

**The role of the professor's sporting leadership behaviour to exciting the achievement motivation for the practice of school sports "a field study in some secondary schools in the province of Chlef".**

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**Abstract:**

This study aims to be acquainted with the role of different leadership patterns and behaviours to exciting the achievement motivation for the practice of school sports; using descriptive approach. This study has figured out the existence of a statistically significant correlation relationship between the achievement motivation and the sport team cohesion, and there exist several differences of statistical significance between the cohesion of the sport team between the other good results' teams and weak results' teams. Finally, it has shown up that a statistically significant correlation relationship exists between the leadership behaviour of the professors of physical and sports education and between the achievement motivation of students.

**KEY WORDS:** Sport Leadership Behaviour; Achievement Motivation; School Sport.

**المخلص:**

يهدف البحث لمعرفة دور سلوك القيادة في استثارة دافعية الانجاز لممارسة الرياضة المدرسية وتماسك الفريق الرياضي المدرسي، وتم استخدام المنهج الوصفي، والمقاييس المناسبة، فتوصلنا إلى وجود علاقة ارتباطية معنوية بين دافعية الإنجاز وتماسك الفريق الرياضي، ووجود علاقة ارتباطية بين سلوك قيادة الأساتذة للفريق وتماسك الفريق، وفي تماسك الفرق الرياضية بين الفرق الجيدة والفرق الضعيفة، وأخيرا تبين وجود علاقة ارتباطية بين سلوك قيادة أستاذ التربية البدنية والرياضية ودافعية الانجاز لدى التلاميذ.

**الكلمات المفتاحية:** سلوك القيادة الرياضية؛ دافعية الانجاز؛ الرياضة المدرسية.

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## 1- Introduction and Research Problem:

People disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences look trivial, they need to feel safe and secure, a need to feel respected and valued, or a need for greater closeness and intimacy (Bensayah, 2020: 134).

In an attempt to study the role of the sporting leadership behaviour of the professor in inciting the achievement motivation to practice the school sport, and taking into consideration such ethics and educational conducts, these ethics can be observed in the form of educational conducts inside the classroom, school and playground. Further, as the achievement motivation represents the effort exerted by the athlete in order to succeed in accomplishing the sport tasks he is entrusted with during the training or competition.

Fabien's observation in 2010 (As cited in Haouchine Kolla & Al, 2021) said that The overall development of the child refers to the very particular way in which he develops and achieves learning in all areas: physical, emotional, social, cognitive and language; these areas evolve simultaneously and influence each other. The school represents the fundamental base to practice the sporting activity through the session of physical and sports education, and the extracurricular sporting activity as well. In addition, Mohamed Hassan Allaoui highlights that the school stage is a pathway through which the individual can reach the highest levels of sports in most sporting activities that result from determining the specialization in different games through the studied selection, such as "handball, basketball, volleyball, and athletics..."; more to the point, this stage of is considered the first in preparing sports teams for specialized sporting activity.

Leadership is considered as the activity of bringing over and persuading individuals, alongside urging them to practice sport and cooperate so as to achieve a common goal (Mohamed Ali, 2007: 122). So, the teacher must observe the motor behaviour of the student and assists them in mobilizing their motor, cognitive, emotional, and social resources (Laroua & Al, 2016: 168).

Definitely, we find that providing the appropriate atmosphere for students is one of the aspects of the leadership role to realize the set goals; subsequent to which, we are evoking herein another factor, which is the achievement motivation "which implies the effort exerted by the athlete in order to succeed in accomplishing the tasks he is entrusted with during the training or competition, in addition to the

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perseverance while confronting failure and feeling the sense of pride after achieving the assigned tasks" (Ratib, 2007: 104).

Likewise, we find that working to strengthen the team spirit of the players is one of the most important leadership roles, as considered amid the basic principles of leadership; in addition, one of the factors of team spirit in the midst of players is encouraging the professor or the coach to build human and social relations based on love and respect with his own players (Shafiq, 1999: 123).

