

Research on the Characteristics of Coaching Leadership Behavior of Basketball Coaches in Chinese Universities

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ABSTRACT

The purpose of this paper is to explore the empirical analysis of the characteristics of coaching leadership behavior of College Basketball Coaches in China. This paper takes the college basketball players who participated in the 21st Cuba Fujian competition area in 2019 as the research object, using the methods of literature, questionnaire and mathematical statistics. The results show that: (1) college basketball players have the deepest feelings on the coaches' guiding behaviors of various technical and tactical training in training and competition, and the lowest feelings on the social support behaviors; (2) there are significant differences in the coaching and leadership behaviors of coaches among college basketball players of different grades, groups, training years, levels and participating experiences; (3) there are significant differences in the coaching and leadership behaviors of coaches among college basketball players; (3) there are significant differences in the coaching and leadership behaviors of coaches among college basketball players. The analysis of the satisfaction degree of the coach's leading behavior is of great theoretical value to the improvement of the coach's leading art and the scientific management level of training. It is also of great practical significance to promote the healthy development of CUBA League and to improve the competitive level and talent training of university basketball in China.

Keywords: college basketball, basketball coach, leadership behavior, characteristics, College player

1. INTRODUCTION

The China University Basketball Association (CUBA) shoulders the important task of cultivating basketball reserve talents in my country, after more than 20 years of development. At present, the competitive level of each team is constantly improving, the gap between strength and weakness between the teams is relatively narrow, and the intensity of the competition is constantly increasing. As the difficulty and intensity of the game increase, higher requirements are placed on the coaching and leadership abilities of college basketball coaches. Therefore, a detailed investigation and study of the actual situation of CUBA coaches' coaching and leadership behaviors, an in-depth analysis of the gap between coaches' coaching leadership behaviors preferred by athletes and coaching leadership behaviors in the real situation, and understanding of college basketball players versus coaches. The degree of satisfaction of coaching leadership behavior is the main theoretical basis for improving the scientific management and leadership

capabilities of basketball coaches. It has important practical significance for improving the level of college basketball competition, the cultivation of excellent basketball players and the promotion of the sound development of the CUBA league.

2. RESEARCH OBJECT

The college basketball teams of Xiamen University, Fuzhou University, Fujian Normal University, Huaqiao University, Jimei University and Xiamen University of Technology who participated in the 21st CUBA Fujian Division in 2019 are all ordinary undergraduate college students (484 people)) Or graduate students (4 people), with a training period of 1 to 6 years. Due to the small number of graduate students, it was not adopted when analyzing the data.

3. RESEARCH METHODS

3.1. Literature data method

Through CNKI, Fuzhou University City Fu-Link Resource Sharing Platform, Fujian Normal University Library, and Huaqiao University Library, collect literature data on the basis of college basketball; basketball coaches; leadership behavior; characteristics; college student players as keywords. It mainly contains 10 related literatures in English and 50 related literatures on the leadership behavior characteristics of basketball coaches in China, laying a solid theoretical foundation for this research.

3.2. Questionnaire survey method

The Coach Leadership Behavior Questionnaire is based on the diversified leadership model modified by Chelladurai, combined with the characteristics of

basketball, and is compiled with reference to the latest revision of the Sports Leadership Scale (LSS) by Shi Weilin and Ji Liu (2004). After translation, revision, actual measurement, reliability and validity test, the "University Basketball Coach's Coaching Leadership Behavior Questionnaire" is divided into five parts: training guidance behavior (three questions), positive feedback behavior (five questions), Democratic behavior (four questions), caring behavior (four questions), social support behavior (six questions) are used to measure coaches' technical and tactical training guidance behavior, democratic behavior, caring behavior, social support behavior, authority behavior, and positive feedback (or Reward) behavior, see Table 1 for details. [1] [7] The focus is to take the form of on-site questionnaire surveys. Before each team's game, at halftime, and after the game, the athletes will have face-to-face communication and fill out the questionnaire. At the same time, it conducts investigation and research on college players of different grades in the form of e-mail.

