

## The Review of Leadership Styles of Taekwondo Coaches

<sup>1</sup>Onur Yurt and <sup>2</sup>Hayri Demir

<sup>1</sup>Sports Expert, Ordu, Turkey

<sup>2</sup>School of Physical Education and Sports, Selçuk University, Konya, Turkey

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**Abstract:** The objective of this study that has been carried out with the participation of the coaches who are members of Turkish Taekwondo Federation is to determine the leadership styles of taekwondo trainers. With this purpose, 107 coaches who actively work in Turkey voluntarily joined the study. The data in our study was collected through the application of leadership form adopted by Tiryaki and Toros [2] from the Leadership Scale for Sports (LSS) developed by Chelladural and Saleh [1]. In the analysis of the obtained data, the Kruskal Wallis Test and Tukey Test were used and the error margin was accepted as 0.05. In conclusion, a significant difference was observed between the ages of the coaches and their leadership styles while no significant difference was observed between the parameters of age and coaching experience and their leadership styles.

**Key words:** Taekwondo trainers • The style of leadership

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### INTRODUCTION

Human beings are social groups who live in groups, have feelings and need leaders that will lead to their targets. As regards group activities and productivity that are integral parts of human life and when the integration and coordination of human efforts is required, the leaders are definitely needed [3].

The concept of leadership has been a matter that has been analyzed by the social scientists for many years. Previously, the concept of leadership that is linked to military, political and religious fields, started to gain importance in the organizational field with the industrial revolution in the nineteenth century and the concept of leadership developed with the change in the needs of organizations. The leadership can be assumed as a necessity required by cohabitation and doing something together. Since the ways of life are various and different, the styles of leadership also exhibit diversity and difference. The diversity and difference included in the leadership inevitably rebounds on the definitions of leadership. The description of leadership differs in accordance with the worldview of the individuals, the field they work, their knowledge and the leadership aspects they desire to stress [4].

For example, Tanner [5] describes the leadership as individual's affecting a group of human while Cunningham and Honold [6] defined it as the attitudes of the individual to affect other people in order to reach a target. Voss [7] determines the leadership as the activity of supporting and encouraging the group members rather than trying to control them through directing them during the execution a task. According to Riggs *et al.*, [8], leadership is a process of affecting people in order to achieve a goal with all potentials and eagerness.

The increase in the importance of the leadership process in the field of sports as well as other sports [9] has led the researchers to the studies that can be executed for the determination of factor which can be effective in the leadership process.

At the back of every successful sportsman, there is a coach who is effective in the achievement of their objectives [7]. The coaches are the people who reveal the capabilities of the sportsmen, prepare them for definite combating techniques during the matches, teach the sportsmen the rules and tactics of sport and develop the convenient discipline [10].

For the sportsmen or many other people who are interested in sports, the leadership and an effective leader have great contributions in accomplishment of a team, forming the team spirit and achieving a goal [11].

Anshel [12] described the leadership for the sports environment as the determination of the responsibilities and roles of every individual in the team that determine the objectives in the team and show the ways to achieve these objectives.

If the coach who is in the leading position and undertakes the task of improving the sportsmen knows his personal aspects and the characteristics of leadership types, provides the orientation of the sportsmen from every aspect. As also seen in other occupational groups, the coaching can be classified into numerous groups in relation with the leadership styles. Some coaches may see their own expectations and needs far beyond the success of the team while others regard the success the team superior to all the other needs. A group of coaches may pay attention to the social and psychological needs of the sportsmen while another group of coaches may consider physical developments and abilities of the sportsmen. These classifications can be much more classified according to numerous leadership approaches [13].

It is an evitable fact that the leadership styles of the trainers affect the performances of the sportmen positively. In this context, the study is expected to contribute the explanations about the leadership styles preferred by the Turkish taekwondo trainers.

This study was carried out to determine the leadership behaviors of the trainers who work in Turkish taekwondo sport has shown significant developments during recent years.

## MATERIALS AND METHODS

10 female and 97 male taekwondo trainers with a total of 107 who work in various provinces of Turkey participated the study voluntarily. They were given an outline of the research and forms to be used in the researches and the researcher applied the questionnaire forms to the coaches in the cities where they work.

In this study which was carried out in order to determine the leadership styles of taekwondo trainers, a detection to determine the perception of the coach for his own leadership attitude developed by Chelladurai and Saleh [1] and personal information form of 7 questions were used.

