

The leadership style and coaching behaviour in relation with athlete's performance of Oromia special zone athletics clubs

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Abstract

The purpose of the study was to examine the various factors which have an impact on the leadership style and coaching behaviors in relation to Oromia special zone athletes' performance. This study was conducted in Oromia special zone athletics clubs. A total 100 athletes (Burayu=20, Sebeta=20, Lagatafo=20, Sululta=20 and Holeta=20) were selected as the subject for this study. The data gathered by using the questionnaires. Descriptive statics was presented as mean and standard deviation and also Pearson correlation was conducted on quantitative data on the relationships between athletes performance and independent variables which are physical training and planning, competition strategy, mental preparation, democratic, situational consideration, and autocratic were computed. The result shows that the coaches coaching behavior can't affect the performance of the athletes. The result also shows that the coach's leadership style can not affect the performance of the athletes.

Keywords: athletes performance, coaching behaviour, leadership style

1. Introduction

One of the most important factors in the success of a team is the interaction between coaches and athletes and the leadership that is on the shoulders of coaches (Mcmorris and Hale, 2006) [18]. Coaches are the major axis or the central pillar of any sports team and among the three factors of athletes, coaches, and spectators; only the coaches are important as a strong organizer and infrastructure of any progress in the team leadership (cited Brown, 2001) [4]. Today, a successful coach is not an architect of tactic, but he/she is a leader that puts his/ her psychic abilities into practice in order to desirably coach the athletes and lead them in a right direction (Weinberg and Gould, 1999) [24].

Coaching is a dynamic and systematic process that involves a number of various steps. These steps include observation, assessment, development of a plan of action, implementation of the plan and reassessment (Lyle, 1993) [17]. The coach is placed in the role of a leader with many specific roles and parts to play (Jones, *et al.*, 1993) [12]. Regardless of what level or grade of sport an athlete is involved in, the coach can have a profound impact on the life of the athlete (Baker, *et al.*, 2003) [2]. In addition, the quality and success of an athlete's sport experience is determined by the important role that the coach plays (Kenow and Williams, 1999) [13]. However, despite the importance and responsibility of the coaching role, there exists little research that identifies optimal coaching behaviors and factors which influence the effectiveness of particular behaviors (Kenow and Williams, 1999) [13].

Coaching leadership style is defined as the process that influences the individuals and groups that attempt to achieve the goals. The Coaches should not focus only on the performance of athletic skills, but should also notice the

individuals and team's psychological skills. (Chelladurai and Riemer, 1998) [5]. The most important factor in the success of a coach is to help the athletes to improve a wide range of skills and develop them, mainly in physical, technical, tactical and psychological dimensions. It is necessary for a coach to be consider the mental and psychic characteristics of the athletes and give them a certain direction. This behavior can have a great influence on the success of athletic performances (Nazarudin *et al.*, 2009) [20]. Coaching is a set of strategies designed to boost a coach's ability to influence the behavior of athletes more effectively (Smith, 2010) [23]. Therefore, coaches need to reflect upon their own behavior and understand the motivation behind the behavior of others. A good coach must be able to see each athlete as a unique individual and adapt his/her performance enhancement system to each athlete's particular needs (Kristiansen, *et al.*, 2012) [14]. Interestingly, the relationship between coach behavior and an athlete's performance is found difficult to investigate because of the immense difficulties in quantifying "performance" (Courneya and Chelladurai, 1991; Riemer and Toon, 2001) [6, 4].

There is a difference between an effective leader and a successful leader (Williams & Krane, 2015; Anshel, 2012; Murphy, 2005 and Cox, 2012) [25, 1, 19, 7]. Successful leadership of coach changes an athlete's behavior as a function of the coach's effort and gets others to behave as the manager/coach intends them to behave. The task may be completed and the coach's needs may be satisfied, but the athletes' needs are ignored (Cribben, 1981) [8]. Effective leadership in coaching occurs when athletes perform in accordance with the intentions of the coach while finding their own needs satisfied. Effective coaches are concerned with maintaining good relations with the players and

winning a specific contest (Williams & Krane, 2015; Anshel, 2012; Murphy, 2005; and Cox, 2102) [25, 1, 19, 7]. Horn (2002) [10] states that effective coaching behaviors result in the athletes reaching: personal achievements, performance goals and positive psychological outcomes. To meet the discourse about individual adaption in coaching and how coach behavior affects an athlete’s performances, this study aims to explore the subjectivity among coaches and athletes about coaches’ behavior, and how this behavior affects variables that have an influence on an athlete’s performances. Therefore, the purpose of this study was to examine the effects of leadership style and coaching behavior on athletes’ performance of Oromia special zoneathletics clubs.