Table 1. Dimensions and performance of sports leadership

Dimensions of leadership behavior	Leadership behavior
Coaching behavior	Under the organization and guidance of coaches, athletes conduct hard training. The purpose is to enable athletes to master the required movement skills of this project, improve technical and tactical skills, continuously improve sports performance, coordinate and handle various internal interpersonal relationships, plan, Organize, guide, coordinate, and implement various activities within the team.
Democratic behavior	Under the auspices of the coach, negotiate with the team members and determine the goals of the sports team (or personal), and formulate implementation steps and training methods, formulate game tactics, etc., and use this to increase the awareness of team members and improve their training enthusiasm And initiative.
Authoritarian behavior	Coaches are confident, independent, responsible, independent decision-making, emphasize and maintain an authoritative position in the sports team, and ensure their absolute leadership position in the team with knowledge, ability, experience, level, charm and other personal styles.
Social support behavior	Coaches must be good at creating a good psychological atmosphere in the team, so that everyone gets along with each other and establish good interpersonal relationships. This will increase the cohesion of the team and get support from all walks of life, athletes' families, relatives and friends, the press, and fans.
Positive feedback (or reward) behavior	It is necessary to promptly evaluate and commend athletes for their good performance and excellent results in training and competitions, and to reward athletes who have achieved achievements. This can greatly stimulate the athletes' enterprising motivation and make them more diligent, hardworking and continuous in training. Towards new peaks and goals.

Note: Pulling (Chelladumi & Saleh,1980)

3.3. Data processing method

Use SPSS23.0 to classify and analyze the collected data, and use the average and standard deviation to analyze the coaching and leadership behavior scores of college basketball players. The independent sample T test was used to analyze the differences in the perception of coaches' coaching leadership behavior of college basketball players of different genders and levels. Using a one-way analysis of variance method, this paper studies the differences of different groups of college basketball players on coaching leadership behavior, training years,

performance and participation experience. If it reaches a significant level ($\alpha=0.05$), Scheffe's post-hoc comparison is used.

4. Results and analysis

4.1. Definition of the concept of coaching leadership behavior of college basketball coaches

The coach's leadership behavior is the psychological relationship between the coach and the athlete, and the

performance of the relationship between people, training and competition, and between people and goals [2]. Sabok, an expert in guiding leadership behavior, pointed out in his book "Coaching" that coaches must play multiple roles, such as teachers, trainers, salesmen, publicists, diplomats, organizers, role models, as well as scientists, leaders, and parents. , Commanders, trainers, some schools, etc. [3]. Chelldurai divides coaches' leadership behaviors into technical and tactical training guidance behaviors, democratic behaviors, authoritative behaviors, social support behaviors, and positive feedback (reward) behaviors. These five leadership behaviors play an important role in the training and management of sports teams. They are a complex process and have varying degrees of impact on athletes' sports performance and psychological satisfaction [4].

In summary, the article defines the coaching leadership behavior of college basketball coaches as: coaching leadership behavior of college basketball coaches refers to the coaches who need to deal with athletes in addition to formulating various training plans, execution skills, and tactical guidance. All kinds of trivial things in life, such as athletes' academic problems, athletes' sports performance and other emotional problems, athletes' life management issues, and even fighting for the rights and bonuses of related school athletes.

