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THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE COACHES AND PRACTICES EXERCISED THEIR POWER WITH SATISFACTION SPORTSWOMEN WEST AZERBAIJAN PROVINCE

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ABSTRACT

The aim of the present study is to find the relationship between emotional intelligence; ways of exercising power in West Azerbaijan province were coaches with female athlete's satisfaction. Coaches (n=65) and athletes (n=105) in this study attended, responded to the questionnaire. Questionnaires used in this study consisted of 14-item questionnaire with internal consistency 0.84 athletes' satisfaction, 7 Likert questionnaires of 15 items with an internal consistency of 0.81 to 0.82 in 5 Likert and a 33-item questionnaire with internal consistency 0.84 xx Schering, which were designed in Likert 5. Klmvgrf-Smirnov and Spearman tests to verify assumptions, the error level of 5%, were used. Research findings indicate that job satisfaction varies significantly associated with the variable power is based on force. No significant relationship was found between satisfaction with athletes and other variables under study. The inverse correlation between the powers of thought is based on coercion and satisfaction of athletes. Such relationships between force and consent-based power athletes can hold a training ground for coaches and athletes to have a negative impact on team results. The methods applied to the strength coaches and athletes have been significantly different. The difference between strength-based communication in the reverse direction of force and the satisfaction of athletes confirmed that another reason would be the gap continued to practice with the task of training the athletes and coaches to be filled.

Keywords: *Emotional Intelligence, the Ability of Teacher and Athletes, Athletes' Satisfaction*

INTRODUCTION

Emotional intelligence refers to the ability, capacity, or skill of an individual to perceive, evaluate and manage his and others emotions. However, there is a disagreement among psychologists to define emotional intelligence since it is relatively a new concept. The term emotional intelligence was proposed "Wayne Payne" in 1985, but it became popular by "Daniel Goleman" in 1995. Most of research in this area has been done by "Peter Salovey" and "John Mayer" in 90s. They concluded that the perception ability of emotions shapes a new factor in individual characters. Salovey- Mayer's model defines emotional intelligence as the ability to perceive emotions and reasoning in the presence of emotion. They classify the emotional intelligence abilities into four areas:

- Ability to accurately perceive emotions in oneself and others
- Ability to use emotions to facilitate thinking
- Ability to understand emotional meanings, and
- Ability to manage emotions

Power came to be the interest of several scholars, researchers and experts from various fields such as sociology, political science, management, etc. have addressed this issue. In each of these academic fields, there are a lot of theories on power that each has examined it from a different perspective (Nader, 1999). Today, it is evident that the power has an outstanding role not only in social events, but also in political or organizational events and those who are in authority can change social, political and institutional evolutions in their own direction. Usually those who have more power are more successful in achieving their goals and objectives. Thus in the micro level like family, school, a sport team or in the macro level of society, the power is the key factor to achieve the individual, group and organizational objectives

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(ibid.) power is one of the most important factors in the analysis of organizational problems. Attention to the power factor in the analysis of organizational events is so important that even in some recent theories of management, authority is considered as the central core concept of the explanation and interpretation of organizational events. This theory is known as "theory of power and politics in organizations (Shafryts *et al.*, 1997). It is for decades that psychologists try to respond to questions like: why some people have better mental health than others? Why some people are more successful in life? Why some of them have more satisfaction of doing their job? What marks these differences? To answer these questions, it is required to study the factors that explain the success and satisfaction. Over time, it has become clear that the key to determine and predict the success is not cognitive intelligence, since many people with high cognitive intelligence are lost in life. This is while many individuals with lower cognitive intelligence have achieved success and are more satisfied with their jobs. Research shows that in most cases the differences lies in the abilities called emotional intelligence which includes self-control, enthusiasm, persistence and the ability to motivate self. These skills are learnable. We can provide better opportunity to individuals to use their intelligence that potentially exist in their genetics (Parsa, 2003).

