

The relationship between coaching behaviors and competitive anxiety in Golestan Province Futsal super league players

Naser Bai^{1*}, Mahmood Sheikh¹, Leyla Sabbaghina Rad² and Zahra Haji Anzehaie³

¹Department of physical Education, Azadshahr Branch, Islamic Azad University, Azadshahr, Iran

²Department of Physical Education, Science and Research Branch, Islamic Azad University, Tehran, Iran

³Department of Physical Education, Central Tehran Branch, Islamic Azad University, Iran

ABSTRACT

The purpose of this study is to examine the relationship between coaching behaviors and competitive anxiety in Golestan province (Iran) super league Futsal players. The research method in this study was Descriptive and correlation method. Statistical population of survey is all players who play in Golestan province Futsal super league (N=110) that they all participated in the study. There were two questionnaires used for data collection including Martin and Barnes (1999) Coaching Behavior questionnaire And Martens (1971) questionnaire to measure Competitive Anxiety. Descriptive and inferential statistics methods for data analysis were used. The findings showed that between coaching behavior and competitive anxiety in Futsal super league players of Golestan province, there is significant negative correlation ($r=-0/313$, $p<0/01$). The research findings on the importance of coaching behavior and its levels as one of the factors affecting competitive anxiety in super league Futsal players underlined. Thus, it is recommended that coaches employ adequate leadership styles to decrease athletes anxiety and use positive feedback to develop athlete performance.

Keywords: Coaching Behaviors, Competitive Anxiety, Futsal Players

INTRODUCTION

One sport team's success depends on different factors. Every sport team and group is made up human and financial sources. Considering the targets of organizations generally and sport team particularly, the human force must be used efficiently as the main element to get aims. The teams coach is the most important element that is effective on sport team's success or failure, because in sport teams coach, as a dynamic and positive brain, plays undeniable role on fate determination and getting the highest possible output [1]. Many researchers have been done on sport coaches and this attractive but difficult job has been studied of different aspects. Case (1984) noted that sport coaches are one of the most important vital elements of human resources in sport organizations. In his opinion, even if coaches don't use the leader word for them, their duties necessitate the leader acts like other developed and organized activities. Because, coaches do duties like planning, organizing, controlling, harmonize and influence players to get team's aims that actually they do the leaders duties by completing such policies in group procedures [2]. To help athletes and sport team's success, coaches need to be familiarized with different leader methods. Success coaches are who that has known the leader methods and how to use them. Naturally these coaches are more effective than coaches that don't know the leader methods or know but can't use them, and also the athletes would have better action under their supervision [3]. The effective coaches effect considerably on athletes action, behavior and motivational and exciting aspects. Sullivan and Kent (2003) refer to coaching effectiveness as the ability of a coach to influence athletic performance [4]. Athletes, coaches, team managers and fans relate team or athletic performance to their variable motivational characteristics. Different factors may influence motivation in the athletes. Leadership

behavior and style is one of the main factors to which the researchers refer as the source of motivation [5,6]. Considering the role of coaching in generating motivation in the athletes, it would be fruitful to know the effective behaviors that help coaches reinforce motivation in the athletes using different approaches. It is essential to have a competitive mindset to achieve success in sports competitions [7,8]. As a leader, a coach influences athletes' attitudes that generate behavioral motivations. Thus, it is essential to identify behaviors that significantly influence competitive motivation and achievements in the athletes [4].

On other hand, by exact looking at performing of different levels of matches and sport competition, it is observed in spite of fact that many athletes have high levels of sport ability and skills, but they are unable to present all of their own ability because of having high competitive anxiety and finally causes the decrease of efficiency of team's action quality. Athletes often get anxious for different reasons such as the importance of getting sporting success or difference between their own ability and required merit from athletic performance, that this problem generally interfere in their action as a negative factor. Many researchers results show the effect of exciting and anxiety on athlete's action, that is seems to say the exciting importance specially anxiety [9]. Considering the anxiety role on athlete's action, it is important to know why some of athletes have more competitive anxiety to get their own purposes but some don't, and can effect on delightful results of win or annoying results of failure. Maybe it can be said that one of coach's most sensitive duty, as a leader, is to motivate team members so that their attempts lead to desirable and expected purposes [10].

In this regard, *Tojjari's* (2000) research results showed that there is a positive and meaningful relation between self-useful sense, performing the wrestle skills and competitive anxiety of these athletes [11]. *Tondnevis and et al* (2012) research results with title "the relationship between coaching behavior and competitive motivation and team action of Handball pro-league players" showed that there is a meaningful relation between positive reaction behavior with success stimulating and athletes' power stimulating [12]. *Dunn* (2001) found from a research about relation between merit understanding and failure fear that failure in sport competitions can lead to making athlete's negative evaluation by coach, spectators and rivals. Athlete's fear of this negative evaluation causes increasing the failure preventing motivation on him. Finally he concluded that failure fear and negative evaluation fear in society, explain state anxiety and weak reaction in athletes [13]. *Jones'* research result (2006) showed that there is a meaningful relation between coaches' leadership styles and athlete's competitive anxiety. Another result of this research is also that there is meaningful difference between coaches' leadership styles in team or individual sport fields [14]. *Banak* (2009) found a significant relationship between coaches' supportive behavior and athletes' independence on the one hand and a significant relationship between independence and athletic motivation on the other hand, which suggest the significant effect of coaching behavior on competitive motivation in the athletes [15].