4.2. Descriptive results of college basketball players on coaches' coaching leadership behavior

Table 2. The current situation of college basketball players' perception of coaches' coaching leadership behavior

Dimensions of leadership behavior	M	SD	Sort
Coaching behavior	4.17	0.52	1
Democratic behavior	3.71	0.49	2
Democratic behavior	3.03	0.55	3
Caring behavior	2.92	0.37	4
Social support behavior	2.41	0.46	5

According to the statistical analysis of the "College Basketball Coach's Coaching Leadership Behavior Questionnaire" (see Table 2): College basketball players have the most profound perception of the coach's coaching leadership behavior and the technical and tactical guidance behavior, which is one of the five leadership behavior dimensions. highest. Mainly through the coaches in the usual training and competition of athletes in various technical and tactical guidance can be best reflected. From the analysis in Table 2, it is

concluded that college basketball players can hardly perceive the caring behavior and social support behavior displayed by the coach in the usual training and competition. From the side, it shows that college basketball coaches know little about college athletes and fail to give them more attention.

4.3. Analysis of the difference in perception of college basketball players to coaches' coaching leadership behavior

Table 3. Comparison of perception differences in various dimensions of coaches' coaching and leadership behaviors of college basketball players of different genders

Leadership behavior dimension	Men (N=278)	Wmoen (N=206)	t	P
	M±SD	M±SD		
Coaching behavior	4.15±0.67	4.19 ± 0.59	0.152	0.817
Positive feedback behavior	3.69 ± .061	3.72 ± 0.51	0.075	1.914
Democratic behavior	3.04 ± 0.52	3.02 ± 0.48	0.595	0.359
Caring behavior	2.90 ± 0.77	2.94 ± 0.60	-1.572	1.069
Social support behavior	2.40 ± 0.43	2.41±0.76	-0.872	0.851

Note:*P<0.05

From the analysis results in Table 3, it can be seen that the cognitive differences of college basketball players of different genders towards coaches' leadership

behavior. There is no significant difference between male and female athletes in the perception of coaching and leadership behavior in all dimensions. This shows that

college basketball coaches will not be treated differently based on gender in their leadership behaviors such as coaching training, caring, democracy, social support, and active encouragement.

4.4. Comparison of differences in perception of coaches' coaching and leadership behaviors of college basketball players in different participating groups

Table 4. Comparison of differences in perception of coaches' coaching and leadership behaviors of college basketball players in different groups

Leadership behavior dimension	Group A (N=182)	Group B (N=204)	Group C (N=98)	F	P
	M±SD	M±SD	M±SD		
Coaching behavior	4.15±0.67	4.19±0.47	4.17±0.82	1.279	0.271
Positive feedback behavior	3.29 ±0.71	3.38 ± 0.32	4.46 ± 0.87	3.581	0.036*
Democratic behavior	2.59 ±0.52	2.85 ± 0.66	3.65 ± 0.81	7.013	0.000*
Caring behavior	2.58 ± 0.77	2.71 ± 0.49	3.47 ± 0.43	3.001	0.002*
Social support behavior	2.20 ± 0.43	2.31 ± 0.62	2.78 ± 0.58	4.892	0.001*

Note: Group A is an undergraduate, Group B is a physical education group, and Group C is a high-level group *P<0.05

It can be seen from Table 4 that the athletes of Group A, Group B and Group C have no significant differences in the perception of coaches' technical and tactical training and guidance behavior. There are significant differences in other dimensions. Scheffe's post-comparison found that in the caring behavior dimension, the athletes in group C felt more attention from coaches than the athletes in groups A and B, which showed that college basketball coaches were conducting technical and tactical training and guiding behaviors in different groups. There are no significant differences in the four dimensions, but the coaches have a deeper caring behavior for the C athletes. It may be because the athletes of Group C have received formal basketball training since they were young and they are technically and psychologically superior to the athletes of Group A and B.

In contrast, coaches will respect the opinions of athletes more, but coaches will have higher requirements on the performance of group C athletes, so they will pay more attention to their leadership in the other four dimensions besides technical and tactical training and guidance behavior. In addition, because they spend more time on training since childhood, their performance in cultural classes often lags behind the athletes in Group A and Group B. Coupled with similar sports experience and background with coaches, they will get more coaches. Take care at the same time, the coaches are more democratic to the C athletes.