Power and emotional intelligence used by manager or coach may be along with other important variables such as satisfaction with the relationship. This may also be present in the relationship between the coach and athlete. In sport, the team or club can be considered as an organization, athletes as employees, team and club coaches and managers as leader. Since athlete's satisfaction is the general attitude toward team and club and can be positive, negative or neutral, therefore it is necessary for coaches to establish affective relationship with athletes and use their power and emotional intelligence resources appropriately in order to maintain and enhance the satisfaction of athletes (Ghasemian, 2003). Coach as a manager should use the most important tools to influence on athlete, namely the resources of emotional intelligence and it seems that these practices of power and emotional intelligence should satisfy athletes and consequently promote team performance is thus enhanced; thus identifying the power and emotional intelligence practices of coaches is very important. Firstly, the coach must understand that the power and emotional intelligence are limited, i.e. there is a certain amount of power and emotional intelligence. The coach should know the confines of power and emotional intelligence to use them to influence the athlete and this should lead to athlete satisfaction. Otherwise, athlete's satisfaction and entire team will be reduced or the influence of coach commands and rules to guide the team coach will be ineffective (Azanasious *et al.*, 2003).

Coaches are team leaders and leadership is the influence on team members so that athletes could achieve team goals with hard working, commitment and satisfaction. In this regard, coaches can be task-based or athlete-based, but coaches may rely more on task-based style and the use of special authority, but coaches should use different ways of power practice and their emotional intelligence to influence athletes (Williams, 2006).

Keramati *et al.*, (2012) studied the relationship between emotional intelligence and job satisfaction of employees in state department of Ghouchan city. The results showed that there is a significant and positive relationship between emotional intelligence and job satisfaction of employees and there is a significant correlation between self-regulation and social skills as the components of emotional intelligence and the job satisfaction of employees. The results of regression showed that among the components of emotional intelligence, the variables of self-regulation and social skills can be used in the final regression equation in order to explain the changes of job satisfaction. Sultani (2012) examined emotional intelligence and team solidarity in elite and amateur tennis players and concluded that there is significant relationship between emotional intelligence and team solidarity in elite players, but this relationship was not significant for amateur players. Olukan (2012) examined emotional intelligence of athletes in different fields with regard to their personal characteristics. The results showed that the players of team fields had more emotional intelligence compared to individual fields. In addition, a positive relationship was reported between emotional intelligence of athletes and their age and marital status.

Shariati (2012) investigated the relationship between different kinds of power and organizational culture in the Secondary male schools of Shiraz from the perspective of teachers in academic year of 2001-2002

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(1381-1380) and found that there is a high positive correlation between the expertise power, authority power, reward power, legal power and organizational culture of school. Also, a significant relationship was observed between the power of force or coercion and organizational culture of school, but in comparison to the correlation coefficient of other types of power and organizational culture, this correlation had the least value.

Turman (2003) examined the athletes understanding of coach power and its relationship with satisfaction. They wanted to show to what extent the coach power can predict athletes' satisfaction. Participants were basketball player and football player students. The results showed that the use of reward power bases and expertise by the coach were the only factors that had a significant impact on athlete's satisfaction.

Eieydi *et al.*, (2013) concluded that the two variables of athletes' self-regulation and assessment of others' emotions as predicative variables can be used in the final regression equation in order to explain the changes of job satisfaction.

Reimer and Toon (2011) examined the relationship between leadership styles and athletes' satisfaction in tennis. The results showed that athletes' satisfaction and perceived and preferred behavior of coach are not related. On the other hand, the results of this study showed that the ability and skill level of players had an impact on preferred behavior. Also, female athletes preferred more autocratic behavior and positive feedback compared to males.

MATERIALS AND METHODS

Research Methodology

This study uses a descriptive-correlation method in which the relationships between variables are measured. It also provides a clear picture of population characteristics by analyzing the relationship between variables and examines the relationship between the emotional intelligence of coaches and their power practice methods as well as female athletes' satisfaction by using descriptive and inferential statistics. The required data are collected in the field by questionnaire.

The statistical population of this study includes all female coaches and athletes of Western Azerbaijan province. According to the active fields in competitions across the province, the coaches and athletes of four team sports (volleyball, basketball, handball and futsal) and 4 individual sports (swimming, track and field, table tennis and badminton) were selected randomly as population. Based on data derived from the Statistic Center of Western Azerbaijan Office in 2014 (1393), the population size of female coaches and athletes were 170 and 1531, respectively.

