

Cross-Cultural Comparisons of Coaching Styles and their Impact on Athlete Development in Greece and Chile

Haruto Nakamura^{1*}

Abstract

This research investigates the various coaching philosophies that are used in Chile and Greece and how they affect athletes' growth in the setting of their distinct cultures. The research offers insights into how coaching approaches in various nations differ and converge, influencing athlete results and adding to a deeper knowledge of sports culture. It does this by drawing upon historical, philosophical, and cultural elements. Greece's philosophical legacy is strongly ingrained in its coaching practices, which place a strong emphasis on tradition, collectivism, and all-inclusive development. Coaches place a high value on developing mentorship connections with their athletes and encouraging personal development in addition to physical achievement. The research based on quantitative analysis for determine the research used E-views software and generate results included descriptive statistic, correlation, unit root test analysis, also that present the equality test and histogram &state between them. Conversely, Chile's dynamic cultural backdrop and history of overcoming hardship are reflected in the country's coaching approaches, which are defined by adaptation, invention, and resilience. Coaches use customized strategies, incorporate a range of cultural influences, and place an emphasis on adaptability and ethnic pride. In spite of these distinctions, Greece and Chile both aim to develop athletes to the highest standards while substitute resiliency, personal development, and cultural identity. Coaches, athletes, and sports organizations may successfully exploit cultural assets in athlete development programs by tailoring these cross-cultural subtleties to their knowledge. Overall research founded that positive and significantly link between coaching style and their impact on athlete development. This study adds to the conversation on global sports culture and emphasizes how crucial it is for coaching and athlete development methods to take cultural context into account.

Keywords: Cross-cultural Comparison (CCC), Coaching Style (CS), Athlete Development (AD), Greece (G), Chile, E-views Software.

Introduction

Coaching style plays a crucial role in nourishing an athlete's behavior, performance, and skill acquisition, regarding a certain sport. The learning and applicability of a coach's advice works only if the coach is capable of offering detailed and repetitive instructions to let the athlete master the basics in a better and more profound way. Similarly, the coaching style of a trainer also has a deep impact on the mental development of skills. If a coach allows his athletes to grow and learn in a motivational, supportive, and promotive environment, then it allows them to be more confident, resilient, and functional in challenging conditions of the field. Moreover, not only does the coaching style have an impact on just field, but it can help the athletes with life skills as well by providing them insight into the importance and cruciality of teamwork, giving each other the same respect and deference (Aristotelis, Kaloyan, & Evangelos, 2013). The cases of injury prevention and promoting better physical conditions are also something that relies on the coaching style of a coach. By giving detailed and required knowledge

and training, not only the athletes can acquire better physical health but also lower injury risks. All of these conditions and requirements can only be fulfilled by the tactical awareness and decision-making skills of an athlete. Such qualities can only be developed when the athletes have been supervised well under a growing and motivational environment that forces them to think critically and channel their inner strategic thinking talents (Bravo & Silva, 2014). Despite these requirements in coaching styles for trainers, cultural differences of diverse coaches at different places have a huge impact on not only the development of coaching styles but also the learning capability of the athletes. Due to these diversified conditions, Greece and Chile also exhibit cross-cultural differences among their coaches because of the different philosophies of coaching and dissimilar sports systems of both countries. Speaking of Greece-based coaches, they tend to put forward a more disciplined, hardworking, and authoritative environment to the learners. They use a hands-on approach and emphasize learning tentative aspects of the games (Tollefson, 2014). Whereas, in Chile the athletes are made to learn in a more flexible, creative,

¹ Tokyo Metropolitan University, Japan.

and democratic environment, allowing them to have authority on the field and permission to be themselves, thereby enhancing their decision-making skills in an inventive manner. Cultural influences have diverse effects on athlete performance in both countries. In Greece, sports are seen as a way to endorse values like discipline and morals in the athletes, because of the strong acceptance and following of traditions, and Greek hierarchy in this country (Fouraki et al., 2020). In Chile, sports are put forward as a way to promote cohesion, social interaction, and a way to be expressive about one's thoughts and self. This allows the coaching philosophies of Greek coaches to innovate, in turn, providing better and optimal coaching styles for training. Athlete development also takes different courses in both countries. In Greece, athletes tend to learn work ethics and discipline but this hinders their creativity, forcing them to be less risk-taking on the field. Such athletes have been found to have more tactical awareness and excel in such departments of sports, but the feeling of being less empowered may force them to be shy about taking their initiative in the field. However, in Chile, the athletes are supported to polish their decision-making skills by indulging themselves in an independent and creative learning environment, though, with the only disadvantage of lacking discipline and consistency while playing on the field (Morela et al., 2019).

