International Journal of Sport Culture and Science
March 2021 : 9(1)
ISSN : 2148-1148
Doi : 10.14486/IntJSCS.2021.626

Examination of Folk Dances Athletes' Evaluation of Coach Behaviors According to Some Demographic Variables

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Type: Research Article (Received: 06.03.2021– Accepted: 23.03.2021)

Abstract
The purpose of this study includes evaluation of folk dance coaches, who have a great role in promoting the cultural heritage, by their athletes. By examining the main foundations of success in sports, the effects of the concept of coach on sports and athletes, and how effective of a role the team coaches play in the development of athletes in competitions or shows are examined. The sample of the research consists of a total of 396 volunteers, 223 females and 173 males, competing from various clubs and associations from seven regions of Turkey in the 2019-2020 season. For the participants to evaluate their coaches, the "Coaching Behavior Scale for Sport (CBS-S)" was developed by Côté, J., Yardley, J., Hay, J., Sedgwick, W. & Baker, J. (1999) and adapted to Turkish by Yapar and İnce (2014) was used. CBS-S consists of 47 items, 7 sub-dimensions, and a 7-point Likert scale. SPSS 24.0 package program was used in the evaluation of the data. According to the ANOVA test results of the research findings, there is a significant difference in the "physical training and planning and positive personal rapport" sub-dimensions according to the education level of the coach ($p < 0.05$). Besides, a significant difference was found in the "physical training and planning, technical skills, goal setting, competition strategies, and personal rapport" according to the monthly income variable ($p < 0.05$). As a result, it was concluded that education improves physical training and planning of the folk dance coaches of the athletes and changes negative personal rapport behaviors of the coaches during an important training or competition.

Keywords: Folk dances, coach, coach behavior

Introduction

Physical education and sports basically consist of athlete, coach, and training relationships. These connections require a careful effort for success in sports. The development of an athlete depends on the coach's intention to provide technical, tactical, conditioning, psychological, sociological, and mental development to the athlete by providing appropriate training to the athlete in a general or related sports branch, and to make them a high-level elite athlete.

To be successful in sports, it is not enough just to perform the tasks given by the coach or to be talented. Athletes need coaches who will help them reveal their skills to have leadership qualities (Cengiz et al. 2012). The approach of the coaches to the athletes should have the goal of establishing a productive and healthy cooperation with the athlete. Because the behaviors of the coaches will strengthen the communication and will help to eliminate the factors that may negatively affect the athletes' performance (Güven, 1996). Athletes not only expect the coach to train them well, but they also want them to have good personality traits. In this sense, they may demand that their coach, with whom they are in constant communication, be with them not only in sports performance but also in all kinds of personal problems (Yücel, 2010).

Since primitive societies, people have described their lifestyles, feelings, and thoughts by harmoniously combining the sounds made with an instrument or instruments with movements. In modern societies, Folk Dances are seen as cultural values peculiar to the past (Avşar, 1984). Anatolia, a place where many different types of states were established on throughout the history , therefore a place where plenty of cultures were lived on, has served as a strong bridge between eastern and western cultures. Therefore, folk dances, which are an important element of folk culture and life, have a great variety and richness in this region (Türkmen and Seleciler, 2020). Folk Dance is an aesthetic phenomenon that includes physical activity by blending music and movement, which is often combined with anonymous folk music, organized in a way that is pleasing to the ear and the eye as a concept, and it creates an excitement and aesthetic effect with balanced and measured movements (Ekmekcioğlu, 2001; Bozkuş, 2013).

Folk dances are measured, regular movements that express an important aspect of folk culture, reflect an event, joy, sadness, have their origins in religion and magic, made with or without music, and presented with one person or in groups. (Bozkuş, 2002). Folk Dances were not only performed in the regions of their origin, but were performed by various dance groups over time, reaching large audiences through competitions, shows, and international presentations and they became a stage art. Although folk dances have emerged by various communities without any concerns about being watched and admired, the point reached by technology in our century and the improvement of the international relations and the change of the cultural level have attracted large audiences to these dances (Gerek, 1997). In folk dance teams, the coach should take care of the athletes by providing a sufficient level of communication in training and conditioning, technical skills, mental health, goal setting and competition strategies. Starting from the pre-stage behaviors and attitudes of the athletes, their performance on the stage, their communication with each other, and their post-stage behaviors and attitudes should be carried out with the instructions of the coach. The most important way to being a successful coach and training successful athletes at the same time is through strong and correct communication with the group.

