

RELATIONSHIP BETWEEN SPORTS MOTIVATION AND COACHES ACHIEVEMENT IN ISFAHAN

Fatemeh Sadat Hosseini¹, Aliasghar Peyrovi² and Rozhan Isavi²

Abstract: *in sports events coach plays an important role in the performance and achievement of the group. Furthermore, one of the ways for affecting the achievement of the business for coaches is to have motivation at work. Thus, leadership and motivation is the key element of the achievement of any team or organization. Coaching is a face to face leadership that relates people with different experience, talents and interests together and they have to accept responsibility and to encourage a breakthrough.*

Accordingly, this study sought to examine the relationship between sports motivation and athletic trainers in Isfahan. This study is a correlation survey. The study population includes all the athletic trainers in Isfahan province in 2015. From among the population, 127 participants were selected on the basis of Cochran. The results showed that is a significant relationship between sports motivation and occupational achievement of the coaches so that whatever sport motivation increases, occupational achievement of the coaches also increase.

Key words: *Occupational achievement, motivation, internal motivation, external motivation*

INTRODUCTION AND STATEMENT OF THE PROBLEM

In general, sports psychology is the knowledge of studying, cognitive development and behavior and emotional state of the athletes and other people who are somehow involved in the exercise. In the world today, what is the most important is human resource and even great economists believe that what is finally important in the process of economic and social development of the community is human resource capital (Decie & Ryan, 2000). And all agencies and departments try that their personnel to be healthy, motivated and happy in their working environment. One of the most important ways to obtain such a workforce is engaging in physical activity and sport. Accordingly, coaches play an important role in creating incentives and a healthy environment for athletes. Among the issues of concern to coaches, the issue of occupational achievement.

One of the effective ways to achieve career success is to have the motivation to work. Overallly, participation in physical activity is associated with different

¹ Assistant Professor, Department of Physical Education, Urmia University

² Ph.d Student of Department of Physical Education, Urmia University

Department of Physical Education, Urmia branch, Islamic Azad University, Urmia Iran

motives. Frederick and Ryan (2000) in their research defined sport motivation as interest, fun, physical fitness and motivation. According to Peter Nick and Sharoben (34: 2002Sarrazin and others,) knowing the motivation is one of the necessary components and prerequisite for sports activities and a commitment to achieve that goal.

According to what was mentioned and the fact that so far none of the present research has directly considered two variables of sport motivation and success of the sports coaches and due to the fact that many views defined occupational achievement and its importance from the psychological point of view and a social point of view and also about the importance of motivation as a stimulant and a potential for human activities, therefore, the present study attempts to show the relationship between sport motivation and occupational achievement.

RESEARCH BACKGROUND

James (2000), in his latest research examined the occupational achievement and creativity with occupational achievement and depression. James introduced a measure of success as a system that is widely known and the majority of people accept it. One of the important studies in the field of career success is done by Aplyn (1998). His research focuses on more than 1,000 employees in 500 largest American headquarters and provided a model for the level of success and the influencing factors on individual factors (internal), environmental factors (external) and the random effects (deflator) (Bahar *et al.*, 2013: 13).

Keshavarz and Sarkhosh (2013), Salehzadeh (1997) evaluated factors affecting self-efficacy and career success. Some of these factors included personality type, degree of in-service training. Shafizadeh (2006) also conducted a research to investigate the role of self-concept and physicians' job success and the results showed that there was no correlation between job success and self-concept of physicians. Several studies have been conducted about sport motivation.

According to the study of Larson (2002), which was found in Denmark, it was shown that the participation in the sport is done mostly based on intrinsic motivation as fun and challenge. Some researches emphasize on social aspects of exercise and socialization through sport (Julie, 2007: 445).

Gouaterman (1996) states that the most important motivations for black students in U.S.A is self-efficacy but women are more motivated by health and aesthetic aspects and men are more motivated by social interaction to participate in sports. Some other studies emphasized on the cultural aspects of sport (Sarrazin and others, 2002: 45).