Furthermore, coaching emphasis is also dissimilar in both countries. In Greece, due to intense hierarchical structures, the coaching approaches may get hindered and the athletes have to go through the same traditional grind of coaching, instead of using developmental skills over time. Whereas, in Chile, there is no hierarchical bounding (Morela et al., 2017). Greek coaches have no democratic decision-making skills whereas, Chilean coaches allow the players to be involved in decisions for the team and support the democratic way of making decisions. Social support and emotional growth the part of the Chilean coaching style to help athletes have better holistic development, but in the case of Greek coaching styles, everything is just on the field, performance-oriented. A recent study on soccer coaches in Greece, however, has demonstrated that during soccer playing, coaches use a style of coaching that is required by their participants, allowing them to promote autocratic behavior while coaching. The autonomic approach towards team coaching has been observed in Chile, more actively (Ntomali et al., 2017). On the other hand, in Greece, there are mixed remarks regarding autonomy because some coaches promote autonomy while most of them do not pay heed to the autonomic way of coaching. In this regard, some surveys have been performed and they have shown that young coaches in Greece with lesser

experience offer autocratic behavior and provide limited social support (Price, 2017). Finally, the finding can be drawn according to the findings that both countries might need to polish their lacking points regarding the needs of the participants. With this, the research areas can be sorted and developed according to growing demands in the field of sports in Greece and Chile. For the better development of young high school athletes, in Greece, they should be treated in such a way that their social interaction and emotional development must also be kept in mind accordingly. On the other hand, for performance management and learning work ethics, Chile's coaching style should be enhanced (Sympas & Bekiari, 2018). This enhancement would result in better use of their creative and social side so that an optimal environment can be forged and an outstanding performance can be achieved from players. Moreover, a better understanding of cross-culture features of different countries can help in better placement of teams during matches, and for better learning, coaches can be transferred through exchange programs to share their cultural elements with other teams for an overall betterment of athletes and young talent, thereby making coaching styles well-adapted for every zone of the world (Wood, 2013).

Literature Review

The process of assessment, criticism reflection, and automatic questioning are some factors that are used by the coach to help the other coaches during the phenomenon of cross-cultural coaching (Hampden-Turner & Trompenaars, 2008). A connection can also be seen in how much culture has an effect on the beliefs of coaches and their attitudes and also on the beliefs and behaviors of other people with whom they were working. Performance coaching is a phenomenon that has its origin in the English-speaking world its coaching hubs were mainly found in America, the UK, and Australia (Park, 2021; Singh, Kshtriya, & Valk, 2023). A book by an English writer named Coaching for Performance has been translated into 19 languages. It has been an interesting thing that coaching is such a profession which has become a great way of conversation all over the world (Vasileiadou, 2016). The language that is used for coaching is a universal thing that brings development in the understanding of cultural differences, creates positive energy, and brings harmony to athletes of Greece and Chile (Çelebi, 2010). In the world of sports, three styles of coaching are accepted widely autocratic, democratic, and holistic. Benefits, drawbacks, and some specific uses are associated with every coaching style (Andronikos et al., 2021). The understanding of all these three coaching styles seems very helpful. The development of a

strong connection between an athlete and a Coach is very important as the training of a coach influences the athletic performance along with the mental and emotional performance of athletes (Huayuan, 2024; Plueddemann, 2012). A healthy and strong relationship between coach and athlete inspires the players along with uplifting the athletes (Pang et al., 2023). No doubt industries are globalizing but it is still a contradiction that the behavior and attitude of applicants are homogenizing. But still, the inquisition is insufficient (Christides, 1988). The similarities and differences are examined in the international research on the behalf of behavioral dispositions of three applicants cosmopolitanism, consumer ethnocentrism, and materialism (Segrest, Romero, & Domke-Damonte, 2003). A comparison is performed cross-culturally by the authors between demographic preceding events and these dispositions along with behavioral consequences. Culture and history both are involved in the scope of cultural tourism as these are involved in the most important expedient by which visitors can be attracted towards their destination (Bhatti & Alawad, 2023; Kontos & Arguello, 2005). In international human resource management, the movement of professional athletes for the sake of their careers is a new thing. This study is totally about the motivation of those athletes who leave their native country and adjust somewhere else to play and brighten their career for the acceptance of challenges and all those sources who are supporting them (Papadopoulos, 2010). A survey was performed in which 77 professional athletes were involved who belong to ten variety of sports. The focus of this study is on the motivation to move to a foreign country to experience the life of foreign countries along with the findings of new challenges (Cox & Stevens, 2010). When challenges were discussed a variety of coaching styles along with their communication issues came into mind. This article is mainly related to sports expatriates from the perspective of international HR (Steers, Nardon, & Sanchez-Runde, 2013). Those expatriates who are susceptible and young and are facing the pressure of extremely good performance can get information from this study (Schneider & Barsoux, 2003). Expatriates of sports field must be supported in every of their career problems but the biggest flaw of society is that they are given very minor sports (Marsh et al., 2020). Research is also performed on the diet provided by the coaches to their athletes to train them perfectly by using the information that can be seen in the art and classic literature during the ancient Mediterranean era (Maderer, Holtbrügge, & Schuster, 2014). A variety of texts is available about the coaching style and athletes of Greece and Chile about the sporting events, training, and entertaining activities. After a sequential study of documents in these areas, those students who belong to

