

AN ABSTRACT OF THE THESIS OF

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Orientations and Coaching Behavior Preferences Among Young
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This study was based upon the Multidimensional Model of Leadership (Chelladurai, 1978, 1990), and the administration of the Leadership Scale for Sport (LSS) and the Sport Orientation Questionnaire (SOQ) (Gill and Deeter, 1988). The purposes of the study were: 1) To determine the competitive achievement orientations (competitiveness, goal and win) and coaching behavior preferences (training and instruction, democratic, autocratic, social support, and positive feedback) among young male Thai athletes (n=403); and 2) to examine the relationships between competitive orientations and coaching behavior preferences among athletes for two different levels of competition, high and low; two different age groups, from ages 13-15 and 16-18; and two types of sports, team and individual.

A preliminary MANOVA and ANOVAs indicated that significant age x type interactions contributed to the competi-

tiveness achievement orientation and all coaching behavior preferences. Thai athletes showed the highest score for goal orientation, followed by competitiveness and win orientations. They preferred training and instruction, and social support coaching behaviors over democratic and positive feedback coaching behaviors. Autocratic coaching behavior was least preferred. Results of the ANOVAs indicated significant group differences in competitiveness orientation variables and all coaching behavior variables. Multivariate multiple regression demonstrated significant relationships between competitive achievement orientations and coaching behavior preferences. Canonical correlation analyses of the four age x type interaction groups were utilized, indicating bidirectional relationships between all of the competitive achievement orientations, and all of the coaching behavior preferences for older athletes who participated in either team sports or individual sports. The younger individual sport athletes presented a relationship between training and instruction, democratic and social support coaching behavior preferences and all competitive achievement orientations, whereas younger team sport athletes showed no relationship. This finding indicated a stronger influence of coaching behavior preferences on younger individual sport athletes' competitive achievement orientations.

Relationship Between Sport Competitive Achievement
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Among Young Male Athletes in Thailand

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Relationship Between Sport Competitive Achievement
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Among Young Male Athletes in Thailand

CHAPTER 1

INTRODUCTION

At present, there is a worldwide trend for children to participate in recreational and competitive sports at progressively younger ages. Many sports, including gymnastics, swimming, figure skating, and diving, have undergone changes that reflect these younger participant age levels. Greater numbers of gymnasts and swimmers under the age of 15 years are participating in national and international competitions. Thus, coaching viewpoints correspond to these changes and have encompassed the concept that early training will facilitate performance during later years and perhaps prolong an athletic period. Practically, there is a relationship between the effect of this training and the age at which it is initiated. Consequently, both in and out of school systems, national and international organized athletic activities for youth have increased in proportion to the number of youth participants.

Through sport competitions, youths are able to learn, experience, and to internalize the skills, attitudes, values, and behaviors related to growth and maturity. In turn, a young person's sport experience is largely determined by the quality of the interactions he/she has with coaches, parents, peers, or with significant others. In effect, coaches can exercise a profound influence in shaping a young athlete's perceptions of achievement, competence, affect, motivation, demands, and abilities (Black, 1991; Burton & Martens, 1986; Smith, Smoll, Hunt, Curtis, & Coppel, 1979a; Smith, Smoll, & Curtis, 1979b). Thus, interactions with coaches can be a major source of achievement orientation for child athletes.

Although competitive orientations in sport foster a desire in the individual to strive toward competition, individual personal orientations toward competition may be culturally influenced (Coakley, 1990). Maehr (1974) determined that there was a dynamic relationship between socio-cultural contexts and personality-determined achievement motivations. Culture shapes an individual's perceptions of the world, including cognitive structures, concepts, categories, stereotypes, expectations, attributions, associations, and images. Moreover, the culture of origin also contributes rules, systems of logic, collective memories, beliefs, ideologies, and connotation networks for understanding social roles and verbal and non-verbal language systems (Taft, 1977). Thus, different cultural orienta-

tions will give rise to different perceptions of performance, success, and failure (Duda, 1985).

In youth sports, coaches usually exercise a major controlling influence within the athletic environment. The behaviors and speech of coaches structure the athletic situation, establish goal priorities, and determine the nature of the athlete-coach relationship. These are the primary determinants of the outcomes of sports competitions (Martens, 1978; Smith et al., 1979a; Smith et al., 1979b; Smoll & Smith, 1984). Several studies have indicated that coaching styles as well as an athlete's interactions with coaches were strongly related to motivational factors (Weiss & Friedrichs, 1986; Westre & Weiss, 1991). Furthermore, studies of coaching styles have indicated that gender differences were related to coaching behavior preferences, as were levels of ability, maturity, and goals of competition (Chelladurai & Carron, 1978, 1983; Chelladurai & Saleh, 1978; Erle, 1981; Terry and Howe, 1984). Moreover, situational differences (e.g., institutional funds) also influence coaching behavior preferences (Weiss & Friedrichs 1986).

Finally, cultural differences also play an important role in the establishment of coaching behavior preferences (Chelladurai, Imamura, Yamaguchi, Oinuma, & Miyauchi, 1988; Chelladurai, Malloy, Inamura, & Yamaguchi, 1987; Malloy, 1985). Coaching behaviors have been studied extensively in

North America, but parallel studies have not been conducted in Thailand.

To utilize a model of leadership that could be generalized to the Thai culture, the Multidimensional Model of Leadership (Chelladurai & Carron 1978, Chelladurai, 1978, 1990) was selected. This model emphasizes the one-way influence of situations, leadership, and athlete characteristics in the determination of required, actual, or preferred coaching behaviors. Thus, an athlete with a particular set of competitive achievement orientations may prefer certain coaching behaviors, while a different athlete with another set of orientations may prefer totally different coaching behaviors.

The principal purpose of this study was to examine the relationships between competitive achievement orientations and the coaching behavior preferences among young male Thai athletes by focusing upon multiple variables. Age was the first characteristic examined, including two age groups, younger group from 13 to 15 years of age and older group from 16 to 18 years of age. According to accepted socio-cultural theory, at 15 years Thai children demonstrate both biological and sociological maturity and from this age are referred to as "mister" or "miss" rather than *deg-chai* (boy) or *deg-ying* (girl). Moreover, age group sport competitions are also separated at 15 years of age in Thailand. The second factor was situational distinctions, focusing on two levels of competition; high and low, and including

types of sport; team or individual. Situational factors (level of competition and type of sport) were considered important in the determination of competitive achievement orientations and coaching behavior preferences. Finally, the relationship between member characteristics, competitive achievement orientations, and coaching behavior preferences were investigated.

Statement of the Problem

The purpose of the study included the following goals:

- 1) To determine coaching behavior preferences among young male athletes in Thailand.
- 2) To determine the competitive orientations of young male athletes in Thailand.
- 3) To explore possible relationships between preferred coaching behaviors and competitive achievement orientations among young male Thai athletes of different age groups (i.e., ages 13-15 and 16-18), engaged in high and low levels of competition, and in individual and team sports.

Hypotheses of the Study

For the purposes of this study, the following hypotheses were examined:

- 1) Athletes will have different competitive achievement orientations, based upon competitive level, age group, and sport type.
- 2) Athletes will prefer different coaching behaviors based upon competition level, age group, and sports type.
- 3) There will be a relationship between competitive achievement orientations and coaching behavior preferences.

Limitations of the Research

With respect to the interpretation and generalization of the results obtained from this study, the following limitations were considered:

- 1) Although the subjects were asked to respond to all items honestly, there was no way to ensure that completely honest responses could be obtained.
- 2) Individual personal attitudes expressed by the subjects toward sports competitions and coaches may vary over time.

Research Assumptions

It was assumed that the target athletes who participated in this study were naive to or unacquainted with the Leadership Scale for Sport (LSS) and the Sport Orientation

Questionnaire (SOQ), and that each athlete attempted to answer each item honestly.

Definition of Terms

ASEAN School Championships: Annual international school sports competitions among the countries of Indonesia, Malaysia, the Philippines, Singapore, Brunei, and Thailand. Each sport is organized by the Asian School Sport Community. In Thailand, the Department of Physical Education has responsibility for these games.

Asian Games: International sport competitions among Asian countries. The games have been organized every four years under the direction of the Olympic Council of Asia (OCA) (Tapsuwan, 1984)

Athlete: For this study, athletes between the ages of 13 to 18 years.

Athletic Region: In Thailand, 73 provinces are separated into 10 athletic regions for athletic and sportive promotions and for national games.

Coaching Behaviors and Dimensions of Leadership Behavior in Sports, as perceived through the following standards of measurement:

- 1) **Training and instructional behaviors:** Coaching behaviors aimed at improvement of athletic performance by emphasizing and fa-

cilitating hard and strenuous training; instructing an athlete in the skills, techniques, and tactics of a sport; clarifying relationships among team members; and structuring and coordinating member activities.

- 2) Democratic behaviors: Coaching behaviors which allow greater athlete decision-making with respect to group goals, methods of practice, and game tactics and strategies.
- 3) Autocratic behaviors: Coaching behaviors which involve independent decision-making and stress personal authority.
- 4) Social support behaviors: Coaching behaviors characterized by a concern for the welfare of individual athletes, a positive group atmosphere, and warm interpersonal relations with group members.
- 5) Positive feedback behaviors: Coaching behaviors which reinforce the athlete by recognizing and rewarding good performance (Chelladurai, 1989).

Educational Region: The 12 educational regions formed from among the 72 provinces of Thailand by the Education Ministry for the purposes of educational promotion, school development, and regional student games.

High Competition Level: Athletes who compete at international games, national games, or youth national games.

Individual Sports: Competition in gymnastics, swimming, track and field, badminton, weight lifting, and boxing.

Leadership: The process of powering group activities toward achievement of goals.

Low Competition Level: Athletes who compete on intramural school teams, but who do not attain a high level of competition.

National Games: Annual national sport competitions among the 10 regions of Thailand. The games are organized by the authorized province and supervised by the Sport Authority of Thailand and the Sport Organization in Thailand. The name of the competition was changed from "regional games" to "national games" in 1984.

National Youth Games: Annual national youth sport competition among the 10 sportive regions of Thailand. The games have been separated from the National Games since 1985. The games are specified for athletes under the age of 18 years.

The Older Athletes: For this study, consisted of 16 to 18 year-old male Thai athletes.

South East Asia (SEA) Games: International sports competition among the countries of Indonesia, Malaysia, the Philippines, Singapore, Brunei, and Thailand. The games are organized every four years.

Sport Orientation Questionnaire (SOQ): The SOQ, developed by Gill and Deeter (1988), is a multidimensional, sport-specific measurement of individual differences in sport achievement orientations, based upon three subscales for:

- 1) Competitiveness Orientation, a measure of desire to struggle against others or engage in group comparisons.
- 2) Win Orientation, a measure of the desire to focus upon outcomes and domination over others.
- 3) Goal Orientation, a measure of the desire to focus upon personal standards.

Team Sport Athlete: Athletes who compete in volleyball, basketball, football (soccer), and *sepak-takraw* (a traditional sport in Southeast Asian countries, played with a round plaited hollow rattan ball; there are three players on a team).

The Younger Athletes: For this study, consisted of 13 to 15 year-old male Thai athletes.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The purposes of this study were to determine competitive achievement orientations and coaching behavior preferences among young male Thai athletes, and to examine the relationship between these two factors. The related literature is reviewed in three sections, including 1) youth sport promotions in Thailand, 2) the Multidimensional Model of Leadership, and 3) competitive achievement orientations.

Youth Sport Promotion In Thailand

Youth sport promotion in Thailand is addressed as follows: 1) The National Sport Promotion Plan and youth sport, and 2) sport organizations and youth sport in Thailand.

National Sport Promotion Plan and Youth Sport in Thailand

In the last 10 years, sports for children and youth have been promoted extensively in Thailand. Since the issuance of the fifth National Economic and Social Development Plan (1982-1986), physical education, sport, and recreation have been considered as important instruments for the development of the quality of human resources in

Thailand (Thailand, National Economic and Social Development Board office of the Prime minister, (1982-1986). The government provided sports and recreational activity programs for all of its population. Sports equipment, facilities and fields as well as recreational areas have also been provided. However, because of the lack of cooperation among government and non-governmental agencies regarding sport promotion programs, the objectives of the national plan have not been achieved. In order to increase the quality of life of the Thai population to international standards, special attention has been given to the development of children and youth in the long-term program developed for the sixth national plan (Thailand, National Economic and Social Development Board Office of the Prime Minister, 1987-1991), according to which sports and exercise were to be used to promote health among children and the general population (National Sport Development Plan, 1991).

In cooperation with professional institutions, physical education colleges and universities have provided physical educators, sports personnel, and officials to facilitate achievement of these goals. Schools and sport organizations provided both sport and recreational activity programs for urban and rural children and youth. The Youth Sport Program has been continued systematically and effectively through the duration of the sixth plan into the period of the initiation of the seventh plan (1991-1996).

In 1989, government and non-governmental sport organizations cooperated in the establishment of the first National Sport Development Plan (1989-1996), which was a multidimensional master plan for the development of sport and exercise in Thailand. The following six subplans were included: 1) The Fundamental Sport Development Plan focused on sport development for children from pre-school through collegiate levels; 2) The Sport for Health Promotion Plan emphasized "sport for all" to encourage regular and correct participation in sport and exercise; 3) The Sport Competition Promotion Plan encouraged individuals, especially children and youth, to participate in competitive sports with the stated purpose of elevating national sport standards to international levels; 4) The Sport and Nutrition Development Plan emphasized nutrition for athletes and provided nutritional information for all individuals engaged in exercise programs; 5) The Sport Management and Sport Agency Development Plan detailed the responsibilities of individual sport agencies and their interrelationships; and 6) The Professional Sport Promotion Plan elevated selected amateur sports to the professional level.

