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INVESTIGATION OF LEADERSHIP STYLES OF TAEKWONDO COACHES ACCORDING TO PERCEPTIONS OF ATHLETE STUDENTS

Abstract

Coaches, who are leaders to carry a sports team to the desired aim, demonstrate various leadership behavior and this behavior plays a significant role in achieving the aims of the group and in meeting the needs of the group members. According to this significance, it was aimed to investigate the expected leadership styles of taekwondo coaches according to the perceptions of athlete students.

The study included 86 athletes, who participated in taekwondo sport in gyms in the city of Elazığ in 2017. In our study, a “Personal Information Form”, which aims to obtain personal information from athletes, and “Leadership Scale for Sports”, which was developed by Chelladurai and Saleh, were utilized. The scale consists of 40 items and includes five subscales (Training, Democratic, Autocratic, Social and Positive).

Following the collection of the research data, the data were analyzed by utilizing the SPSS statistics package software. The demographic information of athletes was analyzed by frequency (f) and percentage (%) calculations. According to athlete perceptions, the scores obtained from coaches’ leadership skills were calculated for their arithmetic mean and standard deviations. According to athletes’ age, gender and period of training with the same coach variables, t-test and

variance analysis were utilized and the differences formed were determined by using Tukey test. The level of statistical significance was regarded as $p < 0.05$.

As a result, according to the variable of age, it was determined that there were significant differences in subscales of Training, Democratic, Autocratic, Social and Positive. For the variables of gender and training period, no statistically significant difference was observed.

Keywords: Athletes, Coach, Taekwondo, Leadership

SPORCU ÖĞRENCİLERİN GÖRÜŞLERİNE GÖRE TAEKWONDO ANTRENÖRLERİNİN LİDERLİK TARZLARININ İNCELENMESİ

Özet

Bir spor takımını istenilen hedefe ulaştıracak lider olan antrenörler çeşitli liderlik davranışları sergilemektedirler ve bu davranışlar grubun ele alınan konuyu başarısında ve grup üyelerinin gereksinimlerinin giderilmesinde çok önemli bir yer tutmaktadır. Bu önem doğrultusunda sporcu öğrencilerin görüşleri doğrultusunda taekwondo antrenörlerinin onlardan beklenen liderlik tarzlarının, tespit edilmesi amaçlanmıştır.

Araştırmaya; Elazığ ilinde 2017 yılı içerisinde spor salonlarında taekwondo sporuna katılım sağlayan 86 sporcu oluşturmaktadır. Araştırmamızda, sporcuların kendilerine ait bilgileri edinmek için “Kişisel Bilgi Formu” yanı sıra Chelladurai ve Saleh tarafından geliştirilen ve 40 maddeden oluşan Spor İçin Liderlik Ölçeği kullanılmıştır. Ölçek (Eğitici, Demokratik, Otokratik, Sosyal ve Pozitif) liderlik olmak üzere 5 alt boyuttan oluşmaktadır.

Araştırma verilerinin elde edilmesinden sonra, veriler SPSS istatistik paket programından yararlanılarak, araştırma kapsamındaki sporcuların öncelikle demografik özelliklerine ilişkin veriler, frekans (f) ve yüzde (%) hesaplanarak çözümlenmiştir. Sporcu algılarına göre antrenörlerin liderlik becerileri ölçeğinden aldığı puanların aritmetik ortalama ve standart sapmaları hesap edilerek, farklı branşlar için sporcuların yaş, cinsiyet ve aynı antrenörle çalışma sürelerine göre t testi ve tek yönlü varyans analizi, oluşan farklılıkların tespitinde ise Tukey testi kullanılmıştır. İstatiksel olarak anlamlılık derecesi ise $p < 0,05$ belirlenmiştir.

Sonuç olarak, yaş değişkenine göre, Eğitici, Demokratik, Otokratik, Sosyal ve Pozitif alt boyutlarında anlamlı farklılık tespit edilmiştir. Cinsiyet ve çalışma yılı değişkenlerinde istatistiksel olarak anlamlı farklılık bulunmamıştır.

Anahtar Kelimeler: Sporcular, Antrenör, Taekwondo, Liderlik

INTRODUCTION

It can be stated that one of the most important factors affecting success and performance in sports is the leadership skill.

