

Original Article

The relationship between coaching leadership behaviors and burnout of male athletes

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Abstract: This study aimed to investigate the relationship between coaching leadership behaviors and burnout (physical and emotional exhaustion, feeling of progression, and feeling of unworthiness) in male athletes. This was an applied and descriptive study. The statistical population of this research was all male athletes in the age range of 18-23 (young). A total of 196 athletes were selected by simple random sampling. The study instrument included two questionnaires: Raedeke & Smith's (2001) Athletes' Burnout Questionnaire and Chelladurai's (1998) Coaching Leadership Report. Their internal consistency with Cronbach's alpha for athletes' burnout questionnaire was 0.765 and leadership behaviors of coaches 0.784. Pearson correlation coefficient, regression analysis, and SPSS-22 software were used to investigate the hypotheses. A linear model (structural equation) was used to present the model. According to the research findings, coaches are likelier to use behavioral training less than arbitrary behavior. There were significant relationships between all components of training behavior (physical exhaustion, feelings of depreciation, and reduction of progress). There was also a significant relationship between authoritarian behavior and components of physical-emotional exhaustion. There was also a significant correlation between the feeling of progression reduction and democratic behavior.

Keywords: Coaching Leadership, Behaviors, Athletes, Burnout;

1. Introduction

The issue of burnout, or burnout, has recently been raised and quickly gained the interest and interest of scholars. Depression can be a state of analysis and depletion of physical, emotional, and mental strength, which is characterized by loss of physical strength, chronic weakness, resilience, feelings of loneliness and hopelessness, negative perceptions about self, negativity, futility, and neglect of affairs, a negative attitude towards color and activity, life and others (Maslach, 1986). Although the issue of burnout has existed in human service occupations, its study can also be applied in other areas. Sport is volatile, with countless enthusiasts from different walks of life whose human resources, mainly coaches and athletes can suffer from exhaustion. The concept of burnout in sports has received so much attention that some researchers believe burnout has become synonymous with exercise. Sources of internal and external stress are physical and mental fatigue, mood swings, increased anxiety, and lack of emotional care, which coaches and athletes often associate with burnout (Rad & Ghalenoei, 2013). In the athlete community, burnout is a strange word that has caused considerable concern among coaches, athletes, and sports psychologists, with most athletes, coaches, and sports psychologists using the term burnout, and probably most of them in some the stages of their life and sports are depleted. For this reason, burnout has been considered by sports researchers because it involves the psychological, emotional, and physical withdrawal from activities that were previously of interest to athletes, coaches, and officials (Rad & Ghalenoei, 2013).

According to Raedeke (1997), burnout is a multidimensional experience that includes three characteristics: (a) exercise-related physical and mental fatigue, (b) decreased exercise-related sense of accomplishment, and (c) decreased exercise value. Many researchers have examined the association of burnout and identified several potential factors that affect this experience (Ryan, 2017). Burnout is a phenomenon that can affect athletes and be associated with many negative experiences at different levels of the sport. Estimates show that approximately 3-9% of college athletes suffer from burnout (Gould & Whitley, 2009).

Research in sports and sports science has identified coaching problems and problems related to leadership and supervision support as sources of stress and burnout in athletes. Today, participation in

sports can lead to various desirable outcomes for each participant that improve participation, personal development, and performance. However, these results are not only due to participation, and the coach is very effective for the experiences and progress of athletes in sports (Erikstad et al., 2021). Among the three factors of athlete, coach, and spectator, the team leadership coach is considered a strong organizer and the foundation of any progress. In addition to learning sports skills directly, the coach can influence athletes and team results through appropriate leadership interactions and behaviors. Coaches may be of particular importance due to their multiple interactions with an athlete and their impact on the burnout experience. For example, coaches who place unrealistic expectations, criticisms, and pressures on their athletes to perform well can lead to burnout in their athletes. In addition, conflicts between coaches, athletes, and team members may manifest as symptoms such as poor athletic performance and athlete burnout (Erikstad et al., 2021).

