

The Effect of Emotional Intelligence, Training Facilities, Self-Competence and Motivation toward Coaches' Performance of PPLP West Sumatra Province

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Abstract. In order to see the coach's performance at PPLP of West Sumatra Province, it requires a research on the factors that affect the coach's performance in relation to emotional intelligence, training facilities, self-competence, and motivation. This research used quantitative method by using path analysis approach which used structural equation that is causal dimensions of emotional intelligence (X1), training facilities (X2), self-competence (X3), and motivation (X4) toward the coach's performance (Y) and causality of emotional intelligence (X1), training facilities (X2), self-competence (X3) toward the coach's performance (Y) through motivation (X4). The population of this research is all PPLP coaches of, totally 33 people from 12 sports are fostered in PPLP. The number of samples in this study were 30 people using probability sampling techniques. Data were collected by using questionnaire with Likert scale models that have been tested its validity and reliability. Data were analyzed with path analysis technique moderating variable. The result of the analysis shows that: (1) there is a direct effect of emotional intelligence toward coaches' performance, (2) there is a direct effect of training facilities toward coaches' performance, (3) there is a direct effect of coaches' self-competence toward their performance, (4) there is a direct effect of coaches' motivation toward their performance, (5) there is a direct effect of emotional intelligence toward coaches' motivation, (6) there is a direct effect of the training facilities toward coaches' motivation, and (7) there is a direct effect of coaches' self-competence toward their motivation. It implies that to improve the performance of the coach, it can be done by increasing emotional intelligence, training facilities, competence and motivation.

1. Introduction

Coach is a professional whose tasks are to help athletes and sports teams to improve and enhance their performance. Since the coach is a profession, the coach is expected to provide services that compliant with existing professional standards. It is also made the coach tasks will not only be related with skills acquisition, but also related with other aspects, including cognitive, affective, and social aspects of the team and athletes.

The coach performances are influenced by various factors, which comes from the inside of the coach or the internal factor, or factors that come from outside of the coach or the external factors. The factors that affect the coaches internally are: emotional intelligence, motivation, managerial ability, human relations ability, conceptual ability, exercise facility, discipline, self-competence, communication skills and so forth.



The coach performance should be based on the principles of being a successful coach, such: (1) The principles of coaching; (2) Principles of Behavior; (3) Principles of teaching; (4) The principle of Physical Condition Exercise [1].

For a coach, the Emotional Intelligence is needed to manage his emotions, in order to perform his tasks and responsibilities; he is capable to display positive emotions, so this intelligence can support the execution of daily tasks in the field. The indicators of emotional intelligence are (1) Self Awareness (self-introduction), (2) Self-Regulation / Management (self-control), (3) Empathy, (4) Social skill and (5) Effective Relationship [2]. Emotional intelligence was the key factor in leadership and could define efectivity, performance, and quality of social interaction of a leader [3].

Linked with the workout facility, they are the supporting factors that influence the coach to improve the performance of the athletes he coached. The Act of National Sports System of explained that the exercise facilities include all infrastructures. Adequate training facilities will certainly facilitate a coach to develop and implement training programs that have been set [4].

In a journal of the research results by Frode Moen from Dept. of Education, Norwegian University of Science and Technology as well as Camilla Fikse of Dept. of Adult Learning and Counseling, Norwegian University of Science and Technology towards 28 elite coaches who have coaching experience for 12 to 25 years, the research's data found that there are six categories of competencies mostly wanted on a coach, such as: (1) Communication, (2) Leadership, (3) Teaching, (4) The specific of sport, (5) Team Building, and (6) the X factor. All of them will also affect the performance of the coach in carrying out their duties [5].

As human beings who have different desires and needs, coaches need a strong motivation to see the coach job or coach profession not only in terms of financial, but also have other motivations that make this job continuously attract, challenge and interesting to live in. Two types of factors that drive a person to strive to achieve his satisfaction and avoid from dissatisfaction [6]. Two factors are called hygiene factors (extrinsic) and motivational factors (intrinsic factor) .These two factors become energy that drives all human to act. Motivation could affect employee performance [7].

These factors are also the factors that influence the coach performance in conducting their duties and rules in the field. Therefore, this study tries reveal the magnitude of the influence of: (1) emotional intelligence towards the coach performance, (2) The exercise facility towards the coach performance, (3) the competence towards the coach performance, (4) Motivation towards the coach performance, (5) emotional intelligence towards the coach motivate, (6) the training facility towards the motivation, (7) Personal Competency towards coach motivation. This study will be expected to be used as a reference in assessing the coach performance by related parties in the coaching, government, sport organization headquarter and other related parties.

