

Causal Relationship between Athletes' Efficacy and Coach-Athlete Relationship in Iranian Sports Leagues

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Received: June 20, 2014

Accepted: March 1, 2015

ABSTRACT

The purpose of this study is aimed to examine the causal relationship of athletes' self-efficacy in relation to coach-athlete in sports leagues of Iran. Statistical population of the survey includes 126 male coaches and 626 male athletes of the sports leagues and 92 coaches and 242 athletes were considered sample of research that were selected using simple random sampling. The survey measuring scale includes measuring scale of the relationship between the coach-athlete and a Measuring scale of athletes' self-efficacy that has good validity and credibility. Finally, structural equation modeling with Lisrel software is used. The output of the software represents the best fit of the model and shows that the effect of athletes' self-efficacy on relationship between coach-athlete is significant.

KEYWORDS: self-efficacy, coach-athlete relationship, sports leagues

INTRODUCTION

Effects of sport and exercise on individuals and its role in society are clear. Athletes and coaches may constitute the largest part of the sporting community. Athletes, especially professional athletes spent a lot of time in sports with their coaches and this show the importance of the coach-athlete relationship and good relations between them will lead to more fun and less retiring from sport and exercise and also wasting energy and resources that should be used for success, will be prevented. Athletes' environments can alter their behaviors. Parents, teammates, sport fans, media, sport coaches etc. have an effective impact on athletes' behaviors [1]. Regarding the importance of the relationship between coach and athlete, Understanding the factors that affect this relationship can be helpful in better guiding athletes by coaches and achieving more success. One of the important aspects of sports is psychology topics that for researchers, educators and athletes, has an important and specific gravity. Without understanding the psychological characteristics of individuals, it is impossible to reach success [2]. On the other hand, internal factors such as self-efficacy that are related to the athlete have also a major impact on the path to success and passing through hard way of sporting success. Thus, studying self-efficacy in order to identify as an influencing factor on the coach-athlete relationship is important. In recent years, many athletes and coaches have come to the conclusion that they need mental skills more than physical skills to achieve their goals. [3]

Concept of self-efficacy has been shaped by Bandura that is one aspect of his social-cognitive theory [4]. Bandura [5] has presented Self-efficacy as a central concept which mentions to the perception of ability to perform an act that is in accordance with the desire. In this view, the individual's behavior is influenced by social forces and under his control. So, just as much as the environment influences on human, he also chooses the situations, influences on others and will be affected by others. Self-efficacy is a form of self-confidence with special condition [6]. Self-efficacy is a specific response that leads to a successful outcome; on the other hand it means the power to ensure a successful response for achieving a specific result [7]. Frank [8] says that Self-efficacy is a successful key in sport. Self-efficacy describes the belief one has in being able to execute a specific task in order to obtain a specific outcome [5]. Research has shown that higher levels of self-efficacy can lead to better performances, both on and off the field. Four dimensions of self-efficacy are: motivation, strategy use, technique, character building [9]. Almost everything on leadership and coaching refers to the relationships. The only way for guiding athletes, is to understand them and the best way to understand them is to know them better [10]. Bandura [11]

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recognizes self-efficacy as a cognitive process in individuals which creates a subjective judgment about their ability according to environmental requirements. Studies have demonstrated that the coach-athlete relationship includes exchanges and behaviors that indicate elements of control, dominance and assertiveness of coach, and dependency, friendship and accountability on both sides (coaches and athletes) [12 and 13]. The quality of the relationship between coach and athlete has a significant role in facilitating physical and technical efforts [14]. Coaching means having real attention to the athlete, real believe to them, and made them participate in decisions [15]. A coach's management and resourcefulness in developing interdependent relations with athletes can influence them in creating an environment that is useful and valuable for exercise [16].

Sharififar et al. [17] in examining the relationship between exercise motivation, Wrestling skills' performance and self-efficacy concluded that the intrinsic motivation of elite wrestlers has a significant positive relation with the of self-efficacy in performing the wrestler 's skills.