The Leadership Scale for Sports (LSS): LSS is based on the theory of "style-target" and "the theory of follow-up" that have been created related to leadership. Adaptation of the own leadership perception of the coach into Turkish has been carried out by Tiryaki and Toros

[2]. The Leadership Scale for Sports includes 40 clauses. The scale has 5 subscales such as educative-didactic behaviors that define the attitudes of the leader, democratic behavior, autocratic behavior, social supportive behavior and positive feedback behavior.

The responses given to the clauses of LSS was classified into groups such as always (5), often (4), sometimes (3), rarely (2) and never (1). The responses to the questions in OYO was classified into score groups such as *I definitely agree* (5), *I agree* (4), *indecisive* (3), *I don't agree* (2) and *I definitely don't agree* (1). In the study, the alternate range measured according to interval coefficient ( $4/5=0.80$ ) was structured as never (1.00-1.79), rarely (1.80-2.59), sometimes (2.60-3.39), often (3.40-4.19) and always (4.20-5.00).

In the analysis of the available data, descriptive statistics, Kuruskal Wallis test and Tukey test to determine which group the obtained difference comes from were applied. The error margin was accepted as 0.05.

## RESULTS

The demographic aspects of the coaches and the scores for the Leadership Scale for Sports were given in the following tables.

As it is understood from Table 1, 9,3% of the trainers who joined the study is female while 90,72% is male. It is also understood that most of the trainers are between the ages of 31 and 40, they mostly worked at 2.nd or 3.rd grades and they have experience of coaching between 8 and 11 years.

According to Table 2, no significant difference was found among the leadership behaviors that the coaches prefer in relation with their ages except Autocratic Behavior. As for autographic behavior, a significant difference on behalf of trainers of 41-50 age-group was determined between 21-30 age groups and 41-50 age groups through Tukey test in order to determine the source of the difference [ $F(3,106)=5,85;p<0.05$ ]. No significant difference was determined between the other age groups.

As it is understood in Table 3, no significant difference was determined between the sub-dimensions of leadership behaviors the trainers who join the study prefer according to their coaching grades.

When Table 4 is considered, no significant difference was determined between the sub-dimensions of leadership behaviors the trainers prefer and their coaching experiences.

Table 1: Demographic Characteristics of the Participants

		n	%
Gender	Female	10	9,3
	Male	97	90,7
Age	21-30	11	10,3
	31-40	54	50,5
	41-50	39	36,4
	51-60	3	2,8
Coaching Grade	1. Grade	29	27,1
	2. Grade	33	30,8
	3. Grade	32	29,9
	4. Grade	11	10,3
	5. Grade	2	1,9
Coaching Experience	1-3	13	12,1
	4-7	11	10,3
	8-11	23	21,5
	12-15	19	17,8
	16 and over	41	38,3
Total		107	100

Table 2: The comparison of the leadership behaviors preferred by the coaches according to their ages

Sub-dimensions of the leadership behaviors	Age	N	The average rank	$\bar{x}$	P
Educative-Didactic Behavior	21-30	11	53,91	3,007	,391
	31-40	54	56,48		
	41-50	39	48,86		
	51-60	3	76,50		
Democratic Behavior	21-30	11	47,41	2,557	,465
	31-40	54	57,90		
	41-50	39	49,60		
	51-60	3	65,17		
Autocratic Behavior	21-30	11	62,95	7,159	,048*
	31-40	54	59,62		
	41-50	39	43,74		
	51-60	3	53,33		
Social Supportive Behavior	21-30	11	60,77	6,006	,111
	31-40	54	49,88		
	41-50	39	54,88		
	51-60	3	91,83		
Rewarding Behavior	21-30	11	55,00	3,297	,348
	31-40	54	58,75		
	41-50	39	47,05		
	51-60	3	55,17		

p<0.05

Table 3: The comparison of leadership behaviors that the trainers prefer according to their grades

The sub-dimensions of leadership behavior	The Grade of Coaching	N	The Average of Ranking	$\bar{x}$	P
Educative-Didactic Behavior	1. Grade	29	52,84	4,922 ±	,295
	2. Grade	33	45,55		
	3. Grade	32	60,19		
	4. Grade	11	63,91		
	5. Grade	2	56,75		

