



DETERMINING THE RELATIONSHIP BETWEEN LEADERSHIP STYLES AND COACH EFFICACY OF DRAGON BOAT NATIONAL TEAMS IN ASIAN GAMES 2010

Afsaneh Rahimpour^{1*}, Sajad Soroush²

¹MA Sport Management, University of Tehran, Tehran, Iran

²Department of Physical Education and Sport Science, Kermanshah Branch,
Islamic Azad University, Kermanshah, Iran

Abstract:

The main purpose of this research was to determine the relationship between leadership styles and coaches' efficacy of Dragon Boat national teams from the viewpoints of athletes. 48 athletes completed the questionnaires of leadership scale in sport (LSS) and coach efficacy scale (CES), (N=n). Internal reliability of questionnaires was respectively 0.79 and 0.89 by means of Cronbach's Alpha test. The results showed that 66% of athletes were between 20 and 25 years old. Also, 49% of them were national team members for 3-4 years. Pearson's correlation test ($P \leq 0.05$) showed a significant correlation between coach efficacy and leadership styles of training and instruction, democratic and social support. There was no significant correlation between coach efficacy and leadership styles of autocratic and positive feedback. Effect of leadership styles and coaches' behavior on coach efficacy and team success more often revealed the importance of using a suitable leadership style among coaches.

Keywords: leadership styles, coach efficacy, dragon boat

Introduction

Coaches are the main and important base of sport teams. Among three factors of athlete, coach and spectator, coach is known as a strong organizer and infrastructure of every progress. Undoubtedly, past experiences showed that coaching is different from other fields since there are many skills that a coach needs. Coaching is a profession which helps athletes to develop physical and mental dimensions of their personal and social capabilities. An efficient coach should have terrific skills and science to develop

skilled athletes [1]. Nowadays, the importance of coach's position and role in success or failure of a team is clear to everyone. This position and importance will be doubled when we talk about national games and international reputation [2].

Numerous features and specifications are proposed for an effective and efficient coach. Each research in various aspects of coaching considers some specifications more important. In this case, Gondi says that features of a successful and efficient coach are listening, leading, teaching, navigating, consultation and patterning [3].

Coaches are considered as one of the fundamental pillars of formation and development of each team. Their important role in athlete's performance cannot be ignored. According to studies, the character, leadership style and coach's behavior is related to operation, motivation and satisfaction [4].

We observe a growing growth in the number of researches on the conceptual model of coaching in recent years [5]. Increase of interest in relationships between coach and athlete's behaviors and beliefs and team results caused Feltz et al. (1999) to develop the conceptual model of coaching efficacy and coach efficacy scale [6].

It is expected from coaches to develop and represent proper instructions for special movement skills. In the field of psychology, we expect a coach to show effective motivation skills and conduct competitions and trainings in a way that they increase the emotional-social growth and promote the spirit of sportsmanship and generosity. Also, in the field of skills, techniques and strategies, it is expected from coaches to apply competitive strategies. Coach efficacy scale more completely makes possible these three fields of coach's competency [7].

Seyed Ameri conducted a research entitled "*relationship between leadership styles and creativity with effectiveness in physical education managers of Ministry of Science in affiliated universities*". Results of that research showed that managers' efficacy related with selected leadership styles and creativity of managers. Also, there was a significant relationship among variables of that research [8].

Feltz et al. conducted a research entitled "*conceptual model of coach efficacy: preliminary investigation and instrument development*". In that study, they explained conceptual model of coach efficacy and developed an instruction for measuring this concept. Also, they examined four dimensions of coach efficacy: motivation, game strategy, education technique and character building. The result was that the conceptual model of coaching efficacy could be used as a measurement of coach's efficacy and capabilities [9].

Sullivan and Kent (2003) conducted an investigation entitled "*coaching efficacy as a predictor of leadership style in intercollegiate athletics*". The results showed a positive correlation between these two variables. Effect of motivation and effect of technique

from subscales of coaching efficacy were important predictors (42%) of leadership style. Also, in that research, no significant difference was observed between male and female coaches [10].

Boardley et al. (2008) carried out a research entitled "*athletes' perceptions of coaching effectiveness and athlete-related outcomes in Rugby Union: an investigation based on the coaching efficacy model*". Researchers examined the relationship between coaching effectiveness and athlete's perception of effort, commitment, joy, impressibility and their own social or anti-social behaviors in Rugby Union based on coaching efficacy model. Results showed that athletes' evaluation of their coach's ability to motivate, give instruction and conduct a fair play, has an important implication for measured variables in that research [11].

