THE EFFECT OF COMMUNICATION SKILLS OF FOOTBALL COACHES ON THE FOOTBALLERS' MOTIVATION FOR SUCCESS

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Abstract:
The main purpose of our study is to determine the relationship between the level of communication between amateur football players and their coaches and their motivation for success, also to reveal whether variables such as education status, the time of working with the trainers and the time to exercise have an effect on their communication levels and motivation for success. In the scope of the research, 65 amateur football players selected among 10 amateur football clubs in the district of Esenyurt, Istanbul has been examined. As data collection tools in our study, Sports-Specific Achievement Motivation Scale (SSAMS) and Coach Communication Scale in Football (CCSF) were used. Also, Mann-Whitney U test was used to compare variables while Pearson's correlation test was utilized to examine the relationship between variables. As a result of the examination, when the communication skills of the participants were evaluated according to age, a significant difference was found in the 14-16 age groups. Also, when the communication skills of the participants were evaluated according to their educational status, a significant difference was found at the high school level. In addition, when the success motivation sub-dimensions of football players are evaluated, a significant difference is observed in the 14-16 age groups in their motivation to show power and achieve success.

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When the participants' motivation to show power was evaluated according to their amount of time of spent on sports, it was found that there was a significant difference between 6-10 years, and when the motivation to achieve success was evaluated according to the duration of working with the same trainer, a significant difference was found in those who exercised for 3-5 years. While a weak positive correlation was found between the motivation to show power and the motivation to succeed (p<0, 05, r=0,371), a positive low-intensity relationship was observed between the motivation to show power and communication (p<0, 05, r=0,368). As a result of the findings, it has been observed that as the age and educational status of football players increase, their communication is negatively affected since they see the shortcomings of their coaches and therefore their motivation for success decreases.

Keywords: football, motivation, communication, communication skills

1. Introduction

In the world of sports which continues to develop rapidly, every sports club needs creative trainers who manage to integrate their talents with skills, think fast and act quickly (Ulukan, 2012). One of the most important tasks of a coach is to motivate team members by using the right communication ways. Thus, the concepts of coaching, communication and motivation have combined and formed the basic steps to success (Körük, et al 2003). Communication is the basis of all relationships. Good communication provides positive and continuous interaction between athletes (Erkan, 2002).

On the way to practice communication skills, football coaches should motivate their athletes to increase their team and individual performance to achieve their own goals as well as the goals of the athletes in the team (Hosseınalıpour, 2015).Because motivation has an important place in terms of factors that increase success in sports and it is the most important element that provides high performance. In fact, although coaching, leadership and motivation seem to be separate concepts from each other, they are actually intertwined concepts. Because as a leader, one of the most important features of a trainer is to motivate the team or athlete he trains (Karaküçük and Yetim, 1996).

Therefore, the trainer must be in constant communication with the athlete. The trainer who can power this relationship may be involved in studies to ensure the motivation of communication skills on the athlete in the management process and as long as they achieve balance in communication, they can get one step ahead of their competitors.

2. Material and Methods

2.1 Research Method
Our study is a descriptive study examining the motivation levels of amateur football players and their communication styles with their coaches. In the study, "Sports-Specific

Achievement Motivation Scale" that was developed by Willis (1982) and adapted to Turkish by Tiryaki and Godelek (1997) was used.

2.2 Research Group

The universe of this research is Istanbul province while the sample is 65 amateur football players in 10 amateur football clubs which use the Turgut Ozal Stadium located in Esenyurt district on the European side. The ages of amateur football players included in the research sample ranged from 14 to 19 years old.

