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**THE RELATIONSHIP BETWEEN PLAYERS' MOTIVATIONAL FACTORS AND
COACH-PLAYER RELATIONSHIP BASED ON ERG MOTIVATIONAL MODEL
AMONG FOOTBALL PREMIER LEAGUE OF IRAN**

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ABSTRACT

The aim of this research was to determine the relationship between motivational factors and coach-player relationship from the view point of football players in premier league of Iran. In order to this aim 355 players in Persian Gulf premier league teams who played over three seasons in the Premier League have been studied and teams were selected by a convenient sampling method. The present study is a descriptive, correlational survey. To assess the motivation of the players from the Alderfer's needs ERG questionnaire was used which measures three components: Existence needs, Relatedness needs and Growth needs and standard questionnaire of the leader-member relationship was used to survey the relationship between the coach and player. Data were analyzed by SPSS 19 software. Multiple Linear Regression was used for determining the relationship between the factors, and predicting the effect of players' motivational factors on coach-player relationship respectively, and T test was used in order to deduce that which of the four variables were more effective on coach-player relationship. Results showed that among three variables of Existence factors, Relatedness factors and Growth factors, Existence motivational factor has the most, and Relatedness motivational factor has the least effect on coach-player relationship.

Keywords: motivation, coach- player relationship, the Premier League football.

INTRODUCTION

Football premier League of Iran is the highest level of football that much of the costs and professional attention are allocated to this sport in the country. Coaches and players of teams are the principal elements of human organization of premier league. Understanding coaches and players impact and interaction to boost the professional performance of sport is undeniable. By considering a sport team, as an organization, we can acknowledge relations between the members (coaches and players) and human motivations have a complex impact on the relationship between sports agents to achieve their organizational goals. Communication is a word that is very common, and we often ignore the complexity of its function and the people who are involved. Due to the importance of sports and sport teams and their success in the growing process of personal problems, cultural, social, political and economic, it seems that the application of scientific and new findings of management in these teams, while increasing efficiency and effectiveness, persuades athletes and coaches and provides quality improvement. Although such studies have been done a long time in a variety of commercial and industrial organizations, however the lack of studies on personal and

psychological characteristics of individuals involved in sport teams is tangible [1].

Kelly tried to define the relationships between two persons simply: "each of the individuals are chain of events that are connected casually". Broad nature of this definition applies because of its ability to be used in other contexts and areas of study, particularly in sports and coach - athlete relationship [2]. Berrechid, leading scientist and scholar in the field of relationships, stated that, "We are born in relationships, we spend our lives in relationships with others, and when we die, and impact of our relationships is still alive in our life [3].

Researchers have noted that exercise is a mature social environment where the nature of interpersonal relationships are explored because it includes numerous and varied opportunities for social interactions, especially between coach and athlete [4]. The researchers found the relationship between coach and athlete is formed through inherent interactions in the coaching process and is embedded in sports concept. Coaches are in a position that can impact both positive and negative effects on mental and physical development of athletes .For example, a coach's intervention to positively influence on an athlete's physical preparation or mental

attributes has potential. Coaching negative consequences can also be associated with the lack of confidence, frustration, poor performance, burnout and sport leaving. In addition, neutral coach-athlete relationship may be interpreted with conflict, misunderstanding, resentment and even abuse. However, researchers have suggested that coaching communicates between people and their lives. As part of the coaching process, the relationships impact improvement and individual's performance. Also the relationship between coach and athlete when they are interacting with, is predictable and the Relatedness of relationships formed between coach and athlete and the club is a key point in the coaching process. Since this Relatedness is important that none of the factors involved in an individual does not have the ability [4]. Of course the relationship between coach-athlete as a new phenomenon in scientific researchers will continue to be [5].