Leadership is one of the most commonly studied subjects of recent years. This is because almost everyone wishes to lead a group and this is attractive for people. Leadership in sports has gained further importance, especially with the establishment of sports on a base of

science. In various sources, the leadership function of coaches is stated as one of the most important duties. In terms of coaches, leadership initially appears as guiding athletes and directing them (1).

Leadership is generally defined as an art that enables people to put their plans and decisions into action, human skills and characteristics required to conduct and manage a certain society. Leadership is also defined as the power to affect people, who gather together for common aims, to achieve those aims or a person, who can determine the aims of the group and can effectively lead the group (2). According to Biçer, leadership is the person, who makes differences, in spite of the present conditions (3). As it can be understood from this definition, a leader is a person who can make positive changes in present conditions and situations for one's own, observes, organizations and environments. Therefore, a leader's vision (ideal) and mission (sense of mission; reason for being) shape one's own leadership (4).

A leader is a person who manages and affects one's employees to behave in accordance with the institution's targets and aims. The basis of the leadership process is formed by a person's ability to influence others. The event of affecting is closely related to the power supply used by the leader (5).

As a leader, effective coaching is a dynamic process that requires the recognition of one's own characteristics, the adaptation of leadership styles suitable for leadership, the influence and the management of the characteristics of the present conditions and recognition of characteristics of athletes by mutual communication and interaction. However, only coaches, who adapt to all these conditions, can have high chances of achieving success as leaders with aims they set forth (6).

Leaders are powerful with their teams as teams with their leader. Power and influence are expendable resources. Power and influence are positive factors for a coach and a team. The real power of a leader should come from ensuring the development of functions, finding resources, removing barriers, mobilizing processes outside of teams and ensuring that individuals of the team reach their real potential. In a team environment, the role of a leader is to change shared aims to create a vision rather than telling individuals what to do or commanding them. As the center of communication in a team, the leader plays a vital role in creating and maintaining effective and associative process dynamics. The team views the leader as a person who motivates people and preserves adaptation even when working conditions affect the organization's ability to compete. The functions of a leader in a team include observation of team members, namely, interpreting events and conditions that can affect performance and taking action in order to create and maintain suitable performance conditions. As a result, members should not work for the leader but with the leader (7).

Research in sports leadership is mainly focused on coaches' leadership role and leadership is defined as the effect of coaches on athletes. In the literature, the research focuses on studies that investigate coaches as leaders, which include several dimensions about leadership exhibited by coaches and observation of leadership characteristics affected by many variables. For example, Martens (1987) suggested that effective leadership consists of four main elements. These are leadership qualities, leadership styles, characteristics of leaders and athletes and situational factors (8).

In our study, it was aimed to determine owned and expected leadership styles of coaches, who work in the taekwondo branch in the city of Elazığ, according to the perceived leadership behaviors by the athletes in these teams and reveal the relationships in between.

MATERIAL AND METHOD

The study included 86 athletes who participated in taekwondo sport in gyms located in the city of Elazığ in 2017.

In our study, a “Personal Information Form” was used to obtain personal information of taekwondo athletes as well as the Leadership Scale for Sports Scale, which contains 40 items and was developed by Celladurai and Saleh (1980) (9).

Güngörmüş, Gürbüz and Yenel (2006) adapted the Leadership Scale for Sports (LSS) scale into Turkish and tested its reliability and validity with the version “Perception of Coaches’ Behaviors by Athletes” in a study conducted with university team athletes in Turkey (10).

The study included 367 volunteer athletes, who were involved in various sports branches such as basketball, judo, tennis, volleyball and football in university teams. In order to test the factor structure of the scale in the study, basic components analysis, which is one of the multiple variable statistical techniques, was used. According to the results of the factor analysis, contrary to the 5-factor structure in the original study, a total of 34-item and 4-factor structure was observed in the Turkish version of the scale. The 4-factor structure observed as a result of the analysis contains the covered items according to their contents as the following.

- a-) Training and Supportive Behavior (12 items)
- b-) Democratic Behavior (10 items)
- c-) Explanatory and Rewarding Behavior (7 items)
- d-) Autocratic Behavior (5 items)
- e-) Positive Feedback Behavior, Rewarding (6 items)

To test the reliability of the scale, the calculated Cronbach Alpha internal consistency coefficient was between 0.71 (autocratic behavior) and 0.84 (training supportive). The total internal consistency coefficient of the scale was calculated as 0.87 (11).