2.3 Data Collection Tools

In the research, "Sports Specific Achievement Motivation Scale" developed by Wills (1982) was used. The scale consists of a total of 40 items and the items are of the five-point likert type, expressed as "never", "very little", "sometimes", "pretty much" and "always". The scale consists of three sub-dimensions. These; 12 items (1,3,5,7,9,10,11,13,21,29,30,35) related to power motive, 17 items (4,6,8,12,16,18,19,20,23,24,26,31,32,33,36,38,39) related to motive to approach success and 11 items (2,14,15,17,22,25,27,28,34,37,40) related to motive to avoid failure. The validity and reliability studies of your scale were made on 996 university and high school students. For three subscales, the alpha reliability coefficient was between $r = 0.76$ and 0.78, and the rest repeatability reliability coefficient was between $r = 0.69$ and 0.75. The scale adapted to Turkish athletes by Tiryaki and Gödelek (1997). As a result of the reliability analyzes conducted by Tiryaki and Gödelek (1997), alpha reliability coefficients were found as $r = 0,81$ for the power motive subscale, $r = 0,82$ motive to approach success subscale and $r = 0,80$ for the motive to avoid failure (Tiryaki and Gödelek, 1997).

One of the other collection of research data, "Coach Communication Scale in Football" developed by Abakay and Kuru (2009) was used and it is a scale composed of 28 items developed by five-point likert scale, evaluated over the total point and prepared to determine the communication skills of the coaches perceived by the athletes by applying to the athletes. Scores to be obtained from the scale can range from 28 to 140 points. High scores on the scale indicate that the coach has high communication skills. As a result of applying the scale only to footballers, Cronbach Alpha reliability coefficient was determined as 0.946 and the Cronbach Alpha reliability coefficient was determined to be 0.944 as a result of the reliability analysis for this study which was conducted in different status and branches (Abakay and Kuru, 2009).

2.4 Statistical Analysis

Questions were asked to the athletes covered by the review by using the data collection tools "Sports-Specific Achievement Motivation Scale" and the "Coach Communication Scale in Football" and the obtained findings were analyzed according to different variables, percentage (%) and frequencies were made. Kolmogorov-Smirrnov test was used to determine the normality test of the data, the Mann-Whitney U test was used to compare variables since the data did not show a normal distribution, and values below

p <0.05 were considered significant. Pearson Correlation test was used to examine the relationship between variables. The data obtained in the study were examined in the SPSS.24 program.

3. Results

Table 1: Percentage and frequency values of the participants

Variables		Frequency	Percentage
What is your age?	14-16	29	44,6
	17-19	36	55,4
	Total	65	100,0
What is your educational background?	High school	60	92,3
	College	5	7,7
	Total	65	100,0
How long have you been exercising?	0-5 Years	45	69,2
	6-10 Years	20	30,8
	Total	65	100,0
How long have you been working with your current trainer?	0-2 Years	54	83,1
	3-5 Years	11	16,9
	Total	65	100,0

Of the total 65 people participating in the study, 44.6% (29 people) are between the ages of 14-16 and 55.4% (36 people) are between the ages of 17-19. 92.3% of the participants (60 people) are high school students and 7.7% (5 people) are college students. When the amount of time of spent on sports is examined, it is determined that 69.2% of 65 participants (45 people) are in the range of 0-5 years and 30.8% (20 people) are in the range of 6-10 years. In total, it was found that 69.2% of 65 athletes (45 people) have a sports history between 0-5 years and 30.8% (20 people) between 6-10 years. It was determined that 83.1% (54 people) of 65 participants were in the range of 0-2 years, and 16.9% (11 people) were in the range of 3-5 years. When the duration of working with their current trainers is examined, 83.1% (54 people) of 65 participants are in the range of 0-2 years, and 16.9% (11 people) are in the range of 3-5 years.

Table 2: The Distribution of Participants 'Answers
Regarding the Coaches' Communication Skills by Some Variables

Communication Variable		N	X±Sd	Mean Ranks	Sum of Ranks	U	p
By age	14-16	29	123,41 ± 12,49	39,24	1138,00	341,000	**,017**
	17-19	36	106,50 ± 26,02	27,97	1007,00		
By education status	High school	60	116,50 ± 21,5	34,87	2092,00	38,000	**,006**
	College	5	84,6 ± 12,4	10,60	53,00		
By amount of time of spent on sports	0-5 years	45	112,2±22,2	31,04	1397,00	362,000	,210
	6-10 years	20	117,8 ± 23,4	37,40	748,00		
By the duration of working with the trainers	0-2 years	54	112,5 ± 24	32,35	1747,00	262,000	,540
	3-5 years	11	121±11	36,18	398,00		

