

THE COMPARISON OF BASKETBALL COACHES' LEADERSHIP AND MOTIVATION ACCORDING TO LENGTH OF EXPERIENCE⁴

Turhan TOROS¹

Ayşe TÜRKSOY²

Seçkin DOĞANER³

ABSTRACT

This research aimed to compare leadership and motivation of basketball coaches according to length of experience.

411 basketball coaches who work for basketball clubs or basketball schools and who are head coach or assistant coach voluntarily participated to the study. Mean age of the participants was found to be 42.09±18.56. Data was collected by Leadership for Sport Scale and Intrinsic Motivation Scale.

Leadership for Sport Scale-LSS was used for data collection. There are 3 types of this scale, these are; a) leadership behaviours that athletes prefer for their coaches, (b) Coaches' own leadership behaviours or ideal leader behaviour, (c) coaches' real leadership behaviours that athletes perceive. In this research scale (b) "coaches' own leadership behaviours or ideal leader behaviour" was used. Validity and reliability study of the scale measuring coaches' perception of their own leadership behaviours into Turkish was previously made.

In order to measure basketball coaches' intrinsic motivation, Intrinsic Motivation Scale was used. Language adaptation of the scale was previously made.

In data analysis, descriptive statistic and t-test test were used. According to the results, mean scores of leadership and intrinsic motivation were found to be significantly differing according to sports coaches' length of experience ($p<0.05$).

As a result, length of basketball coaches' experience appears to be important for leadership and intrinsic motivation.

Keywords: Sports coach, basketball coach, leadership, intrinsic motivation, length of experience

ÖZET

Bu araştırma, liderlik ve içsel motivasyonu antrenörlük deneyim süresi açısından karşılaştırmayı amaçlamaktadır. Araştırmaya basketbol kulüplerinde çalışan baş antrenörler, yardımcı antrenörler ve basketbol okullarında çalışan 411 antrenör gönüllü olarak katılmıştır. Katılımcıların yaş ortalaması 42,09±18,56'dır. Verilerin toplanmasında Sporda Liderlik Ölçeği (Leadership for Sport Scale-LSS) ve içsel Motivasyon Ölçeği kullanılmıştır.

Sporda Liderlik Ölçeği, Chelladurai ve Saleh (1978; 1980) tarafından geliştirilmiştir. Chelladurai ve Saleh'in geliştirdiği bu ölçeğin üç formu bulunmaktadır. Bunlar (a) sporcuların antrenörleri için tercih ettikleri özel lider davranışları, (b) antrenörlerin kendi lider davranışları ya da ideal lider davranışları, (c) sporcuların antrenörleriyle ilgili algıladıkları gerçek lider davranışlarıdır. Araştırmada ölçeğin üç formundan, (b) formu-antrenörlerin kendi lider davranışları ya da ideal lider davranışları formu - kullanılmıştır. Antrenörün kendi lider davranışlarını algılaması formu, Tiryaki ve Toros (2001) tarafından Türkçeye çevrilmiş güvenilirlik çalışması yapılmıştır.

Antrenörlerin içsel motivasyon algılarını ölçmek için içsel Motivasyon Ölçeği kullanılmıştır (Zapata-Phelan ve arkadaşları, 2006). Ölçeğin uyarlaması çalışması Turunç (2008) tarafından yapılmıştır. Verilerin analizinde bağımsız t-testi ve t-testi ve betimsel istatistik analizi yapılmıştır.

Araştırma verilerine göre, liderlik ve içsel motivasyon ortalama puanları düzeylerinde basketbol antrenörlerinin deneyim süresi açısından anlamlı bir farklılık bulunmuştur. Sonuç olarak, basketbol antrenörlerinde liderlik ve içsel motivasyonu deneyim süresine göre farklılık göstermektedir.

¹ Amateur Sports Clubs Confederation -MERSİN

² Istanbul University- School of Physical Education and Sports -İSTANBUL

³ General Directorate of Sports -ANKARA

⁴ This paper was presented at 12. International Sports Science Congress, 12-14 December 2012, Denizli, Turkey.

INTRODUCTION

Leadership studies have focused on sports as a result of the characteristics of sports teams. Many researchers stated that the most important effect for athletes' career development is sports coaches' leadership features (Martens, 1990; Gummerson, 1992; Sabock, 1985). According to Solomon (2001), evaluation method of coaches is important for athletes' upcoming competitions. Therefore, sports coaching is an important factor for sportive success of athletes.

Every sports coach exhibits individual leadership behaviour. Dale and Weinberg (1989) stated that researches, trying to discover leadership behaviours, examine many factors including coaches' preferred behaviour and experience, size of team, skill of team, difficulty of goals and the nature of sports (Dale and Weinberg, 1989).

Researches on leadership in sports have different approaches. The most important approach is Multidimensional Model of Leadership of Chelladurai.

