective teachers in the building complete autonomy motivation [intrinsic motivation], and reduced motivation completely non-self [no incentive] to use. To reduce dislocation analysis of the behavior of athletes, coaches released more barbaric and less authoritarian style to use; And motivating athletes with appropriate communication and opportunities for the initiative to reduce the dislocation analysis of authoritarian behavior and barbaric use of free behavior until incentive to take this opportunity to reduce the athletes and athletes in the analysis to minimize dislocation.

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