4.5. Analysis of the satisfaction of college basketball players of different importance to the coaches' coaching leadership behavior

Table 5. T-test of the satisfaction of the main and substitute players with the coach's coaching leadership behavior

	Coaching behavior	Democratic behavior	Authoritarian behavior	Social support behavior	Positive feedback behavior
Main player	2.09±1.22	3.40±1.70	-0.41±1.58	0.64±1.09	0.31±1.44
Substitute player	6.37±1.39	3.19±1.81	-0.72±1.91	0.21±1.21	0.23±1.55
T	-1.512	0.599	1.432	2.192	0.451
P	0.132	0.552	0.153	0.030	0.651

The article learned from the independent T test analysis of the satisfaction of the coaching leadership behavior of college basketball coaches (see Table 5): The main players and substitute players are satisfied with the coaching leadership behavior of college basketball coaches, except for technical and tactical training. In addition to guiding behavior and democratic behavior, the other three dimensions are higher than substitute players. Therefore, it is not difficult to see that my country's college basketball coaches did not show equal

treatment between the main players and the substitute players in the coaching process. This is not conducive to the development of the team spirit of the players and the training of team cohesion.

4.6. Comparison of differences in perception of different grades of college basketball players to coaches' coaching leadership behavior

Table 6. Comparison of differences in perceptions of various dimensions of coaches' coaching leadership behavior of college basketball players of different grades

Leadership Behavior Dimensions	Freshman (N=109) M±SD	Sophomore (N=133) M±SD	Junior (N=142) M±SD	Senior (N=100) M±SD	F
Training guidance behavior	4.05±0.67	4.11±0.37	3.95±0.53	4.77±0.82	4.592
Positive feedback behavior	3.19±0.71	3.25±0.51	3.22±0.49	3.26±0.17	1.182
Democratic behavior	2.69±0.52	2.48±0.42	2.59±0.52	2.65±0.81	0.705
Caring behavior	2.98±0.77	2.81±0.37	2.79±0.77	2.97±0.43	0.587
Social support behavior	2.20±0.43	2.20±0.23	2.20±0.43	3.78±0.58	2.866

The study used the one-way variance factor analysis in SPSS statistics (as shown in Table 6): college basketball players of different grades have the deepest perceptual experience of technical and tactical training guidance behavior and social support behavior in coaches' coaching leadership behavior. There are no significant differences in other dimensions. At the same time, using Scheffe's post-comparative analysis method, the perception differences of college basketball players of different grades in various dimensions are analyzed. The analysis finally shows that there are significant differences between senior athletes in technical and tactical training guidance behavior and social support behaviors and other grade athletes' perception of coaching and leadership behavior. The athletes in the other three grades have a deeper perception of their skills and tactics training and guidance behaviors than those in the fourth grade. The study believes that the possible reason for this is that they have a longer training time with coaches and have a deeper understanding of coaches' technical guidance behavior and training game command concepts. Therefore, it is easier for them to obtain the depth of attention of coaches in caring behaviors and social support behaviors in addition to technical and tactical training and guidance behaviors. The athletes from freshman to junior year are in the period of adapting to coaches' technical and tactical training behavior and the concept of commanding the game. As a result, they get more coaches' technical and tactical training and guidance behavior, and lack of coaches to give them more care. Behavior, social support behavior, and more positive feedback. This fully reflects the significant differences in the various dimensions of the coaching and leadership behaviors of different grades of college basketball coaches in our country.

5. DISCUSSION AND ANALYSIS

5.1. Analysis of the coaching leadership behavior of college basketball coaches

The coaching and leadership behavior of college basketball coaches is divided into five dimensions: technical and tactical training and guidance behavior, positive feedback behavior, democratic behavior, caring behavior and social support behavior. The research results show that: college basketball players first hope that coaches can give more guidance to basketball skills. And in the training process, I hope to get more positive feedback from the coach. During the training process, players generally showed a preference for a democratic coaching and leadership style, hoping to get more support from the coach in the process of social adaptation.