Three of the six subplans were focused directly on sport participation for children and youth. The National Sport Promotion Plan was established specifically to develop the human resources of Thailand as well as to pursue the national goals of hosting the SEA games in 1995, and the 13th ASEAN games in 1998. The long term national sport

goal is to host the Olympic games in the year 2004 and to promote the country and enhance its international relationships (National Sport Development Plan, 1991). To achieve this goal, the Thai government has mandated that all sport-related agencies provide exercise and sport-related programs for children and youth throughout the country, thus creating long-term athletic preparation programs for the elevation of national sport standards.

Youth Sport Organizations and Youth Sport in Thailand

Sport competition is a principal factor for the encouragement of children and youth to participate in sport and exercise programs. In addition, these competitions are considered to be an instrument for selecting talented athletes at the national level to participate in international competitions.

The SAT and the Physical Education Department are the two major sport agencies in Thailand. Independently and collaboratively, these agencies promote sport for children and youth throughout the kingdom. The SAT has full responsibility for endorsing both national games and national youth games. It has also cooperated with other sport associations to endorse national team participation in the Asian games, the SEA games, the World games, in various world championship competitions, and in the Olympic games. Moreover, the SAT also provides sport programs, short-term training, and long-term training programs for all youth,

both in and out of school systems. This includes the fundamental sport programs, intermediate programs, and intensive sport training for excellence in all regions of Thailand.

The Physical Education Department provides exercise and sport programs for children and youth within school systems and for youth in rural areas. These programs include student competitions based upon age (i.e., under 15 and between 16 to 18 years of age), school groups, educational regions, and height and weight. Competition also takes place among the 17 physical education colleges in the country. Furthermore, in cooperation with individual school sport programs, the Department has provided an avenue whereby athletes may participate in the Asian and the SEA (South East Asian) school sport championships. In 1989, the Department established a sports school for the purpose of creating long-term training for selected children within the regular school system.

Moreover, the SAT and the Physical Education Department also provide advanced coaching training programs conducted by expert Thai coaches and/or by exchange coaches from abroad to the end of sharing innovative and effective coaching knowledge and techniques. The coaches have been exchanged from Japan, Russia, China, the U.S., Germany, and Bulgaria for judo, gymnastics, badminton, table tennis, volley ball, weight lifting, soccer, track and field, and rhythmic sport gymnastics. Finally, to promote excellence

among the national teams, foreign expert coaches are hired for special sports training programs. In addition, most schools provide sport programs and intramural sport competitions, as well as school-group sport competitive programs. Athletes are selected from among school-groups to compete in student provincial games. In turn, selected provincial student athletes represent their province in game competitions in each of the 12 educational regions of Thailand. To support this government mandated level of activity, the General Educational Department has provided special intensive sport training programs for talented athletes in secondary schools and high schools since 1990. The program is considered as long-term athletic preparation, to the end of providing national level competitive athlete candidates from the regular school systems.

In addition, the Youth Sport Promotion Division for all 72 provinces of Thailand (including the Bangkok Metropolitan district) provides sports programs for children and youth, including provincial games and student provincial games. These games are the source for the selection of athletes for regional games, representatives from which then participate in the national games. National team athletes are selected from these events.

Youth sport in Thailand has thus been heavily promoted during the past decade as both governmental and non-governmental agencies provide sport programs and competitions for the youthful Thai population. However, little research has

been conducted in the area of youth sports, particularly as concerns younger athletes. In Thailand, continuing research among young athletes is needed for the benefit of the country and in the interests of the concerned populations.

Multidimensional Model of Leadership

Different aspects of effective coaching behaviors have been studied to account for success in sport competitions. During the past two decades, sport leadership has been investigated from the perspective of the following theories: The Contingency model (Feidler, 1968), Situational theory (Hersey & Blanchard, 1971), Path-Goal theory (House, 1971), the Coaching Behavioral Assessment system (CBAS) (Smoll et. al, 1978), a normative model of coaching decision styles (Chelladurai & Haggerty, 1978), and the Multidimensional Model of Leadership (Chelladurai & Carron, 1978; Chelladurai & Saleh, 1978).

The Multidimensional Model of Leadership (Chelladurai & Carron, 1978; Chelladurai & Saleh, 1978) was built upon situational-behavioral theories, combining the functions of the leader, members, and organizational operations. This model of sport leadership takes into account the characteristics of each situation, coaches, athletes, conceptual types, and three states of coaching behaviors: required, actual, and preferred (Figure 2.1). The degree of

congruence among the last three factors is assumed to be related to a team member's performance and satisfaction.

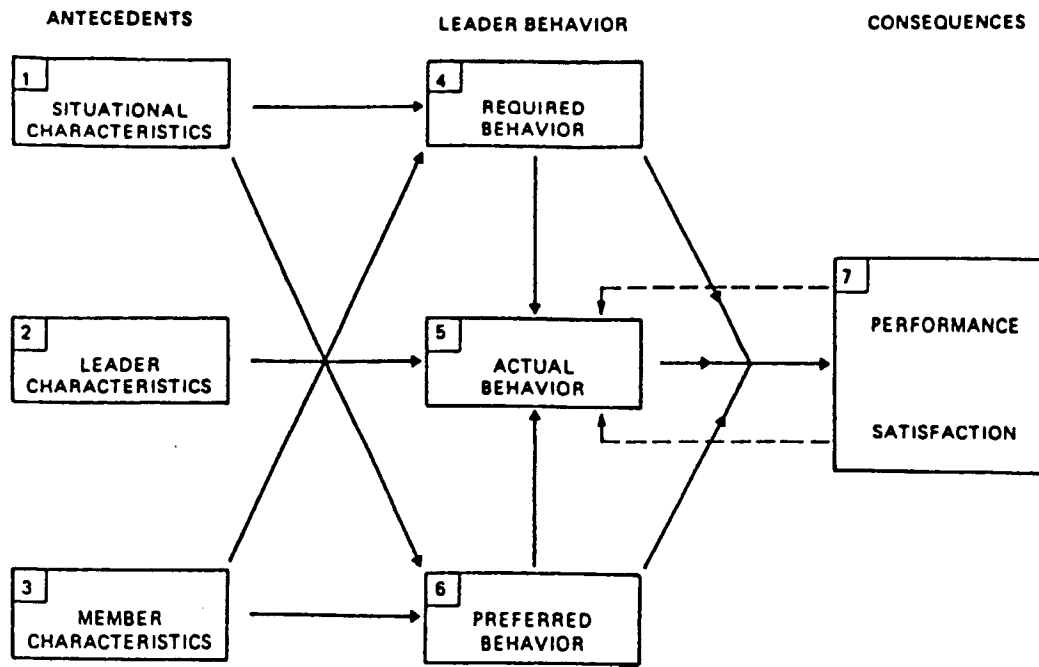


Figure 2.1 Model of Leadership Behavior in sport (Chelladurai, 1990).

The schematic relationships shown in Figure 2.1 indicate the variables considered in the research literature for sport leadership demonstrated by the Multidimensional Model.

In studies concerning member characteristics, gender differences have been related to coaching behavior preferences. Chelladurai and Saleh (1978) and Terry and Howe (1984) reported that male athletes preferred more autocratic and socially supportive coaching behaviors than females. Similarly, Erle (1981) revealed that males preferred more

training and instruction, more autocratic and socially supportive, and less democratic coaching behavior than females. However, no significant differences were disclosed between male and female athletes at the club level (Terry & Howe, 1984).

Chelladurai and Carron (1983) found that levels of athlete maturity influenced preferred coaching behaviors. Preferences for training and instruction coaching behaviors decreased from the elementary school stage through both junior and senior high school, and then increased at the college level. Adolescents seemed to prefer less control and more independence. These results were consistent with the study by Chelladurai & Saleh (1978), which indicated that the more experienced athletes at the university level preferred more training and instructional coaching behavior than did less experienced athletes. Socially supportive coaching behavior preferences increased progressively with the level of competition. This was consistent with findings which indicated that experienced athletes preferred more social support than those with less participation time. Chelladurai and Saleh (1978) also reported that, as athletes gained experience, an increased preference for autocratic coaching behaviors was shown.

Situational characteristics also influenced coaching behaviors. For example, the operational goals of sport organizations reflected differences between competitive and recreational athletes (Erle, 1981). The size and funding

of institutions also predicted levels of athlete satisfaction (Weiss & Friedrichs, 1986). Chelladurai (1984) reported that athletes at the university level who participated in interdependent task sports (i.e., basketball) preferred increased training and instruction, and democratic and socially supportive coaching behaviors, but not autocratic coaching behaviors. Athletes who participated in independent task sports (i.e., wrestling and track and field) preferred training and instruction and socially supportive coaching behaviors. They also determined that training and instruction and positive feedback coaching behaviors influenced the level of satisfaction among athletes. This finding was consistent with those established by Terry and Howe (1984). However, Terry (1983) found that elite team sport athletes preferred training and instruction, as well as autocratic and socially supportive coaching behaviors to a greater degree than individual sport athletes.

Culture may influence the character of athletes as well. Chelladurai et al. (1988) and Malloy (1985) disclosed that Japanese and Canadian male athletes differed in their coaching behavior preferences, their perceptions of coaching behaviors, and their satisfaction with leadership and personal outcomes. Japanese athletes preferred more autocratic and socially supportive coaching behaviors, whereas Canadian athletes preferred emphasis upon training and instruction. Japanese athletes perceived their coaches

as having high levels of autocratic behavior, whereas Canadian athletes perceived their coaches as having high levels of training and instruction emphasis, and democratic and positive feedback coaching behaviors. The Canadians expressed significantly more satisfaction with both leadership and personal outcomes than did the Japanese athletes. Among Canadian, American, and British athletes, Terry (1983) determined that there were no differences for preferred coaching behaviors. It is likely that the findings probably represent similarities in culture among the three nations.

Malloy (1985) also found that Japanese students who participated in traditional sports such as kendo and judo preferred autocratic coaching behaviors. Conversely, students who participated in such modern sports as tennis or baseball preferred democratic and positive feedback coaching behaviors. In addition, the relationship between coaching behaviors and other consequences has also been examined. For example, perception of coaching behaviors has been related to team cohesion (Carron & Chelladurai, 1981; Westre & Weiss, 1989) and to the rate of athlete dropout (Robinson & Carron, 1982).

When Chelladurai (1986) applied the Leadership Scale of Sport (LSS) to non-native English-speaking Indian athletes, subsequent statistical analysis indicated that the internal consistency of the scale was lower than reported for native English-speaking athletes. Chelladurai recom-

mended that a more appropriate approach would be to translate the LSS into local languages and to verify the accuracy of the translation.

Based on the Multidimensional Model of Leadership, Chelladurai and Saleh (1978) developed the LSS as a reliable sport-specific instrument for the analysis of coaching behaviors. The scale consists of five leadership behaviors, including training and instruction, democratic behavior, autocratic behavior, social support, and rewarding or positive feedback behavior. The scale has been used in numerous studies to test for relationships among the different factors of influence in the model of sport leadership behavior. They hypothesized that cultural differences influence competitive achievement orientations and coaching behavior preferences. The present study focused on situational factors (e.g., the level of competition and type of sport) and member characteristics (e.g., age and achievement orientation) as indicators of competitive achievement orientations and coaching behavior preferences among athletes.

Competitive Achievement Orientation

Competitive achievement orientation is defined as the tendency for an individual to strive toward desired goals in sports (Vealey, 1986). General achievement motivation is widely recognized as the capacity to experience pride in

attainment or a predisposition for striving toward success across various achievement situations (Atkinson, 1974; McClelland, Atkinson, Clark, & Lowell, 1953).

In a sport setting, competitive achievement behavior is one of the most important assets. However, sport competition focuses on the demonstration, comparison, and evaluation of individual abilities (Martens, 1978). Competition provides a motive to strive for fulfillment while being compared with a standard of excellence. This standard can vary among different individuals and for different situations.

Measures of sport competition orientations were established to indicate individual tendencies to strive toward specific goals (Mahoney & Petrie, 1980). In theory, each individual athlete reflects a different achievement orientation for competitive sports. One athlete may adopt winning as his/her competitive orientation for success, while another may adopt mastery of goals. Differences in goal perspectives, participation, and persistence were found within five different high school sport groups (Duda, 1989a). A second study revealed the existence of male and female differences regarding goal perspectives and the perceived purposes of sports (Duda, 1989b). Gill and Deeter (1988) and Gill, Kelly, Martin, and Caruso (1991) found differences between competitive and noncompetitive university students, between males and females, and between athletes and nonathletes in perceptions of competitive

achievement orientations. Furthermore, religious backgrounds have also reflected differences in the perception of achievement orientation in sports (Kelly, Hoffman, & Gill, 1990).

In cross-cultural studies, achievement motivation was affected by socio-cultural contexts and situational factors (Maehr, 1974). Fyan, Salili, Maehr, and Desai (1983) examined differences in conceptions of the meaning of achievement in different cultural environments. Duda (1985) demonstrated that there were different perspectives toward achievement orientations between Black and White and between Navajo and Anglo adolescents. Differences were also found between Anglo and Mexican-American students (Duda, 1985). Concepts of success and failure are believed to be the focus of achievement orientation behavior patterns, thus the achievement setting may influence perceptions of success and failure.

Achievement orientation models that have been developed and tested over the past two decades include the Attribution Theory (Weiner, 1985) and the Achievement Motivation Theory (Dweck, 1986, Dweck & Elliott, 1983, 1988; Nicholls, 1984; Spence & Helmreich, 1983). Based upon these models, several inventories have been developed to investigate sport achievement orientations. The Competitive Orientation Inventory (COI) developed by Vealey (1986) assessed the importance of performance and outcomes (Gill et al., 1991). The Task-Ego Orientation Scale Ques-

tionnaire (TEOSQ) developed by Duda & Nicholls (in press) examined task and ego achievement orientations.