It should be noted the relationship between coach-athlete is known as a tool for success and satisfaction in organized sports. The practical importance of the relationship between sport and coaching is documented in a plethora of conceptual frameworks have been proposed in recent decades. This framework includes coach - athlete

motivational model relationship [2], qualitative interpretive framework coach - athlete couples [6], three-dimensional models of interpersonal behavior [7], reversal theory to study the processes communication [8], the conditional stimulus model of coach-athlete relationship 1C+ 3Cs [9]. In spite of all that none of these conceptualizations still explain full details and distinctive content on the functions and interactions of complex personal relationships between coaches and athletes [10].

Mageau and Vallerand motivational model [2], studied coach-athlete relationship from motivational aspect of an athlete's perspective on how to motivate athletes to influence strategic behavior and concluded that the coach's strategic behavior impacts the intrinsic motivation and extrinsic motivation aspects of an athlete's self-assessment [3].

The researchers argued that the best relationship is the relationship developed between coach and athlete. Indeed, the relationship between coach and athlete is located in a dynamic and complex coaching process that needs expression and it is estimated that there are coach and athlete. A similar relationship by Côté and Sedgwick (2003) found that the interaction between coach and athlete has a significant impact on

both coach and the athlete. Further evidence suggests that the quality of the coach-athlete relationship may decide to join or leave a club or team athletes may be more effective [3]. The researchers concluded that the product of the relationship between coach-athlete is multiple performance based on psychological benefits (Flores, 2013). In addition, the researchers found that the increase of the relationship between coaches and athletes makes social dimensions and teams solidarity stronger [11].

Additionally, the researchers concluded that coach- athlete relationship can have either positive consequences (e.g. success, satisfaction, joy and performing the activities) or negative consequences (e.g. failure, frustration, conflict, negative effects). In addition to that personality has been observed as a potential reference of coach-athlete relationship quality [12].

Motivation is one of the largest structures discussed in scientific studies and in non-specialized interpretations in sports psychology [13], that impacts the amount and intensity athletic performance. Briefly, it is defined as the reason of a behavior. Motivation refers to reasons for a behavior or lack of behavior [14]. Also, motivation has effect on the intensity and orientation of needs and objectives. However, individual

differences in motivation are of great importance [13]. Motivation phenomenon often explains the reasons of behavior and why different human behavior falls into different bedrooms. In fact, doing everything, especially in the field of sports, is a source of motivation and the aim of motivation is to strengthen the good feelings and actions among the athletes [15]. In a wider sense, motivation is defined as "a hypothetical construct used to describe the interior or exterior forces which produce the start, direction, intensity and persistence of behavior" [14].

To obtain a better understanding of motivation, Deci and Ryan expressed the definition of their theory. According to this theory, the "behavior" is the result of intrinsic or extrinsic motivation, or loss of motivation. People receive or do not receive the internal or external stimuli at different levels and the lowest result is the cessation of exercise [13]. All the motivational theorists express motivation as a reason of behavior and its continuity. The coaches' expertise also plays a major role in motivating athletes [14]. Also the athletes' perception of the relationship between the coach-athlete in training and competition, has motivational importance [16]. Olympiou et Al (2008) in a study invest the psychological bilateral relationship

between progress motivation created by the instructor and the coach-athlete relationship in sport teams. The results support the idea that the relationship between the coach-athlete influences on creating athletes achievement motivation in team sports [16].

Hollembek & Amorose (2006) in a study titled "teachers' behavior and intrinsic motivation" demonstrated, among numerous factors, coach's style and behavior is the most effective one to motivate athlete. Jowett introduced the relationship between coach and athlete as base and foundation coaching process [15].

Various theories is presented that each one is usable in specific circumstances.

Clayton Alderfer posed three levels of needs which cover five needs in Maslow's hierarchy.

1) Existence Needs (Existence and Physiological): The lowest level is the need for physical survival is valued first and second levels of Maslow represents approximately

2) Relatedness Needs (Exist and Relatedness): It includes social interactions, which may include emotional support, sense of belonging and love which are satisfied in job environment and outside of it.