According to Smith (1986), there are several reasons athletes end their athletic activity, and exhaustion is one of the main reasons (Smith, 1986). In addition, Duda (2011) reported that if coaches exhibit strict or controlling coaching behaviors or do not support autonomy, athletes are likely to experience higher levels of burnout (Quested & Duda, 2011). Thus, one of the critical factors related to coaches' behavior that can affect athletes' ability to regenerate is their leadership behaviors (Ryan, 2017). Various studies and research have highlighted the importance of coaches' leadership behaviors in a variety of outcomes, such as group cohesion (Smith et al., 2013), motivational climate (Álvarez et al., 2019), athlete satisfaction (Nazarudin et al., 2009) and aspects Have highlighted learning self-regulation (i.e., goal setting and initiative) (Vella et al., 2010). Vella et al. (2010) suggested that coaching leadership can be considered a process of interpersonal influence, dependent on the relationship between the coach and the athlete, which facilitates the results of the athlete's competence, confidence, communication, and personality (Vella et al., 2010). In this way, coaching leadership provides a window into understanding the interpersonal behaviors of coaches and how interpersonal behaviors affect athletes' outcomes (Erikstad et al., 2021). According to Chelladurai (1984), coaching in sports requires leadership, and in the process of influencing the players towards the set goals, the coach interacts with



the players in the role of leader, so the existence of diverse coaching behaviors is apparent. However, no behavior alone does not always lead to success and peak performance, and some of these behaviors may reduce performance or burnout in athletes (Chelladurai, 1984).

Therefore, efforts to organize and conceptualize research on coaching leadership behaviors have led Chaladora (1990) to present a Multidimensional Model of Leadership in sport for the process of athlete-coach interaction, which includes training and training behavior, feedback behavior (Chelladurai, 1990). Positive is democratic behavior, authoritarian behavior, and social support behavior. Training behavior and positive feedback behavior are related to task performance and the extent to which it is performed, respectively. The social support dimension deals with the social needs of members, and democratic and authoritarian behavior is related to the extent to which the leader allows athletes to participate in decision-making (Seyed Hosseini et al., 2009). The effective leadership behaviors of coaches in sports are a function of performing various roles and styles to meet the needs of athletes and achieve team goals. Coach behaviors in the role of a leader should, as a motivator, create safe and effective ways and methods to improve and develop performance and reduce athletes' burnout. Leadership behaviors that coaches display in their leadership are among the characteristics that affect players' motivation and how they perceive the coach. Therefore, efforts to organize and conceptualize research on coaching leadership behaviors have led Chaladora (1990) to present a Multidimensional Model of Leadership in sport for the process of athlete-coach interaction, which includes training and training behavior, feedback behavior (Chelladurai, 1990). Positive is democratic behavior, authoritarian behavior, and social support behavior. Training behavior and positive feedback behavior are related to task performance and the extent to which it is performed, respectively. The social support dimension deals with the social needs of members, and democratic and authoritarian behavior is related to the extent to which the leader allows athletes to participate in decision-making (Chelladurai, 1990). The effective leadership behaviors of coaches in sports are a function of performing various roles and styles to meet the needs of athletes and achieve team goals. Coach behaviors in the role of a leader should, as a motivator, create safe and effective ways and methods to improve and develop performance and

reduce athletes' burnout. Leadership behaviors that coaches display in their leadership are among the characteristics that affect players' motivation and how they perceive the coach.

In this regard, Bai and Dana (2013) showed a negative correlation between positive reaction behaviors and exhaustion of futsal players and a negative and significant correlation between negative reaction behaviors and exhaustion of futsal players (Bai & Dana, 2013). There is also a significant negative correlation between normal behavior and exhaustion of futsal players. Sabbaghian Rad and Ghaleh Noei (2013), in their research, showed that a significant relationship was observed between the leadership style of coaches and job burnout of athletes (Rad & Ghalehnoei, 2013). Athletes' burnout was also associated with negative training, feedback, and authoritarian behavior. High results (2013) showed a significant relationship between coaching behaviors and athletes' exhaustion. Athletes whose coaches showed more democratic behaviors were less tired.

Findings of Choi et al.'s (2020) study on the relationship between coaching behaviors and job burnout with the mediating role of athlete-coach relationship and relationship showed that our current understanding increases the relationship between perceived coaching behavior and athletes' burnout and important roles Clarify team relationships and the coach-athlete relationship (Choi et al., 2020). The results also showed that autonomy-supportive coaching behaviors have a negative relationship with burnout, and coaching control has a positive and significant relationship with job burnout. Furthermore, in their study, Erikstad et al. (2021) examined the relationship between coaches' transformational leadership and athletes' personal and group characteristics in elite youth football (Erikstad et al., 2021). The results showed a positive path from transformational leadership to task and social cohesion, task-oriented motivational conditions, self-regulation of learning, and athlete satisfaction. Finally, a negative path from transformational leadership to a self-centered atmosphere was identified, but Hadian et al. (2011) research showed no significant relationship between the perception of coaching leadership style and athletes' exhaustion (Pour Soltani, 2011).