The Sport Orientation Questionnaire (SOQ), the questionnaire used for the present study, specifically emphasized achievement orientation in competitive sports. The SOQ was developed as a multidimensional, sport-specific scale for the measurement of individual differences in sport competitive orientations (Gill & Deeter, 1988, Gill, Dziewaltowski & Deeter, 1988; Gill et al., 1991). Both validity tests (i.e., convergent and divergent) and reliability tests (i.e., test-retest and internal consistency) have demonstrated a high degree of efficiency for this questionnaire.

The SOQ has also been used to test Taiwanese international athletes, university athletes, and nonathletes (Kang, Gill, Acevedo, & Deeter, 1990). They suggested that the economic and athletic influence exercised by the U.S. contributed to similarities in test results between the U.S. athletes and Taiwanese athletes. The international Taiwanese athletes scored highest for competitiveness and win orientations, with the university athletes scoring second and nonathletes scoring lowest. The overall gender differences were less evident than had been noted in comparable American studies.

The COI scale consists of three factors, defined as follows: 1) Competitiveness defined as a measure of desire to struggle against others and engage in group comparisons.

2) the win factor defined as a measure of the desire to focus upon outcomes and domination over others. 3) goal defined as a measure of the desire to focus on personal standards.

The present study was based on the Multidimensional Model of Leadership (Chelladurai, 1978, 1990), and included observations recorded by the investigator during teaching and coaching experiences in both the Thai and American cultures. In effect, American and Thai students perceived and conceptualized competitive achievement orientations and coaching behavior preferences in a different manner. In general, American students were more competitively oriented than Thai students, requiring more feedback, especially positive feedback, than the Thai students.

On the other hand, Thai sport training systems are more intense than the American pattern and athlete-coach relationships between the two cultures are quite different. The Thai culture is hierarchical with emphasis on obedience to authority. Coaches therefore assume full responsibility for athletes both in training sessions and with respect to their personal lives. Coaches are highly respected by the athletes. In general, American systems are much more liberal and independently based. Thus, the socio-cultural differences between Americans and Thais may influence achievement orientations and coaching behavior preferences.

Sports are explicit forms of human relationships, both nationally and internationally. Countries have provided many sports competitions and mutually supporting international systems. For instance, coach exchange programs, athletic training programs, and sponsorships have been established between Thailand and, respectively, Germany, Brazil, China, Japan, Bulgaria, and the U.S. Furthermore, in order to train national teams, the Thai government has also hired expert coaches from around the world. Thus, the world of athletics constitutes a truly "international community" (Chareonrak, 1989).

Finally, numbers of Thai people, including athletes, have studied in North America. Most knowledge concerning athletics has been based upon studies conducted in North America, at the direction of North Americans, and is subject to reexamination prior to adaptation for Thai athletes. The Thai culture, language, and other social-psychological background factors are markedly different from the North American setting. Thus, cross-cultural theories should be investigated prior to generalization about diverse cultures.

The present study was performed to provide basic information on athlete perceptions of competitive achievement orientations and coaching behavior preferences among young Thai athletes, including an examination of the relationship between sport competitive orientations and coaching behavior preferences among the same population.

CHAPTER 3

METHODS AND PROCEDURES

The purposes of this study were: 1) to determine the competitive achievement orientations and coaching behavior preferences among young male Thai athletes, and 2) to explore relationships between competitive achievement orientations and preferred coaching behaviors for the same group. This study encompasses two levels of sport competition (i.e., high and low competition), two age groups (i.e., young males, ages 13 to 15 and 16 to 18 years), and two types of sports (team and individual).

The method and procedures used for this study are discussed in the following sections: 1) instrumentation, 2) subjects, 3) data collection and 4) statistical data analysis.

Instrumentation

The instruments used for this study consisted of two questionnaires. The preferred version of the Leadership Scale for Sports (LSS) (Chelladurai, 1989), a 40-item inventory, assesses dimensions of coaching behavior in sport by five subscales:

- 1) Training and Instruction Behavior (13 items),

- 2) Democratic Behavior (9 items),
- 3) Autocratic Behavior (5 items),
- 4) Social Support Behavior (8 items), and
- 5) Positive Feedback or Rewarding Behavior (5 items).

The Sport Orientation Questionnaire (SOQ) (Gill & Deeter, 1988), a 25-item inventory, assesses dimensions of sport competitive orientation in three subscales:

- 1) Competitiveness (13 items),
- 2) Win (6 items), and
- 3) Goal (6 items).

For ease of understanding, the SOQ subscales weights were changed from A = strongly agree, B = slightly agree, C = neither agree nor disagree, D = slightly disagree and E = strongly disagree to a numerical rating system from one through 5 in the range from: 1 = strongly agree to 5 = strongly disagree, respectively. Copies of the SOQ and the LSS are included, respectively, in Appendices E and F.

Translation Validity

The questionnaires were initially translated into the Thai language by the investigator. The Delphi Technique was then used to examine the linguistic equivalence of the translation and to establish the content validity of the instruments. Because the instruments were translated from English, special efforts were made to emphasize the effect

of cross-cultural differences (Sechrest, Fay, & Zaidi, 1972). A Delphi Panel Technique was used to test the functional/conceptual equivalence of the instruments across cultures (Chareonrak, 1989). Linstone and Turoff (1975) recommended a Delphi Panel of 5 to 10 members. Samahito (1983) and Chareonrak (1989) considered 6 members as an acceptable number. Therefore, for this study a panel of 7 members were considered appropriate size.

Criteria for Delphi Panel Selection

- 1) She/he was Thai by nationality;
- 2) She/he had studied in North America and obtained a doctoral degree in physical education;
- 3) She/he had been a resident in North America for at least three years; and
- 4) She/he was bilingual in Thai and English.

Validation Procedure

After establishing contact with and selecting qualified Delphi Panel members (see Appendix C), the functional and conceptual equivalence of the Thai and English versions of the scales were constructed as follows:

1. Both Thai and English versions of the scales were distributed to the panel members. Each panel member was asked to evaluate the translation of the LSS and SOQ by responding to the issue of whether each item reflected equivalent translated meaning, or if further revision was

required. If revision was recommended, the panel member was requested to include the recommended revision with the item in question. Results from the first round revealed that 33 items were 100 percent acceptable, 4 items were accepted by 83 percent of the panel, 9 items were accepted by 76 percent of the panel, 12 items were accepted by half of the panel, 4 items were accepted by one-third of the panel, and 3 items were unanimously recommended for further revision.

2. In accordance with the panel members' suggestions, the first round was revised by the investigator prior to redistribution to the panel members.

3. The revised Thai version scales were returned to the panel members for a second evaluation to ensure that the members agreed to the revisions and to ascertain if further revisions were required.

4. The entire committee agreed that all of the translated items, as revised, reflected interrogatories which were similar to those in the English source items.

Final Thai language translations of the SOQ and the LSS, as well as a cover letter and a series of questions directed at subject demographic information are provided, in Appendix G.

Subjects

The subjects of this study were selected at stratified random from athletes in 12 educational regions (every 72 provincial schools and 22 Bangkok schools, see Appendix D). They included members of the national team from the training center in Bangkok (i.e., those training for the SEA games in December, 1991), and athletes participating in "the talented athletes training program for the 13th ASIAN games in 1998." In the selected group, four different provinces and regions were represented.

The subjects were young male athletes (n=403) comprised of high level (n=148) and low level competitors (n=255). The subjects were divided into two age groups: a young group, from 13 to 15 years of age (n=111), and an older group, from 16 to 18 years of age (n=292). These athletes were further divided as participants in team sports (n=232) and individual sports (n=171).

Data Collection

Following validation of the instruments, data collection proceeded as follows:

1. Consent letters were requested from the General Director of the General Education Department and the Deputy Governor of the Sport Authority of Thailand (Appendices A and B, respectively).

2. The data collection procedure consisted of mailing a consent letter from the authorized office, accompanied by an introductory letter describing the study. These were mailed to all coaches in the 12 educational regions and were also distributed to the athletes at the national sports training center for the target sports. The mailing also included a request for demographic information (Appendix G), the two questionnaires, and a stamped and self-addressed return envelope. Distribution of the scales to the national level athletes was administered by the SAT regional sport supervisors. (As noted above, this group included the target athletes from "The Talented Athletes Training Program for the ASIAN Games in 1998," and national team athletes training for the SEA games at sport centers in Bangkok.)

3. Individual packages composed of six questionnaires were mailed to the 21 Bangkok schools and to the 72 provincial schools in Thailand. A total of 65 questionnaires were distributed to athletes training at the SAT regional sports centers and to members of the national teams training at sports centers in Bangkok.

4. A total of 650 questionnaires were thus mailed, 593 of which were returned with completed responses (i.e., a return rate of 91%). Of the questionnaires distributed by personal contacts, 100 percent were returned through the special sports programs and from some of the schools in Bangkok. However, only a total of 403 returns were consid-

ered to be fully responsive or qualified (i.e., a return rate of 68% from among the total distribution). Disqualified questionnaires included returns completed by subjects who exceeded the required age requirements, returns from schools without athletes or athletic programs, returns directed to either coaches or female athletes, and returns from the practitioners of the types of sports that were not considered for this study.

5. Data collection was conducted over a seven week period.

Statistical Data Analysis

Statistical analysis of the data was performed through the SPSS (*Statistical Package for the Social Sciences*, PC version). The means for competitive orientations were computed by assigning the weight 5 to the scale value strongly agree, 4 to slightly agree, 3 to neither agree nor disagree, 2 to slightly disagree, and 1 to strongly disagree. The means for coaching behavior preferences were computed by assigning a weight of 1 to always, 2 to often, 3 to occasionally, 4 to seldom, and 5 to never. To assign the same meaning and weights to the two scales, the assigned weights of the coaching behavior preferences scale were reversed, thus 5 = always, 4 = often, 3 = occasionally, 2 = seldom, and 1 = never. Statistical data analyses were then computed as follows:

1. Internal consistency reliability for the SOQ and the LSS in the final Thai version was obtained by application of Cronbach's alpha coefficient (1951).

2. To determine competitive achievement orientations and the preferences for coaching behaviors, means and standard deviations were computed.

3. To test the hypotheses, one-way analyses of variance (ANOVA) were used to evaluate differences among groups.

4. The relationship between competitive achievement orientations and coaching behavior preferences was then analyzed. Correlations among all of the variables were calculated to check for multicollinearity. A criterion of .70 was used to conduct the preliminary multivariate analysis. A $2 \times 2 \times 2$ (level \times age \times type) multivariate ANOVA (MANOVA) and ANOVAs (i.e., in the event multicollinearity was determined) were performed to determine the relationship of the level \times age \times type main effect or interactions between competitive orientation variables and coaching behavior preference variables.

5. A series of univariate ANOVAs and Student-Newman-Kuels multiple group comparisons were conducted to determine the statistically significant relationships among the variables resulting from the preliminary MANOVA.

6. Multivariate multiple regression and canonical correlation analyses were then used to determine the

strength of the relationships between the two sets of variables.

CHAPTER 4

RESULTS AND DISCUSSIONS

Results of Data Analysis

The hypotheses for this study were as follows:

- 1) Athletes will have different competitive achievement orientations, based upon competitive level, age group, and sport type.
- 2) Athletes will prefer different coaching behaviors based upon competition level, age group, and sports type.
- 3) There will be a relationship between competitive achievement orientations and coaching behavior preferences.

To test these hypotheses, several statistical analyses were performed upon the data collected. First, a priori test was performed and the internal consistency reliability for the scales used in the study was calculated using Cronbach's alpha coefficient (1951). Second, for further analysis of the relationships between competitive achievement orientations and coaching behavior variables, preliminary analyses included:

- 1) Pearson product-moment correlations among all variables were examined for the existence of multicollinearity;
- 2) A $2 \times 2 \times 2$ MANOVA and ANOVAs (in the event of multicollinearity) were conducted to determine whether any main effect resulted from the levels of competition, ages, types of sports, or interaction among variables for competitive achievement orientations and coaching behavior preference variables;
- 3) A series of one-way ANOVA and Student-Newman-Kuels multiple group comparisons were performed to test the strength of the relationships determined from the results of either the preliminary MANOVA or ANOVA; and
- 4) Multivariate multiple regression analyses were conducted as appropriate to examine the strength of the relationships between the competitive achievement orientation variables and the coaching behavior preference variables.

Scale Reliability

Cronbach's (1951) alpha coefficient was computed to examine the internal consistency reliability of the scales and subscales, based upon an acceptable criterion of .70 or greater. As computed, the alpha coefficients for the scales are listed in Table 4.1.

Table 4.1 Reliability Coefficients of the Instruments

Measure	Alpha
<u>Competitive Orientations</u>	
Competitiveness	.84
Win	.74
Goal	.71
<u>Coaching Behaviors</u>	
Training and Instruction	.80
Democratic	.75
Autocratic	.65
Social Support	.73
Positive Feedback	.75

With the exception of the single subscale for autocratic coaching behavior ($\alpha = .65$), each of the subscales for the two instruments met alpha level reliability requirements. However, findings from the autocratic coaching behavior subscale were retained due to their theoretical and empirical relevance to the purposes of this study.

Description of Competitive Orientations and Coaching Behaviors

To determine the competitive achievement orientations and coaching behavior preferences among young male athletes in Thailand, means and standard deviations were computed and the results for all subjects are listed in Table 4.2. The results indicated that young male athletes in Thailand presented a highest score for goal orientation, followed by competitiveness and win orientations. For coaching behavior preferences, the athletes showed high preferences for training and instruction and social support, in contrast to

slightly lower preferences for democratic and positive feedback coaching behaviors. The lowest preference was indicated for autocratic coaching behavior.