sports can easily understand the origin of various athletic performances like boxing, javelin, jumping, wrestling, and running (Van Bakel & Salzbrenner, 2019). After a complete, it also reveals that which changes are required in diet and training for the best performance of athletes. The anthropological aspects of the recognition, selection, and growth of elite athletic players are part of globalization specifically in the migration of workers (Schinke, McGannon, & Smith, 2016). The athletes' perceived leadership style is categorized into five major types training and instruction, democratic behavior, autocratic behavior, social support, and then positive output (Brislin, 1983). The level of performance of athletes can be improved by the training and instructions of a coach according to the studies of Greece and Chile. The characteristics of effective coaching are as follows. Building trust, unlocking the potential of athletes, developing commitments within the athletes, and achievement of goals (Grivetti & Applegate, 1997). The unique method of working of an individual with another individual to help them to improve their performance abilities and to upgrade their potential (Kim, 2008). The guiding person should have the ability to perform like a coach but not like a teacher (Butcher, 2013). The coach enables his students to unlock their knowledge and to ask such types of questions that enable them to use this knowledge in different ways but a teacher only introduces the students with new ideas and topics (Maguire & Pearton, 2000). In the learning style of coaching the opportunity to learn new things is more as when a coach asks his athlete student to show their outcome after the application of all three important learning styles then the applicant represents openly their desires like description of their unique outcomes in a visual and auditory manner and in a corporeal way which represent that it is easily achievable for the client. When a cross-cultural comparison is performed then it came to the knowledge that such type of authoritarian method proved to be a very effective manner that can bring improvements in the competitions and performances of athletes of Greece and Chile (Mele, Kerkhof, & Cantoni, 2021).

But still, an athlete needs some support psychologically that is missing. After complete research I came to know that the most effective way of coaching is autonomy in which choices are provided to the athletes, philosophical thoughts are provided to athletes for tasks and limits, competence feedback to the athletes that are non-controlling, avoidance of behaviors that can be controlled like criticism, rewards are provided in the interesting tasks. Such a type of autonomy-supportive coaching style can be seen within the coaches of Greece and Chile to upgrade the

performance of their athletes (Cleveland, Laroche, & Papadopoulos, 2009). The coaching style plays a crucial role in athletic development as it directly impacts the athlete's performance, motivation, and overall health. A coach's style can influence various angles of an athlete's development, including acquiring skills and knowledge, psychological growth, and physical conditioning. A coach's style immensely influences an athlete's motivation and engagement in training and competition. A supportive and encouraging coaching style can inspire athletes to push themselves other than their limits and compete for excellence. Coaching style can impact how effectively athletes learn and develop new skills. A coach who comes up with constructive feedback, individualized instruction, and skills-specific training can enhance an athlete's technical abilities. The relationship between a coach and an athlete can remarkably impact the athlete's mental health. A positive coaching style that promotes trust, communication, and a growing mindset can help athletes build flexibility, confidence, and mental toughness. In team sports, the coaching style can influence team dynamics, cohesion, and performance. A coach who promotes teamwork, communication, and a positive team culture can enhance teamwork and unity among athletes. A skilled coach realizes that different athletes may respond better to different coaching styles. Being able to restyle and personalize coaching approaches based on isolated athlete needs and preferences can optimize development and performance outcomes. A coach's style can impact the long-term development path of an athlete. By providing guidance, support, and pieces of advice, a coach can help athletes navigate challenges, set goals, and achieve affordable growth throughout their athletic careers. The coaching style is a critical factor in athlete development, influencing motivation, skill acquisition, psychological health, team dynamics, adaptability, and long-term growth. Coaches who prioritize positive relationships, effective communication, personalized instructions, and holistic development can significantly contribute to the success and overall health of their athletes.

Cultural Differences in Coaching Styles Between Greece and Chile

The cultural differences between Greece and Chile can significantly impact coaching approaches in sports. Greek culture is likely to value direct and expensive communication, while Chilean culture may emphasize more indirect and hinted communication. Coaches in Greece may adopt a more confident and vocal coaching style, whereas coaches in Chile may use a more refined and subtle approach to convey feedback and instructions.

Greek society as a matter of course has a strong emphasis on hierarchy and respect for authority figures. Coaches in Greece may be expected to maintain a more valid coaching style, with clear lines of authority and discipline. In contrast, Chilean culture may have a more equitable approach, where coaches may need to balance authority with collaboration and dignity. Greek culture contributes to being more reforming, emphasizing group harmony and cohesion. Coaches in Greece may focus on team unity, cooperation, and shared goals. On the other hand, Chilean culture may lean more toward individualism, valuing personal achievement and self-determination. Coaches in Chile may need to balance individual player development with team dynamics. Greece has a strong tradition of comparative sports and a culture that values excellence and achievements. Coaches in Greece may prioritize competition, winning, and performance outcomes. However, Chilean culture may place more emphasis on participation, enjoyment, and sportsmanship. Coaches in Chile may focus on complete development, skill building, and enjoyment of the sport. Greek culture may have a higher tolerance for failure as a learning opportunity and a rank toward success. Coaches in Greece may encourage risk-taking, resilience, and determination in the face of setbacks. In Chilean culture, there may be greater emphasis on avoiding failure and maintaining a positive image. Coaches in Chile may need to balance challenging athletes with providing support and encouragement. The cultural differences between Greece and Chile in communication style, hierarchy, collectivism, attitude toward competition, and approaches to success and failure can influence coaching approaches in sports. Coaches working in this diverse cultural context need to be aware of these differences and adapt their coaching style to effectively engage and develop athletes in each respective culture.