5.2. Cognitive difference analysis of coaching leadership behavior characteristics of college basketball coaches

The gender differences of college basketball players have significant differences in the perception of coaches' coaching leadership behavior characteristics. Obviously, college basketball coaches did not train differently for athletes of different genders. This is consistent with Jiao Jianyu's research on the leadership behavior characteristics of college volleyball coaches. In terms of leadership behavior characteristics, there is no obvious sexual difference between male and female volleyball players [5]. However, this result is quite different from that of Shi Weilin. Shi Weilin's research shows that compared with female athletes, male athletes prefer coaching skills and tactics training, guidance, social support and democratic behavior. However, the subjects

of the survey are mainly junior high school and high school students, while the subject of this study is a college basketball player in school. It may be that college athletes have a more objective understanding of coaches' guidance and leadership behavior [5].

Aiming at the perceived characteristics of college basketball players in different participating groups on coaches' coaching leadership behavior, single-factor analysis of variance showed that group C athletes and group B and A college basketball players have positive feedback behaviors, social support behaviors, and caring behaviors And democratic behavior. There are significant differences in the four dimensions. The athletes in Group C felt the coach's positive feedback, care and democracy more clearly during the training process. Athletes of Group A and Group B also have a clearer experience of coaches' training and guidance behavior, which reflects from the side that in addition to technical and tactical training and guidance behavior, athletes of Group C are more valued by coaches in other leadership behaviors.

From the perception of college basketball players of different grades on coaching leadership behavior, single-factor analysis of variance shows that as the age grows, training years extend, and game experience enriches, the experience becomes more positive. The higher the grade, the longer the training time, the richer the game experience, and the less technical guidance and training behavior from the coach; the more care and democracy from the coach; the more positive feedback and concern. From the comparison of the differences between these variables, the results of this study and Hao Haitao's research are basically the same, that is, athletes with rich experience and years of competition experience are more likely to be aware of the coach's democratic leadership style and face the coaches than ordinary athletes. Positive feedback on leadership behavior. But at the same time, reality reminds the coach whether he has neglected the concern and positive feedback for ordinary athletes [1].

6. CONCLUSIONS AND RECOMMENDATIONS

6.1. Conclusion

(1) The five dimensions of the college basketball coaches' coaching leadership behavior questionnaire are training guidance, positive feedback, democracy, caring and social support behaviors. Among them, the highest score is the training guidance behavior, which shows that the coaches' various guidance behaviors in training and competition have left the deepest impression on college basketball players. Among them, the lowest score is social support behavior, which shows that coaches lack the ability to solve trivial matters in the life of college basketball players.

(2) College basketball players with different characteristics perceive coaches' coaching leadership behavior and there is no significant difference between coaches' coaching leadership behaviors perceived by athletes of different genders; in terms of different participating groups, group C athletes perceive more than group B and group A athletes. Until the coaches show higher positive feedback behaviors, democratic behaviors, caring behaviors and social support behaviors; from the perspective of different degrees of importance, in addition to training and guiding behaviors and democratic behaviors, the main players' satisfaction in the other three dimensions Both are higher than the bench players, and the difference in social support behavior is significant; in different grades, athletes in grades 1-3 perceive coaches to show higher technical and tactical training guidance and social support behaviors than athletes in fourth grade. [7].

6.2. Suggestions

(1) In actual training situations, college basketball players believe that the coaches' technical and tactical training and guiding behavior are the most influential. Therefore, should focus on strengthening the coaches' training technical guidance behavior and social support behavior.

(2) College basketball coaches should lead the team in a democratic manner and care about the players they lead. College basketball players hope that coaches will pay more attention to and respect the opinions of athletes, and pay more attention to their academic, life and interpersonal issues. Therefore, coaches should pay more attention to two-way communication with athletes in the new era and give them more humanistic care.

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