The communication variable according to the age of the participants shows that the average score was found to be 123.41 ± 12.49; the average rank was 39.24, while the total average was found to be 1138.00 in the 14-16 age range. In the age range of 17-19, their average score was 106.50 ± 26.02, their average rank was found to be 27.97, while their total average was determined as 1007.00. There is a statistically significant difference between age groups (p <0.05). In the communication variable according to educational status, the average score at the high school level was 116.50 ± 21.5; the average rank was 34.87, while the total average was found to be 2092.00. At the college level, their average score was calculated as 84.6 ± 12.4, the mean rank was calculated as 10.60, and their total average was determined as 53.00. A statistically significant difference was found between the two groups (p<0, 05). When the participants' amount of time of spent on sports and the duration of working with their same trainers were evaluated, no statistically significant difference was found between the two groups in terms of the communication variable (p>0,05).

Table 3: The Distribution of Participants 'Answers
Regarding the Motivation to Success by Some Variables

Sport-Specific Subscales	Achievement Motive		N	X±Sd	Mean Ranks	Sum of Ranks	U	p
By age	**Showing Power**	14-16	29	48,44±5,60	39,45	1144,00	335,000	**,013**
		17-19	36	43±9	27,81	1001,00		
	Achieving Success	14-16	29	71,6±4,3	38,31	1111,00	368,000	**,041**
		17-19	36	68,3±6,4	28,72	1034,00		
	Avoiding Failure	14-16	29	35,3±5,9	34,57	1002,50	476,500	,547
		17-19	36	34±6,3	31,74	1142,50		
By education status	**Showing Power**	High school	60	45,7±7,8	33,43	2006,00	124,000	,521
		College	5	43,6±10,2	27,80	139,00		
	Achieving Success	High school	60	70±5,6	33,78	2027,00	103,000	,246
		College	5	66,6±7,2	23,60	118,00		
	Avoiding Failure	High school	60	34,6±6	33,20	1992,00	138,000	,767
		College	5	33,4±8,2	30,60	153,00		
By amount of time of spent on sports	**Showing Power**	0-5 years	45	44,4±8,5	29,90	1345,50	310,500	**,047**
		6-10 years	20	48,3±5,3	39,98	799,50		
	Achieving Success	0-5 years	45	69,7±6,1	33,86	1523,50	411,500	,583
		6-10 years	20	70±5	31,08	621,50		
	Avoiding Failure	0-5 years	45	34,2±6,4	32,17	1447,50	412,500	,593
		6-10 years	20	35,2±5,5	34,88	697,50		
By the duration of working with the trainers	**Showing Power**	0-2 years	54	45,4±8,4	32,89	1776,00	291,000	,916
		3-5 years	11	46,3±5,6	33,55	369,00		
	Achieving Success	0-2 years	54	69,0±5,8	30,52	1648,00	163,000	**,019**
		3-5 years	11	73,5±3,6	45,18	497,00		
	Avoiding Failure	0-2 years	54	33,8±6,3	31,10	1679,50	194,500	,072
		3-5 years	11	37,5±4,5	42,32	465,50		

According to the age of the participants, significant differences were found in sub-dimensions of the motivation to show power and the sub-dimensions of achieving success (p<0,05). In addition, no statistically significant difference was found in the failure avoidance sub-dimensions (p>0,05). When the answers given by the athletes were examined according to their educational status, no significant difference was found in all sub-dimensions (p>0,05). However, amount of time of spent on sports makes a difference in the sub-dimension of showing power. The mean score of the motivation to show power according to amount of time of spent on sports in the range of 0-5 years was found to be 44.4 ± 8.5, the mean rank was found to be 29.90, while their total average was found to be 1345.50. In the 6-10 year range, the average score was 48.3 ± 5.3, the average rank was 39.98, and their total average was 799.50.