Impact of Greece and Chilean Coaching Style

Coaching style in Greece can have a significant impact on athletic motivation and performance. In Greece, there is a tradition of rigid coaching styles where coaches have a strong consequence and control over athletes. While this style can be effective in certain situations, it may also lead to a lack of choices and crucial motivation among athletes. Greek coaching styles often emphasize discipline, hard work, and dedication. While these qualities are important for athletic success, an overly strict or inflexible coaching approach may lead to burnout and decreased motivation among athletes. By understanding the impact of coaching styles on athletic motivation and performance in Greece, coaches can attempt to create a positive and empowering environment that supports athletes in reaching their full

abilities. Chilean coaching styles. Also have a significant impact on athletic motivation and performance, reflecting the cultural values and traditions of Chile. Chilean coaching styles often emphasize teamwork, collaboration, and Unity among athletes. coaches may focus on building strong team dynamics, posting a sense of friendships, and promoting collective goals. This emphasis on teamwork can motivate athletes to support each other, communicate effectively, and work together toward success.

Chilean coaching style may prioritize holistic development, focusing not only on athletic performance but also on personal growth and overall health. Coaches may take a broad approach to athlete development, considering physical, mental, and emotional aspects. This holistic perspective can motivate athletes to try for balance,

resilience, and overall excellence. Chilean coaching styles often incorporate positive reinforcement, encouragement, and motivation techniques to inspire athletes. Coaches may focus on highlighting athletes' strengths, celebrating achievements, and providing productive feedback in a supportive manner. This positive coaching environment can fuel athletes' motivation, self-belief, and stability in the face of challenges. Chilean coaching style, with its stress on teamwork, holistic development, inclusivity, adaptability, and positive support, can have a deep impact on athletic motivation and performance. By using these coaching approaches, athletes in Chile may be motivated to excel, collaborate effectively, and achieve success in sports while also adoptive personal growth and well-being.

Descriptive Statistic

Table 1
Results of Descriptive Statistic

	CS	CS1	CS2	AD	AD1	AD2
Mean	1.443529	1.467613	4.206433	1.424167	1.460883	1.343850
Median	1.233100	1.333000	1.343000	1.326000	1.336000	1.322000
Maximum	2.564000	2.451000	45.32100	3.212000	3.220000	2.344000
Minimum	1.092000	0.234500	0.312200	1.000000	1.111000	0.333000
Std. Dev.	0.408953	0.452801	9.656572	0.419578	0.392930	0.316877
Skewness	1.631292	0.266620	3.646377	3.338610	3.942291	-0.005482
Kurtosis	4.377879	5.105432	15.35140	15.06492	18.26847	9.274202
Jarque-Bera	12.54301	4.717186	205.7413	190.1477	295.2927	39.36573
Probability	0.001889	0.094553	0.000000	0.000000	0.000000	0.000000
Sum	34.64470	35.22270	100.9544	34.18000	35.06120	32.25240
Sum Sq. Dev.	3.846579	4.715654	2144.736	4.049055	3.551067	2.309447
Observations	24	24	24	24	24	24

The above results of [Table 1](#) describe that descriptive statistical analysis result represent the mean values, median rates, the maximum values, minimum values, also that explain the probability value of each variable included dependent and independent. The mean value of CS is 1.4435 according to the result its median rate is 1.233 the maximum value is 2.564 and minimum value is 1.092 respectively shows positive rates. The probability value of CS is 0.0018 shows that 100% significantly level between them. similarly, the CS1, CS2 both are considering as independent variable result describe that its mean values are 1.4676, median rate is 1.333 the probability value s 0.09 and 0.0000 shows that 9% and 100% significant level between them. the result also describes that sum of square deviation rates of CS and CS1,2 its shows that 3.846, 4.7156 and 2144.736 respectively. The AD consider as dependent variable result describe that mean value is 1.4241 the standard deviation rate is 41%, 39% and 31% deviate from mean. The overall probability value is

0.000 shows that 100% significantly level between them. the mean value is 1.4608, 1.3438 its deviation rate is 39%, 31% deviate from mean values.

Comparison between Greece and Chile

Coaching methods and athlete results in Greece and Chile are shaped by cultural values, societal norms, and historical circumstances. These aspects are fascinatingly revealed via cross-cultural studies of coaching approaches and their effects on athlete development.

Greece

1. intellectual Roots: Greek coaching emphasizes holistic growth and the quest of excellence, reflecting the nation's rich intellectual past. Ancient Greek philosophy, in especially the idea of arete (excellence), is clearly influenced by coaching methods that place equal emphasis on moral integrity and physical prowess.