3) Growth Needs: Highest level that requires the full use of one's skills and competencies

which are consistent with self-esteem and self-actualization. The difference of ERG theory from other theories is that, it could have a large impact at a time over a required. Satisfying a need automatically doesn't lead to emersion of above need. In addition, failure of a need of higher level can lead to a return a lower level of need. This situation is in conflict with Maslow's view that despite the failure, the individual will continue attempting to satisfy a need.

Alderfer believes that if Relatedness needs aren't satisfied, the person may leave this need and instead of that focuses too much on the existence need [17].

It should be noted that the dynamic between coach and athlete was initially studied from the leadership point of view to know how it influences the outcome variables such as relationship satisfaction and satisfaction for function [2]. However, few studies have examined the perceived quality of the relationship from the perspective of the athlete. Evaluation of members (coach-athlete) perception of the relationship type may give a better perspective to make an effective relationship between coach and athlete. However, due to cultural diversity in the nature of the relationship between the coach - athlete , It is important to ensure that the theories and models developed at a

general level are close to universal laws and universal. It is noteworthy that the study of the relationship between the coach - athlete and their effects on the behavior and motivation of athletes are created and the acquisition of knowledge about the behavior of athletes, coaches and their relationship with motivation can improve relations with the coach - athlete, good decision making, planning and preparation leading sports teams. Hence the importance of the relationship between coach-athlete and according to the effect of motivation of the players on their interactions with coaches and other team members, therefore doing a research to find the relationship between coach-athlete relationship and players' motivating, was deemed necessary from the view of researchers of this study.

METHODOLOGY

The present study was a descriptive, correlational survey. Statistical population includes football players in premier league of Iran who have played more than three seasons in the league were selected by convenient sampling and available sampling methods which at last 355 players participated in this survey by completing questionnaires. Alderfer's needs ERG questionnaire was used which measures three components: Existence needs, Relatedness

needs and Growth needs and standard questionnaire of leader-member relationship was used to survey the coach-player relationship which measures four components of mutual respect, loyalty, cooperation, teamwork and respect for professional activity. Validity and reliability of listed questionnaires was calculated using 79% Cronbach's alpha.

To achieve the results of this survey, classification, summarization and data analysis are needed which are done in the form of descriptive and inferential statistical methods. In the levels of descriptive, using features such as frequency, percentage and mean to analyze and describe the characteristics of the population has been studied and in inferential level, statistic are calculated using sample values and then statistical can be generalized to the population parameters with the help of aid estimates or statistical hypothesis testing.

For descriptive study of recorded scores for each of the variables, measures of central and dispersion parameters have been evaluated. Given the choice of Likert 5 spectrum for constituent questions of research variables, data must be examined from the respondents' views to clear that do their responses differ from the average value or not? As seen in the table below, all variables were assessed

above average which show that the assessments are well.

The correlation coefficient between the subscales of motivational factors and coach-player relationship is shown in the table above. Due to the significant level which is lower than 1% in the three subscales it can be said research hypothesis is confirmed at confidence level of 99% and there is a significant relationship between subscales of motivational factors and coach-player relationship, and positive coefficients actually represent the same direction of coach-player relationship and subscales of motivational factors.

After verifying the assumptions of regression, multiple regressions is used to review the effect of 3 subscales of motivational factors on the coach- player relationship. Regression results are summarized in the following tables 4.

As seen in the table 5, the amount of significant is less than one percent, therefore the F-statistic and model are significant ($F(3 \text{ and } 351) = 1.91 < 118.548$). As a result, there is multiple relationship between the players motivating factors and coach-player relationship.

According to Table 5, the value of t for Existence, Relatedness and Growth motivational factors (according to the rule of five percent error in rejecting the null hypothesis area for values outside the range of 1.96 to -1.96 in each model parameter), is calculated higher than 1.96. This can be stated that assumption is confirmed with confidence of 95%, In other words, Existence, Growth and Relatedness motivational factors, have a statistically significant effect on the coach-player relationship. And due to the positive coefficient, it can be said the impact of these three variables is positive and significant.