2. Method

This study is a quantitative research with Path Analysis approaches, using structural equation to see causality dimension of influence of the emotional intelligence (X1), Training Facility (X2) and (X3) Personal Competency towards the Coach Performance (Y) through motivation (X4). Samples of this study were 30 people from population of 33 coaches from 12 sport branches that have developed in West Sumatra's PPLP. The analysis technique used in this study is the path analysis, while the causal data between variables were analyzed by using path analysis, through structural equation approach as follows:

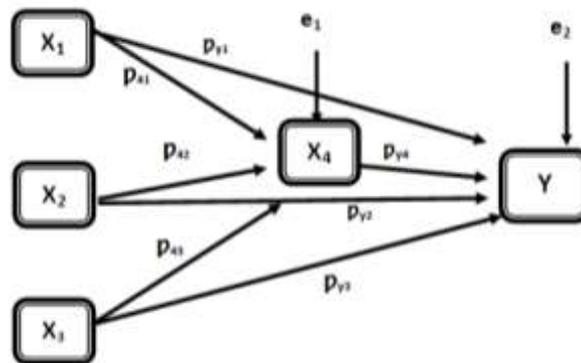


Figure 1. Path diagram and structural equation

3. Results

The results of the path coefficients are used to test the hypothesis in order to measure the direct and indirect effects of exogenous variables on the endogenous variables in the structural model. Withdrawal conclusion through the results of statistical calculations t for each coefficient is the provision that if $t_{test} > t_{table}$, then the path coefficient is significant. On the contrary, if $t_{test} < t_{table}$, then the path coefficient is not significant.

Table 1. The result of the decision to all the hypotheses can be summarized as follows

NO	Hypothesis	Statisti Test	Decision H_a	Summary
1.	There is direct influence between Emotional Intelligence (X_1) towards Coach Performance (Y)	$H_0 : \rho_{yx1} = 0$ $H_1 : \rho_{yx1} > 0$	Ho rejected	Positive direct influence
2.	There is direct influence between Training Facility (X_2) towards Coach Performance (Y)	$H_0 : \rho_{yx2} = 0$ $H_1 : \rho_{yx2} > 0$	Ho rejected	Positive direct influence
3.	There is direct influence between Personal Competency (X_3) towards Coach Performance	$H_0 : \rho_{yx3} = 0$ $H_1 : \rho_{yx3} > 0$	Ho rejected	Positive direct influence
4.	There is direct influence between Motivation (X_4) towards Coach Performance (Y)	$H_0 : \rho_{yx4} = 0$ $H_1 : \rho_{yx4} > 0$	Ho rejected	Positive direct influence
5.	There is direct influence between Emotional Intelligence (X_1) towards Motivation (X_4)	$H_0 : \rho_{42} = 0$ $H_1 : \rho_{42} > 0$	Ho rejected	Positive direct influence
6.	There is direct influence between Training Facility (X_2) towards Motivation (X_4)	$H_0 : \rho_{42} = 0$ $H_1 : \rho_{42} > 0$	Ho rejected	Positive direct influence
7.	There is direct influence between Personal Competency(X_3) towards Motivation (X_4)	$H_0 : \rho_{42} = 0$ $H_1 : \rho_{42} > 0$	Ho rejected	Positive direct influence

4. Discussion

Data analysis found that the first hypothesis is accepted in which there is a direct influence between Emotional Intelligence (X_1) toward the Coach Performance (Y). The result found that the emotional intelligence directly influences 8.29% of the coach performance. It is indicated that intelligence could not assure success and high achievement in career [8].

The second hypothesis is also accepted that in which there is a direct influence between Training Facility (X_2) towards the Coach Performance (Y). Based on the results, it is inferred that training facility influences directly 4.33% of the coach performance. This is common reality and problem; coaches have to manage the athlete with the limitations of existing facilities.

The third hypothesis is also accepted in which there is a direct influence between Personal Competency (X_3) towards the Coach Performance (Y). Based on results, the competency itself brings direct good influence by 5.24%.

The fourth hypothesis is also accepted in which there is a direct influence between Motivations (X_4) towards the Coach Performance (Y). The research found that the direct influence of motivation towards the coach performance is 10.82%.

The fifth hypothesis is accepted in which there is a direct influence between Emotional Intelligence (X_1) towards Motivation (X_4). Based on the findings, the direct influence between emotional intelligence towards motivation is 16.24%. Emotional Intelligence only contributed 20% for success and 80% is affected by another factors [9].

The sixth hypothesis is accepted in which there is a direct influence between the Training Facility (X_2) towards Motivation (X_4). Results showed that the direct influence between the coach's motivations towards the training facility was 6.15%.

Lastly, the seventh hypothesis is also accepted in which there is a direct influence between Self Competency (X_3) towards Motivation (X_4). Results showed that direct influence of Self Competency towards the coach motivation is 12.67%.

5. Conclusion

From the data analysis of research about the coach performance of West Sumatra PPLP, it can be concluded as follows:

- There is a direct influence between emotional intelligence towards the coach performance. This means that the better the emotional intelligence of the coach, the better will the coach perform.
- There is a direct influence between the training facilities towards the coach performance. This means that the training facility directly has an effect on the coach performance.
- There is a direct influence between the personal competencies towards the coach's performance. This means that the better self-competency the coach, the coach performance will be better.
- There is a direct influence between the motivations towards the coach's performance. This means that the higher the coach's motivation, the better the coach performance.
- There is a direct influence between the emotional intelligence towards the coach's motivation. This means that the higher emotional intelligence of the coach, will better the coach's motivate.
- There is a direct influence between the training facilities towards the coach's motivation. This means that the better training facility, the better the coach's motivation.
- There is a direct influence between the coach's personal competencies towards the coach's motivation.

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