

The Relationship between leadership styles of coaches with motivational climate of Iranian Elite Male Volleyball Players

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Abstract

The main objective of this study was to investigate the relationship between leadership styles of coaches with motivational climate of Iranian elite male Volleyball players. It was survey research and field study. Statistical population was all players in men's volleyball league in Iran. According to the Morgan sampling table, 150 samples were investigated. To collect information, we applied motivational climate Questionnaire (PMCSQ) and leadership styles in sports (LSS). The data analysis methods were descriptive statistics, and multivariate regression was used to investigate the relationship between variables. Results showed that there was a significant relationship between the leadership styles of coaches and motivational climate ($p < 0.05$). There was a significant relationship between the authoritative style of leadership styles with positive feedback and motivational climate. Overall, a leadership style of coaches is most important predictive factor of the motivational climate.

Keyword(s)

Leadership styles, motivational climate, volleyball, Iran

Introduction

In Several researches, coaches have been introduced as team leaders (Chelladurai & Saleh, 1980, Case, 1984). Case (1984) regards coaches as the vital component of human resources in the sport. Hence, the behavior of the coach and his coaching style has an important role in team performance and success. So one of the most important tasks of the coach as a leader is to motivate the athletes toward accomplishment of objectives of their sports teams (Hagger &

Chatzisarantis,(2007). Hollembek`s study (2005) showed that leadership style of coaches in college athletes is directly related to self-determination and independence of the players. Also, Edmund et al (2008), reported a significant and positive impact of coaches behavior specially their supportive behavior on the athletes`performance. In fact, Coaches with appropriate coaching style build competence and self-determination in athletes to accomplish success (Deci & Ryan, 2000). Lavio and Power (2006) showed that the coach can motivate players through effective communication, mutual respect, participation in decision making and creating a sense of independence. The coach should be able to analyze the interaction of the coach - athlete. (Mann, 2009). The importance of this impact in terms of athletic performance and prevention of burnout for many athletes is entirely understandable. Sport psychology professionals define burnout as a mental disorder that sometimes happens to athletes (lonsdal., Hodge & Rose, 2009). DB and Ryan (2000) and Harris (2005) have shown an appropriate leadership style prevents athletes` burnout the coaches are always looking to discover the fact that an athlete is extremely talented and intelligent, though not motivated to continue to exercise? , or why they suddenly leave the team? Thus the division between the various types and styles of leadership by the most appropriate and most effective way is of great value, and this requires research and finding the relationship between variables. More recent studies that have relied on the theories of modern sports motivation believe that several factors are effective in creating a motivational climate (Baric, 2007, Smith et al, 2009). According to Ames (1992), the athlete's understanding of motivational techniques, structures and expectations of the position on the specific growth objectives is directed through integration between task-oriented motivational techniques and self-direction. . Dada & Horn (1993) divided the motivational climate into two performance Climate and mastery Climate` This understanding of the mastery climate in the sport leads athlete to think that a lot of effort is always associated with favorable outcome. On the other hand, it is understood that performance motivational climate let the athlete try to be better than another. Motivational mastery climate is in a team where athletes are characterized with hard work, the performance improvement and helping others in the team (Baric & Bucik, 2009, Treasure & Roberts, 1994).The present study considers the relationship between leadership styles of coaches with etamilc lanotiavtiomof Iranian elite male Volleyball players

Methodology

The main objective of this study was to investigate the relationship between leadership styles of coaches with etamilc lanotiavtiomof Iranian elite male Volleyball players' .It was survey research and field study. Statistical population is all players in men's volleyball league in Iran. According to the Morgan sampling table, 150 samples were investigated. To collect information, we applied motivational climate Questionnaire (PMCSQ) and leadership styles in sports (LSS).The data analysis methods were descriptive statistics, and multivariate regression was used to investigate the relationship between variables.

Research results and findings

Table 1: Multivariate regression to determine the relationship between leadership styles of coaches with performance climate

Predictor variables	F	Sig	B	Beta coefficient	t	Sig
Training & Instruction	3.11	0.013	0.09	0.10	0.67	0.502
Positive feedback			0.55	0.37	1.84	0.069
Democratic behavior			-0.13	-0.11	-0.70	0.485
Social support			-0.11	-0.07	-0.50	0.617
Authoritative behavior			0.76	0.38	3.29	0.011

According to the multivariate regression coefficients, there was a significant and positive relationship between "autocratic behavior" with "performance climate". Thus increasing the "autocratic behavior ", increases "performance climate".

Table 2: Multivariate regression to determine the relationship between teacher leadership styles with skill climate

Predictor variables	F	Sig	B	Beta coefficient	t	Sig
Training & Instruction	12.52	0.001	0.20	0.40	3.29	0.001
Positive feedback			0.19	0.16	1.42	0.157
Democratic behavior			-0.06	-0.10	-0.77	0.439
Social support			0.24	0.28	2.39	0.019
Authoritative behavior			0.010	0.010	0.12	0.897

According to the multivariate regression coefficients, there was a significant and positive relationship between "Training & Instruction "with "skill climate". Thus increasing the "Training & Instruction "and " Social support "increases" skill climate".

Table 3: Multivariate regression to determine the relationship between leadership styles of coaches and motivational climate

Predictor variables	F	Sig	B	Beta coefficient	t	Sig
Training & Instruction	6.54	0.001	0.11	0.11	0.77	0.441
Positive feedback			0.80	0.34	2.41	0.018
Democratic behavior			-0.29	-0.22	-1.40	0.165
Social support			0.31	0.19	1.30	0.198
Authoritative behavior			0.66	0.30	2.68	0.009

According to the multivariate regression coefficients, there was a significant and positive relationship between "Positive feedback "with" Authoritative behavior "and" motivational climate ". Thus increasing the "autocratic behavior " and " Positive feedback "increases" motivational climate".

Conclusion

These results indicate that the behavior of coaches has a significant and positive relationship with the motivational climate. In this regard, Roberts (1996), Baric (2007), Papaioannou (2008), Trninic etal(2009), and McDonald (2010) noted in several studies that there is positive and significant relationship between leadership behaviors and motivational climate. Only were the authoritative behavior to positively and significantly related performance climate. There was a significant and positive relationship between "autocratic behavior with performance climate. Thus increasing the autocratic behavior increases "performance climate" .Also, there was a significant and positive relationship between Training & Instruction with skill climate. Thus increasing the Training & Instruction and Social support " increases " skill climate".These results are consistent with those of Mawi and Templin (2004), Smith etal(2005), Alfermann(2005),Smith etal (2009), and Dada (2006) and Baric and Bucik (2009) . In general, coaches can have important leadership behaviors and influence the motivational climate. In sum, it can be said the coaches can have a major impact in shaping motivational climate.

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