COACHING LEADERSHIP STYLES AND ATHLETES SATISFACTION ON VOLLEYBALL CLUBS IN ETHIOPIA.

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Abstract

Purposes of this study were to identify the leadership style of coaches, player satisfaction and relationship between leadership style of the coaches and player satisfaction. This study comprises of 168 volleyball club players in Ethiopia. This study was conducted during the competition period 2017 to 2018. This was during competition season (on season). A descriptive study is used in carrying out this research. Two instruments, revised version Leadership Scale for Sport (LSS) by Chelladurai and Saleh's (1980) and Athlete Satisfaction Questionnaire (ASQ) by Riemer and Chelladurai (1998) were used to examined coaching leadership style and athletes satisfaction on volleyball club players in Ethiopia. The data was analyzed using Statistical Package for Social Science (SPSS) the descriptive analyses of the data were analyzed using by frequencies, percentage, means, and standard deviations for each item. For the purpose of correlation, Pearson's product Moment Correlation coefficient was used. Correlation was done with leadership style against athlete satisfaction. The level of significance was set at p ≤0.05. The result of the study revealed that volleyball club players were more preferred Training and instruction leadership behavior which had the highest mean score (M = 4.07, SD = .71) and followed by preferred Democratic behavior (M = 3.86, SD = .77), preferred Social support behavior (M = 3.77, SD = .83), preferred Positive feedback behavior (M = 3.55, SD = .85), preferred Autocratic behavior (M = 3.42, SD =.87) and perceived Training and instruction behavior (M = 3.85, SD = .85) followed by Perceived Democratic behavior (M = 3.60, SD = .88), perceived Social support behavior (M = 3.55, SD = .99), perceive Positive feedback (M = 3.33, SD = .97), and perceive Autocratic behavior (M = 3.24, SD = .94). The preferred and perceived of Autocratic behavior was the least leadership behavior by volleyball club players. Team performance satisfaction (M = 2.27, SD = .58) and Personal treatment satisfaction (M = 2.27, SD = .50) was the most important subscale influencing athlete satisfaction in volleyball club players. Analyzed of the mean scores showed that Training and instruction (M = 2.22, SD = .57) was the next highest mean scored for athlete satisfaction and Individual performance satisfaction (M = 2.21, SD = .66) were the lowest rated satisfied for athlete satisfaction. Also the research result has indicted that the majority correlations were weak positive and insignificant relationship between leadership style and athlete satisfaction except Training and instruction

satisfaction and perception of Training and instruction leadership style, which were found weak negative and significant relationship (r = -.092, p≤0.05). Hence, it was recommended that volleyball coaches should provide more Training and instruction, Democratic, Positive feedback and Social support leadership style and employ his/her skill and knowledge to train techniques, tactics and give emphasis for the mastery of skill in order to increase the level of achievement and satisfaction. And also coaches should understand factors that lead players to higher level of satisfaction in order to be more successful and effective in his/her specific clubs.

Key words: Coaching, Leadership style, Athletes', Satisfaction.

Introduction

Too many, leaders are not born, but made. It is increasingly accepted, however, that in order to be a good leader, one must have the experience, knowledge, commitment, patience, and most importantly the skill to negotiate and work with others to achieve goals. Good leaders are thus made, not born. Good leadership is developed through a never ending process of self-study, education, training, and the accumulation of relevant experience (Bass & Bass, 2008). The behavioral process of influencing individuals and groups towards set goal is a core aspect of leadership in any organization. In the sports arena coaching is a form of leadership where one person influences and guides others. A coach actively attempts to influence behavior through ways such as teaching, drilling, organizing, conditioning, arousing the group or team towards its goals which may be winning its games or playing up to its potential (ISo-Ahola and Hart field, 1986). More aptly, the coach athlete relationship is embedded in the dynamic and complex coaching process and provided the means by which coach's needs are expressed and fulfilled (Jowett and Cocker ill, 2002).