Jackson and Beauchamp [18] in a research as efficacy beliefs, relationships and the quality of the relationship between coach and athlete, evaluated the role of efficacy beliefs in predicting relationship quality between coach and athlete and concluded that the efficacy beliefs may play an important role in shaping the quality of the relationships i.e. closeness, commitment and complementary. Research on the conceptual model of the effectiveness has become increasingly developed during the last years [19]. Increasing interest in the relationships between coaching beliefs and behaviors and athlete and team outcomes led Feltz, Chase, Moritz, and Sullivan (1999) to develop a conceptual model of coaching efficacy and the Coaching Efficacy Scale (CES) [20]. So the importance of the subject in relation to the sport outcomes has led to the present study.

MATERIALS AND METHODS

Participants:

This research is descriptive, and casual-comparative. The Statistical population of this study is athletes and coaches of male sports teams in Iranian sports leagues in the years 91-92 from football, basketball, wrestling and taekwondo. This study was conducted about athletes of selected teams that include 626 athletes and 126 coaches of selected teams. By selecting randomly, 242 athletes and 92 coaches selected as sample of study. Athletes and coaches had been cooperating at least for six months. Due to the size of population and random selection table of Morgan, the number of sample was chosen from purpose statistical population. For completing Questionnaires by coaches and athletes, first it coordinated with the respective federations and through telephone contacts, correspondence and Fox to supervisors and stakeholders of teams, a time allotted to complete the questionnaires which by referring to the location the questionnaires were distributed and collected.

Measurement Instruments:

Data collection was implemented by using two Scale measures as follows: Coach–Athlete Relationship Questionnaire (for measuring the relationship between coach and athlete and its component), and The Athletes' Efficacy Scale (for measuring the extent of athletes' efficacy feeling).

Coach–Athlete Relationship Questionnaire: This scale consists of 11 statements which are responded by Likert seven values scale from “Not at all (degree of 1)” to “Extremely (degree of 7)”. The present scale has three sub-scales as follows: Commitment (statements 1 to 3) indicating duty or assurance toward a person or a thing. Closeness (statements 4 to 7) indicating warm relationship among coaches and athletes which is one of the most vital factors for sports achievements. Complementary (statements 8 to 11) is a foundation which coach and athlete gain it by being together.

The Athletes' Efficacy Scale (AES) made by the researcher: This scale consists of 10 statements which are responded by ten-point scale from “0 to 10“.The questionnaires were validated by researchers of 84 % and 89% respectively and The reliability of the questionnaires were also reviewed and approved by educators and experts.

Statistical Methods:

Descriptive statistics were used for describing and categorizing raw data and for measuring Mean, frequency, SD and table drawing. The Kolmogorov Smirnov test was used to determine normal distribution of data and Structural Equation Modeling was used to determine the causal relationship between variables by applying Lisrel software with 95% of confidence level.

RESULTS

In reviewing the findings of LISREL Software, Results of Table 1 shows that there is a significant relationship between athletes' self-efficacy as independent variable and coach-athlete relationship as

dependent variable. Path analysis was used for estimating the causal relationship between athletes' self-efficacy and coach-athlete relationship that eventually it was determined that the research structural model has a good fit and proper criteria to predict the relationship between coach-athlete and the athlete's self-efficacy.

Table1. Result of Testing Research Hypothesis Based on Structural Equation Model

Path	T	The path coefficient	Significance level
athlete's self-efficacy/ coach-athlete relationship	5. 25	0. 51	0. 01

Then, according to the results found in the figures below and according to the t-value and significance level it can be concluded that there is a significant and positive relationship between athletes' self-efficacy and the coach-athlete relationship. In Figure 1 factor loadings from the analysis model can be seen and the researcher then tested the model that its results can be seen in Figure 2.

