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**RELATIONSHIP BETWEEN LEADERSHIP STYLES AND ACHIEVEMENT
MOTIVATION OF TRAINERS PROFESSIONAL IN HORMOZGAN PROVINCE
SWIMMERS**

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ABSTRACT

This study aimed to investigate The Relationship Between Leadership Styles and Achievement Motivation of Trainers Professional in Hormozgan Province Swimmers. The research is descriptive and correlational and based on objective, applied research, in terms of time scale cross-sectional, The population consists of all professional Swimmers the end of 2014 at the Department of Physical Education city of Bandar Abbas, their number is equal to 150, Due to the limited size of the population of the entire population, for example, was considered by all a number of questionnaires were distributed among them, Data were collected by questionnaire leadership style Chelladurai & Saleh (1998), and Achievement motivation (1977) and data, descriptive and inferential statistics (Kendall correlation and multiple regression) were analyzed. The results indicate that there is a link between leadership styles and dimensions (leadership training and instruction, positive feedback leadership style, leadership style and leadership style democratic behavior, social support) with Achievement Motivation in professional swimmer ($p < 0.01$). But there is a significant negative correlation the authoritarian leadership style and motivation of teachers in professional swimmers province ($p < 0.01$). Finally, according to results of regression and adjusted R² of 7.6% based on the amount of variations motivation professional swimmers province by the Democratic leadership training and behavior is explained.

Keywords: Leadership Styles, Achievement Motivation, Trainers, swimmers, Hormozgan Province

INTRODUCTION

Today, sport has been accepted and considered as a social phenomenon in the world and also in our country, and as a multi-dimensional tool with widespread impacts manifested its role in the economy, health, healthy and enjoyable break time, social relations, prevention of growing social and moral deviations in society and other usages (Khabiri, 2008). It could be mentioned that, when a group of people try to achieve a goal, usually someone as a leader, takes responsibility for the group. This person must have the skills and necessary traits to be a leader to guide members for the desired goal. At sports, a coach takes the role to leads and guides players, so the coach leadership style has an important role in the performance and success of the group (Anshel, 2001). Gilbertson (2000), seven major factors in leadership include: motivation of individuals, groups, financial resources, objectives, structure and skills as critical factors in the success of teams or sports organization (Bagheri, 2005). One of the main factors in team success is the interaction between the coach and the players and team leadership role that the coach mostly is in charge of it (Williams, 2007). Frost(1975) believed that, the coaches are the main base and factor in sports teams and among the three factors of

players, coaches and spectators, the coach in the team leadership assumes as a strong organizer and infrastructure for any progress. Today, a successful coach is not only the architect of the tactics, but is a leader that uses his/her psychic abilities to lead players admirably. Several studies have introduced the coaches as the leaders (Nazarudin et al., 2009; Andrew & Patrick, 2004), and some researchers have used leadership and coach's words interchangeably (Scanlan et al., 1993; Andrew and Patrick, 2004). Leadership style is a set of attitudes, traits and skills of individuals, which is based on four factors of values system, trust in staff, leadership tendencies and a sense of security in ambiguous situations (Cox, Russell and Rob, 1998). According to Stones' definition of leadership, the leaders have taken a variety of styles, approaches to achieve goals, guide, and especially influence the people and their activities (Bandura, 1993), and use a combination of traits, skills and leaders' behavior as an intervention and follow-up (Dezuvaltovsky, 1989). Leadership style had been focused on behavioral patterns of coach. In general, the studies regard an efficient coach as a person who is able to change the results, implement successfully and have positive psychological reactions to the team.

Coaches must pay attention to run the athletic skills and also mental and team skills of individuals. So, paying attention to individuals and team processes with individual needs of athletes and teams is essential and is a part of an effective coach (Royan, 2004).

But it is essential to consider the psychological characteristics of players and give it a specific direction if the coach is wanted to do his job well. This behavior can have a huge impact on the athletes' success in sports scene (Hager & Chatzisarani, 2006). One of the psychological indicators, that it is emphasized in the coaching discussions, is motivation. Motivation is often defined as behavior reason and why different people do different behaviors. In fact, doing anything, especially in the sports field, includes a source of inspiration and motivation that is aimed at strengthening actions and desirable feelings in athletes (Anshel, 2001). One type of motivation in sport is achievement motivation, which includes a willingness to try for success and persistence in the facing of failure and pride experience in achievement. Motivation in sport and exercise will concentrate on the competition. The need to develop and respond to this need is quality factors of competitiveness in the competitive positions; so quality of