Table 4.2 Means and Standard Deviations for Competitive Achievement Orientations and Coaching Behavior Preferences Among Young Male Athletes in Thailand.

Variables	Mean	SD
<u>Competitive Orientations</u>		
Competitiveness	4.17	.48
Win	3.66	.69
Goal	4.39	.47
<u>Coaching Behavior Preferences</u>		
Training & Instruction	4.27	.47
Democratic	3.95	.59
Autocratic	2.92	.87
Social Support	4.02	.57
Positive Feedback	3.89	.74

Correlations Among the Variables

To examine the data for the existence of multicollinearity, a correlation matrix for the eight subscales of the two scales was conducted, based upon an intercorrelation acceptability criterion of .70 (Nunnally, 1978). Intercorrelations are listed in Table 4.3, from which it may be noted that correlations existed between competitiveness and goal orientations at .75 and between training and instruction and social support coaching behaviors at .72. Athletes responded similarly to goal and competitiveness orientations, and to training and instruction and social support coaching behaviors. To prevent the occurrence of a

redundancy effect, goal orientation and training and instruction coaching behavior were removed from the preliminary MANOVA. Two one-way ANOVAs were conducted to examine whether there were main effects for levels of competition, ages, and types of sport, or whether an interaction contributed to the intercorrelation between goal orientations and the training and instruction coaching behavior.

Table 4.3 Correlations Among All of the Variables for Competitive Orientation and Coaching Behaviors.

	Comp	Win	Goal	T&I	Dem	Aut	SocS	PosF
Competitiveness	-	.49	.75	.42	.32	.17	.32	.20
Win	-	-	.38	.27	.18	.22	.19	.18
Goal	-	-	-	.41	.27	.04	.26	.17
Training &Inst	-	-	-	-	.68	.31	.72	.54
Democratic	-	-	-	-	-	.38	.63	.53
Autocratic	-	-	-	-	-	-	.27	.35
Social Support	-	-	-	-	-	-	-	.51
Positive FB	-	-	-	-	-	-	-	-

Preliminary MANOVA for Level, Age, and Sport Type

To test for the first two hypotheses, a $2 \times 2 \times 2$ (level \times age \times type) MANOVA was conducted to determine whether level, age, type of sport main effects or interactions contributed to the two competitive achievement orientations and the four coaching behavior preference variables. Results of the analysis revealed no significant main effects for the level, age, and type variables. Only the age \times type interaction was significant, Wilk's Lambda = .97, $F(6,390) = 2.18$ $p < .05$). As a follow-up, univariate F-value and standardized discriminant coefficients were

examined to determine which of the dependent variables maximized differences between the young group (13-15 years of age), the older group (16-18 years of age), and types of sport (team and individual). Discriminant coefficients were relied upon more heavily since they were multivariate in nature and, therefore, continued to account for the correlations among variables.

According to Pedhazur (1982) discriminant coefficients with an absolute value of .30 or greater are considered meaningful. The discriminant coefficients and the univariate F -values for age \times type interactions, listed in Table 4.4, indicated the following interaction group differences: competitiveness = $-.55$, democratic = $-.88$, autocratic = $-.36$, positive feedback = $-.56$.

Table 4.4. Discriminant Coefficients and Univariate F -Values for Age \times Type Interactions.

Variable	Standardized Discriminant Coefficient	MANOVA Univariate* F -Value
<u>Achievement Orientations</u>		
Competitiveness	$-.55$	4.02
Win	.26	0.10
<u>Behavior Preferences</u>		
Democratic	$-.88$	6.07
Autocratic	$-.36$	2.78
Social Support	.25	0.65
Positive feedback	.56	0.02
*p < .05		

However, the standardized discriminant coefficients for win orientation (.26) and social support coaching behavior preference (.25) were slightly lower than the criterion of .30. This discriminant analysis suggested that the age x type interaction was a primary contributor to competitiveness orientation, and to democratic, autocratic, and positive feedback coaching behavior preferences.

Preliminary ANOVAs for Goal Orientation and for Training and Instruction Coaching Behavior

Two univariate ANOVAs were separately conducted to determine whether there were main effects for level, age, or type, or whether an interaction contributed to the correlation between goal orientation and the training and instruction coaching behavior variable. The results revealed a statistically significant interaction for age x type that could be attributed to the training and instruction coaching behavior variable, $F(3,1) = 10.37$. $p < .001$. However, there was no statistically significant main effect or interaction for goal orientation. Since age x type interaction affected competitiveness and win orientations as well as all of the coaching behavior preference variables, the results indicated that hypotheses 1 and 2 were partially retained.

ANOVA for Age and Type Interactions

For further investigation of interactions between age group and type of sport, a series of ANOVAs and Student-Newman-Kuels multiple comparison for interaction multiple group comparisons were conducted as follows:

- 1) Young (13-15) and Team Sport (YT, n=41),
- 2) Old (16-18) and Team Sport (OT, n=190),
- 3) Young (13-15) and Individual Sport (YI n=69), and
- 4) Old (16-18) and Individual Sport (OI n=102).

The results revealed that there were no significant differences at the .05 level among the four groups for win ($F(3,399) = 1.03, p < .08$) or goal orientation ($F(3,399) = 1.03, p < .35$). Among the four groups, only the competitiveness orientation showed a significant difference at the .05 level ($F(3,399) = 2.61 (p < .05)$). The results indicated that there were no group differences by age group for either team or individual sports relative to either the win or goal orientation. Results of the analysis indicated that all of the groups differed significantly with respect to subject's competitiveness orientation. However, there were no significant differences between any two specific groups. Higher ratings were shown for the younger athletes who participated in team sports (YT) and older athletes who participated in individual sports (OI) followed by the older athletes who participated in team sports (OT) and the

younger athletes who participated in individual sports (YI).

The mean and standard deviations for the four different age x type interaction groups for the competitive achievement orientation variables are listed in Table 4.5. The Multiple group comparisons for achievement orientations for the four groups are presented in Figure 4.1.

Table 4.5 Unstandardized Means by Age x Type Interaction for Competitive Achievement Orientation (Standard Deviations).

Variable	Y T	O T	Y I	O I
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Competitiveness	4.28(.38)	4.16(.43)	4.05(.62)	4.22(.48)
Win	3.89(.54)	3.62(.72)	3.56(.79)	3.69(.62)
Goal	4.48(.35)	4.39(.46)	4.32(.58)	4.41(.44)

YT = young (13-15) and team sports; OT = old (16-18) and team sports; YI = young (13-15) and individual sports; OI = old (16-18) and individual sports

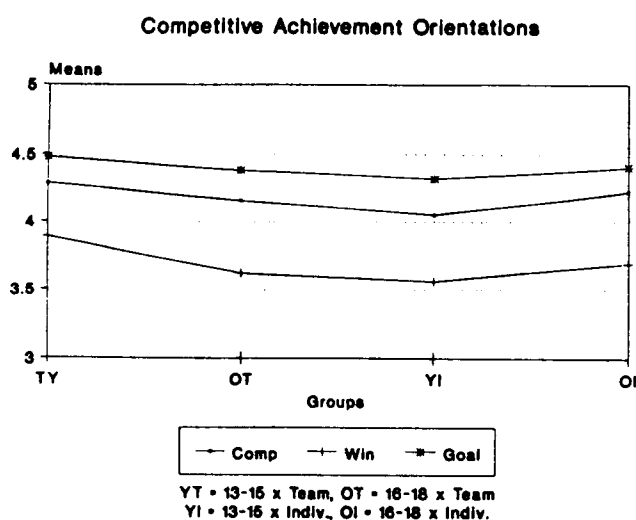


Figure 4.1 Comparisons of Competitive Achievement Orientations by Age Groups and Type of Sport.

There was little difference for the older athletes, but the younger athletes, those in team sports were relatively high in competitiveness (4.28), while those participating in individual sports were low in competitiveness (4.05).

Means and standard deviations for the four different age x type interaction groups for the coaching behavior preference variable are listed in Table 4.6.

Table 4.6 Table of Unstandardized Means (and Standard Deviations) for Age Versus Type.

Variable	Y T Mean (SD)	O T Mean (SD)	Y I Mean (SD)	O I Mean (SD)
Training & Instruction	4.37(.49)	4.28(.41)	4.10(.61)	4.33(.46)
Democratic	4.11(.61)	3.89(.57)	3.86(.66)	4.06(.54)
Autocratic	3.15(.91)	2.77(.77)	2.94(.87)	3.08(.99)
Positive Feedback	4.08(.65)	3.78(.76)	3.99(.69)	3.93(.74)
Social Support	4.09(.61)	4.02(.51)	3.86(.65)	4.10(.58)

YT = young (13-15) and team sports; OT = old (16-18) and team sports; YI = young (13-15) and individual sports; OI = old (16-18) and individual sports

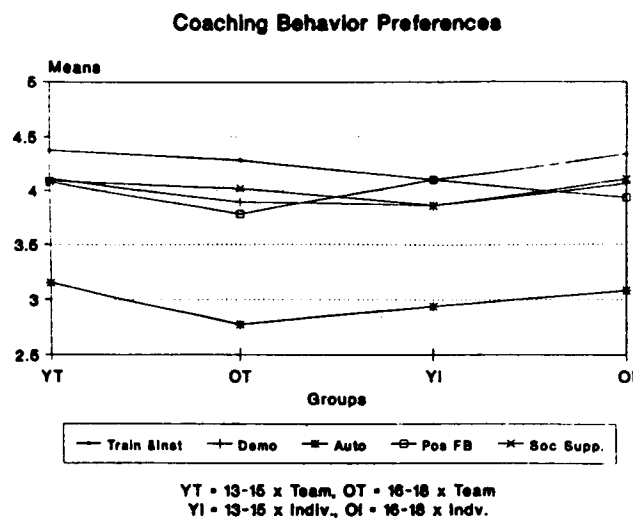


Figure 4.2 Comparisons of Coaching Behavior Preferences by Age Groups and Type of Sport.

Multiple group comparisons of coaching behavior preferences for the four groups, age x type of sport, are presented in Figure 4.2. Significant group differences among the four groups (age x type interaction) for the coaching behavior preferences were indicated as follows:

1. For training and instruction preferences, there were statistically significant differences among the four groups ($F(3,399) = 4.28, p < .005$). A multiple group comparison was then performed. The results indicated that the preference for training and instruction coaching behavior was comparatively lower at the .05 level for individual sport athletes (13-15) (YI) than for the other groups. There were no significant differences among the three groups for training and instruction coaching behavior preferences. The results indicated that younger athletes (13-15 years) who participated in individual sports expressed less preference for training and instruction coaching behavior than either the same age group who participated in the team sports or the older athletes.

2. For democratic coaching behavior preferences there was a statistically significant difference among the groups ($F(3,399) = 3.48, p < .02$). The results from the multiple group comparison showed that the 16-18 year old athletes who played individual sports (OI) preferred democratic coaching behavior to a greater degree than did the 16-18 year old athletes who played team sports (OT). Significant differences were not indicated for the remaining

groups. This result supported the findings of Chelladurai (1984), who noted that individual sport athletes preferred training and instruction to a greater degree than did team sport athletes.

3. For autocratic coaching behavior preferences there was a statistically significant difference among the groups ($F(3,399) = 4.07$ ($p < .007$)). A group comparison showed that the 16-18 year old athletes who played team sports (OT) preferred autocratic coaching behavior less than did athletes of the same age who participated in individual sports (OI). Significant differences were not indicated for the remaining groups. This result supported the finding of Terry (1983), who noted that team sport athletes preferred autocratic coaching behavior to a lesser degree than the individual sport athletes.

4. For social support coaching behavior preferences there was a statistically significant difference among the groups ($F(3,399) = 2.68$, $p < .05$)). A comparison among the groups indicated the 13-15 year old athletes who participated in individual sports (YI) preferred social support coaching behavior less than did the 16-18 year old athletes who participated in either team (OT) or individual sports (OI). The 13-15 year old athletes who participated in individual sports (YI) preferred social support coaching behavior to a lesser degree than did the 16-18 year age group athletes who participated in either team (OT) or individual sports (OI). The younger age group athletes who

participated in individual sports (YI) preferred social support coaching behavior the least, in contrast to the older age group athletes who participated in individual sport (OI) and who preferred social support coaching behavior the most. This surprising result showed that the YI athletes preferred social support coaching behavior to a lesser degree than either the OT or the OI athletes. A possible explanation was that the young athletes had less experience in competitive sports than the older athletes. Chelldurai and Saleh (1978) found that as athletes gained experience and participated in higher levels of competition, They tended to prefer more socially supportive coaching behavior. However, results of the present study did not reveal significant differences for levels of competition. Thus, the length of the period of competitive sport participation may be an underlying factor in the determination of this finding.

5. For positive feedback coaching behavior preferences there was a statistically significant difference among the groups ($F(3,399) = 2.85, p < .04$). However, no pair was significantly different from another at the .05 level. Ratings were highest for the younger athletes who participated in team sports (YT) followed by the younger athletes who participated in individual sports (YI), and the older athletes who participated in either team (OT) or individual sports (OI).

The results indicated that the athletes rated goal, competitiveness, and win orientations in the same sequence, that is, 1, 2, and 3. All groups indicated training and instruction was the most preferred coaching behavior and autocratic coaching behavior was preferred the least. However, it was of interest to note that the YI groups ranked positive feedback coaching behavior second, whereas the other groups ranked positive feedback fourth. These results implied that the younger athletes preferred positive feedback coaching behavior more than the older athletes. Moreover, the 16-18 year old athletes who participated in team sports (OT) preferred autocratic coaching behavior less than the other groups.