In virtue of which, the professor is always in a state of stimulation to the motives of the students or his own players towards achievement, the fact of which makes them accepting with enthusiasm and motivation to achieve those goals, seeing that the professor's focusing on stimulating the students' motivation to devoting to school sports is one of the important things in achieving good sport results, which is known as the leader in command of his subordinates; besides, this fact has been evoked by several previous studies, inclusive of the research conducted by (Fawzi, 2004), which confirmed the existence of a statistically significant correlation relationship between the coach's leadership behaviour and the achievement motivation in the midst of sports team players.

Through bibliographic research, the following previous studies have been reached:

The research conducted by Rachid CHERIET: Entitled as "Sports Leadership of the Coach and its Role in Stimulating the Achievement Motivation and Achieving the Sport Results". In the light of which, the researcher relied on the analytical descriptive approach, whose research sample consisted of 144 players belonging to 06 clubs. Moreover, the researcher relied on the behaviour list standard, the sport trends list standard and the team cohesion standard. Hence, the researcher found a positive correlation relationship between the coach's leadership styles and the players' sporting achievement motivation. Above and beyond, with regards to the democratic style, the reward style, the training style and an inverse relationship the autocratic style; in addition to the existence of appositive correlation relationship that has been found between the coach's leadership styles and the team cohesion with respect to the democratic style and the reward style.

The research conducted by of MERAZGA Djamel: This research is revolved around the importance of stimulating the achievement motivation through the practice of physical and sports education and

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the relationship thereof with the academic excellence in the midst of students. In addition, the researcher was able to uncover a real difference of statistical significance for the sporting excellence level and the academic achievement between the controlling group and the experimental group. More to the point, this research reached the fact that the experimental sample has a strong motivation towards the academic achievement.

The research conducted by Mohamed Fawzi (2004), which confirmed the existence of a statistically significant correlation relationship between the coaches' leadership behaviour and the achievement motivation among the sports team players. Moreover, it has confirmed the existence of a correlation relationship of statistical significance between the coaches' leadership behaviour and the team cohesion.

Notwithstanding the few researches that dealt with the current topic of this research, which will be subject to examination, it has figured out that the most of these researches were revolved around the topic of sports leadership, achievement motivation and team cohesion. For that reason, the current research came to search and deeply examine these three variables, and also to reveal the relationship between the sports leadership behaviour of the professor and his role in inciting the achievement motivation to practice the school sports.

In the light of the previous presentation, the problem can be determined in the form of the following general question: Is there any relationship between the leadership behaviour of the professor of physical and sports education of the class, and its relationship with the achievement motivation in the midst of students?

Thus, we have been prompted to study this issue and enrich it by asking the questions hereunder:

Q1: Is there any relationship between the achievement motivation in the midst of students and the cohesion of the sporting team?

Q2: Is there any relationship between the leadership behaviour of the professor of physical and the sports education for the team and the cohesion of the sports team?

Q3: Are there any differences of statistical significance between the cohesion of the sports teams ranked in the provincial association of the school sports in Chlef and between the other good results' teams and weak results' teams?

**The General Hypothesis:**

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There exists a correlation relationship between the leadership behaviour of the professors of physical and sports education and between the achievement motivation in the midst of students.

From which, sub-hypotheses can be highlighted:

- H1: There exists a correlation relationship of statistical significance and between the achievement motivation in the midst of students and the cohesion of the sporting team.
- H2: There exists a correlation relationship of statistical significance between the leadership behaviour of the professor of physical and the sports education for the team and the cohesion of the sports team.
- H3: There exist differences of statistical significance between the cohesion of the sports teams ranked in the provincial association of the school sports in Chlef and between the other good results' teams and weak results' teams.