In these fields, 65 female coaches and 105 female athletes were selected by the use of Morgan table. Data collection methods for this study consisted of four questionnaires.

Personal characteristics questionnaire, power questionnaire (from the perspective of coaches and athletes), the questionnaire of athletes' emotional intelligence and satisfaction were used. To check the normal distribution of data, Kolmogorov-Smirnov test was used; and the statistical methods of Spearman correlation coefficient, two independent samples t-test and U Mann-Whitney were used for referential analysis of data.

RESULTS AND DISCUSSION

Research Findings

After Kolmogorov-Smirnov test was carried out, it was observed that the variables of social skills, reward-based power, athletes' satisfaction and authority-based power do not follow normal distribution. To investigate the relationship between these two variables, if one of the two variables violates the normality condition, the test used to examine their relationship will be Spearman's nonparametric test.

There was no significant relationship between self-consciousness and athletes' satisfaction of West Azerbaijan. The test results showed that there is significant relationship between self-consciousness and athletes' satisfaction in 5% error level (P -Value < 0.05). A summary of this test is presented in the table below.

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Table 1: The relationship between the two variables of self-consciousness and athletes’ satisfaction

Variables	Spearman value	P-Value
self-consciousness and athletes’ satisfaction	0.35	0.00

This result suggests that athletes with higher self-satisfaction are more satisfied.

There was no significant relationship between social skills and female athletes’ satisfaction of West Azerbaijan.

There was a significant relationship between social skills and female athletes’ satisfaction of West Azerbaijan. The results of this test showed that there was a significant relationship between social skills and female athletes’ satisfaction in 5% error level ($P-Value < 0.05$)

There was no significant relationship between self-control and female athletes’ satisfaction of West Azerbaijan. The result of this test showed that there is significant relationship between self-control and female athletes’ satisfaction in 5% error level ($P-Value < 0.05$). A summary of this test is presented in the table below.

The relationship between the two variables of self-consciousness and athletes’ satisfaction

Table 2: The relationship between the two variables of self-control and athletes’ satisfaction

Variables	Spearman value	P-Value
self-control and athletes’ satisfaction	0.26	0.001

There was no significant relationship between force-based power practice and female athletes’ satisfaction of West Azerbaijan.

The results of this test showed there was no significant relationship between force-based power practice and female athletes’ satisfaction of West Azerbaijan in 5% error level ($P-Value > 0.05$).

There was no significant relationship between reward-based power practice from the perspective of female athletes and coaches of Western Azerbaijan province.

Using U Mann-Whitney test, we have:

Table 3: Comparison of reward-based power practice from the perspective of athletes and coaches

Variable	Group	mean	SD	P-Value
reward-based power practice	coaches	10.6	2.08	0.00
	Athletes	11.92	1.87	

The test results showed that there was a significant relationship between reward-based power practice from the perspective of female athletes and coaches of Western Azerbaijan province in 5% error level ($P-Value < 0.05$).

Discussion

In the present study, no significant relationship were found between all variables and athletes’ satisfaction (other than force-based approach and athletes’ satisfaction), but Warren (1984) showed that the educational variables and coach behavior are not the determinant factor of athletes’ performance or satisfaction. This is in contradiction with the results of this study. In the present study, there was a significant relationship between reward-based approach athletes’ satisfaction, as Warren (1984) stated, granting reward behavior is the best predictor of team satisfaction. Also, according to present study, there was a significant relationship between athletes' satisfaction, law-based method of power practice and authority-based method of power practice. As the results of Weiss and Friedrich’s (1985) study showed those athletes whose coaches used social support, positive feedback and democratic leadership styles were more satisfied with than those athletes whose coaches used less leadership styles. The result of this study

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in terms of the relationship between leadership styles of social support, positive feedback and satisfaction is in line with the present study, but there should be done some consideration on democratic leadership style, since among the definitions presented by other athletes, his definition may vary. However, based on present study there were a significant relationship between athletes' satisfaction and their self-consciousness. As the results of Chlak (1990) showed there wasn't a significant difference between athletes' self-perception and their satisfaction with coach, while this relationship was supported in the present study.

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