competition should be surveyed in the study of competitiveness and dependant factors to motivation (Nazarudin et al.,2009). Some sports psychologists and experts believe that elite athletes have a great desire to win; they enjoy the victory and hate losing (Smith, Ntoumanis & Duda, 2007). the fact illustrate that predicting future success in competitions is possible for those who love to compete and win in nature And have a high motivation and perseverance and hard practicing to achieve an excellent level of athletic performance (Olympiou, Jowett & Duda 2008). Alvarez et al. (2009), studied the satisfaction of basic psychological needs as a mediator of the relationship between perception of coach's leadership style and motivation, and reported that there is a significant relation between coaches leadership styles and motivation (Kamaroa, 2010).

McDonald (2010), the study concluded that motivation and enjoyment in sports play a major role in the personal growth of the participants, swimming as an individual sport could have many effects on psychological factors of swimmers ,What swimming cover around the world is a wide range of people classes interested in sport and physical activity, swimming is an incredibly useful sport for those who are overweight, because

this sport as an aerobic exercise is effective for burning calories which can lead to the desired weight. This exercise can have a major impact to reduce stress. Massaging effect of water returns tranquility and relaxation in human. This sport is recommended to those who are interested in improving their mental and physical condition, regardless of age, physical fitness and their illness. Swimming is a sport that can be done from the age of infancy to the upper ages, and in general it is a kind of exercise that reduces anxiety and excitement, makes the muscles strong and the body soft and flexible and causes to have more energy to do daily works, all of body members are exercising in this sport, heart, lung, muscles and , this exercise is more likely to have less pressure in joints. Swimming is an excellent exercise for general health and fitness, so more welcome would be observed between the youth for this sport. Considering the available background for swimming in Hormozgan and numerous beaches, there are 25 pools in this province (Bandar-Abbas, Hormoz, Bastak, Minab, Roudan, Hajiabad, and Khamir), and according to the mentioned benefits of this sport ,we can deal with more specific and professional levels in this way. However, due to the above subjects, the problem that has driven researchers to the

research process is the relationship between leadership styles and achievement motivation and the answer to this question that is there any significant relation between coaches' leadership styles and achievement motivation?

METHODOLOGY

This study is a descriptive-correlative type that has been carried out in a field study method. The population included all professional swimmers till the end of 2014 in the Physical Education Department of Bandar Abbas, which equals to 150 participants (source: Athletes' Insurance and Bureau of Sports in Youth and Sport Department of BandarAbbas).the entire population was considered as a sample by census method because of the limited number of the population but 136 questionnaires were returned.

Tools

The tools include: leadership styles questionnaire by Chelladurai and Saale (1993), this questionnaire has 40 items. It is based on a 5-item Likert scale(5 means always, 4 means often, 3 means sometimes , 2 means rarely and 1 means never) that has measured five coaches' leadership styles : training and exercise, positive feedback, democratic, social and autocratic support from the athletes' perspective. Yousefi(2007)

reported its reliability equal to 0.91 through Cronbach's alpha coefficient. Also the motivation questionnaire by Harman was used (1977), which consists of 29 questions. This questionnaire is one of the most common forms of questionnaires about the need for progress; the scoring way is based on 9 features that questions were made by them. Some of the questions are provided positively and some are negatively. Harman reported its validity to 70 percent. Namdari (2003) reported its reliability to 90 percent by using Cronbach's alpha. The data were analyzed by means of descriptive and inferential statistical methods in two separate parts, that included the frequency and percentage distribution of demographic specification of sample and Kolmogorov-

Smirnov test was used to confirm the normal distribution of data in population in inferential statistical part, and Kendall's correlation coefficient and multiple linear regressions were used.

RESULTS

The necessary assumptions to do multiple regression analysis and Pierson correlation analysis includes: the normal distribution of data which is carried out by Kolmogorov-Smirnov test. The results show that the normal distribution assumption for the main variables and dimensions of independent variable is rejected ($5\% > P$), the results are below in Table 1. Since most of the variables do not include normal distribution, Kendall's correlation coefficient was used to examine relationships.