Table 3: Continued

The sub-dimensions of leadership behavior	The Grade of Coaching	N	The Average of Ranking	$\bar{x}$	P
Democratic Behavior	1. Grade	29	52,83	2,598	,627
	2. Grade	33	51,12		
	3. Grade	32	57,97		
	4. Grade	11	58,95		
	5. Grade	2	27,75		
Autocratic Behavior	1. Grade	29	55,24	2,031	,730
	2. Grade	33	51,09		
	3. Grade	32	58,83		
	4. Grade	11	48,14		
	5. Grade	2	39,00		
Social Supportive Behavior	1. Grade	29	55,14	6,371	,173
	2. Grade	33	45,64		
	3. Grade	32	64,02		
	4. Grade	11	47,00		
	5. Grade	2	53,75		
Rewarding Behavior	1. Grade	29	55,59	1,157 ±	,885
	2. Grade	33	55,03		
	3. Grade	32	52,50		
	4. Grade	11	54,95		
	5. Grade	2	32,75		

Table 4: The comparison of leadership behaviors that the trainers prefer according to their experiences

The Sub-dimensions of Leadership Behavior	Experience	N	The Average of Ranking	$\bar{x}$	P
Educative-Didactic Behavior	1-3	13	47,92	1,974	,741
	4-7	11	46,68		
	8-11	23	57,83		
	12-15	19	51,39		
	16 and over	41	56,95		
Democratic Behavior	1-3	13	42,12	3,262	,515
	4-7	11	47,05		
	8-11	23	55,20		
	12-15	19	57,79		
	16 and over	41	57,21		
Autocratic Behavior	1-3	13	57,12	2,081	,721
	4-7	11	47,23		
	8-11	23	60,46		
	12-15	19	54,32		
	16 and over	41	51,06		
Social Supportive Behavior	1-3	13	49,04	7,030	,134
	4-7	11	53,77		
	8-11	23	54,43		
	12-15	19	39,84		
	16 and over	41	61,95		
Rewarding Behavior	1-3	13	49,08	3,655	,455
	4-7	11	65,14		
	8-11	23	60,65		
	12-15	19	51,13		
	16 and over	41	50,17		

## DISCUSSION AND CONCLUSIONS

Among the trainers participated the study; 9,3% of them is female while 90,72 is male. From these results, it can be said that the profession of coaching is generally perceived as a profession of men Köksal (2007). In the study performed by Köksal (2007), the 22% of the trainers were female while 78% of them were male. According to Köksal (2007), as he cited from a study by Birell and Cole related to the individual and team sports in the USA, the rate of female trainers who train the male sportmen is 1%. When all these studies are considered, the profession of coaching can be considered as a profession under the dominance of male trainers.

When the results of the study were analyzed, a significant difference was found between the ages of the ages of the trainers and their autocratic behaviors. The trainers in the age group of 41-50 exhibit a more autocratic behavior than the age group of 21-30. With regard to this, it can be said that the trainers show higher level and autocratic behaviors as they grow older and the young trainers behave more friendly due to their ages.

In his study he performed in 2007 Köksal [4] determined a significant difference between the ages of the trainers and their autocratic behavior that is a sub-dimension of leadership behavior. According to the results of the study, the trainers prefer a more authoritative behavior as they grow older. In their study, Chelladurai and Saleh [14] found that the basketball coaches preferred autocratic behaviors with the increase in their ages while they preferred democratic behavior when they were younger. The results of this study show parallelism with those of our study.

After the studies, no statistical differences were found between coaching grades of the trainers and the sub-dimensions of their leadership behaviors. In a study Köksal (2007) carried out related to the trainers who work in the individual sports branches, no significant difference was found between their coaching grades and sub-dimensions of their leadership behaviors. The result of this study shows parallelism with our study.

Körük [15], in the study he carried out, determined that most of the amateur football trainers adopted democratic behavior. In another study performed through using the Leadership Scale for Sports (LSS), Donuk [16] found that the football trainers displayed a half democratic and half autocratic leadership behavior. The success in taekwondo is winning or grade indexed, the trainers of taekwondo can be forced to a winning-oriented autocratic style. The difference between our study and

those studies may be explained with the coaching of team sports and individual sports.

No significant difference was found in the leadership behaviors that the trainers who participated the study according to their coaching grades. In a study he carried out related to the trainers who work in individual sports branches, Köksal (2007) found no significant difference between their coaching experiences and the sub-dimension of their leadership behaviors. The result of this study shows parallelism with our study.

When the findings are generally considered, no difference was found between coaching experiences and coaching grades of the trainers; however, they were determined to tend to more autocratic behaviors as they grow older.

Current findings are expected to enlighten the analysis of leadership styles of the trainers who work for Turkish national taekwondo team which has achieved important successes especially in the international competitions.

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