Considering the coaches' role and importance in sport teams' success and guidance, it is important to research about coaches' leadership styles. Evaluation of coaching behaviors can also help obtain precise information and employ the coaches who may effectively motivate the athletes. Besides, developing coach-training programs, drawing on research findings and access to objective results may help the coaches in this regard, which further justifies the present study. The study aims to provide applicable results so that the findings is hoped to inform the coaches to employ coaching styles and improve the motivational characteristics in athletes.

MATERIALS AND METHODS

The purpose of current study is applied and its method is correlated descriptive. Statistical population of the study is all players of Golestan province (Iran) super league Futsal players (N=110). The sample size was considered equal to the population. For collecting data, two standard questionnaires were used, Coaching Behavior Questionnaire developed by *Martin and Barnes* (1999) with 48 questions that have closed answer and Competitive Anxiety Questionnaire developed by *Martens* (1971) with 15 questions that have closed answer. The content validity of the questionnaires was approved by ten professors of sports management. To calculate the reliability of the questionnaires, a pilot study was conducted. The results showed a reliability coefficient of $\alpha=0.82$ for Coaching Behavior Questionnaire and $\alpha=0.78$ for Competitive Anxiety Questionnaire, which indicated the consistency of measurement. A demographic data sheet was used to collect the data on personal information including age, level of education and play experience. Due to Players familiar with the behavior of coaches, questionnaires were distributed two months after the start of the league. SPSS software was used to analyze the data. As to the statistical measures, descriptive statistics including frequency, percentage, mean, standard deviation and tabulations were used to describe the data. Inferential statistics including Pearson correlation formula was used to test the hypotheses.

RESULTS

After distributing the survey questionnaires, finally 103 questionnaires were returned. The results showed that over half of the participants (64%) had less than 25 years of age. 48.8 percent of the subjects had diploma or lower degrees and 38.6 percent had over eleven years of play experience.

Table 1. Description of coaches' coaching behavior based on players' opinions

Statistic Variable	Mean	Std. Deviation	Maximum	Minimum
Positive Reaction Behavior	4.12	0.484	5.00	1.50
Negative Reaction Behavior	2.86	0.678	4.84	2.12
Natural Behavior	3.64	0.512	4.58	1.14
Leadership Behavior of Coaches	3.92	0.486	5.00	2.00

As shown in Table 1, the mean positive reactive behavior was 4.12, the mean negative reactive behavior was 2.86 and the mean normal behavior was 3.64. As the maximum coaching behaviors score was found to be 3.92 out of the total 5, the players were found to evaluate the coaching behaviors as above average.

Table 2. Description of competitive anxiety based on players' opinions

Statistic Variable	Mean	Std. Deviation	Maximum	Minimum
Competitive Anxiety	1.12	0.487	3.00	1.00

As shown in Table 2, the mean score of Competitive Anxiety was 4.248 out of 5.

Table 3. Result of Kolomogorove Smirnov test to verify data normality

Statistic Variable	N	Z	Sig	Test result
Leadership Behavior of Coaches	103	1.387	0.543	Normal data
Competitive Anxiety	103	0.908	0.624	Normal data

To test if data were normally distributed the Kolmogorov-Smirnov Test was used. Results in Table 3 show that Leadership Behavior of Coaches data ($Z=1/387$, $p=0/543$) and Competitive Anxiety data ($Z=0.908$, $P=0.624$) are normal.

Table 4. Relationship between coaches' coaching behavior and its subscales with competitive anxiety

Variables	Competitive Anxiety			
	N	r	P	r ²
Positive Reaction Behavior	103	- 0.586	0.001	0.34
Negative Reaction Behavior	103	0.386	0.001	0.15
Natural Behavior	103	- 0.278	0.001	0.08
Coaching Behavior of Coaches	103	- 0.313	0.001	0.10

Regarding the results in table 4, there is a negative and significant relationship between Positive Reaction Behavior and Competitive Anxiety of players ($r=-0.586$, $P<0.001$). Also, the results of correlation coefficient shows that there is a positive and significant relationship between the Negative Reaction Behavior and Competitive Anxiety of players ($r=0.386$, $P<0.001$). In addition, there is a negative and significant relationship between Natural Behavior and Competitive Anxiety ($r=-0.278$, $P<0.001$).