Table 1: Descriptive characteristics for all research variables

Research variables	Minimum	Maximum	Mean	Standard deviation	Distributed Index		Evaluation
					Elongation	Skewness	
Existence factors (physiological)	5	20	16.262	3.08479	0.999	-0.956	Desirable
Relatedness	4	20	15.4225	4.12948	0.357	-0.923	Desirable
Growth factor	4	20	15.2479	3.71445	0.036	-0.611	Desirable
Coach-player relationship	12	60	44.0986	8.67745	1.541	-0.776	Desirable
Motivational factor	13	60	46.9324	9.67441	0.802	-0.932	Desirable

Kolmogorov-Smirnov test was used to investigate the normality of model dimensions components.

Table 2: Pearson correlation coefficient results

	Player-Coach relationship	Motivational factors of Players
Players-Coach relationship	Pearson correlation coefficient	1
	Significant level	0.698**
	Sample size.	355
Motivational factors of Players	Pearson correlation coefficient	0.698**
	Significant level	1
	Sample size	355

		Player-Coach relationship	Motivational factors of Players
Players-Coach relationship	Pearson correlation coefficient	1	0.698**
	Significant level		0.000
	Sample size.	355	355
Motivational factors of Players	Pearson correlation coefficient	0.698**	1
	Significant level	0.000	
	Sample size	355	355
**The correlation coefficient is significant at less than 1% error			

Table 3: Correlation test between motivational factors and the subscales of Player-Coach relationship

Dependent variable	Independent Variables	Physiological factors	Relatedness factors	Growth factors
Player-Coach relationship	Pearson correlation coefficient	0/660	0/600	0/603
	Significant level	0/001	0/001	0/001

Table 4: Regression of motivational factors on players' motivational factors

Model	Sum of Squares	Degrees of Freedom	Mean of Squares	F	R	R ²	Sig
Regression	13415.39	3	4471.797	118.548	0.709	0.503	0
Remaining	13240.159	351	37.721				
Total	26655.549	354					

Predictor: a fixed amount, the subscales of motivational factors

Table 5: Standard and non-standard coefficients, (t-value) statistical significance variables entered into the regression equation

predictive variables	Non-standardized coefficients.		Standardized coefficients	T statistic	Significant level	Result of hypothesis
	B	Std. Error	Beta			
Fixed amount	12.21	1.783		6.848	0	
Existence motivational factor	1.11	0.154	0.395	7.194	0	approved
Relatedness motivational factor for	0.341	0.122	0.162	2.799	0.005	approved
Growth motivational factor	0.563	0.127	0.241	4.44	0	approved

DISCUSSION AND CONCLUSION

According to the correlation coefficient between two variables of players motivational factors and coach-player relationship which is 0.698 and according to given significance level that's less than 1%, we can say with 99% certainty, the researcher's main hypothesis is confirmed and positive coefficient actually indicates that the relationship between motivational factors and coach-player relationship is positive and in the same direction, and it shows the fact that improvement and a positive relationship between coach-player, can lead to increase motivation factors with

99% confidence level. Also Olympiou et al (2008b) investigated the bilateral relationship of psychological between achievement motivation provided by instructor and coach - player relationship in sports team, in a study. The results support this idea that the relationship between the coach-athlete influences on creating achievement motivation in sports team [16]. Hollemerk & Amorose (2006) revealed in a study titled ' teachers behavior and intrinsic motivation' that among many factors, coach's lifestyle and behavior, are the most effective on trainers motivation ([15]. Therefore, it is clear to say that players, who have the most

motivation, try to establish a better relationship with their coaches or in other words, they supposed to have a better relationship with their coaches.