## **2- General Objective of the study:**

Through this research, we are seeking to reach an attempt to reveal the factors enhancing the achievement motivation of students associated with the professor as a leader, searching the factors that enhances the cohesion of the school sports team related to the professor as a leader, and highlight the relationship between the leadership behaviour and the achievement motivation alongside the achieved sports results.

## **3- Procedural Identification of the Concepts Contained in the Research**

- **Sport leadership:** Definition has been provided by Mohammed Ali (2007), as the activity of bringing over and persuading individuals, alongside urging them to practice sport and cooperate for achievement purpose of a common goal.
- **Achievement motivation:** It is defined by Ratib (2007), as the effort exerted by the athlete in order to succeed in accomplishing the tasks he is entrusted with during the training or competition, in addition to the perseverance while confronting failure and feeling the sense of pride after achieving the assigned tasks".
- **School sport:** The researchers mean those sports sessions after school hours, which can so often be in the form of internal sports competitions between classes, and external between institutions in

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the form of regional, provincial and national sport championships and even international sports, in particular school ones.

#### **4- Methodological Procedures Adopted in the Research:**

##### **4-1- Method and Tools:**

- **Adopted approach:** The descriptive approach was used due to the nature of the research topic.
- **Exploratory research:** An interview has, through which, been conducted with the professors of physical and sports education of this institution; thus, they have been given an idea of the research subject and the desired goal therefrom; moreover, this can alike be done through the exploratory research, control of all the variables and calculation of scientific transactions (honesty – persistence) for the research tool so as to collect data.
- **Sample and methods of its selection:** The sample has randomly been selected, which counts 120 students from some secondary schools in the Province of Chlef, who are distributed over four secondary schools, as per tabulated hereinafter:

Table N°1: The research sample distribution

<b>Secondary schools</b>	<b>Sample</b>	<b>Ratio</b>
Bouchrour Kaddour Sendjas	30	09 %
Brothers Kouadri Henni	30	10 %
Mohammad Mehdi Salam	30	08 %
The new school Herenfa	30	12 %

**Source:** LAMECHE Abdellah (2020).

##### **The research fields:**

**Spatial field:** The research was conducted in some secondary schools in the Province of Chlef.

**Time field:** The field research was conducted from October 2019 to February 2020.

**Human field:** The research was conducted on a sample of 120 students who practice the school sports.

##### **The Research / study procedures:**

**Independent variable:** The sports leadership.

**Dependent variable:** The sporting achievement motivation.

##### **Data collection tools:**

In order to test the research hypotheses, adoption was made on:

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- The Coach's Behaviour List Standard, designed by Mohamed Hassan Allaoui, entitled as "Leadership in Sports", for measurement purpose of the sporting leadership behaviour.
- Likewise, the achievement motivation standard has alike been adopted (sporting trends), designed by Jwills (1982), and quoted by Mohamed Hassan Allaoui.
- The sports team cohesion standard designed by Mohamed Hassan Allaoui.

**The scientific foundations of the tool:**

- **Validity of the tool:** It shows the apparent honesty. Besides, the standards expressions obtain an agreement rate of 80% of the arbitrators.

These standards are also characterized by the honesty of internal consistency, seeing that the correlation coefficients between each phrase of the tool and the axis to which it belongs are statistically significant at the significance level (0.05), and the self-honesty coefficient was equal to (0.96).

- **Persistence tests:** The researchers calculated the persistence coefficient, whereat the results concluded, after applying the test and re-test standard, that the persistence coefficient is equal to (0.993).

Table N°2: Represents the Pearson correlation coefficient of the achievement motivation standard through re-test method

Measurement	Arithmetic Average	Standard Deviation	Pearson Correlation Coefficient	Significance
The First	62.50	3.98	0.73	Significant
The Second	60.83	2.28		

**Source:** LAMECHE Abdellah (2020).

- **Internal consistency method:** To ensure the internal consistency, the "Alpha Crowbach" coefficient of the standard was calculated, whereat it was assessed to (0.957), which is a strong correlation coefficient expressing the persistence degree that characterizes the standard, thus making it valid for measurement purpose of what was designed for.
- **Statistical tools:** Upon collection of answer booklet, the researchers input the data by computer, and after obtaining the raw scores, the researchers conducted the processing by performing the

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statistical processing "Statistical Package for Social and Sciences" (SPSS), using the following statistical laws:

- Arithmetic average.
- Standard deviation.
- Correlation coefficient.
- T-test.

