

RELATIONSHIP BETWEEN COACHING STYLES AND ACHIEVEMENT MOTIVATION IN BASKETBALL PLAYERS

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Abstract

Purpose of the study: This study was carried out to investigate the relationship between coaching leadership styles and university-level basketball players' achievement motivation.

Methodology: A cross-sectional survey research design was used. Data were collected from 150 male and female basketball players. The data were analyzed utilizing regression analysis in SPSS 20.

Main Findings: The statistical results of the present study showed that the training and instructors' behavior had a significant relationship ($p < 0.05$) with achievement motivation.

Applications of this study: This study will be helpful for the coaches who are working with university-level basketball players to know about the most appropriate coaching leadership behavior for effective coaching to enhance achievement motivation among university-level basketball players and prepare them for high demanding competitions.

Keywords: Coaching Style, University Level, Basketball Players, Achievement Motivation.

INTRODUCTION

Leadership was focused on as a trait of great leaders and it was believed leaders are born not made. Following WWII, the focus moved away from universal traits to universal behaviors. It was thought that once these leadership behaviors were identified, they could be taught to potential leaders. Later in the 1950s-1960s, research on universal behaviors characterized two constructs of leadership styles a) Consideration (Democratic type) b) Initiating (Autocratic type). These two general dimensions have provided a base framework for many leadership theories (Cox, 1998). In sports settings, the coach is viewed as a leader for his/her team. A role of a coach is important in the development of athletes' skills from basic to advance level as well as enhancing motivation level among them. The term motivation is derived from the term "Movere" which means to move. The notion is defined as a person's psychological state. For example, in sports, when an athlete has a desire to reach a goal, he has the motivation, and everything that motivates a person to attain that goal is known as a motive. whereas, achievement motivation is one of the important factors of motivation because it is related to athletes' priority to achieve goals that are set to improve his/her performance. An effective coach helps the athlete to improve his/her skills from basic to advance level and acts as a motivator with positive behavior and enthusiasm for the athletes and can make the athletes realize their hidden qualities and help them in developing a firm belief to achieve higher goals. A coach, while developing motivation in the athlete, should focus on the performance goals rather than the outcomes. An effective coach should be able to understand the individual differences, for instance, having an autocratic approach might be effective for some people, but it could be devastating for others.

Coaching leadership behavior has received greater attention in the field of sports psychology and has been explored by different perspectives. Chelladurai and Saleh (1980) and Smoll and Smith (1989) developed leadership models in the sports context to measure the coaching leadership behavior. Chelladurai and Saleh (1980) developed the leadership scale for sports (LSS). The LSS consists of five different variables: a) Training and Instructions, b) Democratic Behavior, c) Autocratic Behavior, d) Social Support and e) Positive Feedback. The training and instruction behavior involves directing towards improving the performance of athletes. The democratic coaching style encourages athletes to take part in key coaching choices such as team goals, strategies, and so on. The autocratic behavior shows authority to take independent decisions whereas the social support behavior focuses on developing interpersonal relationships with athletes. A positive feedback coaching behavior involves reinforcing athletes, recognizing and rewarding the good performances.

Coaching leadership behavior is one of the factors that can bring change in the motivation of the athletes (Moen et al., 2014). Many researchers tried to explore the paramount factors concerning coaching leadership behavior. Researchers studied coaching leadership behavior and its impact on athletes' performances, team cohesion, satisfaction, gender, intrinsic motivation, success motivation, motivational climate, and achievement motivation. Despite having ample research on coaching leadership behavior, existing literature showed fewer researches on achievement motivation (Abedini et al., 2014; Karimi et al., 2012; Soyer et al., 2014).

After all the research on coaching leadership style, there is still debate as to, whether which coaching leadership style has

a high impact on athletes' performance, satisfaction, and achievement motivation. Leadership literature in sports has been studied chiefly in terms of coaching leadership and its effects on players' performance, satisfaction, gender comparison, win-loss success, team cohesion, preferred leadership behavior, achievement motivation, a few of which are mentioned below:

Several types of researches are found on preferred leadership behavior with relation to athlete's satisfaction, performance, and achievement motivation. Many researchers studied athlete's satisfaction and concluded that leadership behaviors are highly linked with training and instructions whereas positive feedback, and social support are highly correlated with athletes' satisfaction ([Bahrami et al., 2011](#); [Cranmer & Sollitto, 2015](#); [Heidary et al., 2011](#); [Horn, 2002](#); [Horn et al., 2011](#); [Nazarudin et al., 2009](#); [Pilus & Saadan, 2009](#); [Rathwell, 2017](#); [Surujal & Dhurup, 2012](#)).