Also according to the values of Table 3, the correlation coefficient between subscales of players' motivational factors and coach-player relationship we can say the research hypothesis is confirmed by confidence level of 99%., and there is a significant relationship between subscales of motivational factors and coach-player relationship and these positive coefficients actually indicates that the relationship between players' motivational factors and coach-player relationship is positive and in the same direction and because a multiple correlation was found between the motivational factors and coach-player relationship, we understood at least one of the subscales of motivational factors has a significant effect on the coach-player relationship. Also, with the regard of coefficient determination model which is obtained 0.503, it can be stated that all three sub-scales of motivational factors altogether could predict 50.3% of variations of coach - player relationship. In other words, motivated players can have with good relationships with their teachers and they participate in team activities more, they obey professional

respect, are more loyal to the club and they have mutual interest with their coaches. In similar studies, the researchers concluded that motivated staff has more desire to presence in the organization, less absenteeism and active participation in organizational decisions [18].

According to Table 5, the Existence, Growth and Relatedness motivational factors have a statistically significant effect on player-coach relationship, and due to the positive coefficient we can say the effect of these three variables is positive and significant. This means that the players, who have higher Existence, Growth and Relatedness motivational factors, have better relationships with their coaches. Based on the results of standardized coefficients can also be said, between the three variable, Existence motivational factor was most effective factor on coach-player relationship (the highest standardized coefficient) and Relatedness motivational factor had less impact. This shows that besides the Existence and physiological factors which motivate proper communication between coach-players, factors related to Growth and athlete's self-actualization also have a large effect on relationships. At the same time, the player finds himself part of a collection where his life and livelihood depend on it being set that

is a motivation for desiring to communicate effectively with the coaches as their direct responsibility but on the other hand, need to grow and athlete's self-actualization can be the most important motivating factors to observe subscales of coach-player relationship after joining a team. It should be noted that, purely mechanical approach (based on physiological needs and responses) and failed behavioral approach in conceptualization of human motivation causes the combination of complex cognitive processes between "input" and "output". This means that the combination of these two factors can lead to human motivation. It should be noted necessary instincts list to explain all human's Growth cause behavior perhaps will be about 6000 cases (Keegan, 2009).

We can conclude that a combination of Existence (physiological) and Growth (self-actualization) motivational factors can be affective on player-coach relationship. The low effect of Relatedness motivational factor on coach-player relationship may be because of that the professional look and professional sports are capable of Relatedness to any person, group and aim. And the gathering of players and coaches together is simply because of the soul of sport. However, it can be inferred from the results of studies and

researches that it is not only the salary that links between individual, job and the organization, but also psychological and behavioral characteristics, social culture, and in some cases physical and physiological factors have affect to reinforcement or break this link. Complexity of behavioral and personality traits makes this relationship complex [19].

The results of previous researches support the findings of this study. The researchers found that when the coach-athlete relationship is based on respect, friendliness and creation of opportunities for participation and creativity, it is associated with perception and attitude for athletes that lead to increasing the achievement motivation. In order to achieve this result, coaches use different methods for their athletes' achievement motivation, and if the interaction between coaches and athletes isn't positive, the athletes will probably experience uncomfortable feelings and negative experiences in sports can be associated with poor performance of the players team and players' withdrawal from the team; therefore the coaches who pay more attention to the athletes, give feedback, and support them more, can have positive role in increasing the achievement motivation [15].

Upgrading the knowledge and awareness promotion of all coaches in performing the coaching role, effective teaching methods, and the ways of communicating effectively with athletes is very important and recommended in order to athletes' performance improvement. Having a sports psychologist with the team can solve most of these issues and it is suggested that by changing the attitude of athletes and coaches who have a pathologic look toward a psychologist, benefit from the presence of a sports psychologist in teams.

Now a growing need for knowledge in the field of human relations is in sport. On the most recent serious reviews in coach-athlete relationship, have particular attention up to reinvigorate the coach-athlete relationship. Thus it is suggested to be considered nonlinear processes on the relationship between the coach - athlete with potential consequences for revealing the motivation of athletes on their team in future researches and the impact of other factors on strategic relationship of coach-player should be explored.

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