Feltz et al. (2009) conducted a research entitle "*coaching efficacy and volunteer youth sports coaches*". The purpose of this study was to discover the resources used by volunteer coaches for coaching efficacy. Research results showed that coaches that are more efficient have more coaching and athletic experience. Also, their athletes perceived more support especially towards game strategy and technique efficacy [12].

Methods

This research is applicable in purpose, is descriptive in method, and is of correlation type. Statistical population of this research which was conducted in the fall and winter of 2010 were athletes of Iran national Dragon Boat men and women teams (N=48). Sampling method of this research is census type, so statistical population was the same as statistical sample. This research is a combination of library research and field research.

At first, theoretical basics were developed utilizing library sources (books and articles, websites...) and then proper questionnaires were prepared; questionnaire of leadership scale in sport by Cheladory and Saleh, questionnaire of coach efficacy scale of Fletz and personal features forms were distributed among specified athletes in the camp of Iran national team in Azadi Sport Complex of Tehran and 41 questionnaires were completed. It is worth mentioning that 11 professors of sport management confirmed validity of questionnaires.

Reliability coefficients of leadership scale in sport and coach efficacy scale are given in Table 1 and Table 2 respectively.

Table 1: Reliability coefficient of leadership scale in sport (LSS)

Coaching behaviors	Number of items	Reliability coefficient
Training and Instruction	13	0.84
Autocratic	5	0.78
Democratic	9	0.79
Social Support	8	0.83
Positive Feedback	5	0.71

Table 2: Reliability coefficient of coach efficacy scale (CES)

Coaching efficacy	Number of items	Reliability coefficient
Game Strategy	7	0.88
Motivation	7	0.91
Technique	6	0.89
Character Building	4	0.88

After collection of questionnaires, respective data were analyzed using SPSS 18 software.

Results

As it is observed in Table 3, 7% of athletes are under 20 years old, 66% are between 20 and 25, 22% are between 25 and 30, and 5% of athletes are over 30 years old.

Table 3: Distribution of athletes according to age

Age	Abundance	Percentage of Abundance
Under 20 years	3	7
20-25	27	66
25-30	9	22
Over 30 years	2	5
Total	41	100

As it is obvious in Table 4, 7% of athletes have national team membership experience of less than one year, 27% have experience of two years, 29% have experience of three years, 20% have experience of four years and 17% have experience of five years of membership in national team.

Table 4: Distribution of athletes according to national team membership experience

National Team Membership Experience	Abundance	Percentage of Abundance
1 year and less	3	7
2 years	11	27
3 years	12	29
4 years	8	20
5 years	7	17
Total	41	100

As it is observed in Table 5, 15% of athletes are under diploma, 56% have diploma degree, 10% have associate degree, 17% have bachelor degree (mostly in Physical Education field) and only 2% of athletes have master or PhD degrees.

Table 5: Distribution of athletes according to level of education

Last Degree	Abundance	Percentage of Abundance
Under diploma	6	15
Diploma	23	56
Associate	4	10
Bachelor	7	17
Master or PhD	1	2
Total	41	100

In this investigation, correlation between coaching efficacy and types of leadership styles used by coaches of Iran national Dragon Boat teams was examined utilizing Pearson correlation test and SPSS 18 software.

Table 6 shows the results of Pearson correlation test. According to this table, there is a significant relationship between training and instruction, democratic, and social support leadership styles and coaching efficacy of Iran national Dragon Boat team coaches ($p \leq 0.05$) while there is no significant relationship between autocratic and positive feedback leadership styles and coaching efficacy ($p > 0.05$).

Table 6: Results of Pearson correlation coefficient test

Variables		Number	Correlation Coefficient	Sig.
Coach Efficacy	Training and instruction	38	0.382	0.003
	Autocratic	38	-0.006	0.950
	Democratic	38	0.362	0.018
	Social support	38	0.519	0.005
	Positive feedback	38	0.196	0.166

Discussion and Conclusion

In this research, a significant relationship was observed between leadership styles of education and training, democratic and social support, and coaching efficacy while no significant relationship was observed between autocratic and positive feedback leadership styles and coaching efficacy. In a research conducted by Sullivan and Konte, they showed a positive correlation between coaching efficacy and coaching styles. They used questionnaire of Fletz (for evaluation of coaching efficacy) and questionnaire of Cheladory and Saleh (for determination of coaching leadership styles), the same as this research.