Overall, the young athletes (13-15) who participated in team sports (YT) presented all coaching behavior preferences higher than did the other groups. On the other hand, young athletes who participated in individual sports (YI) scored all types of coaching behavior preferences lower than the other groups. The YT athletes may actually depended on coaches less than the individual sports because of the presence of teammates. Thus, they preferred more interaction with coaches. On the other hand, the YI, who actually had more interaction with coaches, probably preferred less interaction with coaches. The older athletes also showed similar results.

Multivariate Multiple Regression Analyses

To test the final hypothesis, that there would be a relationship between competitive achievement orientations and coaching behavior preferences, multivariate multiple regression analyses were conducted. Competitive orientations (competitiveness, win, and goal orientations) were used as the predictor variables and coaching behavior preferences (training and instruction, democratic, autocratic, social support, and positive feedback coaching behaviors) were used as the criterion variables. Based upon age x type interactions, four canonical correlation analyses were conducted separately as follows: 1) young and team, 2) old and team, 3) young and individual, and 4) old and individual.

1. Young and Team Group. The overall multivariate relationship between the predictor variables and the criterion variables revealed no significant effect (Wilk's Lambda = .71, $F(15,94) = .81$ $p < .66$) and a follow-up analysis was not conducted.

2. Old and Team Group. Analysis revealed that the overall multivariate relationship between the predictor variables and the criterion variables was significant (Wilk's Lambda = .31, $F(15,168) = 5.94$ $p < .001$). A canonical correlation analysis was then conducted and was determined to be significant at $R_c = .73$. In addition, dimension reduction showed three significant function loadings at

level .05, indicating which of the variables in each multivariate set was the strongest contributor to the overall relationship between the two sets.

According to Pedhazur (1982), a loading of .30 or more indicates a significant contribution to the multivariate relationship. Loading function 1 revealed a significant relationship between the two sets (Wilk's Lambda .31, $F(15,168) = 5.94$, $p < .001$). Specifically, the loading contributed significantly to the relationship of goal (.99), competitiveness (.91), and win orientations (.72) to training and instruction (.99), social support (.83), democratic (.82), positive feedback (.74), and autocratic (.40) coaching behaviors. Loading function 2 revealed that there was a significant relationship between the two sets (Wilk's Lambda .65, $F(8,124) = 3.66$, $p < .001$), and the loading contributed to the relationship of win orientation (.64) to autocratic (.58) and positive feedback (.31), and was slightly negatively related to the democratic (-.29) coaching behavior. Finally, loading function 3 revealed significant relationships between the two sets (Wilk's Lambda .86, $F(3,63) = 3.42$, $p < .023$), and the loading contributed to the relationship of the competitiveness orientation (.38) to the autocratic (.42) and positive feedback (.31) coaching behavior preferences.

The canonical loadings for both sets of variables are listed in Table 4.7.

Table 4.7 Canonical Loading for Old and Team Group.

Variable	Loading		
<u>Predictor variables</u>	<u>1</u>	<u>2</u>	<u>3</u>
Competitiveness	.91	.16	.38
Win	.72	.64	-.27
Goal	.99	-.16	-.03
<u>Criterion variables</u>			
Training and Instruction	.99	-.06	.09
Democratic	.82	-.29	.09
Autocratic	.40	.58	.42
Social Support	.83	.004	-.24
Positive Feedback	.74	.31	-.31

The combined results of the multivariate regression and canonical correlation analysis indicated that a significant relationship existed between the set of competitive orientations and coaching behavior preferences. Results of the canonical function loadings were as follows:

- 1) Loading 1 suggested that the 16-18 age group athletes who participated in team sports (OT), and who reflected goal, competitiveness, and win orientations, preferred training and instruction, social support, democratic, positive feedback and autocratic coaching behaviors.
- 2) Loading 2 suggested that the athletes (OT) who reflected a win orientation preferred more autocratic coaching behavior and positive feedback, but expressed less preference for democratic coaching behavior.
- 3) Loading 3 suggested that the (OT) athletes who reflected a competitiveness orientation showed a

greater preference for autocratic behavior, but less preference for the positive feedback coaching behavior.

For the redundancy index, which is a measure of the amount of variance in one set of variables that can be accounted for by the other set of variables, 10 percent is generally considered to be a significant and meaningful standard (Pedhazur, 1982). The results revealed that 40.72 percent of the value of the competitive orientation variables could be attributed to the coaching behavior preference variables. In turn, 32.10 percent of the coaching behavior preference variables could be attributed to the competitive orientation variables. Therefore, the results indicated that the relationship between the two sets of variables was reciprocal.

3. Young and Individual Group. The overall relationship between the predictor variables and the criterion variables was significant (Wilk's Lambda = .76, $F(15,502) = 3.47$, $P < .001$). The canonical correlation between the predictor variables and the criterion variables revealed statistically significant differences at $R_c = .43$. The following predictor variables contributed significantly to the relationship: goal (.98), competitiveness (.74), and win (.54). The loadings for the criterion variables suggested that training and instruction (.90) contributed most significantly to the relationship, followed by democratic (.39) and social support (.34). These coaching behavior

variables were above the standard for a meaningful criterion (.30). Canonical loadings for both sets of variables are listed in Table 4.8.

Table 4.8 Canonical Loading for Young and Individual Group.

Variable	Loading
<u>Predictor Variables</u>	
Competitiveness	.74
Win	.54
Goal	.98
<u>Criterion Variables</u>	
Training and Instruction	.90
Democratic	.38
Autocratic	.01
Social Support	.34
Positive Feedback	.18

The redundancy index revealed a value of 4.16 percent for the variance attributed to the criterion set (coaching behavior preference variables) by the predictor set (competitive achievement orientation variables). The results were below the recommended criterion level. On the other hand, 11.25 percent of the variance for the predictor variables were attributed to the criterion variables. The results indicated that for the 13-15 year age group athletes who participated individual sports (YI), 11.25 percent expressed preferences for training and instruction, democratic, and social support coaching behaviors in relation to the goal, competitiveness, and win orientations. This result suggested that coaching behavior preferences influenced competitive orientation unidirectionally for the

younger group of athletes who participated in individual sports (YI).

4. Old and Individual Group. The overall relationship between the predictor variables and the criterion variables was significant (Wilk's Lambda = .66, $F(15,259) = 2.88$ $p < .001$). The results revealed statistically significant differences between the predictor variables and the criterion variables at $R_c = .48$. The following loading functions for the competitiveness (.97), goal (.58), and win (.50) orientations and the training and instruction (.90) coaching behavior provided the most significant contribution to this relationship, followed by the democratic (.87), social support (.77), autocratic (.52), and positive feedback (.49) coaching behaviors. The canonical loadings for both sets of variables are listed in Table 4.9.]

Table 4.9 Canonical Loading for Older and Individual Group.

Variable	Loading
<u>Predictor Variables</u>	
Competitiveness	.97
Win	.50
Goal	.58
<u>Criterion Variables</u>	
Training & Instruction	.90
Democratic	.87
Autocratic	.52
Social support	.77
Positive feedback	.49

The redundancy index showed that 12.36 percent of the variance in the criterion set could be explained by the

predictor set, whereas the value in the opposite direction was 11.90 percent. These results indicated that the relationships between goal, competitiveness, and win orientations and training and instruction, democratic, and social support coaching behavior preferences were also bidirectional for the 16-18 age group athletes who participated in individual sports (OI).

Discussion

The results of the present investigation indicated that the goal and competitiveness orientations had a greater impact on young male Thai athletes than the win orientation. These athletes also preferred training and instruction and social support coaching behaviors to democratic and positive feedback. Autocratic coaching behavior was least preferred.

However, contrary to expectations, there were no significant level, age, or type main effect group differences. The interaction between age and type had a significant effect upon the athletes' competitive achievement orientations and coaching behavior preferences. For purposes of comparison, the four different groups of age versus type interactions were composed as follows:

- 1) young athletes (ages 13-15) and team sports (YT);
- 2) old athletes (ages 16-18) and team sports (OT);

- 3) young athletes (ages 13-15) and individual sports (YI); and
- 4) old athletes (ages 16-18) and individual sports (OI).

To further test hypotheses one and two, a series of one-way ANOVAs for the four age x type interaction groups and the eight subscales of the two scales was performed. The results of the study strongly or partially supported the hypotheses. The age group 13-15 or 16-18 athletes who participated in team or individual sports were similar for goal and win orientations. However, the results from the comparisons showed there were significant differences among the four groups for the competitiveness orientation, but no differences between any two specific pairs of groups. The YT athletes were highest, followed by the OI and the OT athletes. The YI had the lowest competitiveness orientation. All of the groups ranked the competitive achievement orientations in the same sequence; goal, competitiveness and win orientations.

This probably occurred because all of the groups were comprised of competitive male athletes from within the same culture. A higher rating had been foreseen for the win orientation. It was assumed that coaches and/or athletes would be pressured to win or to obtain a high rank in order to maintain their level of governmental financial support throughout the next season. According to the results, goal, the highest competitive achievement orientation, was

followed by competitiveness, whereas the win orientation was ranked the lowest. The explanation for these results may be that Thai athletes focus on personal standards rather than upon the pressure to win (i.e., an outcome goal).

In addition, the Buddhist influence exercised within Thai culture may help to explain these results. Thai culture, and Buddhism in general, does not foster social comparisons between individuals. An individual is encouraged to achieve to the best of his/her ability. This explanation may have a stronger influence than the expected pressure to win. That culture and religion are considered to be important influential effects upon competitive achievement orientations was supported by Duda et al. (1985, 1990), who observed that different cultures influence different levels of achievement orientation. Kelly, Hoffman, and Gill (1990) indicated that religion also influenced different competitive achievement orientations.

On the other hand, there were significant differences among the four groups for coaching behavior preferences and the results provided partial support for hypothesis two. The subjects of the current investigation preferred different coaching behaviors based upon competition level, age group, and type of sport. All of the groups showed a greater preference for training and instruction and social support behaviors than for democratic and positive feedback coaching behaviors. Autocratic coaching behavior was the

least preferred. Athletes in the age group 13-15 years who played either team sports (YT) or individual sports (YI) preferred training and instruction, positive feedback, and social support coaching behaviors. Athletes in the age group 16-18 years who participated in team sports (OT) preferred training and instruction and social support to a greater degree than democratic and positive feedback coaching behaviors.

According to the multiple comparisons among groups, athletes in the age group 13-15 years who participated in individual sports (YI) showed a significant least preference for training and instruction coaching behavior. Athletes in the age group 16-18 years who participated in individual sports (OI) preferred democratic coaching behavior more than the same age athletes who participated in team sports (OT). From the same age group, athletes who participated in team sports (OT) preferred autocratic coaching behavior less than those who participated in individual sports (OI). Athletes from the younger age group (13-15 years) who participated in individual sports (YI) preferred social support coaching behavior less than did the older group athletes (16-18 years) who participated both in team (OT) or individual sports (OI). All groups showed significant differences in their preferences for positive feedback coaching behavior, but no pair was significantly different from another. The younger athletes both in team sports (YT) and individual sports (YI) showed

a higher preference for positive feedback coaching behavior than the older athletes both in individual sports (OI) and team sports (OT).

These results supported the observation previously noted that the margin of preference by Thai athletes for training and instruction coaching behavior with respect to positive feedback from coaches was greater than for similar preference measures among American athletes. Moreover, this observation was also supported by the fact that the Thai gymnasts trained by an American coach (i.e., in a coach-exchange program sponsored by the International Olympic Committee in 1987) perceived that they were provided with too much positive feedback. On the other hand, Thai athletes also disliked the autocratic manner displayed by a Japanese judo coach.

It was of interest to note that the younger group of athletes rated positive feedback as high as training and instruction coaching behavior. However, the YT group ranked positive feedback fourth, and the mean for this variable was as high as the second priority item selected. These results indicated that the younger athletes preferred coaches who provided more positive feedback, thus supporting Horn and Hasbrook (1986) and Black (1991), who observed that younger athletes require more positive feedback and information from coaches to enhance their perceived competence, affect, and motivation.

Culture, training systems, and an athlete's level of maturity may serve as explanations for these results. In Thailand, a coach may be very dictatorial and a very tough trainer, but he/she is also of substantial personal importance to the athletes. For example, a coach may act as a parent, friend, or counselor as well as a coach. In Thailand, while athletes are in training, most of their social life outside of the team is curtailed. The team remains together for at least four hours each day from six to seven days a week until the competition in question has come to an end. In this setting, it may be understandable that younger athletes seem to need more positive feedback from coaches than the older and more experienced athletes who are familiar with the system.

Moreover, the type of sport also had an important relationship to coaching behavior preferences. The athletes in the age group 16-18 years who played team sports (OT) preferred autocratic and democratic coaching behavior less than did the same age group athletes who played individual sports (OI). The overall coaching behavior preference scores of the OT athletes was lower than the OI athletes. The 16-18 year old athletes who participated in team sports may have been less influenced by their coaches than those who participated in individual sports. These findings were in partial agreement with those of Chelladurai (1984), who found that athletes who participated in interdependent task sports preferred more training and instruction, as well as

democratic and socially supportive coaching behaviors. In the current study, it was found that the 13-15 year old athletes who participated in team sports (YT) preferred more training and instruction and democratic coaching behaviors than the older individual athletes (OI).

Finally, a multivariate multiple regression analysis was conducted to examine the relationships between the three competitive achievement orientation variables and the five coaching behavior preference variables among the four age versus type interaction groups. In general, the results indicated that there were significant relationships between competitive achievement orientations and coaching behavior preferences across the four age versus type interaction groups. Canonical correlation analyses were conducted to determine the strength of these relationships.