In order to succeed in winning international and national completion in all fields of team sport such as Volleyball, there is a need to reconsider all success factors including: goals, talent search program, athlete orientation, skill full coach employing (leadership), etc. If we consider sport teams as an organization and its members as the staff of an organization, in that case, the coaches play the role of managers and orient a team. Furthermore, one of their duties besides planning is to deploy players and control their performance and perform leadership. Confirming this ideal, chelladuari (2001) and Kolaric (2005) believe that coaches play the role of managers and they are supposed to do similar duties as managers do. Leadership is the process of influencing and supporting other to work enthusiastically toward achieving objectives. Leadership and its styles are considered to be an act of influencing the individuals of an organization such that they make effort eagerly towards achieving group goals. Satisfaction of followers is one of the most important consequences of leadership Fredrick (2005) presented the dimensions of job satisfaction. Smith and Smoll (1989) posited a cognitive behavioral model of leadership specifies individual difference

variables, situational factors and cognitive process assumed to mediate the interactions between athletes and coaches. The contingency Model of leadership in athletics, Chelladurai (1993) proposed a Multidimensional Model of leadership to apply situational leadership theory directly in sport setting. The model focuses on the three aspects of coaching leadership: - a/ actual behavior b/ required behavior and c/ preferred behavior these three aspects the characteristics of the coach, the athlete and the situation. In this model, performance and satisfaction of athlete are viewed as the products of the interaction of these three aspects of coaching leadership. A central thesis of MML is that congruence between preferred and actual leadership behavior enhances athlete's satisfaction. Athlete satisfaction can be used as a measure of organizational effectiveness (Chelladurai and Riemer, 1997). It is easy to point to example of great leaders, but it is a lot more difficult to determine what makes them such great leaders (Weinberg & Gould, 2003). Colin Powell, former United States secretary of state describes great leaders as great simplifiers, who have the ability to cut through arguments, debates and doubts to offer a solution every day can understand (Harari, 2002). Research from the sport psychology literature suggests that coaching is an important leadership competency because it has been found to have important effects on performers' attitudes (Smith and Smoll, 1997). Early interest in leadership concentrated on the traits or abilities of great leaders, but since then, leadership research has evolved from an interest in the behavior of leaders to the idea of situation-specific leadership (Williams, 1998). A number of different personal attributes have also been investigated in terms of their impact on coaches' expectations and behaviors (Weinberg & Gould, 2003). Strean, Senecal, Howlett, & Burgess (1997) argue that individual differences such as self – effectiveness, critical thinking aptitude, decision making abilities, and knowledge bases can influence coaches' expectations and behaviors'. Other research by Feltz, Chase, Moritz, and Sullivan (1999) reported that coaches who possessed a high degree of coaching efficacy gave more positive feedback sports organizations sometimes believes that it has ready-made leaders that will come to the top naturally, make all the right decisions and take the right initiatives because of their sports involvement (Watt,1998). Functional relationships between coaches and athletes are found to be crucial in order to cultivate and grown athlete's potential in sport (Jones, 2006; Jowett, 2007; Jowett & Ntoumanis, 2004; Lyle & Cushion, 2010). An important aspect of the coach-athlete relationship is to produce enhanced performances and success in competitions. Thus, the question about what coach behavior that is favorable in order to develop an athlete has occupied researchers and practitioners in sport for several decades (Abraham, Collins & Martindale, 2006; Blom, Watson II, & Spadaro, 2010; Chelladurai, 2007; Côté & Gilbert, 2009; Jowett & Cockerill, 2003; Myers, Chase, Beauchamp & Jackson, 2010). Coaching is defined as "*a set of strategies designed to increase a coach's ability to influence the behavior of team members and athletes more effectively*" (Smith, 2010, p.43). Therefore, coaches need to reflect upon their own behavior and understand the motivation behind the behavior of others. A good coach must be able to see each athlete as a unique individual and adapt his/her performance enhancement system to each athlete's particular needs (Kristiansen, Tomten, Hanstad & Roberts, 2012). The most important successful factor of a