**4-2- Presentation and Analysis of Results:**

**4-2-1- Presentation of the first hypothesis results:**

There is a statistically significant correlation relationship between the students' achievement motivation and the sports team cohesion.

Table N°3: The results of Pearson Correlation Coefficient for the students' sporting achievement motivation and the sports team cohesion

<b>Relationship between</b>	<b>Pearson Correlation Coefficient value</b>	<b>Significance Level</b>
Motivation to achieve the success and cohesion of the sports team	0.39	0.05
Motivation to avoid failure and cohesion of the sports team	0.44	0.05

**Source:** LAMECHE Abdellah (2020).

**4-2-2- Presentation of the second hypothesis results:**

There is a statistically significant correlation relationship between the leadership behaviour of the physical education team's professor and the team cohesion.

Table N°4: Shows the results of the Pearson Correlation Coefficient between the coach's leadership behaviour and sports team cohesion

<b>Relationship between the</b>	<b>Pearson</b>	<b>Significance</b>
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<b>professor's leadership behaviours and team cohesion</b>	<b>Correlation Coefficient value</b>	<b>Level</b>
Training behaviour and the sports team cohesion	- 0. 151	Not significant
Democratic behaviour and the sports team cohesion	- 0. 245	0. 05
Autocratic behaviour and the sports team cohesion	- 0. 151	Not significant
Social behaviour and the sports team cohesion	- 0. 312	0. 05
Rewarding behaviour and the sports team cohesion	- 0. 264	0. 05

**Source:** LAMECHE Abdellah (2020).

**4-2-3- Presentation of the third hypothesis results:**

There are statistically significant differences between the cohesion of the sports teams ranked in the provincial association of school sports in Chlef, between the good results' teams and the weak results' teams.

Table N°5: Shows the statistical differences in the cohesion of the sports teams ranked in the provincial association of school sports in Chlef, between the teams with good results and the teams with weak results

<b>Variable</b>	<b>Difference of good results</b>		<b>Difference of weak results</b>		<b>T Calculated</b>	<b>T Tabular</b>	<b>Freedom degree</b>
	<b>S</b>	<b>A</b>	<b>S</b>	<b>A</b>			
Cohesion of the sports team	0.978	0.176	0.542	0.732	31. 86	1. 95	118

**Source:** LAMECHE Abdellah (2020).

**4-2-4- Presentation of the general hypothesis results:**

It stands for "There is a statistically significant correlation relationship between the leadership behaviour of the physical and sports education professor and the students' achievement motivation".

Table 6: Shows the results of the Pearson Correlation Coefficient between the leadership behaviour of the physical and sports education professor and the achievement motivation among students

<b>Relationship between the</b>	<b>Pearson</b>	<b>Significance</b>
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<b>leadership behaviour of the physical and sports education professor and the achievement motivation</b>	<b>Correlation Coefficient value</b>	<b>Level</b>
Training behaviour and motivation to achieve success	0.428	0.05
Democratic behaviour and motivation to achieve success	0.526	0.05
Autocratic behaviour and motivation to achieve success	0.198	Not significant
Social behaviour and motivation to achieve success	0.512	0.05
Training behaviour and motivation to avoid failure	0.456	0.05
Democratic behaviour and motivation to avoid failure	0.517	0.05
Autocratic behaviour and motivation to avoid failure	-0.223	Not significant
Social behaviour and the motivation to avoid failure	0.435	0.05