Also, other studies on the relationship between leadership style and athlete satisfaction (Dolati, 2013; Roxas & Ridinger, 2016) Between the behavior and leadership style of coaches with sports



identity (Aghaie et al., 2013; Keshavarz et al., 2014), the relationship between behavior and leadership style with the team and group cohesion (Alemu & Babu, 2012; Kim & Cruz, 2016; Moslehi et al., 2015; Talebi & Abdollahi, 2012). Athletes' leadership behaviors and exhaustion are important topics that have been the subject of many studies over the past two decades. Despite the proliferation of literature on leadership and burnout in sports, many questions remain unanswered. Identifying the causes of burnout among athletes and developing strategies for effective decision-making can improve the performance of coaches, athletes, and sports clubs. However, the question remains whether coaches' leadership behaviors can be related to the deterioration of athletes. What kind of behavior do domestic coaches use the most? Moreover, which behavior is the most and has the minor degeneration reported by athletes? This study investigates the relationship between the leadership behavior of coaches and the exhaustion of male athletes in individual and group disciplines in the age range of hope in Bonab city.

2. Materials and Methods

This study is a causal-comparative study examining the relationship between coaching leadership behaviors and burnout (physical-emotional exhaustion, feeling of reduced progress, and feelings of worthlessness) in male athletes in Bonab.

Participants. The statistical population of this study consists of male athletes in Bonab city in the range of 20-23 years (youth) who do at least 2 hours of specialized training in their sport during the day, according to the Statistics Center of Bonab Youth and Sports Department in 2020, there are 400 athletes. To determine the sample size using the Morgan table, some 196 athletes were selected by simple random sampling from male athletes in team and individual disciplines in the age range of Omid, who does at least 2 hours of specialized training during the day.

2-1. Instruments

In this study, three questionnaires were used to collect information. First, the personal information questionnaire measured and determined the education level, type of sport, marital status, the average number of training hours per week, and competitive level. Sports Leadership Scale Questionnaire by Chelladurai (1980) is based on the multidimensional model of leadership in sports to examine the coaching styles and behaviors of

coaches in sports situations and the question of sports burnout by Smith et al. (2003) to determine burnout among athletes. Finally, the Coaches' Leadership Styles Questionnaire consisted of 40 questions and assessed the five coaches' leadership styles (training and practice, authoritarian, democratic, positive feedback, and social support) from the athletes' perspective. Responses were evaluated on a five-point Likert scale. This research reported the internal stability of each subscale through Cronbach's alpha of 0.87.

The Exercise Exhaustion Questionnaire consists of 15 questions on a five-point Likert scale, each of which assesses a range of signs of depletion (feelings of diminished progress, feelings of worthlessness, and physical and emotional exhaustion) whose answers are scored on a five-point Likert scale. This research reported internal consistency (Cronbach's alpha for feeling reduced by 0.84, physical and emotional exhaustion by 0.89, and feeling worthless by 0.89).

2-2. Procedure

By attending the training area of Bonab athletes, questionnaires were distributed among athletes at the end of the training session and received after half an hour.

2-3. Analysis

For statistical analysis of the findings, descriptive statistics methods in the form of frequency distribution tables and graphs, and the second part, inferential analysis of findings and testing of hypotheses, are presented. In order to determine the normality or abnormality of the statistical sample distribution, skewness and elongation tests were performed. Finally, in order to present the model in the standard mode, exploratory and confirmatory factor analysis (path analysis) were used in LISREL software.

3. Results

As can be seen in Table 2, the simple correlation coefficient of the training and practice style variable increases by 0.415 and the coefficient of determination, ie the percentage of variance of the independent variable explained by the dependent variable, is equal to 0.172. Therefore, the variable of training style and practice predicts 0.172% of the variable of increasing the use of the feeling of decreasing progress. Also, regression equation with $F=40.331$ and significance level of 0.001, which is less than 0.05, is significant. The results of regression



analysis using simple linear method show that the regression coefficient for B = 0.263 and the value of the test statistic are regression coefficient t = 6.335 and its significance level is 0.001 which is less than

0.05. And it is meaningful. Therefore, by considering the regression coefficient of training and practice style and a fixed value of 4.644, the regression equation is obtained.