2. Relationship-Oriented Coaching: Greek coaches usually cultivate a tight-knit, mentor-like bond with their players. This method places a strong emphasis on friendship, trust, and respect, with coaches frequently taking on responsibilities analogous to that of parents or mentors.
3. Emphasis on Tradition: Coaching approaches are influenced by Greece's long-standing sporting traditions, especially in sports like wrestling, track and field, and gymnastics. Many trainers make use of age-old training methods and principles that have been passed down through the centuries.
4. Collectivism and Team Dynamics: Coaching approaches that place a premium on cooperation and cohesiveness are influenced by Greek culture, which places a strong focus on collectivism and community. Strong team ties and encouraging a sense of togetherness among players are two things that coaches frequently concentrate on.

Chile

1. flexibility and invention: A dynamic attitude to athlete development is reflected in the flexibility and

invention of Chilean coaching approaches. Coaches often combine traditional Chilean beliefs and customs with contemporary training techniques and technologies.

2. Resilience and Determination: Coaching techniques in Chile are imbued with a feeling of resilience due to the country's history of triumphing over adversity, including political unrest and natural calamities. In their players, coaches frequently place a strong emphasis on mental toughness, persistence, and adaptability.
3. Cultural Diversity: The complex tapestry of coaching techniques in Chile is a result of the country's unique cultural backdrop, which has been shaped by European immigration and indigenous Mapuche customs. Coaches may combine aspects of traditional methods with more contemporary ones.
4. Individualized Approach: Chilean coaches frequently use an approach to athlete development that is individualized, identifying and development the special skills and abilities of each athlete. Athletes that receive this individualized attention develop a strong feeling of individuality and self-expression.

Unit Root Test Analysis

Table 2

Results of Unit Root Test Analysis

Panel Unit Root Test: Summary				
Method	Statistic	Prob.**	Cross-sections	Obs
Series: Cs				
Sample: 2011 2022				
Exogenous Variables: Individual Effects				
User-Specified Lags: 1				
Newey-West Automatic Bandwidth Selection and Bartlett Kernel				
Balanced Observations for Each Test				
Null: Unit Root (Assumes Common Unit Root Process)				
Levin, Lin & Chu T*	1.48359	0.9310	2	20
Null: Unit Root (Assumes Individual Unit Root Process)				
Im, Pesaran and Shin W-Stat	0.07718	0.5308	2	20
Adf - Fisher Chi-Square	2.78055	0.5952	2	20
Pp - Fisher Chi-Square	6.57046	0.1604	2	22

** Probabilities For Fisher Tests are Computed using an Asymptotic Chi-Square Distribution. All Other Tests Assume Asymptotic Normality.

The above results of Table 2 describe that unit root test analysis result represent the statistic values, probability values, also that cross section rates of each method. The statistic rate of Levin, Lin and Chu t is 1.4835 the probability value is 0.93 shows that 93% significantly level between them. similarly, the

statistic rates of Pesaran and shin W stat is 0.07718, 2.78055, 6.5704 all of them are shows that positive statistic value between them. the probability value is 0.530, 0.595 and 0.1604 its shows that 53%, 59% and 16% significantly level between them. Athlete development is affected by: Performance vs.

Personal Development: In Greece, holistic coaching methods may place a higher value on personal development than on athletic performance. Strong character development and sense of identity may be advantageous to athletes, helping them succeed in the long run on and off the pitch.

Innovation and Adaptability: The innovative and adaptable coaching methods used in Chile may produce athletes who are adaptable and tough in the face of adversity. In order to improve their performance, athletes may learn to adapt to change and make use of cutting-edge technologies.

Cultural Identity and Pride: The coaching philosophies of Chile and Greece are very important in forming the cultural identities and pride of athletes. Athletes can feel a feeling of pride and belonging when their coaches include cultural values and traditions into their training regimens; this will inspire them to represent their nation with honor and distinction.

Global Integration: Because Chile and Greece both compete in international sporting events, worldwide techniques and trends have an impact on their coaching methods. International best practices may be incorporated by coaches as long as they preserve cultural relevance and authenticity.

Table 3

Results of Null Hypothesis: Cs is a Martingale

Null Hypothesis: Cs is a Martingale			
Sample: 2011 2022			
Cross-Sections Included: 2			
Total Panel Observations: 22 (After Adjustments)			
Heteroskedasticity Robust Standard Error Estimates			
Lags Specified as Grid: Min=2, Max=16, Step=1			
Summary Statistics			
Statistics	Max z	Prob.	df
Fisher Combined	0.4016	0.9823	4
Cross-Section Joint Tests			
Cross-Section	Max z	Prob.*	Obs.
1	0.8105	0.9923	11
2	1.3539	0.8244	11

*Probability Approximation using Studentized

Maximum Modulus with Parameter Value 2 and Infinite Degrees of Freedom

The above results of Table 3 describe that cross sections result related to the summary statistic result represent that probability value is 0.9823 its maximum value is 0.40 related to the fisher combined. Similarly, the cross section

present that probability value is 0.99, 0.82 shows that 99% and 82% significantly level between them.

The max rates of cross section are 0.8105 and 1.3539 it shows that positive cross section levels between them.