**Source:** LAMECHE Abdellah (2020).

### **4-3- Discussion and Interpretation of Results:**

#### **4-3-1- Discussion of the first hypothesis results:**

It is illustrated by the results of Table No.03, relative to the results of the relationship between the sports achievement motivation and the sports team cohesion, that there exists a positive correlation relationship between the motivation to achieve success and the sports team cohesion; likewise, there exists a correlation relationship between the motivation to avoid failure and the sports team cohesion. Therefore, these results can be interpreted as the fact that students are characterized by the motivation to achieve success, which is manifested in the students demand for different achievement attitudes, whether such attitudes are manifested during training or during the sports competitions, with all desire and enthusiasm to reach the wanted goals. Subsequent to which, students endure and persevere in order to achieve those goals that are considered attitudes for the sports achievement; the fact of which is due to the students' organic connection with such objective goals, that really reflect their needs and desires, and they are compatible with their abilities and preparations; hence, this leads to functional satisfaction with those

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goals, the students' morale shall accordingly raise, which are strongly linked to the motivation to achieve success, thus leading to reach a high spirit of cooperation among students in order for them to reach their entire common goals; likewise, this fact corresponds to the weakness of negative cooperation and the lack of conflicts and coalition among students that unenthusiastically influence on the team unity. Similarly, the students' continuous success increases their cohesion in the sports team, whereat the pleasant experiences become an attraction factor for belonging to the team, and the loyalty and continuity of the team membership. Besides, students adopt sports achievement attitudes with strong desire and enthusiasm so as to avoid failure, which stands for the performance of sports competitions with a strong and high morale through achieving the common goals in the midst of students, in respect such as determination to win during the sports competitions, the fact of which definitely strengthens the spirit of cooperation among students.

In the light of the facts set out above, we can say that the first hypothesis has been achieved, which implies that there is a statistically significant correlation relationship between the students' achievement motivation and the sports team cohesion, through the positive correlation relationship between the motivation to achieve success and the cohesion of the sports team, alongside the motivation to avoid failure and the sports team cohesion; the fact of which is consistent with the research conducted by Bass (1992), which has confirmed that the subjective motivation (personal satisfaction through performance) contributes to the group cohesion and the task cohesion.

#### **4-3-2- Discussion of the second hypothesis results:**

It is illustrated by the results of Table No.04 that there exists a positive correlation relationship between the professor's democratic behaviour for the sports team leadership and the sports team cohesion. Besides, such results can be explained by the professor's democratic behaviour symbolized through the set of behaviours performed by the professor while doing his job, either inside or outside the physical education session; in other words, the extracurricular activity (competitions between institutions), or even in the students' social life alongside building human relationships based on respect, mutual appreciation and acceptance of others with all their positive and negative aspects; above and beyond, such relationship appears in the

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form of periodic meetings and gatherings held by the professor with his own students, so as to know the urgent needs and desires of the students and endeavour to meet them; hence, this increases the student's sense of belonging to this team, whereat these relationships lead to reducing conflicts and coalition within the team or the class; in virtue of which, the professor who builds relationships with his own students shall surely increase the degree of cohesion within his team or class, in addition to involving the players or students in making decisions through tracing the goals of the team and making them common among them, the fact of which makes these goals acceptable to them and they will seek the achievement thereof together and collectively; in virtue of which, those points represent one of the most important aspects of the professor's leadership behaviour he adopts in dealing with his students or his team, as per highlighted by MAKLELAD in his theory of the need for achievement "motivation can be provided to individuals who have a need for belongingness and familiarity, so that they express their feelings and enjoy exchanging charities; as well, they will perform better when they feel appreciated (Ayasrah, 2006, P.107). Nevertheless, this fact is confirmed by the results of the research conducted by Mili (2008), who pointed out that coaches who focus their attention on performance or sports achievement and take into account the human aspect at the same time, shall have high levels of cohesion among the team members; all these facts are illustrated by the results shown in Table No.04, that there is a positive correlation relationship between the professor's rewarding behaviour in the leadership of the sports team and the cohesion of the sports team, which implies that while adopting the rewarding behaviour, the professor endeavours to strengthen and support the players or students to achieve the desired goals; thus, such support shall either be (awards, rewards) or moral (praise, encouragement), as the student or player adopts the behaviour regarded as supporting and strengthening so as to meet the need for appreciation. Above and beyond, from this standpoint, the teacher shall, by the rewarding behaviour, strengthen the collective response (either inside or outside the institution), which implies that the professor shall, Teachers having post graduate qualifications possessed significantly higher job satisfaction than their counter parts (Bansal, 2012, as cited in Saidia, 2017: 144), while adopting the rewarding behaviour, make the desired goal attractive through the material and moral appreciation to be obtained by the student at the achievement movement; thus, the