Table 1. Description of the frequency of demographic characteristics

| Subjects' personal information | | Frequency | Percentage | Cumulative percentage |
|--------------------------------|---------------|-----------|------------|-----------------------|
| Marital status | Married | 4 | 2 | 2 |
| | Single | 192 | 98 | 100 |
| Education | Undergraduate | 94 | 48 | 48 |
| | Diploma | 72 | 36.7 | 84.7 |
| | Junior | 18 | 9.2 | 93.9 |
| | BA | 11 | 5.6 | 99.5 |
| | MA and higher | 1 | 0.5 | 100 |
| Competition level | Beginner | 93 | 47.4 | 47.4 |
| | Amateur | 97 | 45.5 | 96.9 |
| | Professional | 6 | 3.1 | 100 |
| Duration of daily training | 2 hours | 88 | 44.9 | 44.9 |
| | 2-4 | 87 | 44.4 | 89.3 |
| | Top 4 | 21 | 10.7 | 11 |
| Type of sport | individual | 73 | 37.2 | 37.2 |
| | Group | 123 | 62.8 | 100 |
| | Total | 196 | 100 | |

Table 2. Regression results using the simple linear method of the first hypothesis.

| Criterion variable | Predictor variable | R correlation coefficient | Multiple Determination coefficient R ² | Statistics | Regression coefficients | F |
|-----------------------------|-------------------------------|---------------------------|---|------------|-------------------------|--------|
| | | | | Sig. | B | |
| Training and practice style | Physical-emotional exhaustion | 0.294 _a | 0.086 | 0.001 | B=0.105 T=4.277 | 18.290 |
| Training and practice style | Feeling reduced progress | 0.415 _a | 0.172 | 0.001 | B=0.263 T=6.355 | 40.331 |
| Training and practice style | Feeling worthless | 0.168 _a | 0.028 | 0.001 | B=0.055 T=2.327 | 5.627 |

As can be seen in Table 2, the simple correlation coefficient of the training style variable with increasing sense of worthlessness is 0.168 and the variable in this regard is equal to / 028 It is 0%. Therefore, the variable of education style and practice predicts 0.028% of the variable of increasing the use of worthless feelings. Also, regression equation with F = 5.627 and significance level of 0.001, which is less than 0.05, is significant. The results of regression analysis using simple linear method show that the regression coefficient for B =

coefficient of determination, is the percentage of variance of the independent variable explained by the dependent 0.055 and the value of the test statistic are regression coefficient t = 2.327 and its significance level is 0.001 which is less than 0.05. And it is meaningful. Therefore, by considering the regression coefficient of the training style and training of trainers and a constant value of 1.56, the regression equation is obtained.

$$y' = bX + a$$

12.032+ (training and practice style) 0.105 = physical-emotional exhaustion

Standard error estimate = 0.242

4.644+ (training and practice style) 0.263 = Feeling of reduced progress



Standard error estimate = 0.409
 1.56+ (training style) 0.055 = feeling worthless
 Standard error estimate = 0.228

Table 3. Regression results using the simple linear method of the second hypothesis.

| Criterion variable | Predictor variable | R Multiple correlation coefficient | Determination coefficient R ² | Statistics | Regression coefficients | |
|-----------------------------------|-------------------------------|------------------------------------|--|------------|-------------------------|--------|
| | | | | Sig. | B | |
| Authoritarian behavior of coaches | Physical-emotional exhaustion | 0.233 _a | 0.054 | 0.001 | B=0.214 | 18.290 |
| Authoritarian behavior of coaches | Feeling of reduced progress | 0.495 _a | 0.176 | 0.001 | B=0.685 | 40.331 |
| | | | | | T=3.337 | |
| | | | | | T=6.29 | |

As can be seen in Table 3, the simple correlation coefficient of the variable style of coercive behavior of coaches with increasing physical-emotional exhaustion is 0.233 and the coefficient of determination, is the percentage of variance of the independent variable explained by the dependent variable in this regard is 0.54%. Therefore, the variable of coercive behavior of coaches predicts 0.054% of the variable of increasing the use of physical-emotional exhaustion. Also, regression equation with F = 11.34 and significance level of 0.001, which is less than 0.05, is significant. The results of regression analysis using simple linear method show that the regression coefficient for B = 0.214 and the value of the test statistic are regression coefficient t = 3.337 and its significance level is 0.001 which is less than 0.05 And it is meaningful. Therefore, considering the regression coefficient, the authoritarian behavior style of coaches and the fixed value of 11.816 regression equation is obtained as follows.

$$y' = bX + a$$

11.814 + (Arbitrary behavior of coaches) 0.214 = Physical-emotional burnout
 Standard error estimate = 0.244
 4.738 + (Arbitrary behavior of coaches) 0.685 = Feeling of reduced progress
 Standard error estimate = 0.404