FINDINGS

Table 1. Distribution values of Leadership Styles of Taekwondo Coaches According to Athletes' Variable of Age

	Age	N	X	Ss	F	p
Training	10-12 years old**	33	29,00	9,82	11,93	,000
	13-15 years old*	29	23,68	7,47		
	16 years old and above*	24	18,75	4,61		
	Total	86	24,34	8,82		
Democratic	10-12 years old**	33	21,24	6,34	19,46	,000
	13-15 years old*	29	16,03	5,35		
	16 years old and above*	24	12,58	3,16		
	Total	86	17,06	6,33		
Autocratic	10-12 years old**	33	13,75	3,53	5,16	,008
	13-15 years old*	29	14,96	4,57		
	16 years old and above*	24	11,16	5,01		
	Total	86	13,44	4,54		
Social	10-12 years old**	33	19,27	5,50	16,05	,000
	13-15 years old*	29	14,89	4,70		
	16 years old and above*	24	12,12	3,83		
	Total	86	15,80	5,60		
Positive	10-12 years old**	33	11,63	3,91	13,83	,000
	13-15 years old*	29	10,20	3,09		
	16 years old and above*	24	7,12	2,09		
	Total	86	9,89	3,67		

In terms of athletes' variable of age, investigating the leadership styles of taekwondo coaches, significant differences were observed. In the evaluating the significant differences, it was observed that coaches demonstrated more training behavior, more democratic behavior, more social behavior and more positive behavior to athletes between 10-12 years old compared to those between 13-15 years old. It was also observed that coaches exhibited more autocratic behavior to athletes between 13-15 years old compared to those between 10-12 years old.

Table 2. Distribution values of Leadership Styles of Taekwondo Coaches According to Athletes' Variable of Gender

	Gender	N	X	Ss	t	p
Training	Female	35	23,54	8,89	-0,69	0,48
	Male	51	24,90	8,82		
Democratic	Female	35	16,51	6,77	-0,67	0,50
	Male	51	17,45	6,04		
Autocratic	Female	35	13,45	4,77	0,02	0,98
	Male	51	13,43	4,43		
Social	Female	35	16,05	5,47	0,34	0,72
	Male	51	15,62	5,74		
Positive	Female	35	9,68	3,93	-0,43	0,66
	Male	51	10,03	3,51		

In terms of the gender variable of athletes, the investigation of leadership styles of taekwondo coaches did not constitute a significant difference.

Table 3. Distribution values of Leadership Styles of Taekwondo Coaches According to Athletes' Variable of Period of Training with Their Coaches

	Period of Sports	N	X	Ss	F	p
Training	1-2 years	41	25,60	9,52	2,22	0,11
	3-5 years	28	24,89	9,08		
	6 years and above	17	20,41	5,13		
	Total	86	24,34	8,82		
Democratic	1-2 years	41	17,41	6,67	0,18	0,83
	3-5 years	28	17,03	6,87		
	6 years and above	17	16,29	4,59		
	Total	86	17,06	6,33		
Autocratic	1-2 years	41	12,95	4,36	0,46	0,63
	3-5 years	28	13,96	4,84		
	6 years and above	17	13,76	4,64		
	Total	86	13,44	4,54		
Social	1-2 years	41	16,12	6,23	1,04	0,35
	3-5 years	28	16,39	5,56		
	6 years and above	17	14,05	3,68		
	Total	86	15,80	5,60		

Investigation Of Leadership Styles Of Taekwondo Coaches According To Perceptions Of Athlete Students

Positive	1-2 years	41	10,34	3,88	1,65	0,19
	3-5 years	28	10,10	4,02		
	6 years and above	17	8,47	2,00		
	Total	86	9,89	3,67		

In terms of the variable of period of sports of athletes, no significant difference was observed in the leadership styles of taekwondo coaches.

DISCUSSION AND CONCLUSION

The fact that coaches always have positive and concrete perceptions and their expertise in their field have major importance in terms of coach-athlete relationship. Coaches, who provide a positive atmosphere for their athletes, undertake an important duty in developing athletes' skills to the highest levels. Therefore, the relationship between coaches and athletes is of utmost significance in terms of compatible training, mutual understanding, ensuring communication in line with the mutual aim, proximity and feeling trust factors (12).

The findings of this study, which included the determination of present and expected leadership styles of coaches, who worked in the taekwondo branch in gyms in 2017, determined by the perceptions of active athletes in their teams, were discussed in the light of information in the literature.