coach is to help athletes to improve their athletic skill in a wide range of tasks from sequential development and mastery of basic skills, to the more specialized physical, technical, tactical and psychological preparation. Chelladurai (1978), effective coaching behavior varies across specific contexts as the characteristics of athletes and the prescribed situation change. The context of the sport situation and characteristics of the coach and the athletes themselves dictate appropriate leadership behavior. To achieve improvement in athletic performance, it may be necessary for the coach to engage in coaching behaviors to which there athlete is receptive. Smith, Kendall and Hulin (1969), coaches and administrators need to be concerned with making the athlete's experiences enjoyable and satisfying. The measurement of athlete satisfaction is an important precursor to the establishment of a general theory that may then serve as the foundation for practical action and future research.

Objective of the study

To study the type of coaching leadership style, athlete satisfaction and relationship between leadership style of the coaches and player satisfaction.

Research Methodology

Research Design

In order to get required information cross sectional survey design was used for this study.

Sample of the Study

The study comprises of 168 volleyball club players in Ethiopia. The study was carried in the year of 2017 to 2018, which conducted during the competition season. A descriptive study is used in carrying out this research.

Procedures

Two instruments, revised version Leadership Scale for Sport (LSS) by Chelladurai and Saleh's (1980) and Athlete Satisfaction Questionnaire (ASQ) by Riemer and Chelladurai (1998) were used to examined coaching leadership style which volleyball club players perceived, preferred and their satisfaction in volleyball club. This study also was to identify the relationship between coaching leadership style of the volleyball club coaches' and volleyball club players' satisfaction. In the first questionnaire Leadership Scale for sport (LSS), players were asked to choose the style of leadership behaviors should perceive and prefer. To define priority of the leadership styles which player perceived and preferred, a mean scale was used from the total answers given. These instruments consists of 40-items scale measure 5 dimensions of leadership behavior with a five point Likert-type scale; these are 5point (Always = 100% of the times), 4point (Often = 75% of the times), 3point (Occasionally = 50% of the times), 2point (Seldom = 25% of the times), and 1point (Never = 0% of the times). The second instruments were the athlete satisfaction questionnaire (ASQ) contains 56 items grouped in to 15 subscales with respondents using a 7 point likert-type scale ranging from 1(not satisfied at all) to 7(extremely satisfied). The format of this questionnaire allows researchers to include those dimensions of satisfaction most salient for a particular situation (Riem & Chelladurai, 1998). The

items assigned a score between 1 and 7 was recorded to 1 and 3 to make them easy for data analysis and interpretation 1(Not at all satisfied, 2(moderately satisfied), and 3(extremely satisfied), to identify the satisfaction among volleyball club player. Riemer and Toon (2001) also used these 4 sub scales in their study to examine leadership and satisfaction in tennis.

Data Analysis

The data was analyzed using Statistical Package for Social Science (SPSS). Then depending on the nature of the basic questions, the descriptive analyses of the data were analyzed using by frequencies, percentage, means, and standard deviations for each item. For the purpose of correlation, Pearson's product Moment Correlation coefficient was used. Correlation was done with leadership style against athlete satisfaction. The level of significance was set at $p \leq 0.05$.