As can be seen in Table 3, the simple correlation coefficient of the variable style of coaches' authoritarian behavior varies by 0.419 and the coefficient of determination, is the percentage of variance of the independent variable explained by the dependent variable, and is equal to / 176. It is 0%. Therefore, the variable of coercive behavior style of coaches predicts 0.176% of the variable of increasing the use of feeling reduced performance. Also, regression equation with F = 41.332 and significance level of 0.001, which is less than 0.05, is significant. The results of regression analysis using simple linear method show that the regression coefficient for B = 0.685 and the value of the test statistic are regression coefficient t = 6.449 and its significance level is 0.001 which is less than 0.05. And it is meaningful. Therefore, considering the regression coefficient, the authoritarian behavior style of the coaches and the fixed value of 4.738, the regression equation is obtained as follows.

Table 4. Regression Results Using Simple Linear Method Hypothesis III.

| Criterion variable | Predictor variable | R Multiple correlation coefficient | Determination coefficient R ² | Statistics | Regression coefficients | |
|--------------------------------|-----------------------------|------------------------------------|--|------------|-------------------------|--------|
| | | | | Sig. | B | |
| Democratic behavior of coaches | Feeling of reduced progress | 0.222 _a | 0.049 | 0.001 | B=0.336 | 10.052 |
| | | | | | T=3.171 | |



As can be seen in Table 4, the simple correlation coefficient of the variable of democratic style of coaches with increasing sense of decreasing progress is 0.222 and the coefficient of determination, is the percentage of variance of the independent variable explained by the dependent variable in this regard is equal to 0.049%. Therefore, the variable of democratic behavior style of coaches predicts 0.049% of the variable of increasing the use of the feeling of decreasing progress. Also, regression equation with $F=10.052$ and significance level of

$$y' = bX + a$$

$$2.964 + (\text{Democratic behavior of coaches}) \cdot 0.336 = \text{Feeling of reduced progress}$$

Standard error estimate = 0.438

0.001, which is less than 0.05, is significant. The results of regression analysis using a simple linear method show that the regression coefficient for $B=0.336$ and the value of the test statistic were regression coefficient $t = 3.117$ and its significance level was 0.001 which is less than 0.05 and it is meaningful. Therefore, considering the regression coefficient, the democratic behavior style of coaches and the constant value of 2.964, the regression equation is obtained as follows.

Table 5. Relationship between coaches' social support behavior and components of burnout

| Burnout | Statistics | Coaches' Social Support Behavior |
|-----------------------------------|---------------------------------|----------------------------------|
| Physical-emotional burnout | Pearson correlation coefficient | 0.038 |
| | Sig. | 0.597 |
| | N | 196 |
| Feeling of decreasing progression | Pearson correlation coefficient | 0.138 |
| | Sig. | 0.057 |
| | N | 196 |
| Feeling worthless | Pearson correlation coefficient | 0.081 |
| | Sig. | 0.257 |
| | N | 196 |

According to the results of Pearson correlation coefficient test, there is no significant relationship

between coaches' social support behavior and any of the components of burnout.

Table 6. Relationship between positive coaching behavior of coaches and components of burnout

| Burnout | Statistics | Coaches' Social Support Behavior |
|-----------------------------------|---------------------------------|----------------------------------|
| Physical-emotional burnout | Pearson correlation coefficient | 0.038 |
| | Sig. | 0.597 |
| | N | 196 |
| Feeling of decreasing progression | Pearson correlation coefficient | 0.138 |
| | Sig. | 0.057 |
| | N | 196 |
| Feeling worthless | Pearson correlation coefficient | 0.081 |
| | Sig. | 0.257 |
| | N | 196 |

According to the results of Pearson correlation coefficient test, there is no significant relationship

between positive feedback behavior of coaches and none of the components of burnout.



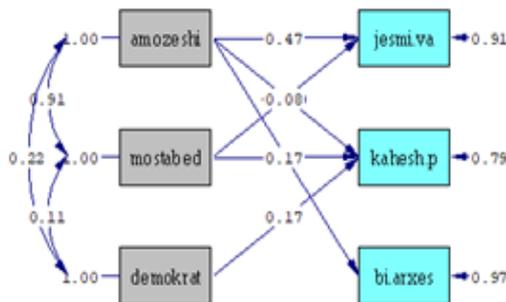


Figure 1. Basic model of liseral analysis.

As the model shows, the variables of educational behavior and moderate strength training affect physical-emotional exhaustion and feelings of worthlessness. Democratic behavior affects the feeling of reduced progress. And authoritarian behavior is effective on physical-emotional exhaustion and the feeling of reduced progress. By

calculating the value of t between variables, the model will look like this; According to the value of t, there is no significant causal relationship between the variables of coach and training and the feeling of reduced progress, and therefore the relevant hypothesis is rejected and this relationship is removed from the model.

