

The Correlation between the Sports Coaches' Leadership Styles and Female Students' Psychological Self-Efficacy at High Schools of Falavarjan County

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ABSTRACT

This study aims at investigating the correlation between the sports coaches' leadership styles and female students' psychological self-efficacy at high schools of Falavarjan County. This research has descriptive-correlative method and the population of this research consists of all female sports coaches and female students at high schools of Falavarjan County in 2014. The sample size of female students is equal to 324. The measurement tools include the Morgen teacher leadership style questionnaire (2001) and Shrir General self-Efficacy Scale (GSES) (1982). The statistical correlation and regression analysis methods are utilized for data analysis. It indicates that there is a significant positive correlation between sports coaches' leadership styles and the female students' psychological self-efficacy at high schools of Falavarjan County. The research results indicate that there is a significant correlation between the task-oriented leadership styles in sports coaches and the sense of general and social self-efficacy in female students at high schools of Falavarjan County ($p \leq 0.05$) as well as a significant correlation between the human-oriented leadership styles in sports coaches and the sense of general and social self-efficacy in female students at high schools of Falavarjan County ($p \leq 0.05$).

Keywords: Leadership Styles, Self-Efficacy, Students, Sports Coaches

OBJECTIVES:

Gillberston (2000) has introduced seven main factors of leadership including the motivation in group members, the financial resources, goals, creativity, structure and skills as the critical factors in the success of teams or sports organizations. When a group of people tries to achieve a goal, a leader usually takes the responsibility for group. This person should have the skills and qualities necessary for leadership of group in order to guide the group members towards the goal,

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The Correlation between the Sports Coaches' Leadership Styles and Female Students' Psychological Self-Efficacy at High Schools of Falavarjan County

thus the coaches' leadership style plays the important role in the performance and success of group (Mark, 2001).

Some experiences create the limited self-efficacy beliefs, but others induce the generalized sense of efficacy which extends beyond the specific situations (Bandura, 1977).

According to the most important factor in any coaches' success, he should be able to help the players to improve a wide range of skills and their development particularly in physical, technical, tactical and psychological dimensions. The attention to players' sports identity is one of the main factors in determining the managers' behavioral characteristics in new topics of organizational behavior.

According to the most important success factor in any athlete, he should help the players to improve a wide range of skills and their development particularly in physical, technical, tactical and psychological dimensions. To do their job properly, the coach should pay attention to player's mental characteristics and give them a certain direction. This coach's behavior can have a significant impact on the players' success in sports scene (Hosseini, 2011).

The self-efficacy is one of the personality factors playing an important role in students' educational achievement. The self-efficacy has first the perceptual and cognitive status. In perceptual self-efficacy, a person judges his abilities before dealing with the issues. Therefore, the self-efficacy first has the perceptual status in the first place, but it will be changed to real self-efficacy in operation. A self-efficient person continuously performs the self-evaluation, knows his strengths and weaknesses, and solves or strengthens them.

However, this can also be true for players. If coaches utilize the appropriate leadership styles; it is likely that they will do the sporting activities with higher self-regard and self-efficacy. Now this question arises whether the sports coaches at high schools of Falavarjan County have been able to provide a sense of self efficacy in sports students by their leadership styles? This study aims to answer the question above.

METHOD:

Research method:

In this study, the researcher is seeking to investigate the correlation between the leadership style in sports coaches and self-efficacy in students. Therefore, the research has descriptive and correlative method.

Statistical population:

The population of this study consists of all female sports coaches and female students at high schools of Falavarjan County in 2014. According to the statistics by personnel office of

The Correlation between the Sports Coaches' Leadership Styles and Female Students' Psychological Self-Efficacy at High Schools of Falavarjan County

department of education in Falavarjan County, the number of female coaches was 44 and the female students 2018.

Sample size:

The sample size is considered equal to the population for female sports coaches due to the limited statistical population, but Krejcie and Morgan Table (1970) is utilized to determine the statistical sample size of female students. According to the calculations of this table, for a statistical population with 2018 subjects, the sample size was equal to 324, but 311 questionnaires returned.

Sampling method:

The multistage random cluster sampling is utilized to select the high school female students in Falavarjan County. Accordingly, from 8 female high schools, 5 schools are randomly selected in the first cluster, and then a classroom is randomly selected from the existing classes at different levels in the second cluster, and finally by referring to the classroom, several students are randomly selected from any classroom and studied in the third cluster.

Measurement tools

1) Teacher leadership style questionnaire

Morgan teacher leadership style questionnaire (2001) is designed and composed of 35 questions each which has the score of 1 to 5 (never, rarely, sometimes, often, and always). This questionnaire assesses the leadership style in two leadership styles, the "task-oriented" and "human-oriented" styles. Morgan (2001) has reported the validity of questionnaire equal to 0.62 according to Kendall's coefficient, and its reliability equal to 0.83 through Cronbach's alpha. After a preliminary study in this study, the calculated coefficient for this questionnaire is obtained equal to 0.84 according to Cronbach's alpha.