And some of the research emphasized on the economic status of the individual and sports society. In addition, Naderian, Zoulaktaf and Moshkelgosha (2009) in

their article on the subject of barriers to sport participation of women and its relation to motivation indicated that there was a relationship between three different types of motivation for sport participation. In another study by Ramazani nejad, Rahmaninia and Taghavi Takyar (2009), the results of comparing the motivation to participate in public sport showed that incentives for health and fitness, business achievement, pleasure and happiness, career and life improvement in relations, social interaction and other personal reasons have priority (Bahar et al., 2013: 15).

THEORETICAL BASIS

Occupational Achievement

Occupational Achievement is defined based on two point of view 1) psychological point of view, and 2) the general point of view. In Psychological point of view Occupational Achievement refers to the individual idea about the effectiveness and ability and in the public view the Occupational Achievement is obtained when one can use all the talents and all its resources to achieve business objectives and its operation.

In occupational consultancy, the occupational achievement is defined in three forms of non-mental, mental and general. In non-mental aspect, every person with higher income is more successful in his job. While the sociologists believe that other factors including the level of cooperation by a person in the society which is done through the job is one of the factors for occupational achievement. However, generally speaking one of the psychological factors in the occupational achievement is motivation (ibid, 12).

Motivation and Related Theories

Motivation is one of the basic concepts in organizational management of human resources. Motivation is the condition of being motivated which makes everyone to act. Motivation is the process of inside a human being which makes them to act and move toward an action. Motivation or incentive cannot be directly observed and it is understood by the behavior and consequences of the behavior. According to Decie, motivations are factors for motivating the people's behavior and lead and harmonize it in a specific direction. People not only regarding the ability to perform a task but also regarding the ill may not have the motivation to perform different sportive tasks (Decie and Ryan, 1985).

In general, psychologists know the motivation consisting of two dimensions: intensity of Motivation and direction of the motivation. Intensity of motivation is related to the activity of the athletes which means the amount of energy spend by the athletes to achieve their goal. The motivation is related to the selection of the target. The motivation is influenced by several factors. The two key elements are:

There are two types of internal and external motivation. People, who have a desire to compete with high internal motivation, are very determined to achieve goals, are interested in a particular sport to master and excel. The tendencies they have to follow and the goals to achieve their goals are all internal. Reward of their efforts is to achieve their goals. In the field of sport, it should be noted that they do sports because they love it and this becomes their intrinsic motivation. They do sport because of the proud they feel due to doing this activity and this makes them to do their best even if no one is witnessing their sport. External motivation is created through the positive and negative feedback by people. These feedbacks may be tangible and in cash or may be intangible such as encouragement and recognition among people. When the athletes think about these motivations, it is considered external. It is possible that the athlete is looking for internal and external motivations but it is important that there is a difference between these two types of motivation. It is highly important for the coaches to know and being aware of these personal differences (Cleave, 1993: 45).

There are various theories related to motivation. Self-determination theory is a motivational theory for finding different types of motivation (Decie and Ryan, 2002). Accordingly there are three different types of motivation including internal motivation, external motivation and no motivation (Decie and Ryan, 1985; Pelletier *et al.*, 1995).

Internal motivation is the behavior in which a person engages in an activity because of the happiness and satisfaction. External motivation is a behavior in which a person engages in an activity for reward and limitations created by others. No motivation indicates that a person does not see any relationship between what he does and what he gains and so feels no motivation (Grolnick & Ryan, 1986; Abramson *et al.*, 1984).

Another theory related to motivation is the motivated sequence model in which Monroe (1997) combines the components of his theory of decision making and believes that in this model the social factors are the mediums affecting the type of motivation and finally lead to the emergence of the behavior. In this model, different types of motivations are created based on social and environmental factors which may remove or empower the motivation. Based on this model, the effect of social factors on the athletes' motivation is observed through meeting their mental needs, independence and potential. In this regard, Deice and Ryan (2002) pointed that the motivations which support the mental and psychological and mental needs, more probably lead to increased motivation in that person.