According to the age variable of the athletes participating in the study, investigating the scores of coaches in the subscales of the leadership behaviors, (Table 1) according to athletes' age variable (Table 1), statistically significant differences were observed in training-instructive, democratic, autocratic, social support and positive feedback behavior subscales. In the investigation of the significant differences, it was observed that coaches exhibited behaviors that were more instructive, more democratic, more social and more positive to athletes between 10-12 years old compared to those between 13-15 years old. It was also observed that coaches exhibited a more autocratic behavior to athletes between 13-15 years old compared to those between 10-12 years old. In various studies that support or do not support our study, Benziz (2016) investigated leadership qualities of coaches according to perceptions of amateur football players and reported that leadership behaviors did not differ in any subscale according to the research group's age variable. It was also reported that increases in age constituted neither positive nor negative relationships in any subscale of coach behaviors (13). In a study conducted by Nacar et al. (2018) investigating coaches' leadership styles according to perceptions of athletes from various branches, it was reported that no statistically significant difference was observed in training-instructive, democratic, autocratic, social support and positive feedback behavior subscales according to the variable of age (14).

In a study conducted by Sarı (2013) investigating the relationship between wrestlers' motivation and self-efficacy, and coaches' leadership behaviors, it was reported in the analysis with age variable that athletes between 18-20 years old perceived higher levels of training and instructive behavior and positive feedback behaviors compared to those between 21-24 years old and 25 years old and above groups. In the investigation of the behavior of coaches perceived by athletes according to athletes' variable of sports age, it was reported that positive feedback

behavior constituted significant differences according to the variable of sports age. It was also reported that athletes with sports age of 0-7 years (mean=3,9±0,8) perceived significantly higher levels of positive feedback behavior compared to those with sports age of 8-10 years (mean=3,5±0,8) and 11-15 years (mean=3,4±0,9). Wrestlers with lower sports age reported that their coaches demonstrated positive feedback behavior more. These findings were determined to be originated from the coaches' approach to younger and inexperienced athletes (15).

In our study, in the investigation of the scores obtained in the subscales of coaches' leadership behaviors according to the variable of age, (Table 2) significant differences were observed in training-instructive behavior and positive feedback behavior subscales. In the investigation of various studies, Nacar (2013) studied the leadership styles of coaches who worked in Turkish Professional Handball 1st League and investigated scores obtained in the subscales of coaches' leadership behaviors according to genders of handball players. Accordingly, it was reported that there was a statistically significant difference between training-instructive behavior and positive feedback behavior subscales. Additionally, it was determined that there was no significant difference in democratic, autocratic and social support behavior subscales (16). In another study, Çeyiz (2007) investigated leadership styles of coaches working as football coaches in the city of Adana and reported that the leadership styles of coaches working as football coaches in the of Adana were at a moderate autocratic level (17).

In our study, in the investigation of leadership styles of taekwondo coaches in terms of athletes' variable of sports years, no significant difference was observed (Table 3). In a study conducted by Gacar, Nacar and Bayrak (2017), leadership styles of beach volleyball coaches were investigated and statistically significant differences were reported in mean leadership scores of instructive leadership and positive feedback in the ANOVA test results conducted for subscale scores and total scores of coaches' leadership level scale in terms according to participants' variable of sports year. In terms of athletes with lower sports year, coaches were reported to have a leadership type of "more instructive and more positive feedback" (18). Yılmaz (2008), in the study titled "various sports branches' coaches' leadership behavior analysis and communication skill levels according to athletes' perceptions", reported in the scores obtained in the positive feedback subscale of handball coaches that athletes who train with the same coach for 1 year or less had significantly higher scores compared to those who train with the same coach for 2 years according to the variable of training with the same coach (19). According to the study conducted by Weinberh and Gould (1995), depending on the experience of athletes, mean scores in instructive-supportive behavior subscale were higher compared to other subscales (20).

As a result of the study, in the comparison of mean scores of coaches' leadership levels in terms of participants' gender and sports years variable, no statistically significant difference was observed. However, according to the age variable of athletes, statistically significant differences were observed in the training-instructive, democratic, autocratic, social support and positive feedback behavior subscales.

It can be suggested that coaches should emphasize important points of techniques and methods to practice for their aims, establish healthy communication environments and assign duties and responsibilities that they can perform.

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