



Investigating the relationship between Leadership styles of coaches and motivation to participate in women's sports team of Bandar Abbas

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ABSTRACT

In the present study, the relationship between leadership styles and the motivation for coaches to attend team sport of women in Bandar-e-Abbas was investigated. This study is descriptive and correlational. The statistical population includes active athlete's women in a team ages between 18-45 in 8 clubs that are selected by stratified random sampling according to Morgan table, 196 in volleyball, 97 in handball, 123 in basketball, 52 in futsal and also 57 coaches. In this research, measurement tool are leadership style assessment by Chavdary and Saleh standard questionnaire that includes 40 questions and motivation questionnaire Markland and Ingldo based on conceptual model of EMI-2 for measuring the amount of internal consistency of motivation in terms of 51 questions. For data analysis, the descriptive statistics of frequency and percentage and in inferential statistics by using Pearson's correlation test, Spearman correlation and Regression analysis were used. The results showed that the majority of coaches had coaching card grade III[1]. There is a meaningful relationship between leadership style and motivation for achieving health, friendship and the sense of belonging to a group, enhancing of individual ability and achieving enjoy and beauty in women in group sport in Bandar-e-Abbas. As a practical solution, the coaches by selecting a leadership style appropriate to advanced and different workout types, practical methods and styles and organizing one day sport and group camps, encourages the motivation of female athletes in team sport of Bandar-e-Abbas.

Keywords: leadership style, motivation, coach, non-professional athlete.

INTRODUCTION

In the contemporary world, the sport has a special place in all communities as an effective phenomenon. The relationship between physical activities and exercise and different sciences, have provided new fields for men to study and the breadth of topics and issues related to sport and physical education is to an extent that has created the need for special sciences and particular studies. But the purpose of the sport and sport programs in most countries of the world is as one of the most important principals for athletes and coaches as the main core and important pillar of sport teams. Among the three factors of athlete, coach and spectator, coach in team leadership is considered as a strong organizer and foundation of any advancement. Without a doubt, the past experiences showed that coaching is a distinct field from other fields and an extensive range of skills are required in it. A coach is professional that helps athletes to develop their physical, mental and psychological dimensions and individual and social capabilities to the peak of their talent. And in this regard, an effective coach must have excellent skills and knowledge in order to raise skilled athletes [6].

Today, the importance of the role of coaches in success or failure of team sport is obvious. When talking about national games and international prestige and credit, the place and importance is doubled [1].

Regarding to coach and coaching, several characteristics and features is considered for an efficient and effective coach. Researches that have been done on various aspects of coaching, each one somehow knows one or a number of features as important for coaching. In this case, [8] knows the characteristics of a coach to be successful and efficient as listener, leadership, being teacher, guidance, and consular and being sample. Nowadays there is a great effort to find effective patterns for leadership in sport. Since at the beginning, the issue of leadership in industrial, public and military management was proposed, so leadership in sport and particularly in coaching field, benefits from existing theories and models in the mentioned areas. Until now, in coaching courses there have been contented these theories, models and in

some cases coach experiences. Leadership perhaps is allocated one of the most extensive organizational and industrial psychological researches to itself. This phenomenon has attracted much attention and in early twentieth century in studies conducted, have been used different approaches and perspectives [4]. Chaladori (2005) notes that leadership refers to behavioral processes that intend to influence on individuals or total groups for achieving to a set of goals, so in sports environment, leadership has a vital role in success or failure of programs and coaches leadership behavior can have important effect on team performance outcomes [5,2].

Many studies is carried out about leadership style of coaches using leadership theories in management, and also many models have been proposed that among these, Chalvadari and NikAeen models (2002) have identified five leadership style for coach behavior in sport situations that include training and education, democratic[8,5], autocratic, social support and positive feedback styles. Hayes (2009) noted that current leaders won't be responsive to demands of 21th century by using past methods. Also, according to some authors and theorists [2,8,4,7] according to changes in century 21, it is necessary to consider ethical and team-oriented approaches in leadership issues [1].