For the younger age group athletes who participated in team sports (YT), there were no significant relationships between competitive achievement orientations and coaching behavior preferences and no further investigation was conducted. The 13-15 year age group athletes who participated in individual sports (YI) showed reversed multivariate relationships for the orientation subscales, which were influenced by training and instruction, democratic, and social support coaching behaviors. This finding suggested that coaching styles of the YI athletes influenced competitive achievement orientations rather than the competitive achievement orientations influencing the

preferences of coaching styles. This finding implied that the competitive achievement orientations of the younger athletes were influenced by coaches. Coaches play an important role in shaping competitive motivation among young athletes. However, in order to reconfirm this finding, further study should be initiated.

The older age group athletes who participated in team sports (OT) showed strong relationships for all of the orientation subscales to training and instruction, social support, democratic, positive feedback, and autocratic coaching behaviors, and vice versa. These results also indicated that the OT athletes who ranked win orientation high also preferred autocratic and positive feedback coaching behaviors, and that the OT athletes who stressed competitiveness showed a higher preference for autocratic behavior and less affinity for the positive feedback coaching behavior.

Finally, OI athletes demonstrated positive and reciprocal relationships between competitiveness, goal, and win orientations and training and instruction, democratic, social support, and autocratic coaching behaviors. The competitive achievement orientations of the older athletes (both individual and team sport athletes) influenced coaching behavior preferences. In turn, coaching behavior influenced competitive achievement motivation. Thus, age played an important role in the bidirectional relationships

between the competitive achievement orientation variables and coaching behavior preference variables.

Based upon the Multidimensional Model of Leadership, the findings from the current study confirmed that culture, age, and types of sports influenced competitive achievement orientations and coaching behavior preferences. The influence of culture may have been an underlying factor in the degree to which the results from this study differed from those of previous studies with respect to competitive achievement orientations (Gill & Deeter, 1988; Gill et al., 1988, 1989, 1991; Kang et al., 1990), and from coaching behavior preferences conducted in North America (Chelladurai, 1978; Chelladurai & Saleh, 1978, 1979, 1980), Japan (Chelladurai et al., 1987, 1988), India (Chelladurai, 1986) and Europe (Serpa, Pataco, & Santos, 1991). Age may have been the most significant influence in the bidirectional relationships between competitive achievement orientations among athletes.

CHAPTER 5

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

The present study investigated sport leadership from a cross-cultural perspective. The study was based on the Multidimensional Model of Leadership (Chelladurai 1978; Chelladurai & Carron, 1978). The purposes of the study were:

- 1) To determine competitive achievement orientations and coaching behavior preferences among young male Thai athletes (n=403) for different levels of competition (i.e., "high" and "low") in two age groups (13-15 and 16-18 years), who participated either in team or individual sports.
- 2) To explore the relationships between competitive achievement orientations and coaching behavior preferences for the four compositional groups.

The instruments for this study consisted of two questionnaires: the preference version of a Leadership Scale for Sports (LSS) (Chelladurai, 1989), and the Sport Orientation Questionnaire (SOQ) (Gill & Deeter, 1988). The Delphi technique was used to prevent violation of the principles of functional, linguistic, and conceptual equivalence during the translation of the instruments from Eng-

lish into Thai. Following two rounds of revisions, the items in the scales were found to be 100 percent acceptable. Thus, the Delphi members validated the linguistic and conceptual equivalence of the scale translations.

Prior to testing the hypotheses, several preliminary analyses were utilized. Cronbach's alpha coefficient (1951) was computed to examine the internal consistency reliability of the scales and subscales, and a Pearson product-moment correlation among the eight subscales of the two scales was conducted to examine for the existence of multicollinearity. The results revealed that the competitiveness orientation was intercorrelated with the goal (.75) orientation, and that training and instruction and social support coaching behaviors were also intercorrelated (.72).

A preliminary MANOVA and two ANOVAs were utilized to determine whether the level of competition, age, and type of sport main effects or interactions contributed to the competitive orientations and coaching behavior preferences. The results revealed that age x type interactions contributed the most to competitiveness orientations and to the democratic, autocratic, and positive feedback coaching behavior preferences. The results from the two separate ANOVAs also indicated that there were statistically significant age x type interaction group differences which contributed to training and instruction coaching behavior, but not to goal orientation. Therefore, the four different

groups of age versus type interactions were compounded for further investigation.

To test the hypotheses, a series of ANOVAs were conducted, the results of which revealed no statistically significant differences at the .05 level among the four groups for win or goal orientations. Only the competitiveness orientation showed a significant difference at the .05 level among the four groups. At the same time, it was determined that there were statistically significant differences among the four groups at the .05 level for training and instruction ($p < .005$), democratic ($p < .02$), autocratic ($p < .007$), social support ($p < .05$) and positive feedback ($p < .04$) coaching behaviors.

Finally, the combined results of multivariate multiple regression and four canonical correlation analyses were utilized to examine the relationships between competitive orientations and coaching behavior preferences. The results indicated significant relationships between the two sets of variables for the OT, OI, and YI groups, but not for the YT group.

Summary of Results

For all subjects combined, young male Thai athletes presented higher goal and competitiveness orientations than win orientations. They also showed higher preferences for training and instruction and social support coaching behav-

iors than for democratic and positive feedback coaching behaviors. They preferred autocratic coaching behavior the least. Results from the MANOVA showed significant age versus type interaction group differences contributing to both the competitive achievement orientation variables and the coaching behavior preference variables. Results from multivariate multiple regression analysis indicated significant relationships between the competitive achievement orientation variables and coaching behavior preferences for the old and team, young and individual, and old and individual groups of athletes, but not for the young in team groups. The significant relationship between the competitive achievement orientation variables and the coaching behavior preference variables was influenced by the age and type of sport differences among the athletes. A bidirectional relationship between competitive achievement orientations was displayed by the 16-18 year-old athletes participating in both team (OT) and individual (IO) sports. The 13-15 year old athletes who participated in individual sports (YI) demonstrated a unidirectional relationship between competitive achievement orientations and coaching behavior preferences. However, there were no relationships between the two sets of variables for the athletes who participated in team sports (YT).

These results suggest that within the same culture, the different age levels and the types of sport played important roles in competitive orientations and coaching

behavior preferences. In particular, age difference was a major determinant in the relationships between these two sets of variables. The results implied that competitive achievement orientations influenced coaching behavior preferences and, in turn, coaching behavior preferences influenced competitive achievement orientation among the older athletes.

Theoretical Implications

Chelladurai (1988) suggested that the intermingling of cultures within a nation influences coaching behaviors and is worthy of investigation. The present study extended the examination of coaching behaviors to a cross-cultural context, focusing upon athletic characteristics (age and level of competition) and situational characteristics (types of sport and levels of competition) within the Thai culture. The findings indicated that these characteristics contributed to competitive achievement orientations and to coaching behavior preferences.

The results of the present study also provide strong support for the multidimensional theory of leadership. There was a strong relationship between athlete characteristics, athlete competitive achievement orientations, and athlete coaching behavior preferences. Moreover, the present study also showed a reciprocal relationship between the achievement orientations and the coaching behavior prefer-

ences of the older athletes, an effect which was not demonstrated by YT athletes. However, a reverse relationship occurred between coaching style preferences and competitive achievement orientations among the younger athletes who participated in individual sports.

Practical Implications

From the findings of this investigation, the following practical implications may be derived:

1. As a guideline for coaches involved in multicultural or international sport training, particularly in Thailand, culture is an important factor related to the competitive achievement orientations and coaching behavior preferences of Thai athletes.
2. Younger athletes are more dependent upon positive coaching feedback than are older athletes.
3. If coaches are aware of an athlete's competitive achievement orientations, they may be able to provide the coaching behaviors preferred by the individual, thus increasing the athlete's motivation and satisfaction.
4. Cultures, social norms, type of sports, and age levels all influence competitive achievement orientations and coaching behavior preferences.
5. All theories and knowledge concerning sport should be reexamined within the context of cross-cultural differ-

ences. Each country has its own unique culture. A model which suits one country may not be suitable for another.

Recommendations for Future Research

With respect to the findings from the present study, several suggestions for future research are presented:

1. Further experimental studies among Thai athletes are recommended to examine the relationships between positive coaching approaches and athletic performance and motivation, according to age group and gender differences.
2. Research should be conducted to examine the bidirectional relationships between perceived coaching behaviors and competitive achievement orientations relative to gender, age, and type differences among Thai athletes.
3. Given the large number of coaches of foreign origin working in Thailand (i.e., coaches hired by the government or under a particular sponsorship for exchange programs to coach special events on either a long-term or short-term basis), further investigation of the discrepancies between preferred and actual coaching behaviors is recommended.
4. Research should be conducted to examine the relationship between sport competitive achievement orientations and Buddhism.
5. Finally, a study should be conducted to determine the degree to which competitive achievement motivations are

subject to change across time. If such changes are found to occur, then the causes could be ascertained.

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APPENDICES

Appendix A

Consent Letter, General Education Department,
Thailand, Permission to Collect Data



ที่ ศษ ๐8๐6/๐4418

กองการมัธยมศึกษา กรมสามัญศึกษา
กระทรวงศึกษาธิการ กทม. 10300

1 สิงหาคม 2534

เรื่อง ขอความร่วมมือในการทำวิจัย

เรียน

ด้วย นางสาวสืบสาย บุญวิรุณทร นิสิตปริญญาโทชั้นโท ภาควิชาพลศึกษา
มหาวิทยาลัยไอเรกอนเสกท กำลังดำเนินการวิจัย เรื่อง "ความสัมพันธ์ระหว่างแนวคิดการให้เหตุผล
ของสลาเรจในการแข่งขันกีฬาและความพึงพอใจของนักกีฬาเยาวชนภายในประเทศไทย ที่มีต่อพฤติกรรม
ของครูผู้ฝึกสอน" ในการนี้ นิสิตมีความประสงค์ที่จะขอความร่วมมือจากนักเรียนที่เป็นนักกีฬา
ที่มีอายุระหว่าง 13-18 ปี ทอมแบบสอบถาม เพื่อเป็นข้อมูลประกอบการทำวิจัย

กองการมัธยมศึกษาพิจารณาแล้ว เห็นว่าการทำวิจัยดังกล่าว จะเป็นประโยชน์
ต่อการจักเริญและพัฒนานักกีฬาเยาวชนและครูผู้ฝึกสอนในอนาคต สมควรให้การสนับสนุน

จึงเรียนมาเพื่อโปรดอนุเคราะห์ และขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ
Redacted for privacy

(นายสมศักดิ์ แก้วสติกข์)
นักวิชาการศึกษา 6 ศึกษาราชการแทน
ผู้อำนวยการกองการมัธยมศึกษา

ฝ่ายส่งเสริมมาตรฐานการศึกษา

โทร. 2828466

Appendix B

Consent Letter, Sport Authority of Thailand
Permission to Collect Data



การกีฬาแห่งประเทศไทย
สำนักงานกฤษฎีกา

๒๐๔๔ ถนนรามคำแหง หัวหมาก กรุงเทพฯ ๑๐๒๔๐
โทรศัพท์ ๓๐๔๐๕๔๐-๔ โทรเลข : การกีฬา

ที่ นร ๒๐๑/ว. ๒๔๖๖

• ถึงท่าน • ๒๕๓๔

เรื่อง ขอความร่วมมือในการกรอกแบบสอบถาม

เรียน นายกสมาคม สโมสรแห่งประเทศไทย

สิ่งที่ส่งมาด้วย แบบสอบถาม

ทนายสาวสืบสาย บุญวิกรม อาจารย์ประจำภาควิชาจิตวิทยาการกีฬา
กรมพลศึกษา กระทรวงกีฬาราชการ ขณะกำลังศึกษาปริญญาเอกต่อที่ภาควิชา สาขาจิตวิทยาการกีฬา
(Sport Psychology) ที่ Oregon State University ประเทศสหรัฐอเมริกา
ได้มีหนังสือถึงการกีฬาแห่งประเทศไทย ขอให้แจ้งสมาคมกีฬาสมัครเล่น ให้ความร่วมมือในการ
ใช้แบบสอบถามเกี่ยวกับความสัมพันธ์ระหว่าง ๑๐ - ๑๕ ปี ที่เคยเข้าร่วมการแข่งขันกีฬาระดับสูง
เช่น การแข่งขันกีฬาระดับชาติและนานาชาติ เพื่อเป็นข้อมูลประกอบการวิจัยเรื่อง The
Relationship between Competitive Achievement Orientations and
Coaching Behavior Preferences of Young Male Athletes in Thailand.