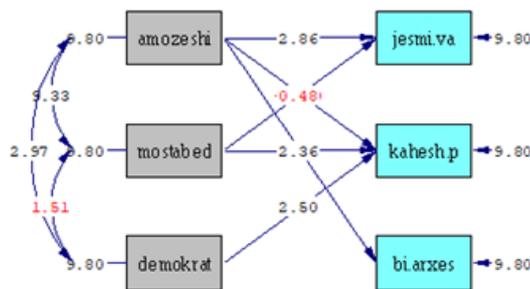


Figure 2. The main model of liseral analysis

4. Discussion

In sports, coaches play an important role and have the most critical position for the team and the athletes. They also have a decisive effect on the general aspects of the athletes' physical and mental condition and their level of performance. Therefore, the present study has been compiled to examine the relationship between coaches' leadership behaviors and athletes' burnout. Based on the results, the behavior of training and exercise has a significant effect on physical-emotional exhaustion, feeling of reduced progress, and feeling of worthlessness. These findings were consistent with the research of Fathi (2011) (Fathi, 2011), Bum and Shin (2015) (Bum & Shin, 2015), and Ryan (2017) (Rayan, 2017). Ryan's findings (2017) showed that behavioral coaching styles such as type of training and education and democratic behavior directly impact athletes' sports experience in burnout analysis. Therefore, the coach should undoubtedly pay attention not only to the training and

implementation of sports skills but also to the psychological processes of athletes because many factors influence their athletic performance.

Knowing these factors is very important for the coach to improve the performance and satisfaction of athletes, as well as reduce their exhaustion. According to the research background, training behaviors are among the behaviors that athletes are consulted in making decisions. Athletes can comment freely, and coaches emphasize teaching skills, techniques, and tactics. In this behavior, the coach, with the guidance and guidance of the athlete, tries to improve the athlete's performance and lead the athlete to success and progress with the necessary training. Coaches who use training behavior have a unique view of the relationship between themselves and team members and seek coordination with the athlete. These results show that trainers design exercises and technical and tactical training necessary to increase efficiency and achieve the

desired result. Therefore, coaches need to know how, when and why athletes feel overwhelmed. By knowing which coaching styles and behaviors affect burnout analysis, coaches are trained or taught how to present their coaching practices in a way that does not negatively affect their athletes.

Also, based on the results, the democratic behavior of coaches has a significant relationship with the feeling of reduced progress. The results are consistent with the findings of Ryan (2017) (Rayan, 2017) and Bum and Shin (2015) (Bum & Shin, 2015). Democratic behavior, like training and practice behavior, emphasizes the participation of athletes in group decisions that are made to teach skills, techniques, and tactics. In this behavior, coaches try to have a constructive relationship with the athlete so that the athlete can express their opinions and desires. Since the subjects of the present study were selected from young athletes, the need for communication and intervention in decision-making is critical to improving skills at this age and level so that they can progress through cooperation and consensus among members and coaches. According to the result, coaches pay less attention to the opinion of athletes to decide on training methods and adopt appropriate strategies for competitions and team-related issues. Interviewing players and athletes on important coaching issues and player participation in deciding how to play expected during a match is a behavioral characteristic of a democratic coach. The use of democratic behavior is, in fact, respect for the athlete, which can lead to good and positive feelings and attitudes in the athlete, increase mental skills, and reduce exhaustion and stress.

In the present study, the behavior of training and practice with all scales of burnout and democratic behavior with the scale of feeling the decrease in progress had a positive and significant relationship and caused burnout in male athletes in Bonab. Therefore, the higher the level of education, training, and democratic behaviors, the greater the degeneration. The results are consistent with the findings of Bagheri and Zarei Matin (2005) because in this study, the analysis of task-oriented behavior was positive and significant, and according to the theoretical foundations of the research, training and practice behavior can be considered as task-oriented behaviors (Bagheri & Zarei Matin, 2005). Training and practice behavior had the highest rate of degeneration among other behaviors. Since the behavior of training and democratic training in the present study caused exhaustion in male athletes in

Bonab, it can be said that the reason for this may be due to the low level of players and newcomers who did not pay much attention to training and communication and instead of watching their progress, they find that the condition has caused them stress. In order to compensate for this condition, they have resorted to hard training, which has caused them physical fatigue. However, stress and physical fatigue have created the ground for their exhaustion. Athletes' perceptions of coaching leadership behaviors can affect athletes' perceptions and beliefs, and thus various processes and outcomes such as performance, team performance, satisfaction, and burnout.