Therefore, the success of the folk dance athletes in competitions or shows largely depends on the good interaction of the coach with the athletes and making the athletes love performing the folk dances. For this reason, the evaluation of the coaches by the athletes has been

examined in order to improve the folk dances that have been passed on from the past to the present. In an issue where the importance of the concept of a coach is so clear, this study aims to "examine the coach behavior" of folk dance coaches. At the end of the study, important information will be contributed to the field on the importance of ethical behaviors, principles, communication skills, and successful fulfillment of duties in the development of the concept of a successful coach or efficient coaching.

Method

Research Model

In the study, in accordance with the purposes of this research, the "Descriptive and Relational Screening Model" was used. Descriptive screening models are defined as screening of the whole of the population or a group of samples of the population in order to make a general judgment about the population consisting of many elements (Karasar, 2012). Relational screening models, on the other hand, are research models that aim to identify the existence and/or degree of correlational change between two or more variables (Karasar, 2015).

Population and Sample

The population of the research consists of Turkish Folk Dance athletes who actively participated in shows and competitions in the 2019-2020 season. The sample group of the research consists of a total of 396 volunteers, 223 females and 173 males, competing from various clubs and associations from seven regions of Turkey in the 2019-2020 season.

Data collection tools

As a data collection tool, the "Coaching Behavior Scale for Sport" (CBS-S; Côté, et al., 1999) developed and the "The Adaptation of Coaching Behavior Scale for Sport (CBS-S) into Turkish: A Validity and Reliability Study" (Yapar and İnce, 2014) was used. As demographic characteristics, the participants were asked about their gender, age, how many years they have been interested in folk dances, how many years they have been working with their coach, their education level, monthly personal income, and marital status.

The scale consists of 47 items and 7 sub-dimensions. Six sub-dimensions of the scale are related to positive personal understanding dimensions and one sub-dimension is related to the negative personal understanding dimension. Positive personal understanding includes 1) physical training and planning, 2) technical skills, 3) mental preparation, 4) goal setting, 5) competition strategies and 6) personal rapport, and the negative personal understanding dimension includes 7) negative personal rapport. The scale is evaluated on a 7-point Likert scale ranging from 1 (never) to 7 (always).

Data Analysis

SPSS 24.0 package program was used in the evaluation of the data. Parametric tests were used since it was found that the data has a normal distribution after the Skewness-Kurtosis test was performed to determine whether the data has a normal distribution. Therefore, frequency, percentage, ANOVA analysis were used in the analysis of the data.

Findings

Table 1. Distribution of Demographic Characteristics of the Participants

Demographic Variables	Groups	Frequency	Percentage
Age	15-20 years	193	48.7
	21-25 years	103	26
	26-30 years	46	11.6
	31-35 years	26	6.6
	36 or above	28	7.1
Gender	Male	173	43
	Female	223	55.5
Education Level	Primary school	38	9.5
	High School	264	65.7
	Associate Degree	46	11.4
	Bachelor's Degree	48	11.9
Marital Status	Single	322	81.3
	Married	74	18.7
Years Spent Coaching	1-5 Years	210	52.2
	6-10 years	132	32.8
	11-15 years	41	10.2
	16-20 years	12	3
	21-30 Years	1	0.2
Monthly Income	0-1000 TL	205	51.8
	1001-2000 TL	91	23
	2001- 3000 TL	56	14.1
	3001 TL or above	44	11.1
Years Spent Performing Folk Dances	1-5 Years	105	26.5
	6-10 years	186	47
	11-15 years	72	18.2
	16-20 years	22	5.6
	21-30 Years	10	2.5