According to the duration of the participants' working with their same trainers, the average score of the motivation to achieve in the 0-2 year range was 69.0 ± 5.8, the average rank was 30.52, while their total average was 1648.00. In the 3-5 years range, the average score was 69.0 ± 5.8, the average rank was found to be 45.18, while their total average was found to be 497.00. A statistically significant difference was found between the two groups (p<0, 05). On the other hand, no significant difference was found between the Showing Power and the Avoiding Failure sub-dimensions (p>0, 05)

Table 4: Correlation results according to the
communication and motivation scales of the participants

Correlation		1	2	3	4
Showing Power	r	1			
	p	-			
Achieving Success	r	,404**	1		
	p	,001	-		
Avoiding Failure	r	-,047	-,068	1	
	p	,712	,593	-	
Communication	r	,399**	,247	-,105	1
	p	,001	,047	,407	-

While a weak positive correlation was found between the motivation to show power and the motivation to succeed (p<0, 05, r=0,371). A positive low-intensity relationship was observed between the motivation to show power and communication (p<0, 05, r=0,368). No relationship was found between other subheadings and communication values (p>0, 05).

4. Discussions

When the comparison of football players 'coaches' responses to communication skills according to their ages is examined, a statistically significant difference was found in favor of football players between the ages of 14 and 16 (p<0,05). The findings obtained

are in contrast to the study of Ulukan, 2012. The reason for this is that (Ulukan, 2012) has been shown to have done the study with athletes in different branches.

When the comparison of the responses of the football players' trainers according to their education level regarding communication skills is examined, there was a statistically significant difference in favor of high school football players. (p<0, 05). Considering the findings of the study, it is concluded that as the education level increases, the communication level of football players with their coaches decreases. The reason for this is the increase in the training of athletes, and therefore, the knowledge and understanding of the deficiencies of the trainers in communication can draw this result. When the group of players with the same education level is evaluated according to the motivation scale, it is seen that having high scores has an effect on the success motivation of the communication levels of the trainers on the same group. This result confirms our hypothesis.

The result of Abakay (2010) in his study is that the level of communication with his trainers increases as his education level increases. This study contrasts with ours. The reason for this is that the group Abakay (2010) works with is divided into two different groups as professional and amateur, which may be a factor in the different result. And also Toros et al. (2010) in their study between education levels and motivation for success; they stated that there was a relationship. Surely, education the knowledge and experience of the trainers as their level increases will also increase. This situation coaches athletes better guidance and their motivation will allow them to hold high. Another study about trainers education levels and communication skills; Savcı and Abakay (2017) stated that, both team athletes and individual athletes, the level of communication perceived by trainers of university and graduate students was higher than that of primary and high school students. Also, Turiel (1983) stated that students with high age had significantly higher communication skills than the others.

When the comparison of the responses of football players according to the communication skills of their coaches according to their amount of time of spent on sports, it is seen that although the players who play sports for 6-10 years and above have received high scores, there is no statistically significant difference between the players who play sports between 0-5 years (p>0, 05). When we compare these results with the answers given by the group that has been doing sports for 6-10 years to the scale of motivation for success, the similar result confirms the communication and motivation relationship between the communications levels of the trainers.

However, the findings obtained are in contrast with the study of Abakay (2010). The reason for this may be the fact that Abakay used three different variables in his study and reached this result over 11 years and more athletes. In a similar study Arslan and Kuru (2002); the incentive of professional footballers to show power its size was higher than amateur football players. The reason may be for this is that professional football players economic gain from their work and seeing themselves as a source of livelihood sensitive in matters such as demonstration and proof, they stated as a reason. Another study about Football players; Arslan (2000) stated that 1. Football League players motives

to show power more than 2nd League and 3rd League players, and also professional football players' motivation of showing power higher than amateurs. Aktop and Erman (2006), actively engaged in sports male athletes' motivation for success, in their study to determine the relationship between anxiety and self-esteem, sports experience show strength of high (experienced) athletes have high motives and important in increasing success and self-esteem They stated that it was a factor.