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student's morale shall indeed be raised, which alike leads to raising the cooperation spirit among them; as a result of which, the professor's rewarding behaviour increases the degree of the sports team cohesion; subsequently, the rewarding behaviour in the leadership represents the behaviour that enhances the degree of the team cohesion and increases the achievement motivation accordingly, as per confirmed through the research conducted by Fawzi (2004) validating the existence of statistically significant correlation relationship between the professor's leadership behaviour and the sports team cohesion, which stands for the existence of a positive correlation relationship.

It is illustrated by the results of Table No.04 that there is a positive correlation relationship between the professor's social behaviour for the sports team leadership and the sports team cohesion; as per which, it becomes clear for us that the professor has mandatorily to be symbolized by a social behaviour in sports leadership by building social relationships with students, which turns up by providing social care for his players and providing the appropriate social atmosphere and climate for the players, such as satisfying the needs of the player or the student, such as the need for love, the need for appreciation with providing security and reassurance, building human and social relations with the playing students whereat satisfaction and friendliness should prevail, in such a manner that the player feels that he is loved by the professor, the fact of which had been evoked by Darwish (2007) whereat she gave emphasis to the fact that attention to be given to the social and human aspects shall effectively contribute to the devotion of the players and their exertion of utmost efforts during the training sessions and competitions, in addition to their execution of the instructions given by the coach, who dealt with them with affection and attention (Darwish, 2007: 72).

In the light of the facts set out above, we can prove the validity of the second hypothesis, stating that there exists a statistically significant correlation relationship between the leadership behaviour of the physical education professor for the team and the cohesion of the team through the correlation relationship of the democratic leadership behaviour, rewarding behaviour, social behaviour and sports team cohesion, which are considered as leadership behaviours of great effectiveness until reaching the degree of the sports team cohesion; besides, it should alike be highlighted that there is no

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correlation relationship between the autocratic and coaching behaviours for the leadership and the cohesion of the sports team.

**4-3-3- Discussion of the third hypothesis results:**

It is illustrated by the results of Table No.05 that there exist statistically significant differences in the cohesion of the sports teams ranked in the provincial association of the school sports in Chlef and between the other good results' teams and weak results' teams; seeing that the difference between the two averages was (0.445) in favour of the good results' teams with (0.987) compared with the weak results' teams with (0.542). In addition, the value of the calculated (T) (31.86) is greater than the value of the tabular (T) (1.95) at the Significance Level (0.05) and the degree of freedom (118). In virtue of which, these results can be explained that whenever the cohesion of the sports team players is good, the sports results will be significant and shall be continuously improved and developed; and vice versa, whenever the cohesion degree is weak, the achieved results will be weakening; the fact of which confirms that the sports team cohesion degree is of great importance in enhancing the sports results, whereat the cohesion of the sports team imposes on the team that there should be human relations between its own members, as being characterized by their love and adherence to each other, along with feeling the sense of loyalty and belonging to such team; in addition to endeavouring to achieve the goals that their team seeks to achieve, the most important of which is achieving the good sports results. Besides, permanent connection has to exist among the sports team members either inside or outside the field. Moreover, we also uncover from that, among the high aspects of team cohesion, the degree of resistance to crises and difficulties that the sports team would come across, whether such crises come out during the practice of curricular and extra-curricular activities, such as competitions between the educational institutions like defeat; besides, repeated failure represents one of the most important crises that a sports team may encounter, which can lead the team into a cycle of pressures that may possibly threaten the entity and stability thereof. Based on the facts set out above, we can confirm that the sports teams having a strong cohesion degree show a degree of resistance in front of cracking and splitting, and achieve good results, accordingly. Therefore, such good results are considered as a source of attractiveness and continuity for the players' membership and loyalty to the team for the longest period ever; further, the sports