According to the results, the authoritarian behavior of coaches has a significant relationship with physical-emotional exhaustion and the feeling of reduced progress. The results are consistent with the Arab research of Hadian and Zarandi (2011) (Pour Soltani, 2011), Fathi (2011) (Fathi, 2011), Alemu and Babo (2012) (Alemu & Babu, 2012), Altahanieh (2013) (Altahayneh, 2013). Hadian and Zarandi (2011) and Altahanieh (2013) showed that authoritarian behavior had caused burnout. Due to the definition and background of this behavior, which states that the coach is self-centered and makes decisions alone, the athlete is not allowed to participate in decisions. These characteristics have made athletes less receptive to coaches who have this behavior, and since the subjects of the study were young and novice athletes, the need to improve and meet the requirements requires communication with coaches. However, because tyrannical coaches are self-centered and do not let players comment, the athlete can not inform the coach of his stress and fatigue, which causes exhaustion, which in the present study is also exhaustion (physical-emotional exhaustion, feeling of reduced progress). Athletes reported it. When a coach uses an authoritarian leadership style, he separates himself from the athlete and emphasizes his strength; in such a way that he applies his working methods to athletes and makes unilateral decisions; this type of decision can provide conditions that limit and discourage the athlete and cause exhaustion. Leadership is authoritarian, progressive, and critical of criticism. He feels that athletes want and need a violent approach and rarely hesitate about their actions. Fans of this style are confident they can finish what they started successfully. The motto of these leaders is "If this method is good for me, it will be good for my players as well." Therefore, when a coach uses this method,



he separates himself from the athlete and emphasizes his strength, and this kind of decision plays a vital role in the exhaustion of athletes, which means that having a coach who has all the potential Controls athletes, decides without asking the opinion of athletes to help increase the level of burnout among athletes.

Another study finding showed no burnout in positive feedback and social support behaviors, and the coaches who used these behaviors did not suffer from burnout in their athletes. The results are consistent with Pour Soltani et al. (2011), which showed that positive feedback behavior was unrelated to burnout and did not cause burnout in athletes. Coaches use social support behavior more than positive feedback. One of the essential dimensions in coaches' decision-making is choosing the coaching style and method. Coaches have been considered one of the fundamental pillars of the formation and development of any team, and their essential role in the performance and psychological characteristics of the players cannot be ignored (Bahraminejad et al., 2016).

So, Bahraminejad et al. (2016) showed a significant relationship between understanding the positive feedback behavior of coaches and athletes' satisfaction (Bahraminejad et al. 2016). According to the definitions and theoretical foundations of these two behaviors, paying attention to the personal well-being of athletes, warm interpersonal communication, a positive group atmosphere, and paying attention to the demands of athletes and encouraging athletes will improve the performance of athletes. Providing positive feedback during training and competitions leads to motivation, maintaining and increasing concentration, goal setting, and increasing mental fitness and motivation among athletes and has a motivational role and a sense of usefulness, all of which can reduce the analysis. Therefore, the burn should be effective, and the athlete should not suffer from burnout.

Chelladurai (1980) considers social support behavior as a behavior that the coach uses to satisfy the mutual needs of the athletes; for example, the coach has a friendly relationship with the players, examines their issues and problems, and resolves disputes between team members. Therefore, this coaching behavior of the athlete, in the form of supporting the athlete's decisions, performance, and goals, reduces stress and anxiety and ultimately reduces burnout. Since the subjects were young and most novice athletes, the results showed well that the reason for the lack of

degeneration in these behaviors was attention to well-being, calmness, and warm interpersonal relationships, which young and novice athletes pay more attention to these virgins. Moreover, they are at an age when they are very interested in being accepted by the coach and teammates. On the other hand, these athletes need encouragement and rewards to improve their performance to be more motivated and make more efforts to improve their performance. Young athletes who are encouraged and strengthened by their excellent performance, have a warm and intimate relationship with their coach and teammates, and are confident that their wishes and well-being are taken care of will experience less stress and anxiety because their progress is encouraged. Encouragement is strengthened in this way. As a result, their performance will improve daily, and they will no longer need to train too much or exhaust themselves. Since the coach cares about the athlete's mental and physical condition, he establishes a warm relationship with the athlete and controls the welfare conditions and the needs and desires of the athletes at all times. As a result, the athlete does not experience negative aspects such as exhaustion.