Table 1: Results of Kolmogorov-Smirnov test for normality of the data distribution

variable	Dimensions	Sample amount	Test statistics	Significant level
Independent variable	Practice and training leadership	136	0/258	0/0001
	Democratic behavior leadership	136	0/203	0/01
	Social support leadership	136	0/264	0/004
	Positive feedback leadership	136	0/315	0/01
	Autocratic behavior leadership	136	0/281	0/0001
	total	136	0/244	0/001
Dependant variable	Achievement motivation	136	0/160	0/01

According to the analyzed data, it was identified that the Kendall correlation coefficient of two variables of coaches' leadership styles and achievement motivation in professional swimmers of the province

(Hormozgan) equals to ($r = 0/204$, $p < 0.001$), so there is significant relation between leadership styles of coaches and Achievement motivation in professional swimmers. Also Kendall correlation

coefficient between leadership training styles of teachers and achievement motivation in professional swimmers in Hormozgan equals to ($r = 0/237, p <0.001$), so there is significant relation between leadership training styles of coaches and progress motivation in professional swimmers of Hormozgan. Kendall correlation coefficient between the two variables of positive feedback leadership style in coaches and achievement motivation in professional swimmers equals to($r = 0/174, p <0.006$), consequently, significant and direct relation between democratic leadership style of coaches and achievement motivation in professional swimmers of Hormozgan. Kendall correlation coefficient between two variables of democratic leadership style of coaches and Achievement motivation in professional swimmers of Hormozgan equals to ($r = 0/235, p <0.0001$), as a result, there is a significant relation between democratic leadership style of coaches and achievement motivation in professional swimmers of Hormozgan. Kendall correlation coefficient between two variables of social support

leadership style of coaches and achievement motivation teachers in professional swimmers of Hormozgan equals to($r = 0/145, p <0.01$), therefore, there is a significant relation between the social support leadership training and Achievement motivation in professional swimmers of the province (Hormozgan). Kendall correlation coefficient between two variables of autocratic leadership style and Achievement motivation in the professional swimmers of Hormozgan equals to($r = -0 / 207, p <0.01$), so, there is a significant relation between the autocratic leadership style and achievement motivation in professional swimmers of the province (Table 2).

To investigate the linear relationship between dimensions of predictor variables (leadership practice and training leadership, democratic behavior leadership, social support leadership, ,positive feedback leadership and autocratic behavior leadership) and criterion variable(achievement motivation) of multiple regression method was used simultaneously (Table 3).

Table 2: Correlation coefficient between dependent and independent variables

Independent variable	Dependent variable	Correlation coefficient	Significant level	Result
Leadership style	Progress motivation	0/204	0/001	Direct and significant relation
Practice and training leadership		0/237	0/001	Direct and significant relation
Positive feedback leadership		0/174	0/006	Direct and significant relation

Democratic leadership		0/235	0/001	Direct and significant relation
Social support leadership		0/145	0/01	Direct and significant relation
Autocratic leadership		-0/207	0/01	reverse and significant relation

Table 3: Multivariable regression coefficients

Predictor variables		Non-standardized coefficient		Standardized coefficient beta	t	p
		B coefficient	Criterion error			
stable		75/18	7/85		9/57	0/0001
Leadership style	Practice and training leadership	0/382	0/278	0/182	1/371	0/05
	Social support leadership	0/476	0/389	0/180	1/122	0/86
	Democratic leadership	0/268	0/303	0/164	0/885	0/05
	Positive feedback leadership	0/534	0/349	0/279	1/530	0/61
	Autocratic Behavior leadership	0/117	0/488	0/041	0/240	0/811

Based on the results, simultaneous regression showed that, practice and training leadership style predicted positively achievement motivation in swimmers and it has increasing effect ($p < 0/05$ and Beta = $0/182$), and also democratic behavior style positively predicted progress motivation in swimmers and it has increasing effect ($p < 0/05$ and Beta = $0/180$). ultimately, 7.6 percent of achievement motivation changes in swimmers of Hormozgan (province) is explained by democratic behavior and practice and training leadership that is based on adjusted R2 value.

DISCUSSION

there is a significant relationship according to the results of leadership styles of coaches and achievement motivation of professional

swimmers in the province (Hormozgan). This result is consistent with the findings of similar studies, including Fathi and Noruzi (2013), that confirmed the relationship between leadership styles in coaches and achievement motivation in athletes, Mostahfezian and Nemat Elahi (2012), approved the relationship between leadership behavior and Achievement motivation in athlete students, also Soyer and et al. (2014) and Smith and et al. (2007), confirmed the relationship between coaching behavior and achievement motivation. On the other hand it is agreed with Yanchini (2008), and Camaro (2010) research. Because this study has been dealt with a kind of fast, endurance sport, how to behave the coach with athlete is different from other sports. It is believed that