2. Research Methodology

2.1 Selection of the Subject

For the purpose of this study 100 athletes were selected as the subject from Oromia special zone athletics clubs (20 from Burayu, 20 from Sebeta, 20 from Lagatafo, 20 from Sululta and 20 athletes from Holeta) by using purposive sampling technique.

2.2 Selected variables for this study

The coach’s leadership style and coaching behavior were taken as independent variables and Athletes’ performance was considered as dependent variables.

2.3 Data Collection Instruments

A structured demographic questionnaire to determine the subjects’ demographic characteristics and the Leadership Scale for Sport (LSS) to examine the leadership style (Zhang, Jenson, and Mann, 1997) and coaching behavior scale Cote, *et al.*, (1999) were used as a data collection instrument for this study.

2.4 Procedures for Data Collection

Prior to the administration of the test all the instructions were imparted to all subjects that they had to follow while marking their responses, after that the questionnaires were distributed to the athletes. After completing the questionnaires the subjects returned these to the researcher.

2.5 Method of Data Analysis

Descriptive statics was presented as mean and standard deviation and also Pearson product moment coefficient of correlation (PPMC) was used to show the effect of leadership style and coaching behavior on the athletes’ performance. The level of significant was set at 0.05 levels.

3. Results and Discussion

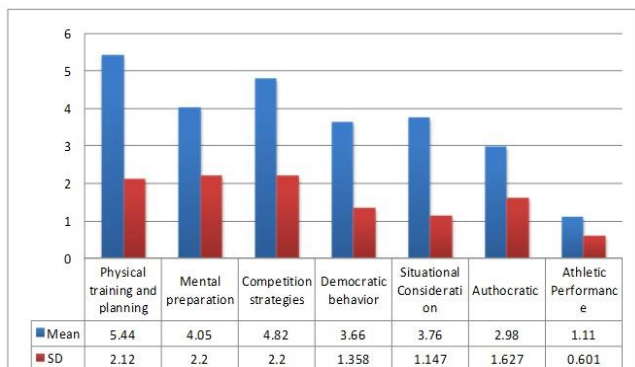


Fig 1: Descriptive statistics of variables subscales

From the above figures, 1 it can be seen that coaches followed coaching behavior of physical training and planning is mean 5.44 (SD =2.12), coaching behavior of mental preparation mean is 4.05 (SD= 2.2) coaching behavior of competition strategies mean is 4.82 (SD=2.2), democratic leadership style mean of 3.66 (SD 1.358,) Situational consideration of 3.76 (SD= 1.147), autocratic leadership style mean 2.98 (SD, 1.627),and athletic performance mean is 1.11 (SD=0.601).

From the aforementioned coaching behavior analysis it is understood that most athletes reported as their coaches in exercising mainly physical training & planning, mental preparation and competition strategies coaching behaviors. From the result we understand that the majority of coaches currently practicing situational consideration, democratic and autocratic leadership style. This indicates that the athletes have found in the same level of performance computing in the regional level competitions.

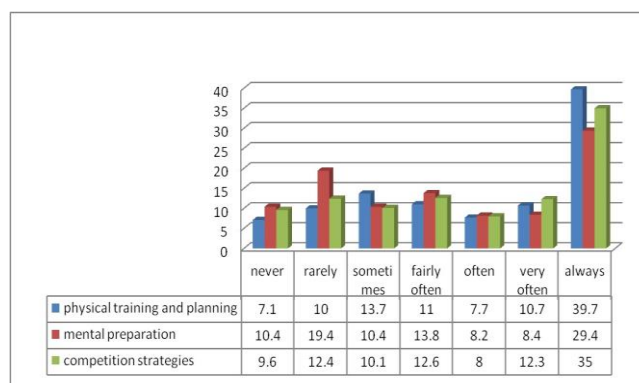


Fig 2: Current existing coaches coaching behavior

From the above mentioned figure 2 it is found that 7.1% never, 10% rarely, 13.7% sometimes, 11% fairly often, 7.7% often, 10.7% very often and 39.7% always responded their coaches are followed physical training & planning, 10.4% never, 19.4% rarely, 10.4% sometimes, 13.8% fairly often, 8.2% often, 4.4% very often and 29.4% always responded their coaches are followed mental preparation and 9.6% never, 12.4% rarely, 10.1% sometimes, 12.6% fairly often, 8% often, 12.3% very often and 35% always responded their coaches are followed competition strategies coaching behaviors respectively.

From the aforementioned coaching behavior analysis it is cleared that most athletes reported as their coaches in exercising commonly the three coaching behavior which is physical training & planning, mental preparation and competition strategies coaching behaviors.