Based on the results, coaches need to avoid creating distance and separation between themselves and the players and make decisions related to setting group goals and achieving them with players' participation.

Conclusions

This means that they should be more careful in using commanding behavior because improper use of commanding behavior reduces the level of motivation and performance of the team and the existing morale and alliance between players. Athletes become disfigured. Therefore, a warm and secure relationship between the coach and the athlete will allow the coach to have more influence and control over the athletes. The functional relationship of the coach with his athletes causes the motivation of potential forces, increases the motivation of the athletes, improves the performance of the athletes, and finally reduces the exhaustion of the athletes. According to the research background, it can be concluded that leadership behaviors and burnout are among essential researches in sports, and the relationship between the two, which we examined among athletes in Bonab, is beneficial to help athletes. Moreover, provide coaches to prevent negative aspects such as burnout in sports among athletes and coaches to choose the best behavior in the use of behaviors that promote and promote sports and day by day in the country of this research,



optimal use by all exercise should be done to minimize the negative aspects of performance.

Further understanding of the mechanisms that affect athletes' exhaustion can facilitate the development of more effective coaching techniques. In addition, recognizing the impact and importance of coaches in the lives of their athletes can help develop strategies and interventions that may reduce negative consequences such as stress, dropout, and burnout, as well as positive outcomes such as pleasure and satisfaction. Therefore, the coaches are advised to reduce the extent of burnout by establishing proper communication and creating opportunities for athletes to participate in decision-making. Furthermore, coaches are encouraged to create an excellent psychosocial environment to achieve team goals, motivation, and psychological skills and reduce athletes' exhaustion. It is suggested that the coaches try to maintain and increase the team spirit and cohesion by establishing a friendly relationship with the players, examining the players' problems, and resolving disputes between the team members. One may also suggest that the coach be concerned about the team member's strengths and weaknesses and improve the players' skills. Finally, they must avoid creating distance and separation between themselves and the players. These may help them to work as a social supporter for their players resulting in reduced burnout.

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رابطه رفتارهای رهبری مربیان با بروز تحلیل رفتگی ورزشکاران پسر

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چکیده: هدف از این پژوهش بررسی رابطه بین رفتارهای رهبری مربیان با بروز تحلیل رفتگی (فرسودگی جسمی و هیجانی، احساس کاهش پیشرفت و احساس بی‌ارزشی) در ورزشکاران پسر می‌باشد. این پژوهش از نوع کاربردی و به شیوه توصیفی می‌باشد. جامعه آماری این پژوهش را ورزشکاران پسر شهر بناب در بازه سنی ۱۸-۲۳ سال که ۴۰۰ نفر بودند، با استفاده از جدول مورگان تعداد ۱۹۶ نفر ورزشکار به صورت نمونه‌گیری تصادفی ساده انتخاب شدند. ابزار پژوهش شامل دو پرسشنامه استاندارد تحلیل رفتگی ورزشکاران راداک و اسمیت (۲۰۰۱) و سبک‌های رهبری مربیان چلادوری و ریمر (۱۹۹۸) می‌باشد که ثبات درونی آنها با استفاده از آلفای کرونباخ برای پرسشنامه تحلیل رفتگی ورزشکاران ۰/۷۶۵ و رفتارهای رهبری مربیان ۰/۷۸۴ برآورد گردید. از آزمون‌های ضریب همبستگی پیرسون و آزمون تحلیل رگرسیون و نرم افزار اسپاس برای بررسی فرضیه‌ها پژوهش استفاده شد و برای ارائه مدل از نرم افزار لیزرال (معادلات ساختاری) استفاده شد. با توجه به یافته‌های پژوهش مربیان بیشتر از رفتار آموزش و تمرین و کمتر از رفتار مستبدانه استفاده می‌کنند. بین رفتار آموزش تمرین و تمامی مقیاس‌های تحلیل رفتگی (فرسودگی جسمی-هیجانی، احساس بی‌ارزشی و احساس کاهش پیشرفت)، بین رفتار مستبدانه و مقیاس‌های فرسودگی جسمی-هیجانی و احساس کاهش پیشرفت در تحلیل رفتگی و بین رفتار دموکراتیک و مقیاس احساس کاهش پیشرفت در تحلیل رفتگی رابطه مثبت معناداری به دست آمد.

واژه‌های کلیدی: سلامت روان، ارتقای عملکرد، ورزشکاران، نخبه؛

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این نماد به معنای مجوز استفاده از اثر با دو شرط است یکی استاد به نویسنده و دیگری استفاده برای مقاصد غیرتجاری.