Team sports athletes such as basketball, football, volleyball preferred training and instruction behavior from their coaches more than individual sports athletes, for instance, badminton, tennis, and golf ([Beam, 2001](#); [Lam et al., 2007](#); [Sherman et al., 2000](#); [Shrivastava & Sharma, 2015](#)). [Bahrami et al. \(2011\)](#) concluded that leadership coaching behaviors can affect players' satisfaction directly or indirectly. [Sherman et al. \(2000\)](#) studied the preferred leadership behavior of Australian elite athletes and purported that positive feedback is the most preferred leadership behavior by athletes with training and instruction being the second-highest preferred leadership behavior. On the other hand, [Keinde \(2013\)](#) indicated there is a significant difference regarding the preference of leadership behavior between coactive, mixed, and interactive sports players. Leadership styles can also affect team cohesion. Studies have shown that athletes who perceived their coaches as high in training and instruction ([Cranmer & Sollitto, 2015](#)); democratic, social support ([Lee et al., 2013](#)); and positive feedback behaviors whereas low in autocratic behavior ([Witte, 2011](#)) had more cohesive teams. Moreover, the coaching behavior showed a high association with athletes' performance and development ([Aguilar Sánchez et al., 2018](#); [Cruz & Kim, 2017](#); [González-García & Martinent, 2020](#); [Santos et al., 2018](#)).

As per our knowledge, in Pakistan, there is no published study on the leadership style in the coaching behaviors context or any other coaching leadership study with relation to achievement motivation. Therefore, the goal of this study was to find the relationship between coaching leadership and achievement motivation among Pakistani university basketball players.

OBJECTIVE

1. To find out the relationship between coaching leadership behavior and achievement motivation among Pakistani university-level basketball players.
2. To find out which coaching leadership behavior affects players' achievement motivation the most.

METHODOLOGY

Research Design

A cross-sectional survey research methodology was used to explore the impact of coaching leadership behaviour on accomplishment motivation among Pakistani university-level basketball players.

Participants

Using purposive sampling, a total of 150 respondents (93 male and 57 female) University-level Basketball players of Pakistan were invited to participate in the study.

Data collection tools

Following instruments were used in the present study:

1)The leadership scale for sports: LSS perceived version developed by [Chelladurai and Saleh \(1980\)](#) was used in this study. LSS internal consistency ranges from .45 to .93 and test-retest reliability coefficient ranges .71 to .82. The LSS consists of 40 items on a five-point Likert scale ranging from 1 (never) to 5 (always).

2)Sports orientation questionnaire: SOQ was developed by [Gill and Deeter \(1988\)](#). (Appendix C). SOQ consists of 25 items and is divided into three categories on the 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Procedure

The written permission was taken from all the players before filling out the questionnaires. Also, the respondents were verbally informed about how to respond to the items mentioned in the questionnaires. All respondents were requested to fill all the statements honestly and make sure no items were left blank. They all were assured that the information gathered from them will be kept confidential. Simple linear regression analysis was conducted using SPSS 20.

RESULTS

Normality tests

To check whether the data fulfills the major assumptions of normality of regression analysis, the following technique is used: The constructed figure above indicates that the sample distribution is significantly normal.

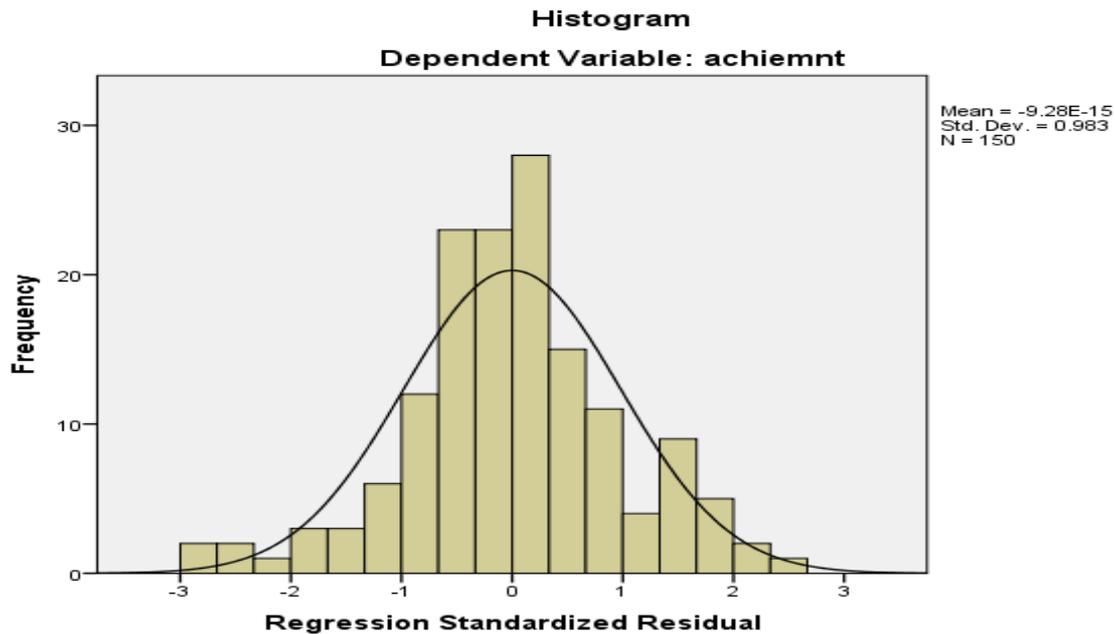


Figure 1: histogram of regression. Standardized Residuals (n=150)

linear regression

The linear regression analysis was conducted to investigate to what extent basketball players’ perception about coaching leadership behavior demonstrate their achievement motivation.