Today, leadership and management are among the most important variables proposed in organization's work environment. This importance is well seen in broad theories and researches that exist in these areas [4].

In an extensive research on critical success factors in a team or a athletics organization, named the goals, coach or leader, skills, financial resources, motivation and innovation as the most important variables. Among the other important factors in leadership except leadership style, is to motivate individuals by leader that overshadowed the rest of effective factors in team success. According to "Martenes Peterson", coaches can boost satisfaction and motivation in athletes by selecting an appropriate coaching style for more effort. considered the coaches behavior effective directly on motivation, self-perception, success comprehension and progressive behaviors of athletes[3].

Basically, except leadership style, motivation is also a base for success in recreational and competitive activities and the amount of effort for any athletes is related to the extent of his motivation in the way of success.

Sport psychologists often are considered motivation by specific concepts such as progress, internal, external and competitive motivation.

Thus, the problem of increasing concern is discovering the most appropriate style and methods in leadership in team sports. In addition to comparing different styles of female leadership, the motivation of participation in team sports is also examined. Basically, we are looking to answer this question whether there is a relationship between coaching styles and motivation for participation in sport activities?

MATERIALS AND METHODS

Regarding that this research is studying the relationship between leadership styles of coaches and motivation of women to participate in group sports (volleyball, handball, basketball and futsal) in clubs of Bandar Abbas in 2013, the most appropriate method for doing this research is the descriptive method type correlation.

Statistical sample and population

The statistical population of this research is made up by athletes of present teams in sport clubs in Bandar Abbas city in the fields of volleyball, handball, basketball and futsal in 2013.

Subjects were in terms of 8 clubs (Hijab, 7 Tir, Takhti, Barq (electricity) Club, Abfa Club, water department club, Khane basketball (Basketball home), Qadir-e-Basij) and the number of 186 in volleyball, 122 in basketball, 95 in handball, 49 in futsal. Coaches present in above clubs were also 57 in all these fields.

In this research, a random stratified sampling based on Morgan table is used and the volume of the sample includes: 196 in volleyball, 97 in handball, 123 in basketball and 52 in futsal. Due to the limited number of coaches, a whole numbered method is used.

The measuring instrument

The questionnaire about individual information of players and coaches respectively has 6 and 8 questions. Questionnaire on leadership styles for coaches that is created and standardized by Chalvadari and Saleh(1999) is evaluated on the basis of key indicators of effective organizational leadership that includes 40 questions. The coefficient of Cronbach alpha in leadership style scale is $92/0 = \alpha$. The EM2 standard questionnaire applied [4], has 5 components for sport participation motivation in the form of 51 questions. In final questionnaire 95% is obtained.

Referring to the clubs and ask for permission from scholar authorities and coaches along with trained personnel, who work with him as a research fellow, visited clubs and after justifying players about the importance of research topic, the questionnaire was completed.

Statistical approach

In the descriptive statistics (frequency, mean, percentage and standard deviation) and in inferential statistics the Spearman correlation was applied using Pearson's Correlation tests. For data analysis, a SPSS version 18 has been used.

RESULTS

A- Descriptive findings

Table 1: distribution of individual characteristics of coaches

Age group	Frequency	Percentage
23-27	26	45.6
28-32	15	26.3
33-37	11	19.3
38-42	5	8.8

Information from table 1 note that from total number of 57 coaches, 26 (45/6%) were 23 to 27 that was the majority of coaches and the least i.e. 5 (8/8%) were of ages 38 to 42.