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teams having weak cohesion degree demonstrate weak resistance in front of the splitting aspects; hence, the sports results of the same shall be weak, accordingly. Subsequently, such weak results represent a source of the players' desire to abandon the team and discard their belonging to it, which surely lead to the team cracking and splitting. In the light of the foregoing, it comes into view that the third hypothesis, saying that there exist differences of statistical significant in the cohesion of the sports teams ranked in the provincial association of the school sports in Chlef and between the other good results' teams and weak results' teams, in favour of the sports teams of good results which are of a high degree of cohesion compared with the sports teams of weak results that are symbolized by low degree of cohesion.

**4-3-4- Discussion of the general hypothesis results:**

It has come evident from the results of Table No.06 that there exists a positive correlation relationship between the leadership behaviour of the physical and sports education professor and the achievement motivation amid students; hence, results showed a positive correlation relationship between the professor's training behaviour and the achievement motivation, as well as the training behaviour and the motivation to avoid failure. Though, the professor focuses, through such behaviour, his attention on raising the performance level for his students, so as to make them feel confident in their abilities to accomplish the work required of them, either in training sessions or competitions, and thus reaching excellence and avoiding failure in achieving excellence and success; the fact of which increases the achievement motivation development among students; besides, the player realizing that he is self-effective in a specific work approaches or proceeds to such performance with a great deal of enthusiasm and self-confidence. (Alaoui, 2006: 277). More to the point, the results have alike shown that there exists a positive correlation relationship between the professor's democratic behaviour and the achievement motivation, in addition to a positive correlation relationship between the democratic behaviour and the motivation to avoid failure; as a result of which, the professor who adopts the democratic behaviour in his leadership of the team shall indeed reinforce and support more the achievement motivation for students, in addition to his support for the failure aspect, whereat the spirit created by the democratic style is linked to increasing the achievement motivation and the motivation to avoid failure amid the students, by building human relations between

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the professor and the students. Indeed, such relationships contribute to providing an appropriate social and psychological atmosphere in which the student feels belonging to the sports team of his institution; likewise, these relationships satisfy the need for achievement, as per underlined by Kanaan (2007) that the human leadership is mainly based on human relations, in which human needs are satisfied. More to the point, we have alike found in this behaviour that students are involved in making decisions and tracing goals to be accomplished by them; therefore, we can say that the professor who adopts the democratic behaviour in dealing with his students shall increase the success motivation of theirs, as well as the motivation to avoid failure. In addition, the results show that there exists a direct correlation between the autocratic behaviour and the motivation to achieve success, and the motivation to avoid as well. However, such relationship can be explained on the basis that whenever the professor adopts the autocratic behaviour, seeing that one of its features the failure to involve students in making decisions and determining the programmed goals so as to be accomplished; besides, professors use through this autocratic behaviour the method of control and pressure on students in order to compel them to achieve the planned goals; thus, this fact leads to the students failure to accept those goals and thus resist them; therefore, such resistance appears in not making enough efforts to implement these goals and lack of enthusiasm and motivation in carrying out the implementation of such programmed goals, which leads to a decline of morale among students and decrease, accordingly, in the motivation to achieve success in the midst of the students, since the motivation to achieve success is related to morale, which is alike related to the functional satisfaction, that pertains in turn to the satisfaction of urgent needs; however, this later is related to the goals traced for achievement so that students accept with all enthusiasm and motivation the achievement thereof. More and more, the adoption of such autocratic behaviour through the negative enhancement and support by way of threats and punishment, leads to anxiety and tension in such a manner that these rumours turn into a source of pressure instead of supporting and enhancing the achievement, which prevent the attainment of achievement, and lead to a decrease in the motivation to avoid failure. Nonetheless, it figures out from the results of Table No.06 that a positive correlation relationship exists between social behaviour and the motivation to achieve success, in addition to the existence of a positive correlation



