



Research Article

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The relationship between task-oriented leadership styles of physical education teachers and psychological self-efficacy of female students

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ABSTRACT

The aim of this study is to investigate the relationship between task-oriented leadership style of teachers and self-efficacy of high school athlete students. 324 students and 44 physical education teachers participated in the study. The leadership style of coaches [9] and general self-efficacy questionnaire [11] were used. In addition, correlation and regression were used to analyze the data. The results showed that there is no significant relationship between task-oriented leadership styles of physical education teachers and psychological self-efficacy of female high school students. The regression analysis also showed that it is not possible to predict the students' self-efficacy by means of task-oriented leadership style.

Keywords: *task-oriented leadership style, self-efficacy, student*

INTRODUCTION

The coaches' leadership styles is a process that may affect either individuals or groups trying to achieve goals. Not only should coaches pay attention to the implementation of athletic skills, but they should focus on mental skills of individuals and teams; while being a part of self-efficacy of the coach, attention to individual and Group processes or individual needs of athletes and teams is essential [6]. The most important factor in the success of any coach is his/her ability in helping the improvement and development of athletes' skills, especially from the physical, technical, tactical and psychological dimensions. Coaches can do their job properly if they address the athletes' psychological characteristics and guide them into a certain direction. This behavior of the coach can have a huge impact on the success of the athletes in sports scene [6]. Self-efficacy is a personality factor that plays an important role in students'

academic progress. Self-efficacy is a person's expectation from his/her ability in organizing and executing behaviors required for the successful completion of a task [3]. Self-efficacy is an important factor affecting the quality of mental and emotional properties of the human, the sense of competence, efficiency and ability to cope with life and academic success. Initially, self-efficacy is perceptual and cognitive; in perceived self-efficacy, the individual makes judgments about his/her own abilities when dealing with issues. As a result, self-efficacy is perceptual initially, and when it is implemented in practice, it is realized as true self efficacy. A self-efficient person, self-evaluates him/herself continuously, knows his strengths and weaknesses and fixes or strengthens them. Researches show that people's sense of self-efficacy can be affected by the reactions of community members. If a person has received positive reactions from people, he/she will operate with higher confidence and self-efficacy [4]. Thus, this study sought to answer this questions; is there a relationship between task-oriented leadership styles of physical education teachers and psychological self-efficacy of female high school students of Falavarjan city.

Method

The research method is descriptive and correlational. The population of the study consists of all physical education teachers and female high school students of Falavarjan city in 2014. According to the statistics of the human resources of the education office, Falavarjan city has 44 teachers and 2018 female students. All teachers participated in the study. To select the students, Morgan table was used and 324 individuals were selected at random and at the end 311 questionnaires were analyzed. Self-efficacy was the criterion variable and task-oriented leadership style is the predictor variable. By asking the education office of Falavarjan and getting the permission, 7 women's schools were selected. Then the students were randomly selected out of the students of the selected classes and questionnaires were distributed. After the presentation of preliminary explanation about measurement instruments and the purpose of the test, in the implementation phase, the ways of answering the questions were described in detail. To measure the variables of the study, the following questionnaires were used.

Coaches' leadership style questionnaire: the questionnaire has been prepared by [9] and is composed of 35 questions being rated from 1 to 5 (never, rarely, sometimes, often, and always). The questionnaire, measures the leadership style through two leadership styles "task-orientation" and "humanism". Since, the independent variable of the study was task-oriented leadership style so the questions 33-31-29-27-25-23-21-20-17-16-14-13-12-11-9-7-6-4- 2-1) were analyzed to meet the purposes of the study. Total scores of the study measure the teacher leadership style. [9] estimated the validity through Kendall coefficient (0.62) and reliability through Cronbach's alpha (0.83). [10]. In this study, after conducting a pilot study, the coefficient for the questionnaire was calculated using Cronbach's alpha coefficient and it was 0.84.

General Self-Efficacy Questionnaire (GSES): This questionnaire was prepared by [11]; it Includes 23 questions with a range of five options (very high, high, in part, low and very low)with the scores of 1, 2, 3, 4 and 5 respectively. 6 last questions of the questionnaire, measure social self-efficacy and other questions consider the general self-efficacy. The score range is between zero to 14 scale indicators. Scherer (1982) has reported the concurrent validity of the questionnaire to be 0.66 and its reliability to be 0.87 [1]. Also to assess the reliability of this study, after conducting a pilot study and determining the variance, the questions were analyzed through Cronbach's alpha coefficient ($\alpha=0.80$). Correlation and regression were used to analyze the data. The significance level of $p < 0.05$ was considered in all analyzes.

Results

Table 1 shows the mean and standard deviation of the variables.

Table 1. Descriptive statistics of variables

Component	Average	Standard deviation	Variance	Mean	Minimum	Maximum

Task orientation	53.95	11.93	142.27	51	40	72
General Self-Efficacy	63.02	10.91	118.99	65	45	80
Social self-efficacy	18.79	4.49	20.2	18	12	27

Kolmogorov-Smirnov test results showed normal distribution of the data ($p > 0.05$). To study the relationship between task-oriented leadership style of physical education teachers and psychological self-efficacy of students, Pearson correlation was used. Results are presented in Table 2. At the level of 0.05, there exists a significant correlation between task-oriented leadership style physical education teachers and psychological general and social self-efficacy of female high school students.

Table 2. Results of Pearson correlation coefficient

Source	Frequency	r	The significance level
Task-oriented leadership style with a sense of general self-efficacy students	44	-0.08	0.61
Task-oriented leadership style with a sense of social self-efficacy students	44	-0.18	0.22

The results showed that the use of task-oriented leadership style by physical education teachers does not affect the general and social self-efficacy of female students. We cannot predict the improvement or strengthening of social and general self-efficacy of students through physical education teachers' use of the task-oriented leadership styles (Table 3).

Table 3. Results of regression coefficients

Source	Non-standard coefficient	Standard error	Regression	T value	The coefficient of determination	The significance level
General self-efficacy	0.04	0.19	0.04	0.19	0.04	0.85
Social self-efficacy	0.54	0.47	0.21	1.13	0.04	0.26

Conclusions

The results showed that there is no significant relationship between task-oriented leadership styles of physical education teachers and psychological self-efficacy of female high school students of Falavarjan city. In other words, we cannot predict the improvement or strengthening of social and general self-efficacy of students through physical education teachers' use of the task-oriented leadership styles. To explain these findings, we can assert that in the task-oriented leadership style, the teachers control and adjust athletic programs and tasks. As a result of such behavior, the teachers are less flexible with students; they have less freedom of action in training the movements and exercises to students. These factors cannot be a good platform to strengthen and enhance creativity, confidence and sense of self-

efficacy of the students. The results are consistent with the findings of [5], [12], [8], [7], [2]. They showed that leadership style plays an important role in increasing people's satisfaction. According to the theory of hope and expect the intention of the person to perform a task or his/her satisfaction are affected by factors such as value, desirability, reward and consequence, probability of expected rewards, strengthening and talent of the individual, the individual's perception of his role in the team and his/her satisfaction with hopes and expectations of progress; the role of leadership style of teachers was very influential to create harmony between the hopes and expectations of people. In addition, in Maslow's Need Hierarchy Theory, the social belonging is in the third category; the role of the way of performing duties is very important and coaches have a leading role in supplying these needs, especially for students. According to the research findings, it is recommended to senior executives of Education office to set up flexibility workshops for physical education teachers to improve their flexibility so that they can increase the psychological efficacy of students.

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