Table 1: Significance of Regression Model

ANOVA					
Model	Sum of squares	Df	Mean square	F	Sig.
Regression	3.305	5	.661	6.933	.000
Residual	13.728	144	.095		
Total	17.033	149			

P<0.05

Table 1 indicates that the fitted regression model is significant and the prediction of achievement motivation can be done based on perceived coaching leadership behavior.

Table 2: Significance of Regression Model

(Constant) Variables	B	Std Error	t	Sig
Training and instructions behavior	0.514	0.034	3.223	0.002**
Autocratic behavior	-0.279	0.027	-2.13	0.335
Democratic behavior	-0.010	0.067	-0.091	0.928
Social behavior	0.018	0.052	0.194	0.847
Feedback behavior	0.050	0.035	0.574	0.567

**Significant(P<0.01)

Constructed Regression coefficients Table 2 shows the information regarding the regression equation. The constant value in the above table intercept (α) in the regression equation and the numerical values of independent variables are shown in the first column of the table are the values of slop (β) for the equation. Based on these results, the regression equation is as follows:

$$Y = (a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5)$$

The above equation is a mathematical equation of regression model that may predict the achievement motivation of university-level basketball players based on coaching leadership behavior. The statistical value Beta showed a relationship between the dependent and independent variables. In the above table the constant value is labeled as α and

in the second column the beta value indicating the relative strength of each independent value with the dependent variable in Table 2. It can be seen that training and instruction behavior have the strongest relationship with achievement motivation compared to autocratic, democratic, social support, and feedback coaching behavior.

Table 3: Simple Linear Regression Analysis Model summary

Model Summary				
Item	R	R ²	Adjusted R Square	Std. Error of the Estimate
Values	.840	.594	.566	.30876

Table 3 presented the value of R² that indicates the 59% of variability can be explained in the above-mentioned regression model. It shows that 59% of athletes' achievement motivation can be predicted based on perceived coaching leadership behavior. Generally, if the value of R² is high, it is indicated that the better the model fits your data. Following regression parameters were used in interpreting the best fit models:

R: The r square indicated the goodness of fit of the above-mentioned model. It showed the variations in the response of the dependent variable (achievement motivation).

Adjusted R²: the adjusted R² indicated the percentage of variation by the independent variables (achievement motivation) on the dependent variable (coaching leadership variable). The core difference between R² and adjusted R² is that adjusted R² explains the percentages of variation out of total variation whereas; R² indicates each variable variation in the dependent variable.

DISCUSSION

The current study looked into athletes' opinions of coaching leadership behaviour and how it relates to accomplishment motivation among Pakistani university basketball players. [Chelladurai and Saleh \(1980\)](#) multidimensional model was utilized. Two instruments Leadership scale for sports (LSS) and sports orientation questionnaire (SOQ) was used to collect the data from the participants.

The findings suggested that when compared to autocratic democratic, social support, and positive feedback, the achievement motivation of athletes exhibited a strong link with training and instruction coaching leadership behavior. The results of the current study are consistent with the past researches on coaching leadership style and suggested that training and instructions behavior is advantageous and autocratic is least preferred ([Horn, 2000](#); [Lafrenière et al., 2008](#); [Shrivastava & Sharma, 2015](#)), and coaching leadership styles are interlinked with achievement motivation ([Abedini et al., 2014](#); [Chen, 2007](#); [Cruz & Kim, 2017](#); [Sari et al., 2012](#)). According to the current statistical findings, it is recommended that Pakistani basketball coaches utilize more training and instruction leadership behavior to further achievement motivation among university-level basketball players.

Leadership coaching behavior is one of the extensive study topics in the field of sports psychology. Coaching leadership styles can lead the athletes to advance in the required direction. The sports activities and well-designed program created by the coach is essential in the sports environment, for instance, a strategic decision, skills to be taught, how to organize competition, discipline, and more importantly what role should be given to the athletes according to his skill, physical and mental approach. In this scenario, highly motivated athletes have more chances to achieve their goals.

CONCLUSION

Our study suggested that the training and instruction leadership behavior of coaches is more effective in enhancing university-level basketball players' achievement motivation than other leadership approaches.

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AUTHOR'S CONTRIBUTION

Hira Atta¹, Muhammad Tahir Nazeer^{2*}, Masood Mahfooz³, Muhammad Ilyas⁴, Shams ur Rehman Khan⁵:

Authors' Contribution: 1-Study design; 2-Statistical analysis; 3- Manuscript preparation; 4 – Proof Reading 5– Data collection.

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