According to the table, of the 396 participants of the study, 48.7% were between 15-20 years old, 26% were between 21-25 years old, 11.6% were between 26-30 years old, 6.6% were between 31-35 years old, and 7.1% were 36 years old or above. 43% of the participants are Men and 57% are Women. 9.5% of the participants have an education level of primary school, 65.7% high school, 11.4% associate degree, and 11.9% undergraduate degree. 81.3% of the participants are single and 18.7% are married. 52.2% of the participants have been coaching for 1-5 years, 32.8% for 6-10 years, 10.2% for 11-15 years, and 3% for 16-20 years. 51.8% of the participants have a monthly income of 0-1000 TL, 23% of 1001-2000 TL, 14.1% of 2001-3000 TL, and 11.1% of 3001 TL or above. 26.5% of the participants have been doing folk dances for 1-5 years, 47% for 6-10 years, 18.2% for 11-15 years, 5.6% for 16-20 years, and 2.5% for 21-30 years.

Table 2. X and SS Values of Behavior Evaluation Sub-Dimensions

Behavior Evaluation Sub-Dimensions	Skewness	N	X	SS
Physical Training and Planning	-0.745	396	5.4278	1.02229
Technical Skills	-1.703	396	6.2215	0.72862
Mental Preparation	-1.42	396	6.0572	0.82518
Goal Setting	-1.64	396	6.0347	0.80206
Competition Strategies	-0.987	396	6.0957	0.81582
Positive Personal Rapport	-1.559	396	6.0949	0.79882
Negative Personal Rapport	1.982	396	2.5219	1.22326

As seen in Table 2, when the sub-dimensions of coaching behavior for sport are examined, Physical training and planning sub-dimension mean score was found to be $\overline{X}$ = 5.42, technical skills $\overline{X}$ = 6.22, mental preparation $\overline{X}$ = 6.05, goal setting $\overline{X}$ = 6.03, competition strategies $\overline{X}$ = 6.09, personal rapport $\overline{X}$ = 6.09, and negative personal rapport $\overline{X}$ = 2.52 (See Table 2).

Table 3. Coaching Behavior for SportNormality Test Result

Behavior Evaluation Sub-Dimensions	Skewness	Kurtosis	X	SS
Physical Training and Planning	-0.745	0.411	5.4278	1.02229
Technical Skills	-1.703	0.936	6.2215	0.72862
Mental Preparation	-1.42	0.219	6.0572	0.82518
Goal Setting	-1.64	0.797	6.0347	0.80206
Competition Strategies	-0.987	0.497	6.0957	0.81582
Positive Personal Rapport	-1.559	0.66	6.0949	0.79882
Negative Personal Rapport	1.982	0.396	2.5219	1.22326

According to the table, when the data of the sub-dimensions of the Coaching Behavior for Athletesare examined, we can state that our data is normally distributed, as the Skewness and Kurtosis test values vary between +1.5 and -1.5. Tabachnick and Fidell (2013). Parametric tests will be used in the following analyses.

Table 4. ANOVA Test Results of Coaching Behavior for Sport According to Educational Status Variable

Sub-Dimension	Demographic Variable	N	X	SS	P
Physical Training and Planning	Primary school	38	4.7669	1.11719	0.001
	High School	264	5.4074	0.94057	
	Associate Degree	46	5.6304	0.94116	
	Bachelor's Degree	48	5.869	1.18642	
Technical Skills	Primary school	38	6.2599	0.62963	0.775
	High School	264	6.2228	0.62676	
	Associate Degree	46	6.1277	0.8876	
	Bachelor's Degree	48	6.2734	1.0884	
Mental Preparation	Primary school	38	6.0947	0.64889	0.758
	High School	264	6.0775	0.74731	
	Associate Degree	46	5.9435	0.95932	
	Bachelor's Degree	48	6.025	1.16956	
Goal Setting	Primary school	38	6.0553	0.69887	0.855
	High School	264	6.0456	0.69814	
	Associate Degree	46	5.937	0.93827	
	Bachelor's Degree	48	6.0521	1.20045	
Competition Strategies	Primary school	38	5.8033	0.87183	0.081
	High School	264	6.133	0.71217	
	Associate Degree	46	6.0124	0.96036	
	Bachelor's Degree	48	6.2019	1.08574	
Positive Personal Rapport	Primary school	38	5.8772	0.86358	0.127
	High School	264	6.1303	0.66853	
	Associate Degree	46	5.9551	0.95041	
	Bachelor's Degree	48	6.2069	1.15443	
Negative Personal Rapport	Primary school	38	2.2937	1.26351	0.005
	High School	264	2.4595	1.10109	
	Associate Degree	46	2.4647	0.87467	
	Bachelor's Degree	48	3.1008	1.84196	

