

SPORT COMMITMENT IN HIGH PERFORMANCE BASKETBALL COACHES

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ABSTRACT: The aim of this research is to determine the arguments of commitment of sixteen basketball coaches of high performance, and establish what are the most prominent within the categories that mark the literature. To do this, there has been a qualitative research as a research technique using semi-structured interviews. According to the questions were set general themes or categories on which to place responses in which the prayers during the interviews were identified as units of meaning. The results confirm that the competition, success, social gratification provide the players themselves in particular, and society in general, causes the activity of coaching is highly valued work by our coaches. These results, among others, help us to identify some factors that encourage commitment to the coaches to keep their positions

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Introduction

When dealing with people with a high degree of expertise in any domain, is often used the word commitment. Sternberg (1998) stresses that "the main constraint in achieving the expertise not some fixed prior level of ability, but the strong commitment to direct instruction, active participation, modeling, and reward" (Sternberg, 1998, 16). Meyer and colleagues (e.g.; Meyer and Allen, 1997, Meyer, Allen, and Smith, 1993) distinguish three components of commitment: a) affective commitment, led by the rewarding experiences of work, b) the continuance commitment, following the high personal investment in work and the lack of alternatives, and c) normative commitment, derived from an "obligation moral" to continue the work. However, these researchers advocate an integrative perspective of the same, so they understand that people may feel simultaneously and to varying degrees, different forms of commitment (Allen and Meyer, 1993).

From the limited research that exists about the commitment of coaches, notably those produced by Raedeke et al. (e.g.; Raedeke, Warren, and Granzky, 2002) about the reasons why some coaches and others continue to leave their profession over time, revealing that the commitment is changing over time due to psychological fatigue, the loss of interest and diminished commitment.

Therefore, the purpose of our research is to determine the arguments of commitment of sixteen basketball coaches of high performance, and establish what are the most prominent within the categories that mark the literature.

Method

The methodology used in our research is a qualitative methodology (Patton, 2002),

attended by sixteen men ($N = 16$) holds the title of Senior Manager, eight with experience in the ACB league and in the National Team Absolute and eight coaches with experience in coaching elite teams and National Teams. For the selection of expert trainers used different standards such as: a) have at least 10 years of coaching experience, b) have an academic background related to sport, c) is a coach prestige, d) have won a title with their teams, and e) have coached international teams and players (e.g.; Salmela, 1995; Schinke, Bloom, and Salmela, 1995).

The instrument used to obtain the data was the semi-structured interviews and in depth (Patton, 2002). The design of the interview was conducted according to the following phases: a) analysis of other interviews, b) designing the first version, c) previous pilot study, d) official version interviews. Finally, a research group experienced in qualitative methodology reviewed the script of the interview. Within the script of the interview were questions, among others, such as: How do aim the commitment made by the coach?; What reasons do you have to continue to have a very high commitment to basketball?; Can you be more precise?...

According to the questions were set general themes or categories where to locate the answers. Following the researches of Côté et al. (e.g.; Côté, Salmela, Baria, and Russell, 1993), we performed an inductive approach, in which the prayers during the interviews were identified as units of meaning. Similar meaning units were clustered around labels, then around properties, and finally around categories using the program AQUAD 5.0V. The data, interpretations and conclusions were controlled by the participants to be the most important of credibility. In the present study a summary of the results were sent and they may have any comments or changes.

	C. Affective (CA)	C. Continuance (CC)	C. Normative (CN)	
E1	6	4	4	14
E2	5	4	4	13
E3	7	7	3	17
E4	6	8	4	18
E5	5	3	5	13
E6	8	5	3	16
E7	5	3	1	9
E8	5	3	2	10
E9	7	2	2	11
E10	8	5	3	16
E11	9	2	2	13
E12	7	4	3	14
E13	5	3	3	11
E14	6	2	1	9
E15	6	3	2	11
E16	8	3	3	14
	103	61	45	209

Table 1: Categorization of Coach's sports commitment.

Results

Al made the transcript of the interviews revealed a total of 209 units of meaning for "Coach Commitment" that corresponds to this study. 103 of these units were owned for Affective Commitment, 61 for the property of their Continuance Commitment and, finally, 45 for the ownership of Normative Commitment.

In relation to affective commitment, the coaches are very gratifying as a coach to work with people and activity that they like to maintain its full commitment to the activity. They also highlight the rewards of success, social and economic recognition that comes with being a successful coach.

There is nothing more beautiful than you recognize your work several years (Coach 16, translated from Spanish).

The most impressive thing that happened to me in life is to win the European Championship, along with my wedding, the birth of my children,... at this level (Coach 1, translated from Spanish).

On the continuance commitment, coaches highlight the sacrifice and the complexity required to devote as many hours as a coach, especially if it is compatible with the field work and family. In our study, all the coaches interviewed reflect the great sacrifice and hard work that requires them to coach a team training both high performance and high expectations.

This is very complicated, you have to give up many things, friends, studies and it is very important that you understand your environment (Coach 11, translated from Spanish).

With basketball I've mortgaged my life (Coach 10, translated from Spanish).

I can't imagine doing anything else other than basketball. I've spent my entire life (Coach 16, translated from Spanish).

Finally, in relation to normative commitment, the trainers highlighted a number of commitments as the achievement of projects that had been proposed, membership or loyalty to a club, education and training, personal goals, ...

My commitment was absolute, with the club, was my whole life. I helped him up. I was totally involved and committed (Coach 8, translated from Spanish).

Discussion

The present investigation shows the inclusive and multidimensional perspective of the three dimensions of commitment, citing several factors including the coaches in one coinciding with the proposed appointment of Allen and Meyer (1993). As for the affective commitment, it appears that more property is highlighted by our interviewees. The competition, success, social gratification as the players themselves and the people, cause the activity of training is highly valued work by our coaches. Studies Raedeke et al. (2002), and Turner and Chelladurai (2005) indicate that coaches who were more committed to the organization for emotional reasons and

regulations, as well as those who have invested in the organization, were less likely to leave the organization and were more committed.

Regarding the continuance commitment, the coaches highlighted the sacrifice and the complexity required to devote as many hours as a coach. This sacrifice is greater when the coaching activity should be compatible with other areas such as work or family. Bloom and Salmela (2000) show that this commitment can be seen both at personal and family relationships. Finally, normative commitment, the coaches stress the achievement of projects that had been proposed, membership or loyalty to a club, and even their own personal goals, which provokes a "moral commitment" to his profession and to that context.

In sum, the fun, pleasure, social recognition, economic recognition, involvement in projects and personal investments are strong predictors of commitment to the coach. Pastore, Inglis, and Danylchuck (1996) note that identifying the factors of commitment of the coaches could be useful to create a work environment that encourages the coaches to keep their positions. It is essential that training programs to understand the reasons why coaches continue in the sport..

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