

Coaching Leaders Style Perception on Players Satisfaction to Team Success: the case of Hawassa City male Premier League Football Club

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Abstract: The main purpose of this study was to investigate coaching leadership style perception on players' satisfaction to team success in Hawassa city football club. A descriptive cross sectional study was used on selected all population by sample size by using purposive sampling method at Hawassa city premier league football club. Selected participant completed the demographic questionnaire, leadership scale for sport (LSS) and Group environment questionnaire (GEQ) were employed. The LSS contained 26 items that measured five leadership behaviors which measured were: training and instruction, social support, positive feedback, democratic behavior, causal and autocratic behavior and 10 items were measured players satisfaction, players perception with 6 items and team success with 8 items assessed. Descriptive statistics (Mean and standard deviation), and Pearson product moment correlation were undertaken to analyze the data at the 5% level of significance. Results showed a significant positive relationship between coaching leadership behavior with satisfaction and perception. There was no significant relationship between coaches' behavior with team success. Comparison of coaching leadership styles demonstrated that coaches exhibited higher training and instruction and lower causal behavior. In addition, findings showed significant relationship between players' satisfaction and team success exhibited lower results. In generally, the effect of coaching behaviors on satisfaction and perception apparently demonstrated the importance of using the appropriate leadership styles.

Key Words: Coaching leadership behavior, Perception, Satisfaction, Team success

Date of Submission: 25-10-2019

Date of Acceptance: 12-11-2019

I. Introduction

Leadership is a key factor in any group setting and leadership behaviors can have both positive and negative effects on the group perception (1). This is important to note because perception is positively correlated with performance among players (2). Leadership is the way to unlock a person's potential so as to maximize its own performance (3). Adding that, leadership is also helping people to learn rather than teaching them. The leadership style is a factor which affects the performance of a person or a group of people (1).

The Leadership Scale for Sports consists of five factors which describe the coaching behaviors. These are training and instructions, democratic behavior, autocratic behavior, social support and positive feedback that describe the leadership style. Many studies about leadership showed that it is related to the players' participation, motivation, fun, anxiety, emotional burnout, and cohesion (4). There are also great differences on leadership style among soccer coaches according to their personal characteristics. Furthermore, there are important differences among the perceptions (5). The players who perceived their coaches as giving more training and instructions, social support, and positive feedback presented higher levels of participation, motivation and fun, and lower levels of anxiety and emotional burnout (6, 7). Also, the leadership factors training and instructions, democratic behavior, social support, and positive feedback are positively related to the cohesion which is negatively related to the autocratic behavior (8). According to Hollembeak J et al, (9) positive feedback improves the relationship between the players and the coaches, social support does not affect the relationship, while the autocratic behavior affects negatively the relationship. Positive feedback influences the ability, the efforts and the performance of the players (4). When coaches examine their own leadership style, they perceive their behavior as consulting by providing great amounts of training and instructions and social support (10, 4).

Satisfaction is an integral part of sport participation and enjoyment. Player's satisfaction is important for three reasons. First, player's satisfaction with his or her sport should naturally be linked to his or her

performance in that sport. For example, a player who is more satisfied was put out more effort and persistence during competition. The second reason that player's satisfaction is important because satisfaction can be seen as a precursor or outcome in the conceptual frameworks of other constructs. The final reason, which is central to the rationale behind this study, is because players' satisfaction is a key concern in team programs. The humanistic view suggests that the player's experience needs to be enjoyable and instrumental to further the development of player's and development is a primary outcome, at the Hawassa city club player's level. That being said, player's satisfaction has both theoretical and practical implications. One construct that could have quite an impact on player's satisfaction is role ambiguity. Bray S et al, (11) looked at the need for role clarity as a potential moderator variable between role ambiguity and player's satisfaction. To examine this relationship, Bray et al. had 112 male ice players complete the player's satisfaction questionnaire, the Role Ambiguity Scale, and a measure that assessed the player's need for role clarity. Their correlation results showed that greater ambiguity was associated with lower player's satisfaction, which is consistent with the results from (12).

Objective:-

- To assess whether coaching leadership styles has effect on player's satisfaction.
- To assess whether players' satisfaction on coaching leadership styles has impact on the team success.
- To forward possible recommendation regarding modern coach-player relationship to the success of the team.