จึงเรียนมาเพื่อขอความร่วมมือไปยังทนายสาวสืบสาย บุญวิกรม หากการเก็บข้อมูลดังกล่าว
เพื่อประโยชน์ทางวิชาการ ประกอบการทำการวิจัยต่อไปด้วย ทั้งนี้ทนายสาวสืบสาย บุญวิกรม
จะเป็นผู้มาประสานงานในการใช้แบบสอบถามดังกล่าวด้วยตนเอง

หวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือด้วยดี จึงขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

Redacted for privacy

สำนักวิชาการ

โทร. ๓๑๔๐๕๔๐-๔

(นายอ. อภิเทพ)

รองผู้อำนวยการการกีฬาแห่งประเทศไทย

Appendix C

Members of the Delphi Panel

Prof. Dr. Vorasak Pienchop
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 Department of Physical Education
 Faculty of Education,
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 Bangkok, Thailand

Asst. Prof. Dr. Silpachai Suwanthada
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 Education, and Recreation.
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Assoc. Prof. Supitr Samahito
 Head of the Department of Physical Education
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Assoc. Prof. Dr. Wiriya Boonchai
 Vice-Secretary General and Treasurer of Thai Association for Health, Physical Education, and Recreation
 Department of Physical Education
 Kasetsart University
 Bangkok, Thailand

Dr. Boonsong Kosa
Department of Physical Education
Kasetsart University
Bangkok, Thailand

Appendix D

List of Target Schools

LISTS OF THE TARGET SCHOOLS

1 Prapatomwittayalai	2 Sriboonyanon
3 Pratoomwilai	4 Samutprakarn
5 Khanarajbumroong	6 Benjamarachutit
7 Naratiwat	8 Satoolwittaya
9 Mahawachirawut	10 Pattalung
11 Benjamarachutit	12 Surajthane
13 Sriyapai	14 Phuketwittayalai
15 Wichienmatu	16 Ammatpanitnukool
17 Dee-bukpung-gnawittayalai	18 Pichairattanakarn
19 Benjamarachutit	20 Prommanusorn
21 Prachuabwittayalai	22 Kannasootwittayalai
23 Karnchananukro	24 Satthasamut
25 Piboonwittayalai	26 Ayuthtayawittayalai
27 Ang-thongpattamaroj	28 Singburi
29 Saraburiwittayakhom	30 Chainatwittayakhom
31 Uthaiwittayakhom	32 Pitsanulokwittayakhom
33 Nakornsawan	34 Utharadit
35 Pichitwittayakhom	36 Sukhothaiwittayakhom
37 Petwittayakhom	38 Kumpapetpittayakhom
39 Takpittayakhom	40 Yuppajwittayalai
41 Samakkeewittayakhom	42 Boonwatwittayalai
43 Jakkamkarnatorn	44 Piriyaalai
45 Srisawatwittayakarn	46 Thongsornsuksa
47 Payaowitayakhom	48 Udornpittayanukul
49 Patoomtepittayakharn	50 Loeypittayakharn
51 Khonkaenwittayayon	52 Sakolrajwittayanukul
53 Benjamamaharaj	54 Piyamaharachalai
55 Karasinpittayathan	56 Sarakarnpittayakhom
57 Roi-edwittayalai	58 Yasothornpittayakhom
59 Mukdaharn	60 Rajsimawittayalai
61 Chaipoompakdeechumpol	62 Burirumpittayakhom
63 Surawittayakarn	64 Srisaketwittayalai
65 Chonrajbumroong	66 Benjamarajrungrasit
67 Prachinrajbumroong	68 Nakornnayokwittayakhom
69 Rayongwittayakhom	70 Benjamarachutit
71 Tradtrakarnkhun	72 Samutsakornwittayalai

LISTS OF THE CENTRAL EDUCATION REGIONS

- | | |
|-------------------------------------|--------------------------------------|
| 1 Wat Benjamabopit | 2 Benjamarachalai |
| 3 Thepsirin | 4 Putthajakwittaya |
| 5 Trimitwittayalai | 6 Triamudom |
| 7 Sriayuthaya | 8 Donmuengtaharn-a-
kadbumroong |
| 9 Patoomkhongkha | 10 Kunnattheerutharam
wittayakhom |
| 11 Wat Nongjok | 12 Setthabutbumroong |
| 13 Thepleela | 14 Protpittayapayat |
| 15 Chinorotwittayalai | 16 Mahanparam |
| 17 Wat Intharam | 18 Wat Raj-o-rot |
| 19 Chaengronwittaya | 20 Thaweethapisek |
| 21 Chanpradittharam-
wittayakhom | 22 Po-po-ro-rajwittayalai |

Appendix E

Competitive Achievement Orientation
Questionnaire (SOQ)

Sport Orientation Questionnaire

The following statements describe reactions to sport situations. We want to know how you usually feel about sports and competition. Read each statement and circle the letter that indicates how much you agree or disagree with each statement on the scale: A,B,C,D, or E. There are no right or wrong answers; simply answer as you honestly feel. Do not spend too much time on any one statement. Remember, choose the letter which describes how you usually feel about sports and competition.

A= Strongly agree; B= Slightly agree; C= Neither agree nor disagree;
D= Slightly disagree; E= Strongly disagree.

- | | | | | | |
|--|---|---|---|---|---|
| 1. I am a determined competitor. | A | B | C | D | E |
| 2. Winning is important. | A | B | C | D | E |
| 3. I am a competitive person. | A | B | C | D | E |
| 4. I set goals for myself when I compete. | A | B | C | D | E |
| 5. I try my hardest to win. | A | B | C | D | E |
| 6. Scoring more points than my
opponent is very important to me. | A | B | C | D | E |
| 7. I look forward to competing. | A | B | C | D | E |
| 8. I am most competitive when I try
to achieve personal goals. | A | B | C | D | E |
| 9. I enjoy competing against others. | A | B | C | D | E |
| 10. I hate to lose. | A | B | C | D | E |
| 11. I thrive on competition. | A | B | C | D | E |
| 12. I try hardest when I have a specific
gold. | A | B | C | D | E |
| 13. My goal is to be the best athlete
possible. | A | B | C | D | E |
| 14. The only time I am satisfied is when
I win. | A | B | C | D | E |
| 15. I want to be successful in sports. | A | B | C | D | E |
| 16. Performing to the best of my ability
is very important to me. | A | B | C | D | E |
| 17. I work hard to be successful in sports. | A | B | C | D | E |
| 18. Losing upset me. | A | B | C | D | E |
| 19. The best test of my ability is
competing against others. | A | B | C | D | E |

- | | | | | | |
|---|---|---|---|---|---|
| 20. Reaching personal performance goals
is very important to me. | A | B | C | D | E |
| 21. I look forward to the opportunity to
test my skills in competition. | A | B | C | D | E |
| 22. I have the most fun when I win. | A | B | C | D | E |
| 23. I perform my best when I am competing
against an opponent. | A | B | C | D | E |
| 24. The best way to determine my ability
is to set a goal and try to reach it. | A | B | C | D | E |
| 25. I want to be the best every time I
compete. | A | B | C | D | E |

Appendix F
Leadership Scale for Sports (LSS)

Leadership Scale For Sports
(Preference Version)

Each of the following statements describe a specific behaviour that a coach may exhibit. For each statement there are five alternatives:

1. ALWAYS; 2. OFTEN (about 75% of the time); 3. OCCASIONALLY (50% of the time);
4. SELDOM (about 25% of the time); 5. NEVER

Please indicate your preference by placing an "X" in the appropriate space. Answer all items even if you are unsure of any. Please note that this is not an evaluation of your present coach or any other coach. It is your own personal preference that is required. There are no right or wrong answers. Your spontaneous and honest response is important for the success of the study.

	ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER	
I prefer my coach to:						
1. See to it that athletes work to capacity.	—	—	—	—	—	1
2. Ask for the opinion of the athletes on strategies for specific competitions.	—	—	—	—	—	2
3. Help athletes with their personal problems.	—	—	—	—	—	3
4. Compliment an athlete for good performance in front of others.	—	—	—	—	—	4
5. Explain to each athlete the techniques and tactics of the sport.	—	—	—	—	—	5
6. Plan relatively independent of the athletes.	—	—	—	—	—	6
7. Help members of the group settle their conflicts.	—	—	—	—	—	7
8. Pay special attention to correcting athletes' mistakes.	—	—	—	—	—	8
9. Get group approval on important matters before going ahead.	—	—	—	—	—	9
10. Tell an athlete when the athlete does a particularly good job.	—	—	—	—	—	10
11. Make sure that the coach's function in the team is understood by all athletes.	—	—	—	—	—	11
12. Not explain his/her actions.	—	—	—	—	—	12
13. Look out for the personal welfare of the athletes.	—	—	—	—	—	13
14. Instruct every athlete individually in the skills of the sport.	—	—	—	—	—	14
15. Let the athletes share in decision making.	—	—	—	—	—	15
16. See that an athlete is rewarded for a good performance.	—	—	—	—	—	16
17. Figure ahead on what should be done.	—	—	—	—	—	17

		ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER	
I prefer my coach to:							
18.	Encourage athletes to make suggestions for ways to conduct practices.	—	—	—	—	—	18
19.	Do personal favours for the athletes.	—	—	—	—	—	19
20.	Explain to every athlete what should be done and what should not be done.	—	—	—	—	—	20
21.	Let the athletes set their own goals.	—	—	—	—	—	21
22.	Express any affection felt for the athletes.	—	—	—	—	—	22
23.	Expect every athlete to carry out one's assignment to the last detail.	—	—	—	—	—	23
24.	Let the athletes try their own way even if they make mistakes.	—	—	—	—	—	24
25.	Encourage the athlete to confide in the coach.	—	—	—	—	—	25
26.	Point out each athlete's strengths and weaknesses.	—	—	—	—	—	26
27.	Refuse to compromise on a point.	—	—	—	—	—	27
28.	Express appreciation when an athlete performs well.	—	—	—	—	—	28
29.	Give specific instructions to each athlete on what should be done in every situation.	—	—	—	—	—	29
30.	Ask for the opinion of the athletes on important coaching matters.	—	—	—	—	—	30
31.	Encourage close and informal relations with athletes.	—	—	—	—	—	31
32.	See to it that the athletes' efforts are coordinated.	—	—	—	—	—	32
33.	Let the athletes work at their own speed.	—	—	—	—	—	33
34.	Keep aloof from the athletes.	—	—	—	—	—	34
35.	Explain how each athlete's contribution fits into the total picture.	—	—	—	—	—	35
36.	Invite the athletes home.	—	—	—	—	—	36
37.	Give credit when it is due.	—	—	—	—	—	37
38.	Specify in detail what is expected of athletes.	—	—	—	—	—	38
39.	Let the athletes decide on plays to be used in a game.	—	—	—	—	—	39
40.	Speak in a manner which discourages questions.	—	—	—	—	—	40

Scoring

The items under each dimension of leader behavior are as follows:

Training and Instruction	Democratic Behavior	Autocratic Behavior	Social Support	Positive Feedback (Rewarding Behavior)
1	2	6	3	4
5	9	12	7	10
8	15	27	13	16
11	18	34	19	28
14	21	40	22	37
17	24		25	
20	30		31	
23	33		36	
26	39			
29				
32				
35				
38				

The scoring of each of the items is as follows:

Always	= 5
Often	= 4
Occasionally	= 3
Seldom	= 2
Never	= 1

The sum of the scores on the items in a dimension is divided by the number of items in that dimension to derive the dimension score for a subject. It is advisable to carry these scores to at least four decimals in statistical analyses.

Appendix G

Thai Language Translations for Test Administration

1. Letter of Introduction
2. Request for Demographic Information
3. SOQ, Thai Language Version
4. LSS, Thai Language Version

กรมพลศึกษา กระทรวงศึกษาธิการ
ปทุมวัน กรุงเทพฯ 10330

วันที่ สิงหาคม 2534

เรื่อง ขอความร่วมมือในการแจกและรวบรวมแบบสอบถาม

เรียน ผู้ฝึกสอนกีฬา

สิ่งที่ส่งมาด้วย 1. แบบสอบถามเกี่ยวกับผู้นำทางการกีฬา (Leadership scale for Sports)
2. แบบสอบถามแนวคิดว่าให้เหตุผลต่อผลสำเร็จในการแข่งขันกีฬา (Sport Orientations Questionnaire)

ด้วยข้าพเจ้า นางสาว กิณสาย บุชวิริบุตร อาจารย์สังกัดวิทยาลัยพลศึกษาจังหวัดชลบุรี กรมพลศึกษา กระทรวงศึกษาธิการ กำลังศึกษาปริญญาเอกพลศึกษา สาขา จิตวิทยาการกีฬา (Sport Psychology) ณ Oregon State University ประเทศสหรัฐอเมริกา กำลังดำเนินการวิจัยเรื่อง The Relationship between Competitive Achievement Orientations and Coaching Behavior Preferences of Young Male Athletes in Thailand

การวิจัยครั้งนี้จะสำเร็จได้ด้วยความช่วยเหลือจากท่านในการแจกและรวบรวมแบบสอบถามจากนักกีฬาที่อยู่ในความดูแลของท่าน ในการให้ความร่วมมือตอบแบบสอบถามตามความเป็นจริงเกี่ยวกับผู้นำทางการกีฬา และแบบสอบถามเกี่ยวกับแนวคิดว่าให้เหตุผลต่อผลสำเร็จในการแข่งขันกีฬาจากนักกีฬากลุ่มเป้าหมายคือ 1. นักกีฬาเยาวชนชาย จำนวน 5 คน ที่มีอายุระหว่าง 13-18 ปี ที่เคยร่วมในการแข่งขันกีฬาต่อไปนี้ วอลเลย์บอล บาสเกตบอล ฟุตบอล เซปักตะกร้อ บิมาลาคีรต์ ว่ายน้ำ กรีฑา แบดมินตัน ยกน้ำหนัก หรือ มวยสมัครเล่น

2. เป็นนักกีฬาที่ร่วมการแข่งขันแข่งขันกีฬาระดับโรงเรียนระหว่างโรงเรียน ระดับภายในจังหวัด หรือ

3. เป็นนักกีฬาที่ร่วมการแข่งขันระดับสูง ได้แก่ ระดับนานาชาติ ระดับชาติ เขต หรือ เยาวชนแห่งชาติ

ดิฉันหวังอย่างยิ่งว่าจะได้รับความร่วมมือจากท่านเป็นอย่างดี จึงใคร่ขอความกรุณาแจกและรวบรวมแบบสอบถามจากนักกีฬาเป้าหมายที่อยู่ในความดูแลของท่านส่งกลับคืนภายในวันที่ สิงหาคม 2534 ที่ กิณสาย บุชวิริบุตร ฝ่ายวิทยาลัยพลศึกษา กรมพลศึกษา สนามกีฬาแห่งชาติ ปทุมวัน กรุงเทพฯ 10330 ขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