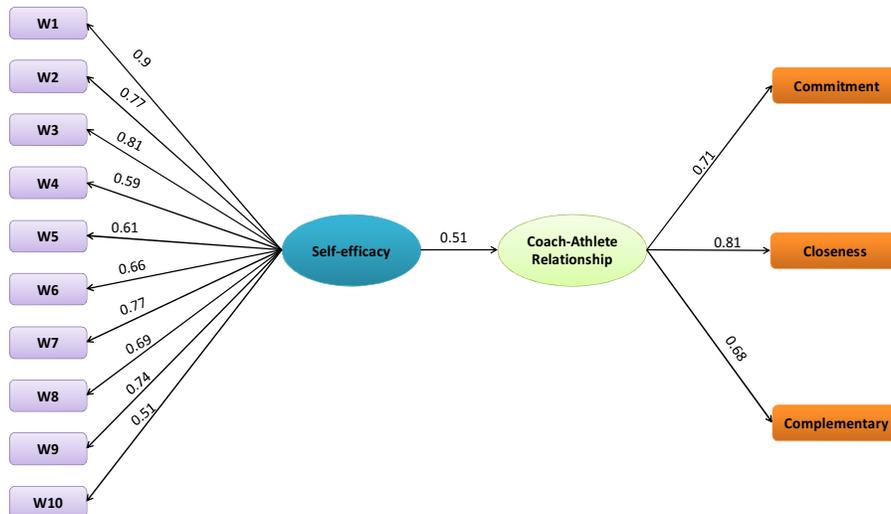


Figure 1. Path Analysis of the Relationship between Self-Efficacy of Athletes and the Coach-Athlete Relationship

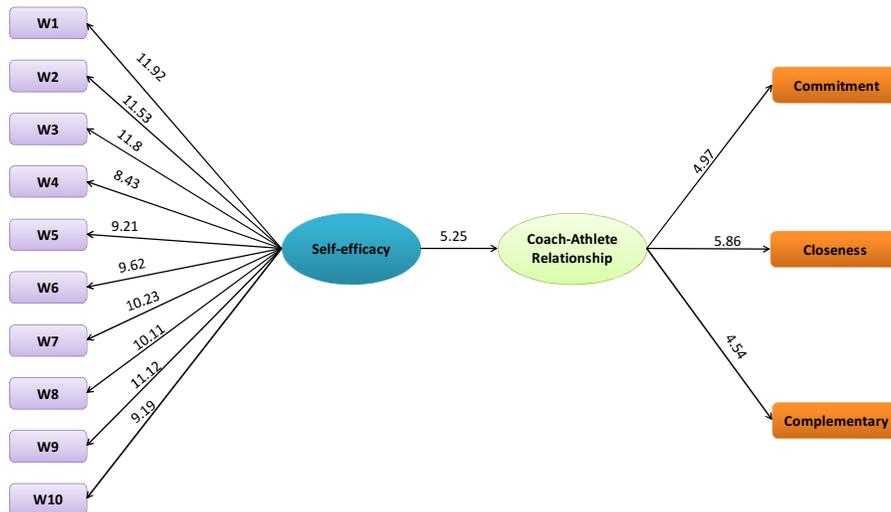


Figure 2. The Conceptual Model That Predicts Self-Efficacy of Athletes and Coach-Athlete Relationship.

Figure 1 and 2 show standard relation between athletes' self-efficacy and coach-athlete relationship. According to the standardized regression coefficients and T values in Figure 2, all relationships between athletes' self-efficacy and coach-athlete relationship and their components certified and all variables are related. As we see in figure 1 in casual relationship between athletes'

self-efficacy and coach-athlete relationship, closeness component with factor loading of 0. /81 have the most roles.

Table2. Measures of Model Fit

Fitness criteria of the conceptual model	Criteria values
X ²	334. 21
DF	64
RMSEA	0. 06
AGFI	0. 92
GFI	0. 91
RMR	0. 61

As it can be seen in Table 2, Most of the criteria values indicate a good fit of the model which is acceptable. So, based on goodness of fit of this conceptual model, consistency of conceptual model with collected data will be approved. On the other hand, the there is a casual relation between athletes' efficacy and coach-athlete relationship.