2) General Self-Efficacy Scale

This questionnaire (GSES) is designed by Shirir (1982) and has 23 questions with five-point Likert Scale including very high, high, partially, low and very low and the scores of 1, 2, 3, 4 and 5. In this questionnaire, 6 final questions assess the social self-efficacy and the rest of questions measure the general self-efficacy. The scores, ranging from 0 to 14, indicate the measurement scale.

Shirir (1982) has reported the concurrent validity of questionnaire equal to 0.66 and its reliability equal to 0.87. Furthermore, this study utilizes the Cronbach's alpha coefficient after a preliminary study to assess the reliability and determine the variance of questions and it is calculated equal to 0.80.

The Correlation between the Sports Coaches' Leadership Styles and Female Students' Psychological Self-Efficacy at High Schools of Falavarjan County

Data analysis method:

The measurement tools including the regression statistical analysis and correlation coefficient are utilized for inferential analysis of obtained data.

RESULTS:

This study is conducted with the aim at determining the correlation between the leadership styles in sports coaches and the psychological self-efficacy in students at high schools; and it is assumed that there is a correlation between the task-oriented and human-oriented styles with psychological self-efficacy in students. It also assumed that there is a correlation between the teachers' demographic variables (such as the work experience, age, and education) and their leadership styles. However, there is a difference between the students' sense of psychological self-efficacy based on the educational level variable. The findings according to the research hypotheses are presented in Tables 1 to 3.

Table 1: Results of Pearson correlation coefficient for the correlation between the leadership style in sports coach and psychological self-efficacy in female students at high schools of Falavarjan County

Source	Frequency	r	Significance level
Sports coaches' leadership styles with students' psychological self-efficacy	44	0.31	0.04**

Therefore, the research results indicate that there is a significant correlation between the task-oriented leadership style in sports coaches and the sense of general and social self-efficacy in female students at high schools of Falavarjan County ($P \leq 0.05$). Furthermore, there is a significant correlation between the human-oriented leadership style in sports coaches and the sense of general and social self-efficacy in female students at high schools of Falavarjan County ($P \leq 0.05$).

Table 2: Results of Pearson correlation coefficient for the correlation between the task and human-oriented leadership styles in sports coaches with psychological self-efficacy in female students at high schools of Falavarjan County

Source	Frequency	r	Significance level
Sports coaches' task-oriented leadership styles with students' sense of general self-efficacy	44	-0.08	0.61
Sports coaches' task-oriented leadership styles with students' sense of social self-efficacy	44	-0.18	0.22
Sports coaches' human-oriented leadership styles with students' sense of general self-efficacy	44	0.45	0.002**
Sports coaches' human-oriented leadership styles with students' sense of social self-efficacy	44	0.35	0.02**

The Correlation between the Sports Coaches' Leadership Styles and Female Students' Psychological Self-Efficacy at High Schools of Falavarjan County

According to Table 2, this research indicates that there is no significant correlation between the task-oriented leadership styles in sports coaches and the sense of general and social self-efficacy in female students at high schools of Falavarjan County ($P \leq 0.02$), but there is a significant positive correlation between the human-oriented leadership styles in sports coaches and the sense of general and social self-efficacy in female students at high schools of Falavarjan County ($P \leq 0.02$).

Table 3: Results of Pearson correlation coefficient for predicting the improved sense of public and social self-efficacy in female students based on sports coaches' task-oriented leadership styles

Source	Un-standardized coefficient	Standard error	Regression coefficient	t-value	Coefficient of determination	Significance level
Sense of general self-efficacy	0.04	0.19	0.04	0.19	0.04	0.85
Sense of social self-efficacy	0.54	0.47	0.21	1.13	0.04	0.26
Sense of general self-efficacy	0.27	0.12	0.38	2.27	0.22	0.03
Sense of social self-efficacy	0.25	0.29	0.31	2.14	0.22	0.04

According to the results of Table 3, the use of task-oriented leadership styles by sports coaches has no effect on the sense of general and social self-efficacy in female students, while applying the human-oriented leadership styles by sports coaches has an effect on the sense of general and social self-efficacy in female students. If the sports coaches utilize the human-oriented leadership styles, it can be predicted that it will lead to the improved or strengthened sense of general and social self-efficacy in female high school students. Therefore, designing the regression equation needs the comparison of sports coaches' human-oriented leadership styles with the sense of general and social self-efficacy in female students. The coefficient of determination indicates that 0.22 of scores of general and social self-efficacy in female high school students is affected by the utilization of human-oriented leadership style by sports coaches.

DISCUSSION AND CONCLUSION:

According to the findings of correlation between the sports coaches' leadership styles and the female high school students' psychological self-efficacy in Falavarjan County, there is a positive

The Correlation between the Sports Coaches' Leadership Styles and Female Students' Psychological Self-Efficacy at High Schools of Falavarjan County

correlation between the sports coaches' leadership styles and the psychological self-efficacy in high school female students in Falavarjan County. In other words, the sports coaches' leadership styles can affect the strengthened and increased sense of psychological self-efficacy in female students.

