

# **The Relation of Coaching Context and Coach Education to Coaching Efficacy and Perceived Leadership Behaviors in Youth Sport**

**Philip Sullivan**

Brock University

**Kyle J. Paquette**

University of Ottawa

**Nicholas L. Holt**

University of Alberta

**Gordon A. Bloom**

McGill University

This research was supported by the Social Sciences and Humanities Research Council.

The purposes of this study were to examine how coaching context and level of coaching education were related to coaching efficacy and, subsequently, how coaching efficacy was related to perceived leadership behaviors in youth sports. One hundred and seventy-two youth sport coaches completed the Coaching Efficacy Scale and Revised Leadership Scale for Sports. Structural equation modeling revealed that coach education significantly affected the multidimensional construct of coaching efficacy whereas coaching context did not. Coaching efficacy predicted perceived leadership behaviors comprising training and instruction, positive feedback, social support, and situational consideration. These findings question the issue of coaching efficacy as a factor that may distinguish between coaches at different organizational contexts but highlight the importance of coach education training for improving coaching efficacy in youth sport.

Coaches' behaviors can exert a powerful influence on children's experiences in youth sport (Smith & Smoll, 1990; Weiss & Gould, 1986). For example, coaching

---

Sullivan is with the Faculty of Physical Education and Kinesiology, Brock University, St. Catharines, Ontario, Canada. Paquette is with the University of Ottawa, Ottawa, Ontario, Canada. Holt is with the Dept. of Physical Education and Recreation, University of Alberta, Edmonton, Alberta, Canada. Bloom is with the Dept. of Kinesiology and Physical Education, McGill University, Montreal, Quebec, Canada.