Equality Test Analysis

Table 4

Results of Equality Test Analysis

Test For Equality of Means of Cs

Categorized by Values of Cs and Cs1 and Cs2 and Ad and Ad1 and Ad2

Sample: 2011 2022

Included Observations: 24

Method	df	Value	Probability
Anova F-Test	(17, 6)	20.47715	0.0006
Analysis of Variance			
Source of Variation	df	Sum of Sq.	Mean Sq.
Between	17	3.781404	0.222436
Within	6	0.065176	0.010863
Total	23	3.846579	0.167243

The above results of Table 4 represent that equality test analysis result describe that values and probability rate of each method included ANOVA F test its value is 20.47715 the probability rate is 0.0006 its shows that positive and 100% significantly level between them. The result describes that sum of square values and mean square value as between and

within the variance rates. According to the result its values are 3.781, 0.065 and 3.8465 the mean square rate is 0.222 and 0.0108 also that 0.16 its shows that 22%, 10% and 16% mean square values between them. The use of SPSS 16.0 allowed for a detailed examination of gender differences in compliment patterns across different situations

Histogram and State

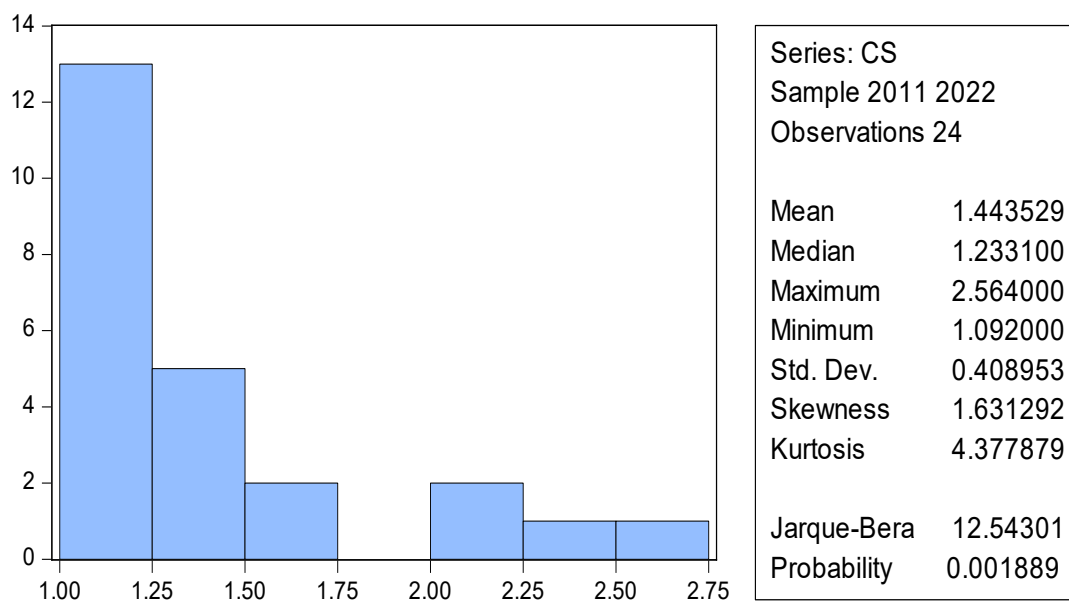


Figure 1: Histogram and State.

The above graph of Figure 1 presents that histogram and state analysis result describe that mean values, median rates, the maximum also minimum values of overall result. The mean rate is 1.4435 the median rate is 1.233 the minimum value is 1.092 also that maximum value is 2.564 shows positive. According to the result its standard deviation rate is 40% the probability value is 0.001 shows that 100% significantly level between them. the skewness value is 1.6312 the kurtosis value is 4.3778 also that jarque-bera rate is 12.54 respectively shows positive link between them.

Conclusion

In summary, although Greece and Chile have different coaching philosophies influenced by their own historical, cultural, and socioeconomic backgrounds, both nations strive to develop athletes to the highest standards while encouraging individual development, resiliency, and cultural pride. In order to maximize athlete development tactics in a variety of cultural contexts, coaches, athletes, and sports organizations' may all benefit from an understanding of these distinctions and commonalities. In conclusion, a deeper knowledge of how societal, historical, and cultural variables influence coaching practices and

athlete results in Greece and Chile may be gained via comparing coaching techniques across cultures and their effects on athlete development. Greece's philosophical legacy is frequently reflected in its coaching approaches, which place a strong emphasis on the pursuit of excellence and comprehensive development.

The research based on secondary data analysis for determine the research used E-views software and generate result included descriptive statistic, unit root test analysis, also that explain the histogram and state between them. Athletes are bonded to their coaches, who value tradition and solidarity and place equal emphasis on performance and personal development. The dynamic cultural backdrop and history of overcoming hardship in Chile, on the other hand, are reflected in the coaching techniques of that nation, which are characterized by adaptation, invention, and resilience. Coaches place a premium on adaptability and pride in cultural identity, emphasize customized methods, and draw from a variety of cultural influences. Overall research concluded that positive and significant relation between dependent and independent variables.

Anyhow their differences, Greece and Chile both aim to develop athletes to reach peak performance while promoting individual development, fortitude, and

cultural pride. Coaches, players, and sports organizations may maximize athlete development methods by embracing diversity and utilizing cultural

assets to improve performance and well-being on and off the pitch by recognizing these subtle cultural differences.