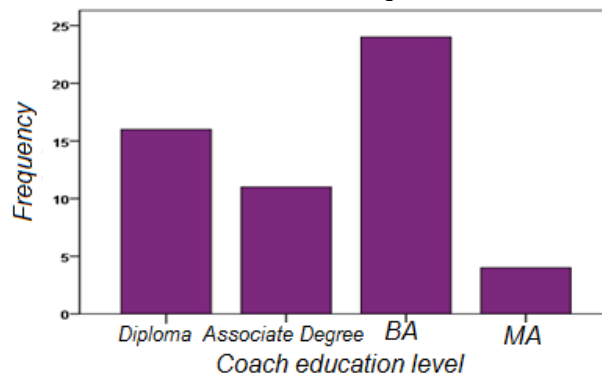


Figure 1: frequency of coaches' education

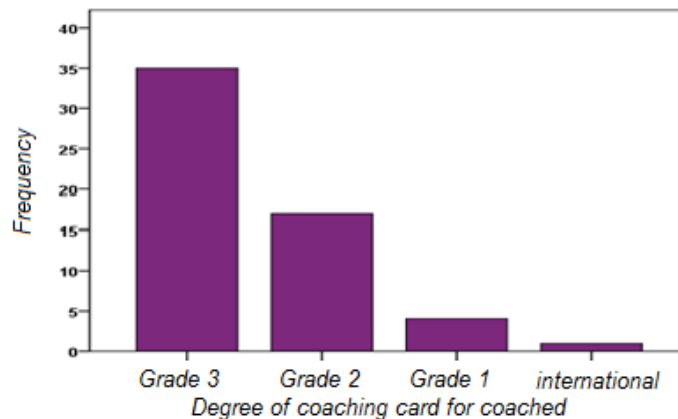


Figure 2: frequency of the degree of coaching cards for coaches

Table 2: distribution of sport background feature of athletes

Sport Background		
Under 5 Years	355	82.55
5-10 Years	62	14.41
10-15 Years	6	1.39
15-20 Years	7	1.62

According to the data from table 2 it is observed that from the total 452 players, 355 (82/55%) had sport background under 5 years that is the majority of players and the least means 6 (1/62%) had a sport background of 10 to 15.

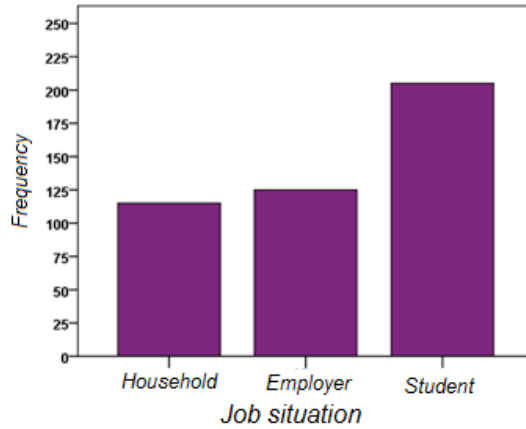


Figure 3: frequency of the education level of athletes.

B. Inferential analysis

Hypothesis: there is no significant relationship between leadership style and motivation for participation in group sport for women in Bandar Abbas.

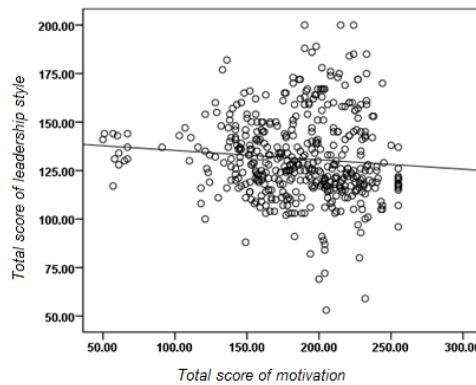


Figure 4: Distribution of motivation in leadership style

Table 3: Correlation between leadership style and motivation.

Variables		Correlation coefficient	Significant level	Number
Leadership style	Motivation	-0.140	*0.003	452

*The significant level shows 0.05.

According to information in the table, you can see that there is a negative relationship between leadership style and motivation with correlation coefficient -0.140 and 95%. That this correlation is weak statistically. Therefore, the null hypothesis is rejected with 95% confidence and there is a significant relationship between leadership style and motivation for participation in group sport for women in Bandar-e-Abbas.

Hypothesis: there is no significant relationship between leadership style and motivation in for achieving health in women in group and team sport in Bandar-e-Abbas city.