II. Material and Methods

Total populations for this study were coaches, players and group leader. This research was selected all population by using purposive sampling method. The selected sample consisted of 30 who are played in Hawassa City in Ethiopia male premier league 2018/19 competitive season. The eligible participants were instructed to fill the two types of standard questionnaires were implemented (The Leadership Scale for Sports (LSS) and the Athlete Satisfaction Questionnaire). Descriptive cross sectional research design study was implemented. The data was analyzed using software Statistic Package for the Social Science (SPSS) version 20. Descriptive statistical measures within groups (mean, standard deviation and standard errors) were computed. Further, inferential statistics (Pearson correlation coefficient was employed to correlate the relationship between coach leadership styles with players' satisfaction and team success.) was made within groups the statistical significance was asset at a level of 5%.

III. Results

Table 1: Means and standard deviations of player's age.

Age of players	N	Mean	Std. Deviation
25-30	20	3.35	.745
31-35	8	3.00	.926
<40	2	4.50	2.121
Total	30	3.33	.922

As indicate the in table 1, the participant's age of 25-30 mean was 3.35 and a standard deviation of 0.745. The age of 31-35 mean was 3.00 and a standard deviation of .926. The age of players above 40 mean 4.50 and a standard deviation of 2.121.

Table 2: Means and standard deviations score of coaching leadership scale for sport (LSS)

Coaching leadership style	N	Mean	Std. Deviation
Democratic leadership	30	12.5333	2.80066
Autocratic leadership	30	14.30	2.79
Causal leadership	30	7.56	1.19
Training and instruction leadership	30	19.76	2.34
Social support leadership	30	14.06	2.66
Positive feedback leadership	30	15.80	2.88
Valid N	30		

As indicated in table 2 players more emphasis training and instruction leadership (M=19.766) and positive feedback leadership (M=15.80) than other leadership behaviors. Players perceived less causal leadership (M= 7.56) respectively.

Table 3: Pearson Correlation between coach leadership styles.

Leadership style	correlation	Training and instruction Leadership	Social support Leadership	Positive feedback Leadership
Democratic Leadership	Pearson Corr	.697**	.513**	.659**
	Sig. (2-tailed)	.000	.004	.000
	N	30	30	30
Autocratic Leadership	Pearson Corr	.569**	.447*	.325
	Sig. (2-tailed)	.001	.013	.080
	N	30	30	30
Causal Leadership	Pearson Corr	-.074	-.359	-.046
	Sig. (2-tailed)	.696	.051	.809
	N	30	30	30

** . Correlation is significant at the 0.01 level.

* . Correlation is significant at the 0.05 level.

As the result indicated in table 3, statistically significant positive relationship of democratic leadership with training and instruction leadership ($r = .697, p < .05$), Social support leadership ($r = .513, p < .05$) and positive feedback leadership ($r = .659, p < .05$) were positive correlated. Autocratic Leadership with training and instruction leadership ($r = .569, p < .05$) and Social support Leadership ($r = .447, p < .05$), Positive feedback leadership ($r = .325, p > .05$) were positively correlated. They did not have a statistically significant relationship. Causal Leadership with training and instruction leadership ($r = -.074, p > .05$), Social support leadership ($r = -.359, p > .05$) and Positive feedback leadership ($r = -.046, p > .05$), were negatively correlated. They did not have a statistically significant relationship.

Table 4: Pearson Correlation between coach leadership style and satisfaction

	correlation	Coaching leadership style	Players satisfaction
coaching leadership style	Pearson Correlation	1	.700**
	Sig. (2-tailed)		.000
	N	30	30
players satisfaction	Pearson Correlation	.700**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

As the result indicated in table 4, statistically significant positive relationship between coaching leadership style and players satisfaction ($r = .700, p < .01$). This implies that effective leadership style affect positively on players satisfaction.

Table 5: Pearson Correlation between coach leadership style and Perception

	Correlations	coaching leadership style	players perception
coaching leadership style	Pearson Correlation	1	.600**
	Sig. (2-tailed)		.000
	N	30	30
players perception	Pearson Correlation	.600**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

As indicated in table 5, statistically significant positive relationship coaching leadership style with players satisfaction ($r = .600, p < .05$). This implies that effective leadership style develop positive perception of players weather training, direction, leading etc.