the coach can create a suitable environment and common beliefs and values to increase Achievement motivation in players. McDonald (2010) and Ming (2007) stated that motivational environment in sport teams is influenced by coaches' leadership style. They know coach's motivational supportive environment as a factor to increase progress motivation; therefore, the coaches can provide achievement motivation in athletes with a suitable motivational environment. Although this study did not evaluate the motivational environment, it is possible to study characteristics and leadership behaviors in coaches to create a motivational supportive environment that increase the achievement motivation in players. Also there is a direct and significant relation between practice and training leadership in coaches and Achievement motivation in professional swimmers of Hormozgan. In other words, if the use of practice and training leadership is increased, the achievement motivation would be increased in swimmers. The results are the same as the searches have been done by Fathi & Noruzi (2013) , Norouzi, Kuzechian & Tondnevis (2012), Mostahfezian & Nemat Elahi (2011) who confirmed the relation between practice and training relationship style and achievement motivation, also Endam & et

al.(2009) who explored voluntary motivations in sport ,and Josiara, Hina and Huger (2013) who studied youth athletes' perceptions of support, motivation and internal motivation in sport environment. The athletes who develop specific targets in their own sport fields and try to achieve their goals, and have coaches that guide and train them to achieve their goals, participate the athletes in making decisions and in desirable and good ways practice them, definitely the athletes would have much more achievement motivation and would be more successful to achieve progress than athletes who have no target, training and practice and show lower performance and motivation to achieve progress. Also the results show that there is significant relation between positive leadership style in coaches and Achievement motivation in professional swimmers of Hormozgan. The results agreed with researches by Fathi and Noruzi (2013), Noruzi, Kozechian & Tondnevis (2012), Mostahfezian & Nemat Elahi (2012) who could report the significant relationship between leadership styles in coaches and achievement motivation in athletes. According to the conclusion it can be stated that coaches have a major role to make achievement motivation, who share the players in making decisions and emphasize

the positive interpersonal relationships with athletes, their welfare, focus to create a positive team atmosphere also identify good performance of athletes and reward them. In fact the coaches, who use more positive feedback leadership styles, can make more achievement motivation in athletes; so the coaches, who use more leadership styles, will respond to athletes' mental needs and in general their human needs.

There is direct and significant relationship between democratic behavior leadership in coaches and progress motivation in professional swimmers of Hormozgan. The result is agreed with researches by Fathi, Noruzi (2013), Noruzi, Kuzechian & Tondnevis (2012), Mostahfezian & Nemat Elahi (2012) who could report the significant relationship between coaches leadership styles and athlete achievement motivation, also is agreed with Macdonald's (2010), who studied motivation and pleasure role of personal growth in sport participants and observe the motivation in athletes' progress.

Considering that coaches who share in making decisions, emphasize the positive interpersonal relations with athletes and provide a positive team atmosphere, they play a major role in athletes' progress. In other words, the coaches who use mostly democratic leadership style can provide more

achievement motivation in athletes. In this regard, coaches use different methods to make achievement motivation in athletes, if there is no positive interaction between coaches and athletes, unpleasant feelings experiences will be possible in athletes, and negative experiences is related to poor performance in players, teams and withdrawal of players. According to the results of the present study, the relationship between social support leadership in coaches and achievement motivation in swimmers of Hormozgan was observed significant, the result is agreed with researches by Kotzurt (2009) who studied the effect of supportive-independent style of coaches to satisfy athletes' needs and showed that leadership style can predict the need satisfaction, competence and dependence in athletes that is associated with coaching, Smith & et.al (2008) who prepared study about leadership behaviors in coaches and achievement motivation that showed independent-supportive behavior in coaches as a positive predictor of progress motivation. When the athletes receive social support in a higher level, they feel satisfied of their performance, therefore they have more motivation to progress in swimming, coaches must provide good environment for achievement motivation in swimmers through increasing

their own recognition about players, supporting the players, truly and merciful behaviors. Eventually, there is a reverse and significant relationship between autocratic leadership style in coaches and progress motivation in swimmers of Hormozgan, it means that if autocratic leadership style is higher in coaches, achievement motivation will be decreased in swimmers; this result is agreed with researches done by Fathi & Noruzi (2013), Mostahfezian & Nemat Elahi (2012), Noruzi, Kuzechian and Tondnevis (2012), Soyer and et.al(2014), that reported reverse and significant relationship or no relationship between autocratic leadership and achievement motivation in various sports' athletes. Control or power of autocracy prevent athletes' participation in favorite sport activities, and the up-down relation between coach and athlete would cause no satisfaction and pleasure in the sport, so athletes' succeed and motivation must be developed in warm and supportive conditions not in controlling and autocratic conditions.

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