DISCUSSION AND CONCLUSION

The style or behavior that coaches shows in their leadership or coaching is the most important property that effects on athletes' competitive anxiety and how their understanding of coaches' leadership styles. The research result showed that there is meaningful and negative relation between coaches' positive reaction behaviors and athletes' competitive anxiety. This is consistent with the findings of Jones (2006) and Banak (2009). Because the motivating aspects are the successful basis of competitive and reaction activities and every athlete's success and effort rate in success path depends on his motivation and finally his anxiety rate, coach as a stimulant, in leader role must use safe, efficient and certain ways and styles to decrease the athletes' anxiety rate and must predict using of specific styles to decrease athletes' competitive anxiety. In this regard, Jones (2006) states that some coaches tries to

decrease their own athletes' competitive anxiety rate by using of positive methods, but in some cases these methods increase athletes' competitive anxiety instead of decrease.

Coaches positive reaction behaviors make necessary backgrounds and chances to decrease anxiety and stress and arouse the creativity and innovation on players, and by confirming these actions by coach and increasing athletes' ability. This motivation is made on him to transfer confirmed reactions to other his teammate and feels a kind of influence and leadership over others. On the other hand, whatever the anxiety and stress rate is high, athlete would lose his own creator thought and his creatorship during the match because of failing fear and encountering with its possible results and his action and efficiency would be decreased. Considering the descriptions noted, and considering that anxiety in athletes in sport teams is inevitable, coaches of present sport teams in sport league in Golestan province must be awarded of athletes' competitive anxiety results and must do skills to decrease this important issue among players.

The research finding showed that there is meaningful and positive relation between coaches' negative reaction behaviors and athletes' competitive anxiety. This is consistent with the findings of *Jones (2006)*. Coaches constantly try to help his own athletes to get success by using coaching different styles. In this path, some coaches cause the increase of athletes' competitive anxiety because they don't have technical ability and ignore motivating problems. In this regard, *Dunn (2001)* states that some coaches cause the increasing of their own athletes' anxiety and stress by showing the negative actions and behaviors like punishment and using unsuitable words. *Banak (2009)* believe that a good coach should use both punishment ways and encouragement ways for his athletes. But these ways should be used in suitable situation. So it is suggested that coaches don't use negative reaction behaviors in showing feedback to their athletes. Of course, the situations and circumstances on team and players is an issue that coach shouldn't forget it in presented behavioral procedures.

The research finding showed that there is meaningful and negative relation between coaches' natural behaviors and athletes' competitive anxiety. This is consistent with the findings of *Jones (2006)*. Coaches natural behaviors should be for helping the athletes. Whatever coaches use positive action behaviors and natural behaviors in showing feedback to athletes, athletes' anxiety is decreased and subsequently success motivation and athletes' ability motivation is increased and finally improve their performance.

This research has been done on premier league Futsal teams of Golestan province and a same research is suggested to do in other sport leagues (individual and team sport). Other effective factors also are suggested to study on athletes' competitive anxiety.

Acknowledgment

The author would like to express his appreciation to the subjects for their participation in this study.

REFERENCES

- [1] Bagheri G, Tondnevis F, Khabiri M, Zareie H, *Sport Science J*, **2006**, 5, 23.
- [2] Case R, *Psychology Education, Recreation & Dance J*, **1984**, No. 55, 232.
- [3] Glpeson A, Geft C, *The coach in action Human Kinetics*, **1988**.
- [4] Sullivan P. J, Kent A, *Journal of Applied Sport Psychology*, **2003**, 15, 1.
- [5] Carthen j. D, *Transactional leadership in professional football*, **2005**, <http://www.regent.edu/sis/publications/conference>.
- [6] Charbonneau A, Barling J, Kelloway E. K, *Journal of Applied Social Psy*, **2001**, 31, 1521.
- [7] Frederick C. M, Ryan R. M, *Journal of Sport Behavior*, **1993**, 16, 124.
- [8] Gould D, Udry E, *Medicine and Science in Sport and Exercise*, **1994**, 26, 478.
- [9] Martens R, *Sport Competition Anxiety Test*, Champaign, IL: Human Kinetics, **1977**.
- [10] Enshel M. H, *Sport Psychology, Theory to Practice*, Homewood, IL: Irwin, **1991**.
- [11] Tojjari F, *Journal of Olympic*, **2000**, 18, 89.
- [12] Tondnevis F, Mozaffari S. S, Hajianzhaie Z, *European Journal of Experimental Biology*, **2012**, 2 (6), 2276.
- [13] Dunn J, *Journal of Applied Sport Psychology*, **2001**, 13, 411.
- [14] Jones R, *Journal of Sport Management*, **2006**, 23 , 34.
- [15] Banak H, MA thesis, Mc Gill University (Montreal, Canada, **2009**).