In Multidimensional Model of Leadership, it was stated that team performance and satisfaction of members are the results of the consistence among necessary, preferred and actual leadership behaviours (Chelladurai, 1990). Another sports coaching model after Multidimensional Model of Leadership is effective sports coaching model of Horn (2002).

The model of Horn defines direct and indirect effects of sports coaching behaviours. It is a more developed model than the model of Chelladurai because it proposes framework of the complex process in which athletes are cognitively and behaviourally affected by their coaches.

Effective coaching and its models in perceived coaching behaviours have become very popular in the researches. General information about these models is the functions of situational and individual features. The term of effective coaching

came out as a result of these functions. An effective sport coach is a person who is ready to meet athletes' personal needs and expectations, makes a difference in his/her team performance by developing his/her coaching skills, knows the effect of his/her behaviours on athletes. An effective sports coach is also an effective leader. Researchers stated that effective leadership and effective coaching are the functions of situational and individual features (Chelladurai and Riemer, 1998).

Every sports coach wants to work in an environment where he/she can stand out and develops his/her skills and if the coaches achieve these goals, they make effort and consume their energy for the success of their work. Coaches endeavour when they perceive that their goals are consistent with their work's goals. The scope of motivation theories is very broad. It is possible to categorize motivation theories as content and process theories. According to content theories, people have personal goals and needs which motivate them. Intrinsic motivation has had the attention of the researchers in the last three decades (Deci and Ryan, 1985). According to Toros (2009), motivation is the power that ensures the best performance in individuals' behaviours. There have been many studies about the relationship between motivation and individuals' effort. Highly motivated coaches could definitely increase the possibility to obtain organizational goals. As interest for human resources increases, motivation theories become more important in these days. The main reason of this is the fact that motivation is one of the main factors that affect individuals' behaviours and performance. Increasing personal and organizational performance in organizations is related to the concept of motivation. Although there have not been enough researches which examined the relationship between leadership and motivation, there are some indirect studies (Zapata-Phelan et al., 2009). Sports coaches are different in terms of their age, experience and status.

They differently think and act and they develop different relationships with their athletes. This research aimed to compare leadership and motivation of basketball coaches according to length of experience.

Results will provide a dimension of leadership behaviours and will give an insight for intrinsic motivation of basketball coaches.

METHODOLOGY

Participants

411 basketball coaches who work for basketball clubs or basketball schools and who are head coach or assistant coach voluntarily participated to the study. Mean age of the participants was found to be

42.09±18.56. Data was collected by Leadership for Sport Scale and Intrinsic Motivation Scale. Descriptive statistics regarding basketball coaches' ages are given on table 1.

Table 1. Descriptive statistics regarding basketball coaches' age

n=411	Coaches age	
	\bar{X}	Sd
Basketball coaches	42.09	18.56

Data collection tool

Data was collected by Leadership for Sport Scale and Intrinsic Motivation Scale.

Leadership for Sport Scale-LSS: Leadership for Sport Scale-LSS was used for data collection. The scale has 3 versions. These are; (a) Athletes' preferences for their coaches' behaviours, (b) Sports coaches own leadership behaviours or ideal leadership behaviours, (c) Athletes' perceived behaviours of their coaches. Form b which is "sports coaches own leadership behaviours or ideal leadership behaviours was used for this research.

The scale has 5 subscales and a total of 40 items. The items are answered on a 5-point Likert scale. The original scale was developed in Canadian athletes and Cronbach's alpha values were 0.83 for training and instruction behaviour; 0.75 for democratic behaviour; 0.45 for autocratic behaviour; 0.70 for social support behaviour; 0.82 for positive feedback behaviour (Chelladurai and Saleh, 1980).

The scale was used to determine sports coaches' perception of their own leadership

styles and their own behaviours according to five subscales.

Language adaptation of the scale into Turkish

The version of the perception of sports coaches for their own leadership behaviours was translated into Turkish by Tiryaki and Toros (2001). Validity and reliability were reported by Tiryaki and Toros (2001). Cronbach's alpha values were 0.77 for training and instruction behaviour; 0.80 for democratic behaviour; 0.20 for autocratic behaviour; 0.64 for social support behaviour; 0.65 for positive feedback behaviour. Varimax vertical rotation of principal components analysis technique was used to test construct validity of the scale. Total variance explained by the five factors was 41%. The first factor explained 12.64%; the second factor explained 9.82%; the third factor explained 6.84%; the fourth factor explained 6.38% and the fifth factor explained 4.82% of the total variance. The scale has 40 items with 5 subscales.

- **Training and instruction behaviour subscale** has 15 items. These items about the important functions of the sports coach to enhance athletes' performance.

- **Democratic behaviour subscale** has 8 items. These items are about the extent to which sports coaches let athletes join decision making process.