Reference

- Andronikos, G., Westbury, T., Brazo-Sayavera, J., Olivares, P. R., & Martindale, R. J. (2021). Factors contributing to the quality of the junior-to-senior transition in Greek athletes. *International Journal of Sport and Exercise Psychology*, 1-18. <https://doi.org/10.1080/1612197X.2021.1891116>
- Aristotelis, G., Kaloyan, K., & Evangelos, B. (2013). Leadership style of Greek soccer coaches. *Journal of Physical Education and Sport*, 13(3), 348-353. <https://doi.org/10.7752/jpes.2013.03056>
- Bhatti, M. A., & Alawad, W. A. (2023). Cultural Roots of Sustainable Choices: Navigating Environmental Attitudes and Eco-Label Influence in Marketing Strategies. *Cultura*, 20(3), 89-118. <https://culturajournal.com/submissions/index.php/ijpca/article/view/256>
- Bravo, G., & Silva, J. (2014). Sport policy in Chile. *International Journal of Sport Policy and Politics*, 6(1), 129-142. <https://doi.org/10.1080/19406940.2013.806341>
- Brislin, R. W. (1983). Cross-cultural research in psychology. *Annual Review of Psychology*, 34(1), 363-400. <https://doi.org/10.1146/annurev.ps.34.020183.002051>
- Butcher, J. N. (2013). Current developments in MMPI use: An international perspective. In *Advances in personality assessment* (pp. 83-94). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781315825625-4>
- Çelebi, Ö. (2010). *A cross-cultural comparison of the effect of human and physical resources on students' scientific literacy skills in the Programme for International Student Assessment (PISA) 2006* [Ph.D. Thesis, Middle East Technical University]. <https://hdl.handle.net/11511/19999>
- Christides, D. P. (1988). *The role of cross-cultural communication in the management of American multinational corporations for transferability of technology to Greece and Saudi Arabia*. The Union for Experimenting Colleges and Universities. <https://www.proquest.com/openview/793de13ab58871446344922ddc41395e>
- Cleveland, M., Laroche, M., & Papadopoulos, N. (2009). Cosmopolitanism, consumer ethnocentrism, and materialism: An eight-country study of antecedents and outcomes. *Journal of International Marketing*, 17(1), 116-146. <https://doi.org/10.1509/jimk.17.1.116>
- Cox, G., & Stevens, R. (2010). *The origins and foundations of music education: Cross-cultural historical studies of music in compulsory schooling*. A&C Black. <https://www.bloomsbury.com/uk/origins-and-foundations-of-music-education-9781441155931/>
- Fouraki, V., Stavrou, N. a., Apostolidis, N., & Psychountaki, M. (2020). Coach and athlete leadership behaviors: examining their role in athlete's satisfaction. *Journal of Physical Education and Sport*, 20(Suppl 6), 3212-3220. <https://doi.org/10.7752/jpes.2020.s6435>
- Grivetti, L. E., & Applegate, E. A. (1997). From Olympia to Atlanta: a cultural-historical perspective on diet and athletic training. *The Journal of Nutrition*, 127(5), 860S-868S. <https://doi.org/10.1093/jn/127.5.860S>
- Hampden-Turner, C. M., & Trompenaars, F. (2008). *Building cross-cultural competence: How to create wealth from conflicting values*. Yale University Press. <https://yalebooks.yale.edu/book/9780300084979/building-cross-cultural-competence/>
- Huayuan, Y. (2024). Cultural Resonance and Emotional Connection: The Image Expression and Characterization of Chinese Travel Documentary. *Cultura*, 21(1), 308-319. <https://culturajournal.com/submissions/index.php/ijpca/article/view/15>
- Kim, D. J. (2008). Self-perception-based versus transference-based trust determinants in computer-mediated transactions: A cross-cultural comparison study. *Journal of Management Information Systems*, 24(4), 13-45. <https://doi.org/10.2753/MIS0742-1222240401>
- Kontos, A. P., & Arguello, E. (2005). Sport psychology consulting with Latin American athletes. *Athletic Insight*, 7(3), 36-49. <https://athleticinsight.com/Vol7Iss3/LatinPDF.pdf>
- Maderer, D., Holtbrügge, D., & Schuster, T. (2014). Professional football squads as multicultural teams: Cultural diversity, intercultural experience, and team performance. *International Journal of Cross Cultural Management*, 14(2), 215-238. <https://doi.org/10.1177/1470595813510710>
- Maguire, J., & Pearton, R. (2000). The Impact of Elite Labour Migration on the Identification, Selection and Development of European Soccer Players. *Journal of Sports Sciences*, 18(9), 759-769. <https://doi.org/10.1080/02640410050120131>