Various studies have been done on motivation. Herbert and colleagues (2005) compared the internal and external motivations among the students and found that for participating in sport activities, internal motivation leads to happiness and external motivation leads to success. Further, Shiri (2006) compared the internal

and external motivation of participating in sport activities and found that both motivations have a crucial role in success. Furthermore, according to Perdson (2002) internal motivation is one of the basic elements and main factor of people participation in sport and it should be in line with the external motivation. Accordingly, the studies done about the sport motivation indicated the relationship between motivation (based on self-determination theory) about an activity and continuing it (Pelletier *et al.*, 2002; Sarazin *et al.*, 2002; Vazu *et al.*, 2005). Pelletier *et al.*, 2002; Sarazin *et al.*, 2002; Vazu *et al.*, 2005 stated that the fun motivation is a predicting factor in sport achievement and is emphasized by the participants.

RESEARCH METHOD

Thus, leadership and motivation is the key element of the achievement of any team or organization. Coaching is a face to face leadership that relates people with different experience, talents and interests together and they have to accept responsibility and to encourage a breakthrough.

Accordingly, this study sought to examine the relationship between sports motivation and athletic trainers in Isfahan. This study is a correlation survey. The study population includes all the athletic trainers in Isfahan province in 2015. From among the population, 127 participants were selected on the basis of Cochran. Two questionnaires of motivation by Pelletier (1995) and *Occupational Performance Questionnaire* (1984) were used for collecting the data.

RESEARCH FINDINGS

Descriptive data showed that 92/77% of the coaches were male and 22.8% were women. Most men aged 30 to 40 years and the majority of women aged 25 to 35 years. Most men had more than 15 years experience, and most women had less than 10 years of service.

Sport motivation and coaches' success

Table 1
Descriptive indicators variables studied

<i>Variable</i>	<i>gender</i>	<i>min</i>	<i>max</i>	<i>mean</i>	<i>SD</i>
Occupational achievement	male	10	30	48/20	65/3
	female	5	38	17/20	54/6
Internal motivation	male	28	75	46/52	54/13
	female	22	75	23/53	34/14
External motivation	male	16	20	76/55	46/13
	female	26	29	74/55	87/13
No motivation	male	3	27	65/12	9/4
	female	4	24	55/13	5/4

Table 1 shows the descriptive data of the study and the average success rate among men (48/20) was more than women (17/20), respectively. Also the external motivation in males (76/55) was more than women (74/55), respectively. But intrinsic motivation in women (23/53) was more than men (46/52).

The relationship between sport motivation and coaches' success

Table 2
The relationship between sport motivation and coaches' success

<i>Sport motivation</i>	<i>correlation</i>	<i>Sig.</i>
<i>Occupational achievement</i>		
Motivation	38/0	005/0
Internal	43/0	002/0
External	36/0	009/0

In Table 2, the relationship between sport motivation and coaches' success has been investigated by Pearson correlation coefficient. The results show that there is a significant relationship between the motivation and career success (38/0), intrinsic motivation and career success (43/0), external motivation and career success (36/0). That means that the greater motivation increases career success of the coaches and sports trainers.

Regression analysis of sports motivation and coaches' career success

Table 3
Regression analysis, motivation and fitness of coaches

<i>correlation R</i>	<i>R2</i>	<i>Estimated Standard error</i>
57/0	43/0	49/0

Table 4
Factors influencing sports motivation and coaches' career success

<i>coefficient</i>	<i>Raw coefficient</i>		<i>Standard coefficient</i>	<i>T</i>	<i>Sig.</i>
	<i>B</i>	<i>sd</i>	<i>Beta</i>		
External motivation	52/0	04/0	52/0	13/12	000/0
Internal motivation	41/0	05/0	29/0	29/0	000/0

Stepwise regression was used to investigate the effect of exercise motivation on career success of the coaches. As the results showed the external motivation and intrinsic motivation predict 0.43 percent of variations in career success of the coaches and 0.52 or the highest impact is related to external motivation.

CONCLUSION

Correct and successful conduct of an activity needs the efficient and correct management which indicates the role of management in success or failure of the groups and organization. Generally speaking, when a group wants to achieve their success, they need a leader as the first person responsible for their success. This person should have special skills and capabilities to lead the group member toward success. In sport condition, coaches are the leader of the group and their behavior and style of coaching has an undeniable effect of the group success. Therefore, leadership and motivation are two main principles of the organization or team success. Coaching is a face to face leadership that relates people with different experience, talents and interests together and they have to accept responsibility and to encourage a breakthrough. Accordingly, this study sought to examine the relationship between sports motivation and athletic trainers in Isfahan.

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