These findings are consistent with the findings of research by Asgharnejad, Khodapanahi and Heidari (2004), Mousavi (2008), Ramezanejad, Hoseini Keshtan (2010), Vahdani and others (2013), Jannesari (2013), Hater and Bass (1988), Sivanathan and Fekken (2002), Gardner and Stough (2004), Casida 2011) and Coetzee and Schaap (2011). These studies indicate the significant positive correlation between the managers' leadership styles and the sense of psychological self-efficacy in students. Therefore, according to the consistency of research results with the above-mentioned studies, it can be concluded that the appropriate, logic and scientific leadership styles can improve the psychological characteristics in people especially their sense of self-efficacy.

According to the reference group theory on the individual satisfaction with living environment, the leadership style is introduced as the main factor affecting the satisfaction in people. According to this theory, the fulfilled demands and views of different groups and the attention to their demands and needs in organizational and non-organizational environments play the important role in fulfilling their sense of self efficacy, pleasure and satisfaction.

The findings of correlation between the task-oriented leadership styles in sports coaches and the psychological self-efficacy in female high school students in Falavarjan County indicate that there is no significant correlation between the task-oriented leadership styles in sports coaches and the sense of general and social self-efficacy in female high school students in Falavarjan County. In other words, the sports coaches' utilization of task-oriented leadership styles cannot strengthen the sense of general and social self-efficacy in female students.

In the task-oriented leadership style, the coaches are responsible for control and adjustment of sports programs and tasks by students and these coaches are seriously seeking to do their tasks properly according to what is defined for them. Therefore, there is less flexibility in such these teachers' behavior with students and they give the students the less freedom of action in doing the sports exercise and activities. These factors cannot be appropriate platforms for strengthening and enhancing the creativity, self-confidence and thus the sense of self efficacy in students.

In addition to this research, the studies by Hater and Bass (1988), Warnerramey (2005), Casida (2011), Javdani (2002), Aslankhani (1996), and Jannesari (2011) also indicate that the managers' leadership styles play important roles in increasing the individuals' satisfaction.

The Correlation between the Sports Coaches' Leadership Styles and Female Students' Psychological Self-Efficacy at High Schools of Falavarjan County

According to the hope and expectation theory, the individual's intention to work or his satisfaction is influenced by the factors such as the value, utility, reward and outcome, the expectation and the possibility of compensation, the individual ability and talent, the individual perception of his role in team, and the sense of satisfaction with the full conformity of hopes and expectations with progress. Meanwhile, the role of teachers' leadership style has been very influential in order to coordinate between the individual hopes and expectations and the progress. Furthermore, according to Maslow's hierarchy of needs, the need for social belonging is put in the third category of needs and the role of doing the tasks is very important and the teachers play the significant roles in fulfilling this need especially for students.

The findings about the correlation between the human-oriented leadership style in sports coaches and the psychological self-efficacy in female high school students in Falavarjan County indicate that there is a significant correlation between the human-oriented leadership style in sports coaches and the general and social self-efficacy in female high school students in Falavarjan County. In other words, the human-oriented leadership style in sports coaches can strengthen the general and social self-efficacy in female high school students.

According to the leadership results, the utilization of human-oriented leadership style by sports coaches affects the sense of general and social self-efficacy in female high school students. If the sports coaches utilize the human-oriented leadership styles, it can be predicted that the sense of general and social self-efficacy will be improved or strengthened in female high school students. Therefore, the human-oriented leadership style in sports coaches should be compared with the sense of general and social self-efficacy in female students in order to design the regression equation.

These findings are consistent with the research results by Asgharnejad, Khodapanahi, and Heidari (2004), Mousavi (2008), Ramezanejad, Hoseini Keshtan (2010), Vahdani and others (2013), Jannesari (2011), Hater and Bass (1988), Sivanathan and Fekken (2002), Gardner and Stough (2004), Casida (2011) and Coetzee and Schaap (2011). These studies also suggest the significant and positive correlation between the managers' leadership styles with the sense of psychological self-efficacy in people. Therefore, according to the consistency of research results with the above-mentioned studies, it can be concluded that the human-oriented leadership style creates a healthy and logical relationship between the teachers and students and can strengthen their sense of general and social self-efficacy.

According to Goleman's theory, the managers' emotional intelligence is introduced as an important factor in strengthening the sense of pleasure and satisfaction in employees, and the managers with higher emotional intelligence will achieve greater success because they strengthen the sense of self efficacy and responsibility in employees by managing and controlling their own emotions, and understanding the employees' emotions and feelings.

The Correlation between the Sports Coaches' Leadership Styles and Female Students' Psychological Self-Efficacy at High Schools of Falavarjan County

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The Correlation between the Sports Coaches' Leadership Styles and Female Students' Psychological Self-Efficacy at High Schools of Falavarjan County

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