- Marsh, H. W., Parker, P. D., Guo, J., Pekrun, R., & Basarkod, G. (2020). Psychological Comparison Processes and Self-Concept in Relation to Five Distinct Frame-Of-Reference Effects: Pan-Human Cross-Cultural Generalizability over 68 Countries. *European Journal of Personality*, 34(2), 180-202. <https://doi.org/10.1002/per.2232>
- Mele, E., Kerkhof, P., & Cantoni, L. (2021). Analyzing cultural tourism promotion on Instagram: a cross-cultural perspective. *Journal of Travel & Tourism Marketing*, 38(3), 326-340. <https://doi.org/10.1080/10548408.2021.1906382>
- Morela, E., Elbe, A.-M., Theodorakis, Y., & Hatzigeorgiadis, A. (2019). Sport participation and acculturative stress of young migrants in Greece: The role of sport motivational environment. *International Journal of Intercultural Relations*, 71, 24-30. <https://doi.org/10.1016/j.ijintrel.2019.04.003>
- Morela, E., Hatzigeorgiadis, A., Sánchez, X., Papaioannou, A., & Elbe, A.-M. (2017). Empowering Youth Sport and Acculturation: Examining the Hosts' Perspective in Greek Adolescents. *Psychology of Sport and Exercise*, 30, 226-235. <https://doi.org/10.1016/j.psychsport.2017.03.007>
- Ntomali, S., Psychountaki, M., Kyprianou, M., & Chairpoulou, C. (2017). The Moderation Effect of Athletic Maturity on the Association between Perceived Leadership Behavior and Athlete Satisfaction. *International Journal of Psychological Studies*, 9(4), 24-32. <https://doi.org/10.5539/ijps.v9n4p24>
- Pang, R. Y., Cenatempo, J., Graham, F., Kuehn, B., Whisenant, M., Botchway, P., Stone Perez, K., & Koenecke, A. (2023). Auditing cross-cultural consistency of human-annotated labels for recommendation systems. In *Proceedings of the 2023 ACM Conference on Fairness, Accountability, and Transparency* (pp. 1531-1552). ACM. <https://doi.org/10.1145/3593013.3594098>
- Papadopoulos, C. (2010). *Stigma towards people with mental health problems: an individualism-collectivism cross-cultural comparison* [Doctoral dissertation, Middlesex University]. <https://repository.mdx.ac.uk/item/82y63>
- Park, S. (2021). Cultural Relativism vs. Cultural Absolutism. *Cultura*, 18(2), 75-91. <https://doi.org/10.3726/CUL022021.0004>
- Plueddemann, J. E. (2012). *Leading across cultures: Effective ministry and mission in the global church*. InterVarsity Press. <https://www.literatursaat.com/wp-content/uploads/2021/02/look-inside-leading-across-cultures.pdf>
- Price, W. J. (2017). Where Do Athletes Come From? Synthesizing Experience and Research in Sport and Athlete Development. *United States Sport Academy Malaysia*, 1-10. https://ussa-my.com/assets/Price_sportdevelopment.pdf
- Schinke, R. J., McGannon, K. R., & Smith, B. (2016). *Routledge International Handbook of Sport Psychology*. Routledge. <https://doi.org/10.4324/9781315777054>
- Schneider, S. C., & Barsoux, J.-L. (2003). *Managing Across Cultures*. Pearson Education. <https://www.academia.edu/17340212>
- Segrest, S. L., Romero, E. J., & Domke-Damonte, D. J. (2003). Exploring the role of machismo in gender discrimination: A comparison of Mexico and the US. *Equal Opportunities International*, 22(1), 13-31. <https://doi.org/10.1108/02610150310787298>
- Singh, S., Kshtriya, S., & Valk, R. (2023). Health, hope, and harmony: a systematic review of the determinants of happiness across cultures and countries. *International Journal of Environmental Research and Public Health*, 20(4), 3306. <https://doi.org/10.3390/ijerph20043306>
- Steers, R. M., Nardon, L., & Sanchez-Runde, C. J. (2013). *Management Across Cultures: Developing Global Competencies*. Cambridge University Press. <https://doi.org/10.1017/9781108681209>
- Sympas, I., & Bekiari, A. (2018). Differences between leadership style and verbal aggressiveness profile of coaches and the satisfaction and goal orientation of young athletes. *Journal of Physical Education and Sport*, 149, 1008-1015. <https://doi.org/10.7752/jpes.2018.s2149>
- Tollefson, A. (2014). Citizens and Sportsmen: Fútbol and Politics in Twentieth-century Chile by Brenda Elsey. *Journal of Sport History*, 41(1), 161-162. <https://doi.org/10.7560/726307-007>
- Van Bakel, M., & Salzbrenner, S. (2019). Going abroad to play: Motivations, challenges, and support of sports expatriates. *Thunderbird International Business Review*, 61(3), 505-517. <https://doi.org/10.1002/tie.22020>
- Vasileiadou, C. (2016). Supporting the Holistic Development of the Athlete: A Review of the Benefits and Current Status of Dual Athlete Career Programs (DACPs) Around the World. *Sport and Olympic-Paralympic Studies Journal*, 1-68. <https://www.academia.edu/33315348>
- Wood, D. (2013). *Citizens and Sportsmen: Fútbol and Politics in Twentieth-Century Chile-by Elsey, Brenda*. Wiley Online Library. <https://doi.org/10.7560/726307-007>