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relationship between social behaviour and motivation to avoid failure. In virtue of which, explanation can be provided for such results that whenever the professor adopts social behaviour in his leadership of students or the institution sports team through psychological and social care, by endeavouring to satisfy the students various needs, such as the need for security and appreciation. Moreover, by adopting such social behaviour, the professor proceeds to building and preserving human and social relationships with his students; however, these relationships are characterized by friendliness and contentment, so that student feels, within the framework of such relationships, that he belongs to the group and he is loved by the professor. Moreover, this psychosocial atmosphere makes the student strive to achieve the planned goals with enthusiasm and strong motivation for achievement and avoiding failure. In virtue of which, this corresponds to the research conducted by (Wafa Darwish 2007), who substantiated that paying attention to psychological aspects shall effectively contribute to the devotion of players and their exertion of utmost efforts during the training sessions and competitions, in addition to implementation of the instructions given by their coach, who treats them with friendliness and respect (Darwish, 2007: 65).

In the light of the previous presentation, we can say that the general hypothesis stating that "there exists a positive correlation relationship between the leadership behaviour of the physical and sports education professor and the achievement motivation among students" has been achieved, seeing that we come across that the professor's leadership behaviour endeavours to enhance and support the motivation of sports achievement all the way through the dimension of the motivation to achieve success and the dimension of the motivation to avoid failure.

### **Conclusion:**

In closing, the research results concluded that the professors are required to adopt the democratic behaviour while dealing and guiding students in general, and the students of the school sports teams in particular; however, the democratic behaviour is the most effective and efficient in stimulating the achievement motivation in the midst of students, in addition to providing the social and psychological atmosphere to achieve the cohesion of the school sports teams as well, without neglecting the aspect of the students' sports achievement. More to the point, the democratic leadership behaviour plays alike a major role in improving the sports results so as to maintain good

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results for the longest possible period of time; further, the professor can also adopt the training behaviour or the rewarding behaviour, seeing that the first one seeks out the important results whilst the second one enhances and supports the good quality performance. Additionally, the results concluded through this research put emphasis on the need to stay away from the autocratic behaviour because of the negative effects thereof that appear in forcing the implementation of the work required from students, threatening them and unilaterally acting to compose and make decisions in the school sports, the fact of which leads to a decrease in the students morale associated with a decrease in their achievement motivation, alongside the decrease in the cooperation spirit for achievement purpose of the traced goals, which results in a weak cohesion of the institution sports team; hence, all this leads to cracking and reaching weak results accordingly. In virtue of which, this can be underlined in the points listed hereinafter:-

- The higher the sports achievement motivation is among students, the sporting results shall be better and the cohesion of the school sports team shall be stronger;
- The more the professor relies on the democratic behaviour in guiding his students and dealing with them, the stronger the achievement motivation exists among the students;
- The more the professor relies on the training behaviour in guiding his students and dealing with them, the more the achievement motivation is increased amongst the students;
- The more the professor relies on the autocratic behaviour through the negative enhancement and support by way of threats and punishment, this leads to anxiety and tension in such a manner that these rumours turn into a source of pressure instead of supporting and enhancing the achievement, which prevent the attainment of achievement, and leads to a decrease in the motivation to avoid failure.

In closing, we can be certain that the school sports teams are considered the tank through which the national and youth teams can be selected, and thus we must take care of the weak category accordingly.

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