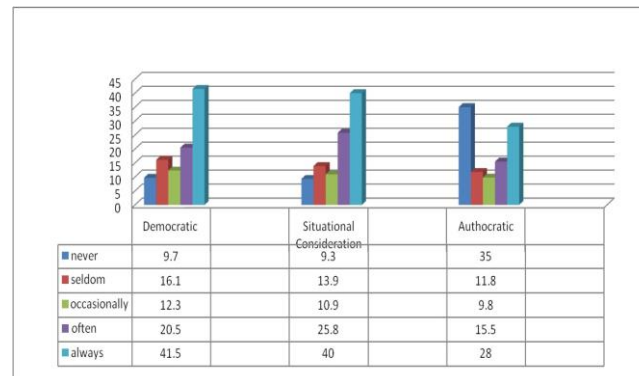


Fig 3: Current existing coaches leadership style

It is showed from the figure 3 the result of leadership style questionnaires filled by the athletes that 9.7% never, 16.1% seldom, 12.3% occasionally, 20.5% often, and 41.5% always responded their coaches are followed democratic, 9.3% never, 13.9% seldom, 10.9% occasionally, 25.8% often, and 40% always responded their coaches are followed situational consideration and 35% never, 11.8% seldom,

9.8% occasionally, 15.5% often, and 28% always responded their coaches are followed autocratic respectively. From the aforementioned leadership style analysis it is showed that most athletes reported as their coaches in exercising commonly the two leadership style which is democratic and situational consideration leadership style.

Table 1: Relationship between coaches coaching behavior and leadership style with athlete’s performance

		Correlations					
		Physical training & planning	Mental reparation	Competition strategies	Democratic	Situational consideration	Autocratic
Athletic Performance	Pearson Correlation	-0.015	0.018	-0.031	-0.115	0.170	0.064
	Sig. (2-tailed)	0.886	0.855	0.762	0.256	0.090	0.525

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

According to the results of above table 1 Pearson product correlation of athletic performance with physical training and planning coaches behavior shows insignificant relationship in (r = 0.015), in mental preparation coaches behavior shows insignificant relationship in (r = 0.018), and in competition strategy coaches behavior shows insignificant relationship in (r = 0.031). This can shows that the coaches coaching behavior can’t affect the performance of the athletes.

In other hand Pearson product correlation of athletic performance between democratic, situational consideration and autocratic leadership style also shows insignificant relationship in (r = 0.115, r = 0.170 and r = 0.064) respectively. The result shows that the coach’s leadership style can’t affect the performance of the athletes.

4. Discussions

Current existing coaches coaching behavior

From the aforementioned coaching behavior analysis we can easily understand that most athletes reported as their coaches in commonly exercising physical training and planning, mental preparation and competition strategies coaching behaviors. Several recent techniques such as stress inoculation training and visual motor behavior rehearsal use a combination of the techniques. Although preliminary empirical research is encouraging, more controlled outcome studies are necessary to determine the effectiveness of these techniques in enhancing skilled performance (Robert, 1982) [22].

Current existing coaches leadership style

From the result we understand that the majority of coaches currently practicing all three styles which are situational consideration and democratic leadership style. In contrast with the current study most of coaches exercising democratic leadership style. Ultimately, Lewin and his team found that the participative (democratic) leadership style seemed to generally be the most effective leadership style (Lewin *et al.*, 1939) [16]. Similarly with this study other authors reported that the situational leadership theory, which was originally developed in the early 1960s by organizational psychologists Paul Hersey and Kenneth Blanchard while they were members of the Ohio University faculty, has continued to evolve and remains popular because it’s easy to understand, relatively simple to apply, and works with most people and work environments.

Different leadership styles can be adopted depending on the situation. These styles include directing, coaching, supporting, and delegating (Joe, 2011) [11].

Similar with the current study results on autocratic leadership style others finding was expected and suggests, In the 1970s, the autocratic style became less popular compared to other contemporary leadership theories. This was partly due to The New York Times’ publishing of the Pentagon Papers and The Washington Post’s Watergate exposé, which led to Nixon’s resignation (Eric, 2014) [9].

Relationship between coaches coaching behavior and leadership style with athletes performance

From the results of person product correlation the coaches coaching behavior can’t affect the performance of the athletes. In other hand the result can shows that the coaches’ leadership style also can’t affect the performance of the athletes. In the same way, mental preparation and situational consideration positively influence athletes’ performance while coaches’ leadership styles could influence on junior golfers’ psychological state and golf performance (Kyung, Chul-Ho Stephen, 2015) [15]. Conversely, physical training and planning, competition strategy and democratic leadership decrease the athletes’ performance.

5. Conclusions

On the basis of the findings of this study it is concluded that the coaches are exercising mainly physical training and planning, competition strategies and mental preparation coaching behaviors commonly. The majority of coaches currently practicing democratic, situational consideration and autocratic leadership style mostly. The coaching behavior can not affect the performance of the athletes. The coach’s leadership style can not affect the performance of the athletes.

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