- **Autocratic behaviour subscale** has 3 items. These items refer to the extent to which sports coaches keep off the athletes and refer to coaches' authoritarian behaviours.

- **Social support behaviour subscale** has 8 items. These items refer to the extent to which sports coaches meet athletes' needs.

- **Positive feedback behaviour subscale** has 6 items. These items refer how sports coaches evaluate athletes' performance.

Intrinsic Motivation Scale

In order to measure workers' intrinsic motivation, Intrinsic Motivation Scale developed by Zapata-Phelan et al (2009) was used. The scale has 4 items and Cronbach's alpha value for the scale was reported to be 0.86 (Zapata-Phelan et al., 2009). Items are answered on 5-point

Likert scale (1=completely disagree, 5=completely agree). Language adaptation of the scale into Turkish was made by Turunc (2008). Confirmatory factor analysis showed that the scale has one factor and factor loadings were between 0.39-0.98. One item was removed from the analysis as a result of low factor loading. Factor loadings of three-item scale were between 0.78-0.99. Cronbach's alpha value was determined to be 0.88.

Data Collection

411 basketball coaches who work for basketball clubs or basketball schools and who are head coach or assistant coach filled Leadership for Sport Scale and Intrinsic Motivation Scale. Before the data collection process, necessary explanation about the scales and the study was made to the participants by the researchers. It was also stated that they can ask questions to the researchers if there is an unclear point. There was not a time limit when the participants were answering the questions. Sports coaches were also requested to frankly and truly answer.

Data analysis

In data analysis, descriptive statistic and t-test were used.

RESULTS

Table 2. Basketball coaches' training and instruction behaviour according to length of experience

Length of Experience	n	Training and Instruction Behaviour	Sd	t	p
0-10 years	210	2.94	±1.98	-2.598	0.025
11-20 years	201	4.07	±1.25		

There was a significant difference for training and instruction behaviour according to length of experience ($p < 0.05$). This

difference was the result of significantly higher score of 11-20 years group compared to 0-10 years group.

Table 3. Basketball coaches' democratic behaviour according to length of

experience

Length of Experience	n	Democratic Behaviour	Sd	t	p
0-10 years	210	2.07	±1.27	-2.633	0.027
11-20 years	201	4.21	±1.02		

There was a significant difference for democratic behaviour of basketball coaches according to length of experience ($p < 0.05$).

This difference was the result of significantly higher score of 11-20 years group compared to 0-10 years group.

Table 4. Basketball coaches' autocratic behaviour according to length of experience

Length of Experience	n	Autocratic Behaviour	Sd	t	p
0-10 years	210	4.33	±1.90	2.561	0.024
11-20 years	201	2.79	±1.72		

There was a significant difference for autocratic behaviour of basketball coaches according to length of experience ($p < 0.05$).

This difference was the result of significantly higher score of 0-10 years group compared to 11-20 years group.

Table 5. Basketball coaches' social support behaviour according to length of experience

Length of Experience	n	Social Support Behaviour	Sd	t	p
0-10 years	210	2.68	±1.50	1.112	0.267
11-20 years	201	2.56	±1.09		

There was not a significant difference for social support behaviour of basketball coaches according to length of experience ($p > 0.05$).

Table 6. Basketball coaches' positive feedback behaviour according to length of experience

Length of Experience	n	Positive Feedback Behaviour	Sd	t	p
0-10 years	210	2.80	±1.23	1.209	0.286
11-20 years	201	2.37	±1.71		

There was not a significant difference for positive feedback behaviour of basketball coaches according to length of experience ($p > 0.05$).

Table 7. Basketball coaches' intrinsic motivation according to length of experience

Length of Experience	n	Intrinsic Motivation	Sd	t	p
0-10 years	210	3.99	±1.67	5.700	0.000
11-20 years	201	1.67	±1.89		

There was a significant difference for intrinsic motivation of basketball coaches according to length of experience ($p < 0.05$).

This difference was the result of significantly higher score of 0-10 years group compared to 11-20 years group.

DISCUSSION AND CONCLUSION

This research aimed to compare leadership and motivation of basketball coaches according to length of experience.

The result of this study revealed that there was a significant difference for training and instruction behaviour according to length of experience. This difference appeared to be the result of the significantly higher score of 11-20 years group compared to 0-10 years group. There was a significant difference for democratic behaviour of basketball coaches according to length of experience. This difference stemmed from the significantly higher score of 11-20 years group compared to 0-10 years group. There was also a significant difference for autocratic behaviour of basketball coaches according to length of experience. This difference was thought to be the result of the significantly higher score of 0-10 years group compared to 11-20 years group.

Results also showed that there was not a significant difference for social support behaviour of basketball coaches according to length of experience. Furthermore, a significant difference did not appear for positive feedback behaviour of basketball coaches according to length of experience.