According to Table 4, when it is examined whether the education level variable creates a significant difference between the scores of the coaching behavior for sport sub-dimensions, a significant difference was found in the physical training and planning sub-dimension. As a result of the Post-Hoc analysis regarding the source of the difference ($p < 0.05$), it was found that the mean scores of the participants whose education level is a primary school were significantly different from the mean scores of the other participants. In addition, when it was examined whether the education level variable creates a significant difference between the scores of the coaching behavior for sport in the study, a significant difference was found in the negative personal rapport sub-dimension ($p < 0.05$). In the Post-Hoc analysis regarding the source of the difference, the average scores of the participants whose education level was undergraduate degree were found to be significantly higher than the average scores of the other participants.

Table 5. ANOVA Test Results of Coaching Behavior for Sport According to Monthly Income Variable

Sub-Dimension	Demographic Variable	N	X	SS	P
Physical Training and Planning	0-1000 TL	202	5.2942	1.01303	0.01
	1001-2000 TL	90	5.4934	0.90141	
	2001- 3000 TL	56	5.3584	1.21245	
	3001 TL or above	42	5.852	0.8894	
Technical Skills	0-1000 TL	202	6.2184	0.63843	0.006
	1001-2000 TL	90	6.1663	0.6553	
	2001- 3000 TL	56	6.0134	1.10877	
	3001 TL or above	42	6.5268	0.54138	
Mental Preparation	0-1000 TL	202	6.0448	0.75685	0.226
	1001-2000 TL	90	6.0267	0.73573	
	2001- 3000 TL	56	5.9143	1.13897	
	3001 TL or above	42	6.2619	0.80908	
Goal Setting	0-1000 TL	202	6.0802	0.68937	0.088
	1001-2000 TL	90	5.9833	0.74202	
	2001- 3000 TL	56	5.7952	1.14215	
	3001 TL or above	42	6.131	0.84627	
Competition Strategies	0-1000 TL	202	6.0217	0.79103	0.007

	1001-2000 TL	90	6.0693	0.6759	
	2001- 3000 TL	56	6.0128	1.06671	
	3001 TL or above	42	6.4898	0.71404	
Positive Personal Rapport	0-1000 TL	202	6.0708	0.73732	0.04
	1001-2000 TL	90	6.0115	0.68899	
	2001- 3000 TL	56	6.0119	1.14453	
	3001 TL or above	42	6.4111	0.6962	
Negative Personal Rapport	0-1000 TL	202	2.5304	1.1884	0.288
	1001-2000 TL	90	2.3147	0.8619	
	2001- 3000 TL	56	2.6891	1.45465	
	3001 TL or above	42	2.5149	1.33982	

According to Table 5, when it is examined whether the Monthly Income variable creates a significant difference between the scores of the coaching behavior for sport sub-dimensions in the study, a significant difference was found in Physical training and planning, Technical Skill, Goal Setting, Competition Strategies, and Personal Rapport sub-dimensions. ($p < 0.05$) As a result of the Post-Hoc analysis regarding the source of the difference, it was found that the mean scores of the participants whose monthly income is 3001 TL or above were found to be significantly higher in the physical training and planning sub-dimension. In the Technical Skills sub-dimension, it was found that the mean scores of the participants whose monthly income is 3001 TL or above are significantly higher than the mean scores of the others. In the Competition Strategies sub-dimension, it was found that the mean scores of the participants with a monthly income of 3001 TL or above are significantly higher than the mean scores of the other participants. In the Personal Rapport sub-dimension, it was found that the mean scores of the participants with a monthly income of 3001 TL or above are significantly higher than the mean scores of the other participants.

Discussion and Conclusion

Sports have multidisciplinary structures. Sports activities are carried out in cooperation with many fields of science. In this structure, superior performance and satisfaction levels are very important for athletes. For athletes to have high-performance levels is only possible in an organized process. The leader who can provide the functionality to this process and direct the athletes to the same goal and target, who can create vision and strategies, is the coach.