When the comparison of football players' responses to the communication skills of the coaches according to their working time is examined, there was no statistically significant difference between the players with a working period of 0-2 years and those between 3-5 years (p>0, 05).When we compare this result according to the motivation scale for success, we see that the same group got a high score. These findings confirm the relationship between communication and motivation. In the study conducted by Abakay (2010), when the working times with the same trainer were evaluated, a significant difference was found in favor of those with 3-5 years of employment. From this point of view, it is parallel to our study. In the study conducted by Yılmaz (2008), it was found that the average of those who worked with the same trainer for 5 years or more was lower than those who worked for 3 years or less. He stated that the difference might be due to the personality traits of the soccer players or the coach who participated in the study.

When the findings regarding the success motivation and age of the players are examined; according to the players' motives to show power, it is seen that the mean rank of the 14-16 age group ($X = 48.44 \pm 5.60$) was found to be higher than the mean rank ($X = 43 \pm 9$) of the 17-19 age group. Accordingly, considering the age difference of the participants, a significant difference was found in the sub-dimension of the motivation to show power (p<0, 05).When the findings we obtained from the sub-dimension of the motive to show power are examined, our study contrasts with work of Türksoy, et al. (2017). The reason for this is can be shown that the athletes chosen were formed from different branches in the study of Türksoy, et al. (2017).

According to the players' motives for success, it was determined that the mean rank ($X = 71.6 \pm 4.3$) of the 14-16 age group is higher than the mean rank of the 17-19 age group ($X = 68.3 \pm 6.4$). In the sub-dimension of the players' motivation for success, a significant difference was found according to age differences (p<0, 05). These findings revealed that the motivation for success of football players also differs according to age in the sub-dimension, and younger players have a higher motivation to achieve than older players. Halvari and Kjormo stated that there is a right relationship between motivation to approach success and participating in competitive scenes. From this point of view, the fact that younger amateur football players have a higher incentive to approach success can be interpreted as they desire success more to get rid of their status, to become more elite and to reach a professional level. When the findings we obtained from the sub-dimension of the motivation for success are examined our study is in parallel with the study of Türksoy, et al. (2017).

No statistically significant difference was found in the subscale of the players' motivation to avoid failure (p> 0.05). The average of those whose educational status is

college is $X = 33.4 \pm 8.2$, and the average of high school students is $X = 34.6 \pm 6$. Our findings are in contradiction with the study of Türkmen (2005). The reason may be that Türkmen (2005)'s study about professional and amateur football players.

When the findings regarding the motivation for success and the amount of time spent on sports of football players are examined; According to the variable of years of playing sports of football players, a significant difference was found in the lower dimension of the motivation to show power in favor of those who had an amount of time spent on sports 6-10 years ($p<0.05$). The findings show that football players who have been doing sports for a longer time are more effective and willing to show power than football players who have been doing sports for 5 years or less. However, in the study conducted by Abakay (2010), it was found that the motivation to show power decreases as the sports experience increases. This study contrasts with ours. This may be originated from that Abakay (2010) worked with two different groups as professional and amateur football players in his study. However, this study concludes that there is a positive relationship between the experiences of the athletes and their motivation for success and our study is in parallel with the work done by Duman (2002).

When Pearson correlation results were examined according to the communication and motivation scales of the participants, a weak positive correlation was found between the motivation to show power and the motivation to succeed. The motive to show power is interpreted as the individual's desire to influence other people, gain prestige and be stronger than others, so their motivation to show power increased due to their tendency to focus on organizations and professional areas where they can be satisfied, however, their motives for success reached high as a result of their desire for more success to participate in competitive environments, to get rid of their status, to become more elite and to reach a professional level for these reasons, the relationship between the two motives is positively affected ($p<0,05$, $r=0,371$). A positive low-intensity relationship was observed between the motivation to show power and communication. The players who have high values of motivation to show power also have high communication values at the same rate ($p<0, 05$, $r=0,368$). No relationship was found between other subheadings and communication values. ($p > 0, 05$).

As a result; according to the findings of the study, the fact that there is a weak and positive relationship between the level of communication with the trainer and the motivation to show power and the motivation to succeed reveals that the communication skills of the trainers have a positive effect on the motivation of the athletes.

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