

The Effect of Perceived Coaches' Leadership Style on Middle and Long Distance Runners' motivation in Addis Ababa City Administration Second Division Athletics Clubs

AmanuEba¹, Ayyantu Jembere², Samson Wondirad³ & Eshetu Girma⁴
^{1,2,3&4}Department of Sport Science, College of Natural Science, Jimma University P.O Box 378, Ethiopia

Abstract: *The objective of this study was to investigate the effect of perceived coaches' leadership style on middle and long distance runners' Motivation in Addis Ababa city administration second division athletics clubs. Cross-sectional study design was employed. The population of the study were selected from fifteen (n=15) clubs. From each club 8 athletes total 120 and 30 coaches were purposively selected. Those clubs and athletes were selected by using proportional stratified sampling technique. The instrument of data collection used were Leadership Style Questionnaire developed by Peter (2009) to assess the leadership style of coaches and Luc et al., (1995) to determine athletes' motivation and semi-structure interview. SPSS version 23 was used for statistical analysis of the data. Multiple regressions were used to investigate the effect of coaches' leadership style on the Athletes' motivation. The regression output shows that coaches democratic leadership styles demonstrate athletes motivation by 40% of variance ($R^2 = 0.40$, $F(1,541) = 2.027$, $p < 0.05$). It was found that coaches democratic leadership style predict athletes' motivation ($B = -.047$, $p < 0.01$). The study depicts that coaches' democratic leadership style was found to be the most determinate factor in determining middle and long distance runners' motivation.*

Keywords: *Athletes, coaches, leadership style & motivation*

Date of Submission: 19-02-2020

Date of Acceptance: 03-03-2020

I. Introduction

Motivation is an essential concept within the field of sport that can influence sports performance and assist athletes to achieve their goals. Generally, it helps athletes to attain success that goes beyond their physical and intellectual abilities (Ampofo-Boateng, 2009). To this effect, Ethiopian athletes have been motivated to participate and registered significant result in All African and world athletics championship especially in middle and long distance runners. However, athletes who possess lack of motivation will exert less effort to gain the success consequently reduce their self-efficacy, intensity, and focus (Adeyeye, Vipene, & Asak, 2013). As a matter of fact those Ethiopian runners related with their talent identification. Firstly, athletes highly motivated and talented they are championship. Secondly, athletes who were talented but less motivation will be headache for a coach. Thirdly, athletes who did not motivated but talented are killing their time.

In addition to their motivation and talent, coaches' leadership is the process to influence athletes (persuasion) as well as an instrument in achieving athletes' personal goal (Luthans, 2002). According to Northouse (2001) leadership is a process where a selected individual (Coaches, Leaders) inspirations a group toward a common goal. In order to achieve Ethiopian athletes objective the leadership interaction between coach-athlete matters most, which might influence the level of motivation (Buning & Thompson, 2015). This was supported by Ampofo-Boateng (2009).

Jowett & Ntoumanis (2001) suggest that Coach-athlete relationship a reciprocal process where both coach and athlete influence each other. It can therefore be inferred that it is not solely the coaches' responsibility to motivate their athlete; they must have some motivational stimulus themselves. Daniels (1998) implies that a coach cannot motivate an athlete to do something unless they want to also. Mageau & Vallerand (2003) propose a motivational model of the coach athlete relationship.

Leadership styles have great influence on their athletes and have a great effect on the motivation of their athletes (Rahim & Misagh, 2009). It is clear that, coaches are responsible for the whole development of athletes and to adjust their running performance in the climax level to realize the predetermined objectives. They know exactly how to motivate and teach athletes to try hard in compliance with the rules of the game (Sedighe & Omid, 2010). Due to this, this research aimed to examine the effect of perceived coaches' leadership style on middle and long distance runners' Motivation in Addis Ababa city administration second division athletics clubs.

II. Research Methodology

2.1. Study area and its' design

This study was conducted in Addis Ababa city administration second division athletics club. Addis Ababa is the capital city of Ethiopia. The city is located at the southern foot of Mount Entoto, in the Entoto Mountains, at an elevation of about 8000 feet (2440 meters) above sea level, Cross-sectional study design was used in which quantitative and qualitative approach was used (Kumar, 2011).