Sports coaches are one of the most important factors that affect the developments of athletes' career. A coach's life is generally stressful and it requires a great commitment and effort. It was aimed in this study to discover the difference

between more experienced and less experienced coaches. It could be thought that there are many differences among coaches in such stressful work environments.

New coaches could seem to be more innovative, conscious, understandable and successful in controlling their emotions. It was stated that more experienced coaches could exhibit democratic behaviours whereas beginner coaches could adopt more autocratic behaviours (Toros, 2009). More experienced coaches are wiser about what kind of decision athletes should make and for what purposes they make their decisions, which competitions athletes should join, which progresses athletes should make in the competitions.

Garland and Barry (1990) stated that top level sports coaches exhibit democratic behaviours in trainings whereas they adopt autocratic behaviours in competitions which affect athletes. Beginner sports coaches have less experience in managing athletes. Therefore, they have difficulties in concentrating on their behaviours about training, instructing and positive feedback issues, this constitutes learned theoretical point of view to a certain degree.

In addition, there was a significant difference for intrinsic motivation of basketball coaches according to length of experience. This difference was the result of significantly higher score of 0-10 years group compared to 11-20 years group.

Sports develop social skills. Most of sports coaches obtain their social skills

when they actively do their sports before starting to work as a coach. Therefore, there is not a necessity for them to change their social skills later in their coaching career.

Beginner sports coaches do not perceive themselves to be completely in their sports. They mostly have less success, recognition and fame. They generally endeavour to find a place in the world sports market. They are open to opinions and comments of others in sports and try to obtain innovations with their friends. However, beginner coaches are sometimes not understood. They are also sometimes in

conflict with their sports club's managers or with more experienced coaches. If a program, which reveals motivation factor and motivates coaches, is developed, sports coaches will become more successful.

As a result, basketball coaches' length of experience is important for leadership and intrinsic motivation of them. Future studies could focus on the relationship between length of experience and other factors. Extrinsic dimension of motivation could also be addressed by future studies.

REFERENCES

1. Martens R. (1990). Successful coaching. 2nd edition. Champaign, IL: Human Kinetics.
2. Gummerson T. (1992). Sports coaching and teaching. London: A & C Black.
3. Sabock R.J. (1985). The coach. 3rd edition. Champaign, IL: Human Kinetics.
4. Solomon GB. (2001). Performance and personality impression cues as predictors of athletic performance. An extension of expectancy theory. *International Journal of Sport Psychology*, 32:88–100.
5. Dale J, Weinberg RS. (1989). The relationship between coaches' leadership style and burnout. *Sport Psychologist*, 3:1–13.
6. Chelladurai P. (1990). Leadership in sports: A review of relevant research. *International Journal of Sport Psychology*, 21:328–354.
7. Horn TS. (2002). Coaching effectiveness in the sport domain. In T.S. Horn (Ed.), *Advances in Sport Psychology* (pg. 309–355). Champaign, IL: Human Kinetics.
8. Chelladurai P, Riemer H. (1998). Measurement of leadership in sport. In J.L. Duda (Ed.), *Advancements in sport and exercise psychology measurement* (pg. 227–253). Morgantown, WV: Fitness Information Technology.
9. Deci EL, Ryan RM. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
10. Toros T. (2009). The Relationship Between Perceived Coaching Behaviors, Goal Orientation, Team Cohesion, Perceived Motivational Climate ve Collective Efficacy among the young male basketball players over the course of a season. Hacettepe University Institute of Health Sciences, Ph.D. Thesis in Sport Sciences And Technology Program, Ankara.
11. Zapata-Phelan CP, Colquitt JA, Scott BA. (2009). Livingston B. Procedural Justice, Interactional Justice, and Task Performance: The Mediating Role of Intrinsic Motivation", *Organizational Behavior and Human Decision Processes*, 108:93–105.
12. Chelladurai P. Saleh S. (1980). Dimensions of leadership behavior in sport: Development of a leadership scale. *Journal of Sport Psychology*, 2:34–45.
13. Tiryaki S, Toros Z. (2001). Spor için liderlik ölçeği, kocun kendi lider davranışını algılaması formunun geçerlik ve güvenilirlik çalışması, II Uluslar arası Spor Psikolojisi Sempozyumu, 11-12 Ekim, zmir. (In Turkish)
14. Turunç O. (2008). "Günümüzde Çalışanları Motive Eden Faktörler: Özel Sektör Motivasyon Ölçeklerinin Analitik Hiyerarşi Yöntemiyle Belirlenmesi", *KHO Bilim Dergisi*, 18:168–191. (In Turkish)
15. Garland DJ, Barry JR. (1990). Personality and leader behaviors in collegiate football: A multidimensional approach to performance. *Journal of Research in Personality*, 24:355–370.