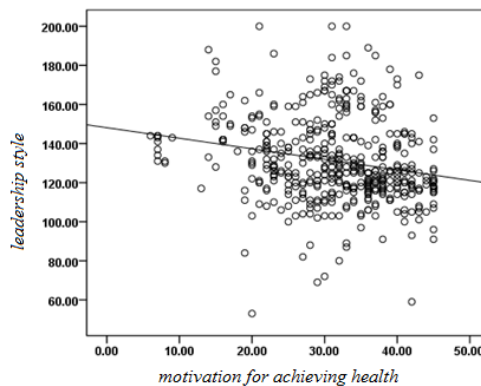


Figure 5: Distribution of subscale of motivation for achieving health VS. leadership style.

Table 4: Results of correlation test between subscale of motivation for achieving health and leadership style.

Variables		Correlation coefficient	Significant level	Number
Leadership	Motivation Motivation for achieving health	-0.252	*0.0001	452

*Shows the level of significance of 0.05

According to the table data we consider that there is a negative significant relationship between leadership style and subscales of motivation for achieving health with correlation coefficient -252/0% and with confidence of 95% ($p=0001/0$). Therefore, the null hypothesis with confidence of 95% is rejected and there is a leadership style and motivation of achieving health for women in group sport in Bandar-e-Abbas.

DISCUSSION AND CONCLUSION

Based on the results of descriptive statistics the least age of samples among coaches were 42 and the majority of sample age was 25 and about 6/43% of the samples had a bachelor degree.

The number of 3/7% of coaches had a master degree. The majority of coaches who had a coaching background less than 5 years 38/54% and the least background in coaching between 10 and 15 were 52/10% of coaches. The majority of coaching cards grade 3 (40/61%) and the least international grade (75/1%) of coaches. The majority of athletes with background of 5 years (55/82) and (39/1%) of athletes had a background of athletes 10 and 15. The majority of athletes undergraduate was 06/46% and 84/25% were households.

There is a relationship between leadership style and participation motivation in group sports for women in Bandar-e-Abbas (table7- 4), the results indicated that leadership style with motivation in level ($p<0003$) have no significant relationship. As we understand from the findings of the table that correlation coefficient between leadership style and motivation is $r = - 140/0$. These findings correspond with the findings of Fletz et al (1999) who had done a research by initial review and structure development.

With the research results of [5], by examining the relationship of coaches leadership style and group cohesion of Premier League Football of Iran stated that football coaches have a significant relationship and correspondence more than training and teaching leadership style and less than democratic leadership style. [2]. is non-aligned because he knows achieving vitality, prevention of diseases, pleasurable sport and finally having the social emotions and satisfying the need for belonging to a group as the reasons for people participation in sport. As an approach, coaches must create the most motivation in athletes in order to a better performance for team and solidarity among members of a women team, by a leadership style appropriate for training and education, positive feedback, social and democratic support.

There is a relationship between leadership style and motivation for achieving health in women in group and team sport in Bandar-e- Abbas that indicates that leadership style and motivation for achieving health in level .0001 $P<0$ had a meaningful and significant relationship. As it is shown from findings of table that correlation coefficient between leadership style and motivation for achieving health is $r = - 252/0$. This finding corresponds with Kil[4,3].who studied that motivation of students for physical activity shows that the absolute motivation for health in men and women with exercise is more than sport participation and for women, participation in exercises is greater. Also it corresponds with the results of [2] research who stated acquisition of health is considered as the first incentive for participating in physical activities in students. It is not corresponding to the research of [7] who considered factors such as social emotions and satisfying the need for belonging to a group as the reason for people participating in sport. Basically, the health is an important factor that everybody perceived it and coaches must note that with an appropriate leadership style and correct team leadership, their athletes are always able to exercise in health and safety.

Generally, one can upgrade the women motivation in Bandar-e-Abbas by improving and enhancing the level of knowledge of coaches, holding workshops for training behaviors of coaches in exercise, using theoretical classes and continuing education in relation with health benefits and its effect on athletes' life, using advanced training methods and approaches in order to enhance the ability of athletic women and choosing a leadership style appropriate for the type of exercises and activities.

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