Table 6: Pearson Correlation between coach leadership style and Team success

	Correlation	Coaching leadership style	Team success
Coaching leadership Style	Pearson Correlation	1	.038
	Sig. (2-tailed)		.842
	N	30	30
Team success	Pearson Correlation	.038	1
	Sig. (2-tailed)	.842	
	N	30	30

Statistically significant no relationship between coaching leadership style and team success ($r = .038$, $p > 0.5$). This implies that coaching leadership styles cannot indicate the team success of Hawassa Kenema football club. For a better achievement a club must be develop effective leadership style.

IV. Discussion

The current study examined the leadership style of Hawassa City football coaches, which factors affect the leadership style of the coaches and how it is related to the level and the final team success. A coaching leadership style is considered both a member and often an extension of the coaching staff (13), and their behaviors are very similar to those shown by coaches (i.e., training and instruction, democratic behaviors, autocratic behaviors, social support, and positive feedback) (14). Furthermore, research has shown that there is no longer one single type of coaching leadership amongst teams (15). As the result of study indicated that players more perceive training and instruction leadership ($M=19.766$) and positive feedback leadership ($M=15.80$) than other leadership behaviors. Players perceived less causal leadership ($M= 7.56$) respectively. Statistical significant positive relationship between democratic leadership with training and instruction leadership ($r = .697$, $p < .01$), Social support leadership ($r = .513$, $p < .01$) and positive feedback leadership ($r = .659$, $p < .01$) were positive correlated. Autocratic leadership with training and instruction leadership ($r = .569$, $p < .01$) and social support leadership ($r = .447$, $p < .05$) positive correlated but positive feedback leadership ($r = .325$, $p > .05$) were positive correlated. They did not have a statistically significant relationship. Causal Leadership with training and instruction leadership ($r = -.074$, $p > .05$), Social support leadership ($r = -.359$, $p > .05$) and positive feedback leadership ($r = -.046$, $p > .05$), were negatively correlated. They did not have a statistically significant relationship. Statistically significant positive relationship between coaching leadership style and players satisfaction ($r = .700$, $p < .01$). This implies that effective leadership style affect positively on players satisfaction. Statistically significant positive relationship between coaching leadership style and players perception ($r = .600$, $p < .01$). This implies that effective leadership style develop positive perception of players weather training, direction, leading etc. Statistically no significant relationship between coaching leadership style and team success ($r = .038$, $p > 0.5$). This implies that coaching leadership styles cannot indicate the team success of Hawassa City football club. For a better achievement a club must be develop effective leadership style. Most of the players, at Hawassa City, play also another amateur or professional soccer clubs. Therefore, it is difficult for players to decide using the real coach as the focal point of the investigation regarding the effect leadership behavior on leadership. Future research to may consider players from professional soccer players who trained regularly helps to know the effect of each leadership style on team success.

V. Conclusion

This study assesses to find the relationship between coaching leadership styles, players' satisfaction and team success according to the perceive Hawassa City Football Club Players. The most persistent coaching leadership style in Hawassa City male football teams was found to be training and instruction leadership style, comparing it with other leadership styles such as democratic behavior, autocratic behavior, causal behavior, social support, and positive feedback. This leadership style relies up on improving the players' performance by emphasizing and facilitating hard and strenuous training; instructing players in the skills, techniques, and tactics of the sport. However, it takes no notice of the psychological and social phenomenon of the players. The findings of this study verified that there is a clear relationship between the different types of coaching leadership behaviors and the players' satisfaction. The players preferred more training and instruction type of coaching leadership behavior followed by positive feedback and social support coaching leadership behaviors of their coaches. In generally, players may prefer training and instruction type of coaching leadership behavior than others coaching leadership styles. Autocratic and causal coaching leadership was less proffered type of coaching leadership behavior of Hawassa city premier league coaches. There is also direct relationship between the different coaching leadership styles and the players' satisfaction but there is no team success.

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Wondimagegn Abebe. " Coaching Leaders Style Perception on Players Satisfaction to Team Success: the case of Hawassa City male Premier League Football Club." IOSR Journal of Humanities and Social Science (IOSR-JHSS). vol. 24 no. 11, 2019, pp. 13-17.