2.2. Study population and sample

The population of the study was selected from fifteen (n = 15) Addis Ababa city administration second division athletics clubs. Those clubs were selected by using proportional stratified sampling technique and athletes by using equal allocation stratified sampling technique. The simplified formula to calculate the sample size used determine at 95% of confidence interval and 5% precision (e). The total samples from middle and long distance runner was (n = 120) (Shalabh, 2016).

2.3. Instrument of data collections

Leadership Style Questionnaire developed by Peter, (2009) to assess the leadership style of coaches and Luc et al., (1995) to determine athletes' motivation questionnaires were used. Supplementing the questionnaire interview was used for the purpose of data collection instruments.

2.4. Method of data analysis

The collected data were analyzed by using SPSS version 23 was used mainly multiple regression was used to investigate the effect of coaches leadership style on the Athletes' motivation.

III. Results and Discussion

Table 9: The effect of coaches' leadership style on athletes motivation

In order to compute the effect of coaches leadership style on athletes motivation, both independent and

| Variable | B | Std. Error | Sig. |
|--|-------|------------|------|
| (Constant) | 1.90 | 0.09 | 0.00 |
| Democratic leadership styles | -0.04 | 0.03 | 0.00 |
| <i>Note: R²=0.40, F = 2.02, *p < .05,</i> | | | |
| Independent variables: Democratic leadership style | | | |
| Dependent Variable: Athletes motivation (Intrinsic motivations: - to know, to accomplish, to experience stimulation, extrinsic motivations - identified, interjected, external regulation and a motivation) | | | |
| R ² = R square, B = Beta Value, F = F-test, P = Sig and Std. Error = Standard error | | | |

dependent variables were entered in to statistical package for social sciences. Then among autocratic ,laissez fair and democratic leadership style only democratic leadership style become the only significant factors influencing the athletes motivation. Hence, both autocratic and laissez fair leadership style were excluded variables to explain the athletes motivation at $p > 0.05$. Table 8. indicates that findings of the multiple regression result report reveals that coaches democratic leadership styles explained athletes motivation by 40% of variance ($R^2 = 0.40$, $F(1,54) = 2.02$, $p < 0.05$). It was found that coaches democratic leadership style predict athletes motivation ($B = -.047$, $p < 0.01$). Therefore, coaches' democratic leadership style was found to be the most determinate factor in determining middle and long distance runners' motivation. Coaches should know the behavior of their athletes as athletes are personally different and motivated in different ways. (Code: 5, March 19, 2019). Two decades back coaches' use continuous training program; grouping athletes by age and train them until they fully develop and become ready for competition. But current athletes refuse to do so. (Code: 6, March 19, 2019). A coach has to have clear misunderstandings with clearly and transparently by using polite words like, this is for your success, all of this is to shape you in a good way....(Code:4, March 19, 2019).

Previously athletes used to follow athletes developmental stage and motivated by affection of their country, but currently not because athletes have a variety of choices. Because of misunderstanding with their coaches athletes on multi-event developmental stage may lured by private managers in to competition before full athletic development. Coaches that use autocratic approach improve athlete's performance but are at the risk of losing the athletes to private managers. That is the reason why most coaches currently try to improve coach – athletes' partnership using democratic approach while coaching and recommend motivating athletes in different ways. This includes selected words and different awards.

This study suggested that democratic leadership style affects athletes' motivation. Similarly, Marcone, (2017) shows that the coaches supportive leadership style contributing the most positive impact to athlete motivation. Correspondingly, the relationships establishes with athletes as well as his leadership style can all have an impact on athletes' motivation (Amorose, 2007). In agreement in this finding, coach's motivation could have a high impact on his/her leadership behavior which in turn can cause differences in the prevalence of particular types of motivation in athletes, regarding their goal choices, the domination of a particular

motivational pattern in the team and, in general, it can influence athletes' experience of their coach (Vallerand&Perreault, 1999). Coaching behaviors have a positive effect on athletes' intrinsic and self-determined extrinsic motivation (Mageau&vallerand, 2003).