The coach has certain authority due to their position in sports competitions. The coach encourages and prepares the athletes for competitions. For the coaches to be able to use their authority well depends on their level of knowledge. The knowledge power of the coaches depends on a system that will enable them to access the technological and theoretical developments in their area.

The scales for evaluating coach behavior and athletes' evaluation of coaches are one of the few scales that aim to examine the relationships between athletes and coaches in-depth. Examining the relationship between coaches and athletes, as a result of a literature review on the subject, it is seen that Coarkendal (2014) examined the coaching behaviors that the athletes prefer and expect and whether the coaches meet these expectations.

This study aims to examine the folk dance athletes' evaluation levels of coaching behavior according to some demographic variables. A total of 396 folk dance athletes, 173 male (43%) and 223 female (55.5%), voluntarily participated in the study. The results obtained in this context are presented by discussing in the light of the relevant literature.

These differences in the samples are the limitations of the study and in light of the findings obtained from the CBS-S applied to the sample group of folk dance athletes, the results obtained regarding the research hypotheses and the evaluation of these results are given below.

When athletes' evaluations of coaching behaviors were examined according to the educational level variable, it was found that there is a statistically significant difference in Physical training and planning and the Negative Personal Rapport sub-dimensions, while there is no significant difference in the other sub-dimensions. When the differences in the physical training and planning and Negative Personal Rapport dimensions were examined, it was observed that the mean scores of athletes with undergraduate education levels are higher than those with primary, high school, and associate degree education levels.

When the relevant literature is examined, a causal relationship was found between coaching behaviors and sports anxiety in the study conducted by Smith, Smoll, and Barnett (1995). It was observed that negative coaching behaviors increased athletes' anxiety levels and that athletes evaluated coach behaviors more negatively (Cote et al. 1999). In another study, when the results of the study conducted by Abakay (2010) with football players are examined, it was concluded that as the education level of athletes increase, their communication levels with their coaches increase as well. The results of this research support our study findings. As a matter of fact, the concept of training is important not only for the personal development of

the athletes but also for the athletes to be able to manage their self-regulation and establish better relationships. In the research conducted by Gül (2015), it was found that the high education level of the coaches positively affects the athletes' views of the coach. Bektaş (2014), who conducted research on the leadership attitudes of coaches, reached the conclusion that higher education levels of the coaches create a positive significant difference in leadership behaviors.

When the athletes' evaluations of coach behaviors were examined according to the monthly income level variable, it was found that there is a statistically significant difference in the Physical training and planning, Technical skills, Goal setting, Competition strategies, and Personal Rapport sub-dimensions. It was observed that there is no significant difference in the other sub-dimensions. When the differences in physical training and planning, technical skills, goal setting, competition strategies, and personal rapport are examined, it is seen that the average scores of athletes with a monthly income of 3001 TL or above are higher compared to the athletes with a monthly income level of 0-1000 TL, 1001-2000 TL, and 2001-3000 TL. It is thought that in sub-dimensions that differ significantly, folk dance athletes may have an idea about the future and established a connection between the future and income.

In parallel with the findings of our study, in the study "Determining the Leadership Styles That Amateur Football Players Want to Have in Coaches" by Özsarı (2010), comparing the leadership characteristics of the coaches according to the monthly income of the football players, no statistically significant difference was found in educational-supportive, democratic behavior, explanatory-rewarding behavior, and autocratic behavior characteristics according to the monthly income of the football players. Güzel (2008), in the study examining whether there is a significant difference in the expectations of amateur athletes from their coaches according to the economic gain variable, the views of amateur athletes about the expectations from their coaches did not have a significant difference according to the economic gain variable.

As a result, it was concluded that education level improves physical training and planning of the folk dance coaches of the athletes and changes negative personal rapport behaviors of the coaches during an important training or competition.

Recommendations

It will be important for folk dance coaches to attend vocational training seminars in order to improve their attitudes towards athletes.

It will be beneficial for folk dance trainers to attend various seminars and conferences in order to improve the education level of the branch.

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