Redacted for privacy

กิณสาย บุชวิริบุตร

แบบสอบถามการวิจัย

เรื่องความสัมพันธ์ระหว่างแนวคิดว่าให้เหตุผลต่อผลสำเร็จในการแข่งขันกีฬา
และความพึงพอใจของนักกีฬาเยาวชนชายในประเทศไทยที่มีต่อพฤติกรรมของโค้ช

ข้อตกลงเบื้องต้น

แบบสอบถามต่อไปนี้ เป็นแบบสอบถามความคิดเห็นของนักกีฬาเกี่ยวกับแนวคิดว่าให้เหตุผลต่อผลสำเร็จในการแข่งขันกีฬาและความพึงพอใจที่มีต่อพฤติกรรมของโค้ช โดยแบ่งเป็น

3 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ตอนที่ 2 แบบสอบถามเกี่ยวกับแนวคิดว่าให้เหตุผลเพื่อผลสำเร็จในการแข่งขันกีฬา

ตอนที่ 3 แบบสอบถามเกี่ยวกับความพึงพอใจของนักกีฬาที่มีต่อพฤติกรรมของโค้ช

คำนิยามศัพท์เฉพาะ

แนวคิดว่าให้เหตุผลเพื่อผลสำเร็จในการแข่งขันกีฬา (Sport Competitive Achievement Orientations) หมายถึง ความแตกต่างระหว่างบุคคลที่เข้าใจ ตั้งใจ หรือ/และเหตุผล ที่จะกำหนดความสำเร็จของตนเองในการแข่งขันกีฬากีฬา เหตุผล และความเข้าใจเหล่านี้อาจถูกประมวลมาจาก ค่านิยมของสังคมรอบตัว บุคคลรอบข้าง หรือ ลักษณะนิสัยของตัวนักกีฬาเอง

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

โปรดทำเครื่องหมาย (X) ลงในช่อง () หลังข้อความตามความเป็นจริง

1 เพศ หญิง () ชาย ()

2 อายุ 13-15 ปี () 16-18 ปี () อื่นๆ (ระบุ) ปี

3 ประเภทกีฬา _____

4 จำนวนปีที่เล่นกีฬาประเภทนี้ _____ ปี

5 ระดับการแข่งขัน ระดับชาติ () ระดับนานาชาติ () ระดับโรงเรียน ()

 ระดับจังหวัด () ระดับเขต () อื่นๆ (ระบุ) _____

6 จำนวนปีที่แข่งขันในระดับนี้ น้อยกว่า 1 ปี () 1-2 ปี () 3-4 ปี () มากกว่า 4 ปี ()

7 จำนวนโค้ชที่เคยมี _____ คน

8 จำนวนปีที่อยู่ภายใต้การดูแลของโค้ชคนปัจจุบัน _____ ปี

ตอนที่ 2 แบบสอบถามแนวคิดว่าให้เหตุผลต่อผลสำเร็จในการแข่งขันกีฬา (Sport Competitive Achievement Orientations)

คำชี้แจง ข้อความต่อไปนี้ขออธิบายถึงปฏิกิริยาที่ท่านรู้สึกต่อการฝึกและการกีฬา ผู้วิจัยต้องการทราบว่าโดยทั่วไปท่านรู้สึกอย่างไรเกี่ยวกับกีฬาและการแข่งขันกีฬา ไม่มีคำตอบที่ถูกต้องหรือผิด ทุกคำถามที่ตอบตามความเป็นจริงจะเป็นประโยชน์อย่างยิ่งต่อการวิจัย

โปรดทำเครื่องหมาย 0 รอบตัวอักษรที่ตรงกับความรู้สึกของท่านที่มีต่อการแข่งขันกีฬา

5 = เห็นด้วยมากที่สุด

4 = เห็นด้วยมาก

3 = เป็นกลาง

2 = เห็นด้วยน้อย

1 = เห็นด้วยน้อยที่สุด

ข้อความเห็นที่มีต่อการแข่งขันกีฬา	ระดับความเห็น					
	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด	
1. ฉันเป็นผู้แข่งขันที่มีความตั้งใจจริง	5	4	3	2	1	1
2. ชัยชนะเป็นสิ่งสำคัญ	5	4	3	2	1	2
3. ฉันเป็นนักสู้	5	4	3	2	1	3
4. ฉันตั้งเป้าหมายสำหรับตนเองเมื่อลงแข่งขัน	5	4	3	2	1	4
5. ฉันพยายามจนสุดความสามารถเพื่อให้ได้ชัยชนะ	5	4	3	2	1	5
6. การมีคะแนนนำค่าต่อสู้เป็นสิ่งสำคัญมากสำหรับฉัน	5	4	3	2	1	6
7. ฉันเฝ้าคอยการแข่งขันเสมอ	5	4	3	2	1	7
8. ฉันอยากแข่งขันมากที่สุดเมื่อฉันพยายามที่จะบรรลุเป้าหมายที่ฉันได้ตั้งไว้	5	4	3	2	1	8
9. ฉันชอบแข่งขันกับคนอื่น	5	4	3	2	1	9
10. ฉันเกลียดความพ่ายแพ้	5	4	3	2	1	10
11. ฉันมีความกระตือรือร้นที่จะสู้ในการแข่งขัน	5	4	3	2	1	11
12. ฉันพยายามจนสุดความสามารถเมื่อฉันมีเป้าหมายที่ชัดเจน	5	4	3	2	1	12
13. เป้าหมายของฉันก็คือการเป็นนักกีฬาที่ดีที่สุดเท่าที่จะเป็นไปได้	5	4	3	2	1	13
14. เวลาเดียวเท่านั้นที่ทำให้ฉันพอใจก็คือเมื่อฉันชนะ	5	4	3	2	1	14
15. ฉันต้องการที่จะประสบผลสำเร็จทางการกีฬา	5	4	3	2	1	15
16. การเล่นให้ดีที่สุดเท่าที่ฉันทำได้เป็นสิ่งที่สำคัญที่สุดสำหรับฉัน	5	4	3	2	1	16
17. ฉันฝึกหนักเพื่อผลสำเร็จทางการกีฬา	5	4	3	2	1	17
18. ความพ่ายแพ้ทำให้ฉันกลุ้มใจ	5	4	3	2	1	18
19. วิธีทดสอบความสามารถที่ดีที่สุดของฉันก็คือการแข่งขันกับคนอื่น	5	4	3	2	1	19
20. การเล่นได้ตามจดหมายส่วนตัวที่ตั้งไว้เป็นสิ่งที่สำคัญที่สุด	5	4	3	2	1	20
21. ฉันเฝ้าคอยโอกาสที่จะพิสูจน์ทักษะความสามารถของฉันในการแข่งขัน	5	4	3	2	1	21
22. ฉันสนุกมากที่สุดเมื่อฉันชนะ	5	4	3	2	1	22
23. ฉันเล่นได้ดีที่สุดขณะที่ฉันแข่งขันกับคนอื่น	5	4	3	2	1	23
24. วิธีที่ดีที่สุดที่จะพิสูจน์ความสามารถของฉันก็คือการตั้งเป้าหมายไว้และพยายามที่จะบรรลุเป้าหมายนั้น	5	4	3	2	1	24
25. ฉันต้องการเป็นที่หนึ่งทุกครั้งที่แข่งขัน	5	4	3	2	1	25

ตอนที่ 3 แบบสอบถามเกี่ยวกับความพึงพอใจของนักกีฬาที่มีต่อพฤติกรรมของโค้ช (Leadership Scale for Sports)

คำชี้แจง ข้อความต่อไปนี้นี้อธิบายถึงพฤติกรรมของโค้ช ในแต่ละข้อความมีเกณฑ์ที่แสดงถึงระดับพฤติกรรมของโค้ชที่ทันต้องการให้เกิด 5 ระดับดังนี้

1. เสมอๆ
2. บ่อยๆ (ประมาณ 75% ของพฤติกรรมโค้ช)
3. บางครั้ง (ประมาณ 50% ของพฤติกรรมโค้ช)
4. นานๆครั้ง (ประมาณ 25% ของพฤติกรรมโค้ช)
5. ไม่ต้องการ

โปรดทำเครื่องหมาย x ลงในช่องที่ตรงกับพฤติกรรมของโค้ชที่ท่านชอบ โปรดตอบคำถามทุกข้อ แม้ว่าท่านจะไม่แน่ใจก็ตาม แบบสอบถามชุดนี้ไม่ใช่เป็นการวัดพฤติกรรมของโค้ชคนปัจจุบัน หรือโค้ชคนใดๆแต่เป็นแบบสอบถามที่สำรวจถึงความชอบส่วนตัวของท่านที่มีต่อพฤติกรรมของโค้ช ไม่มีคำตอบที่ถูกหรือผิด ความซื่อตรงที่จะตอบตามความเป็นจริงจะเป็นประโยชน์อย่างยิ่งต่อผลการวิจัยครั้งนี้ คำตอบของท่านจะถือเป็นความลับ และจะใช้ประโยชน์ต่อการวิจัยครั้งนี้เท่านั้น

รายการพฤติกรรมของโค้ช	เสมอ	บ่อยๆ	บางครั้ง	นานๆครั้ง	ไม่ต้องการ	
ฉันชอบโค้ชที่:						
1. ดูแลเอาใจใส่ให้นักกีฬาได้ฝึกฝนจนสุดความสามารถของตน _						1
2. ขอความคิดเห็นจากนักกีฬาดังกลวิธีที่ใช้ในการแข่งขันเฉพาะครั้ง						2
3. ช่วยเหลือนักกีฬาที่มีปัญหาส่วนตัว						3
4. ชมเชยนักกีฬาที่เล่นได้ดีต่อหน้านักกีฬาคณะอื่น						4
5. อธิบายให้นักกีฬาแต่ละคนเข้าใจถึงเทคนิคและกลยุทธ์ของการเล่นกีฬานั้นๆ						5
6. วางแผนการต่างๆโดยที่นักกีฬาไม่มีส่วนเกี่ยวข้อง						6
7. ช่วยแก้ไขปัญหาคความขัดแย้งของสมาชิกในกลุ่ม						7
8. ให้ความสนใจเป็นพิเศษในการแก้ไขข้อบกพร่องของนักกีฬา						8
9. ให้กลุ่มยอมรับการตัดสินใจที่สำคัญๆก่อนที่จะมีการดำเนินการต่อไป						9
10. ขอกให้นักกีฬารับรู้เมื่อนักกีฬาคณะนั้นเล่นได้ดี						10
11. แน่ใจว่านักกีฬาทั้งหมดเข้าใจบทบาทหน้าที่ของโค้ชที่มีต่อทีม						11
12. ไม่อธิบายการกระทำของตนเอง						12
13. ดูแลเกี่ยวกับสวัสดิการของนักกีฬา						13
14. สอนทักษะกีฬานั้นๆให้กับนักกีฬาเป็นรายบุคคล						14
15. เปิดโอกาสให้นักกีฬามีส่วนร่วมในการตัดสินใจ						15

รายการพฤติกรรมของโค้ช	เสนอ	เพิ่ม	ลบ	แก้ไข	ไม่ต้องการ	
ลักษณะโค้ชที่:						
16. คดูแลให้นักกีฬาได้รับรางวัลสำหรับการเล่นที่ดี.						16
17. มีการวางแผนล่วงหน้าว่าอะไรที่ควรทำ.						17
18. ส่งเสริมให้นักกีฬาเสนอแนะเกี่ยวกับการดำเนินการฝึกซ้อม.						18
19. ช่วยเหลือนักกีฬาในเรื่องที่เกี่ยวกับส่วนตัว.						19
20. อธิบายถึงสิ่งที่ควรทำและไม่ควรทำแก่นักกีฬาทุกคน.						20
21. เปิดโอกาสให้นักกีฬาตั้งเป้าหมายของตัวเอง.						21
22. แสดงความรัก ความเมตตาต่อนักกีฬา.						22
23. คาดหวังว่านักกีฬาทุกคนทำงานที่ได้รับมอบหมายอย่างจริงจังจนสำเร็จด้วยดี.						23
24. เปิดโอกาสให้นักกีฬาทดลองเล่นด้วยวิธีของตนเอง แม้จะเกิดการผิดพลาด.						24
25. ส่งเสริมให้นักกีฬามีความเชื่อมั่นในตัวโค้ช.						25
26. ชี้ให้เห็นข้อดี ข้อด้อยของนักกีฬาแต่ละคน.						26
27. ปฏิเสธที่จะให้มีการต่อรอง.						27
28. แสดงความชื่นชมยินดีเมื่อนักกีฬาเล่นได้ดี.						28
29. ให้แนวทางเฉพาะแก่นักกีฬาเป็นรายบุคคลว่าสิ่งใดที่ควรกระทำในสถานการณ์.						29
30. ขอความเห็นจากนักกีฬาในสิ่งที่สำคัญเกี่ยวกับการโค้ช.						30
31. เสริมสร้างความสัมพันธ์ใกล้ชิด และเป็นกันเองกับนักกีฬา.						31
32. คูให้แน่ใจว่าความพยายามของนักกีฬาประสานกัน.						32
33. เปิดโอกาสให้นักกีฬาฝึกฝนตามอัตราความสามารถของตนเอง.						33
34. มีการวางตัวกับนักกีฬา.						34
35. อธิบายถึงความร่วมมือของนักกีฬาแต่ละคนเป็นประโยชน์อย่างไรต่อส่วนรวม.						35
36. เชิญนักกีฬามาที่บ้าน.						36
37. ให้การยอมรับแก่นักกีฬาเมื่อเขาเล่นได้ดี.						37
38. ระบุชัดเจนถึงสิ่งที่คาดหวังจากนักกีฬา.						38
39. เปิดโอกาสให้นักกีฬาคัดสินใจเลือกใช้วิธีเล่นเองในการแข่งขัน.						39
40. พุดในลักษณะที่ไม่ส่งเสริมให้มีการซักถาม.						40