In consistent with findings (Marcone, 2017)suggests that the coaches' supportive leadership style contributing the most positive impact to athlete motivation and performance. Athletes who have a good quality of relationship with their coaches tend to be more motivated due to the power of coaches that can influence the athletes' psychological well-being and physical performance (Zaker and Parnabas, 2018). A sports coach in team sports as well as in individual sports is in an unequal power situation with his athletes, which gives him the privilege of making decisions that affect the whole motivational climate (Ames, 1992).Coaches' behavior is predicted to be influenced by their determined orientations, pre- dominant motivation, situations in which they work, and by their perceptions of their athletes' motivation (Vallerand, Deci, & Ryan, 1987).

Motivational differences may be related to the differences in coaches' interpersonal styles, and it is an important factor of athletes' intrinsic motivation and self- esteem (Vallerand& Pelletier, 1985). The coach-athlete relationship is one of the most important influences on athlete motivation and performance (Mageau&Vallerand, 2003).Leadership styles exist, one that empowers the athletes (such as a democratic leadership style) is recommended over one that is autocratic (Bennie & O'Conner, 2012).The democratic leadership style allows for player-coach relationships to develop, the free-flowing of ideas and suggestions, and ultimate satisfaction from the players' perspectives, instead of simply verbal direction from an authority figure (Bennie & O'Conner, 2012). Stewart et.al. (2015) confirms that positively affect athletes' motivation.

IV. Conclusion

The study reveals that democratic leadership was found to be the only determinate factor among other leadership style for middle and long distance runners' motivation of Addis Ababa city administration second division athletics clubs.

References

- [1]. Ames, C. (1992). Achievement goals motivational climate and motivational processes.In G.
- [2]. Ampofo-Boateng, K. (2009). Understanding sport psychology. Shah Alam, Malaysia: University Publication Centre (UPENA).
- [3]. Bennis, W., & Nanus, B. (1985). Leaders: The strategies for taking charge. New York: Harper & Row.
- [4]. Baric, R. (2007). The Relationship of Coach's Leadership Behavior and his Motivational Structure with Athletes' Motivational Tendencies. Dissertation, Ljubljani.
- [5]. Chelladurai, P. (1990). Leadership in sports: A review. International Journal of Sport Psychology, 21, 328-354.74
- [6]. Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. New York: Plenum.
- [7]. Goudas, M., Biddle, S., Fox, K., & Underwood, M. (1995). It ain't what you do, it's the way that you do it! Teaching style affects children's motivation in track and field lessons. The Sport Psychologist, 9,254-264.
- [8]. Hollembeak J, AmoroseA , (2005), Journal of applied sport psychology, 17[1]:20-36. Iso-Ahola, S. E., & Hatfield, B. (1986). Psychology of sports: A social psychological approach. Dubuque: W. C. Brown.
- [9]. Kent, A., &Chelladurai, P. (2001). Perceived transformational leadership, organizational commitment, and citizenship behavior: a case study in intercollegiate athletics. Journal of Sport Management, 15, 135-159.
- [10]. Mann E. (2009). Burnout, motivation, and perceived coaching behavior in female intercollegiate athletes: assessing relationships over a competitive season. Miami University, oxford, Ohio thesis.
- [11]. Lavio N., Power F.C. (2006). Pathway to fostering civic engagement in collegiate female athletes: An exploratory study. Journal of college & character (3).
- [12]. Luthans, F. 2002. Organizational Behavior, Ninth Edition, McGrawHill International Editions, Singapore.
- [13]. Smith, R. E., Smoll, F. L., & Cumming, S. P. (2009).Motivational Climate and Changes in Young Athletes' Achievement Goal Orientation.Motivation and Emotion Journal. Volume 33, Number (2): 173-183.
- [14]. Smith, R. E., Smoll, F. L., & Cumming, S. P. (2009).Motivational Climate and Changes in Young Athletes' Achievement Goal Orientation.Motivation and Emotion Journal. Volume 33, Number (2): 173-183.
- [15]. Vallerand R.J. (2000), A hierarchical model of intrinsic and extrinsic motivation in sport and exercise.

AmanuEba,etal. "The Effect of Perceived Coaches' Leadership Style on Middle and Long Distance Runners' motivation in Addis Ababa City Administration Second Division Athletics Clubs." *IOSR Journal of Sports and Physical Education (IOSR-JSPE,)* 7(1) (2020): 46-48.