DISCUSSION AND CONCLUSIONS

Self-efficacy is one of the most effective factors in developing sport skills performance [21]. Researches show that people who believe in their efficacy make additional efforts to overcome obstacles. In contrast, people who doubt their own competence or their self-efficacy beliefs are not strong, and in confronting with problems, obstacles and failures make little effort or will be discourage or offer lower solutions than usual. They attribute their failure to their disabilities and it shows the significance of this variable.

Soheili *et al.* [22] state that although several aspects influence on coach–athlete relationship but the psychological aspect is very important. They evaluate the impact of coaches' self-efficacy on relationship between the coach–athlete in sports leagues of Iran. Their Statistical population of the survey was including male coaches and athletes. By using structural equation modeling with Lisrel software, they concluded that the effect of coaches' self-efficacy on relationship between coach-athlete is significant. Tojari *et al.* [23] in their research as validation of an instrument to measure Iranian student's physical self-efficacy in football validated the Persian version of Physical Self-Efficacy (PSE) measurement in Iranian football player students. 225 athletes with the age range of 12-14 were selected as the participants by sampling randomly and referring to Morgan's table. The results indicated goodness of PSE for measuring athlete student's self-efficacy in physical activity and its proper validity and reliability were reported. They also state that as physical abilities are necessary and required factors for performing skills and achieving success in sport, mental preparedness is also considered crucial. Athletes and coaches' efficacy have obvious effects on sports performance; in addition, it influences other individual and social setting dimensions for them. With respect to all these studies above, they support our results. Soheili *et al.* [30] in their research as 'Analysis of Variance: Coaching Efficacy and Coach-Athlete Relationship in Iranian Sports Leagues' found that in relation to the athletes, their field of sport is important in exploring athlete-coach relationships. And this matter is one of the limitations of the present study that should be considered for future studies.

The concept of self-efficacy suggests that cognitive, motivational, emotional and functional processes would be control and manage by personal beliefs [24]. Self-efficacy can affect all aspects of life. For example, studies show that much higher levels of self-efficacy, range of career options is more and interesting in jobs is deeper [25]. Thus, self-efficacy can be a crucial factor in the success and failure throughout life [26]. In sports, a coach is someone who works for the orientation, instruction and training of a sports team or an athlete or a group of them [27]. Regarding the importance of the relationship between coach and athlete, understanding the factors that affect this relationship can be a lot of helpful in athletes better guiding by coaches and achieving more success [28]. On the other hand, internal factors such as self-efficacy that are related to the athlete have also a major influence on the way to success and leaving the hard way to sports success behind. Further examination of the self-efficacy and sport confidence concepts will hopefully help sport administrators to better understand athletes, potentially enhancing confidence, and ultimately, athlete and team success [29]. The results of this study can be used by teachers and educational planners to sports coaching courses, and sports psychologists, for planning to be effective educators in the areas mentioned. In this study, the main researcher goal is explaining the importance of causal relationship of athletes' self- efficacy in relation

to coach-athlete in sports leagues of Iran and also explaining programs and strategies for the development and dissemination of this procedure.

The results of this research showed that there is a significant relation between self-efficacy of athletes and coach-athletes relationship and closeness component has the most effective role. Finally it can be said when each sports club or organization can achieve its goals that have qualified and competent coaches; the coaches who could understand the condition and situation and by understanding mental and physical abilities of athletes and their subordinates choose the best and most appropriate way to achieve the goals. Along with these expert trainers, presence of a person who has full information on sports psychology and also has theoretical and practical experience in this field seems to be necessary. So a comprehensive educational system which has appropriate is recommended. And coaches and sports psychologists need to be aware of the importance of psychological factors influencing athletes and well understand their relationships with athletes. Practitioners can greatly benefit from this area of research, learning how athletes think about their own skills and performances. For example, sport psychologists could utilize this information, working intentionally with their athletes to strengthen self-efficacy levels (e.g., practicing methods of bolstering self-efficacy levels such as visualization and vicarious experiences), in hopes of inspiring more efficacious athletes.

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