Unlike this research, in the research of Sullivan and Konte, they studied the relationship between leadership styles and dimensions of coaching efficacy: motivation, technique teaching, game strategy, character building and they observed that the dimensions of education, technique and motivation are more important predictors of leadership styles [10]. Myers et al. (2005) studied the effect of coaching efficacy on coaching behaviors. Like this research, they showed in their research the relationship between whole coaching efficacy and coaching behavior. Also, they showed the relationship between dimensions of coaching efficacy and team satisfaction in both men and women teams, the same as this research. They observed that there was a significant relationship between whole coaching efficacy and coaching behavior in their studied population of both men and women.

Furthermore, they observed that the character building dimension of coaching efficacy had a significant reverse relationship with team satisfaction in women teams with a male coach. The relationship between motivation dimension of coaching efficacy and team satisfaction of women teams with a female coach was positively significant [13]. As it can be observed, our research does not contradict the research of Myers et al. Seyed Ameri studied the relationship of leadership styles and creativity with effectiveness of sport managers in 2002 and the results showed a relationship between

these factors. Although the Seyed Amery's questionnaires are Hersey and Blanchard questionnaire for the determination of leadership styles and Rendsip questionnaire for the assessment of managers' effectiveness, it is still observed that there is a relationship between leadership styles and managers' effectiveness. In other words, the results are compatible with this research and other researches in this field. According to the conceptual model of coaching efficacy, Newell (2007) studied the relationship of leadership styles and gender of coaches with their performance. About gender, no significant difference was observed but there was a direct and significant relationship between autocratic leadership style and functional outputs such as victory [14]. Fletz et al. stated that in the conceptual model of coaching efficacy and in high levels of coaching efficacy, certain desirable outputs should be achieved for both coaches and athletes.

Commitment to coaching and using effective motivational techniques are examples of such outputs for coaches. Also, satisfaction, performance, self-assurance and motivation are examples of such desirable outputs for athletes. In this regard, Vargas Tonsing et al. (2003) studied another part of conceptual model for coaching efficacy. They studied the relationship between coaching efficacy and team performance which indeed is the relationship between coaching efficacy and one part of coaching efficacy outputs. It has been observed that coaching efficacy and especially its character building and motivational dimensions are strong predictors of team performance [15]. Sullivan and Konte (2003) showed in another research that the relationship between coaching efficacy, coach's leadership style and organization commitment differs in each country. Of course, they more emphasized organization commitment. In that research, no significant difference was observed between men and women in different countries [16]. Also, in the research of Bagheri et al. (2005), no significant relationship was observed between leadership styles of football coaches and commitment of players [17].

Fathi et al. (2005) studied the relationship between leadership styles of coaches and the success rate that is the same as performance of athletes and they observed that an increase in relation-oriented leadership style resulted in an increase of success rate in wrestlers of world championships [18].

Chen (2007) studied the relationship of leadership efficacy of coaches and athletes' group cohesion and achievement motivation in another research and observed a significant relationship between these two factors [19]. Ramezani Nejad and Hosseini Kishan (2010), Sadegh (2008), Mohammad Panahi (2008) and Moradi (2004) separately studied the relationship between leadership style and group cohesion [20, 21, 22, 4]. In the researchers conducted by Mohammad Panahi, Moradi, Ramezani Nejad and Hoseini Kishan, this relationship was significant, but in the research of Sadegh on

women teams, this relationship was not significant which could be the result of gender difference or different conditions of these two groups in Iran. In this research, we studied the relationship between all dimension of coaching efficacy and types of coaching leadership styles.

The results showed a significant relationship between whole coaching efficacy and training and instruction, democratic and social support leadership styles among coaches of Iran national Dragon Boat team from the viewpoint of athletes. Therefore, those coaches who care more the training of skills, athlete's partnership in decision making and the relations of team members are more efficient from the viewpoint of athletes. So it is suggest that officials of Iran Dragon Boat Association increase the awareness of coaches of dimensions of coaching efficacy and its effect on leadership styles through training classes and workshops.

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