Results of the Study

Respondents Profile

Figure 1: showed that the respondents profile according to age
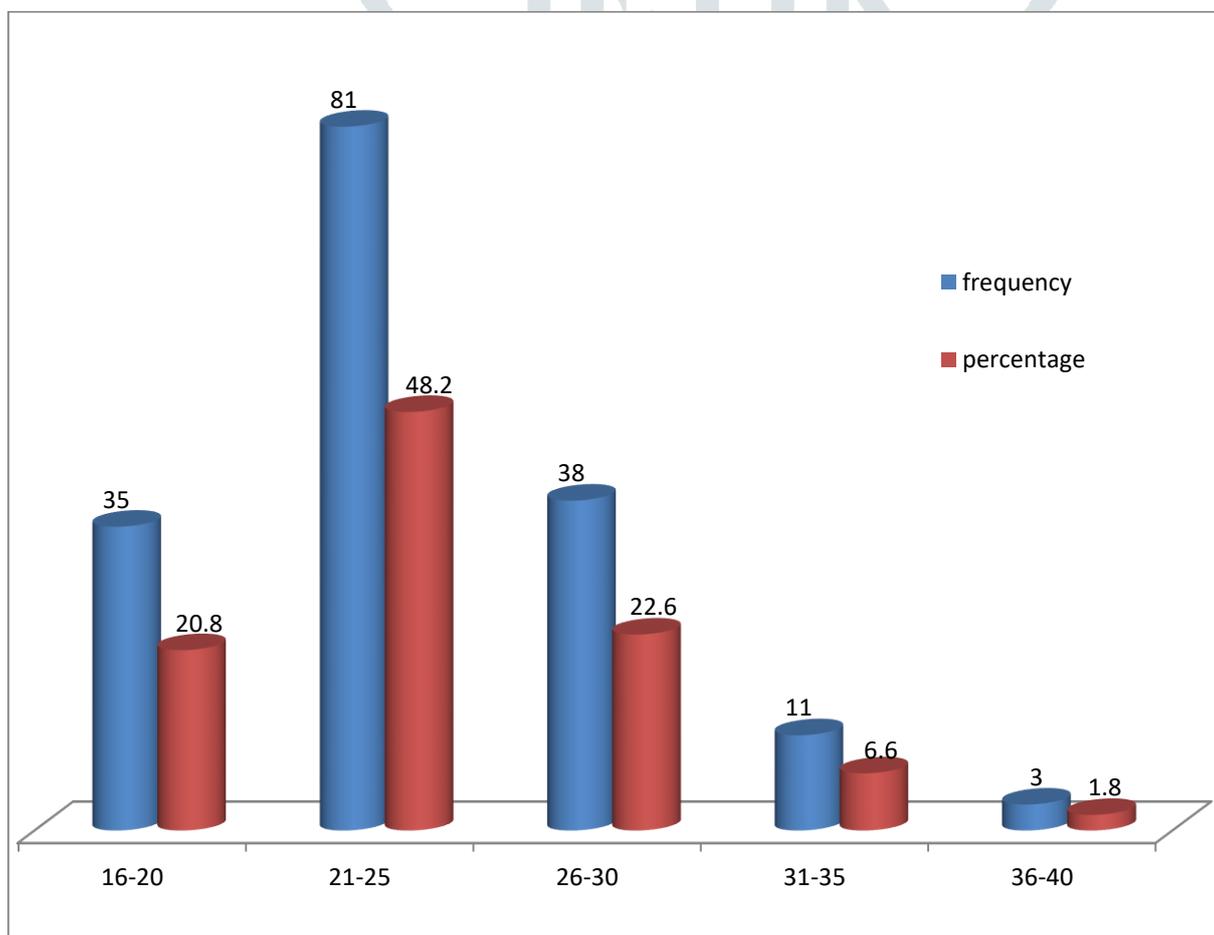
N= 168

Source: primary data /Field Survey.

The sample featured a total of 168 (100%) of male volleyball club Players from twelve (12) volleyball club Players in Ethiopia was included in the study. Age of the respondents ranged from 16 to 20 years was

(Frequency 35, percentages 20.8), Age of the respondents ranged from 21 to 25 years was (Frequency 81, percentages 48.2), Age of the respondents ranged from 26 to 30 years was (Frequency 38, percentages 22.6), Age of the respondents ranged from 31 to 35 years was (Frequency 11, percentage 6.6), and Age of the respondents ranged from 36 to 40 years was (Frequency 3, percentage 1.8). The majority, of the sample respondents was included under the age of 21 to 25 years (Frequency 81, percentages 48.2).

Figure 2: Showed that the respondents profile according to years of playing experiences
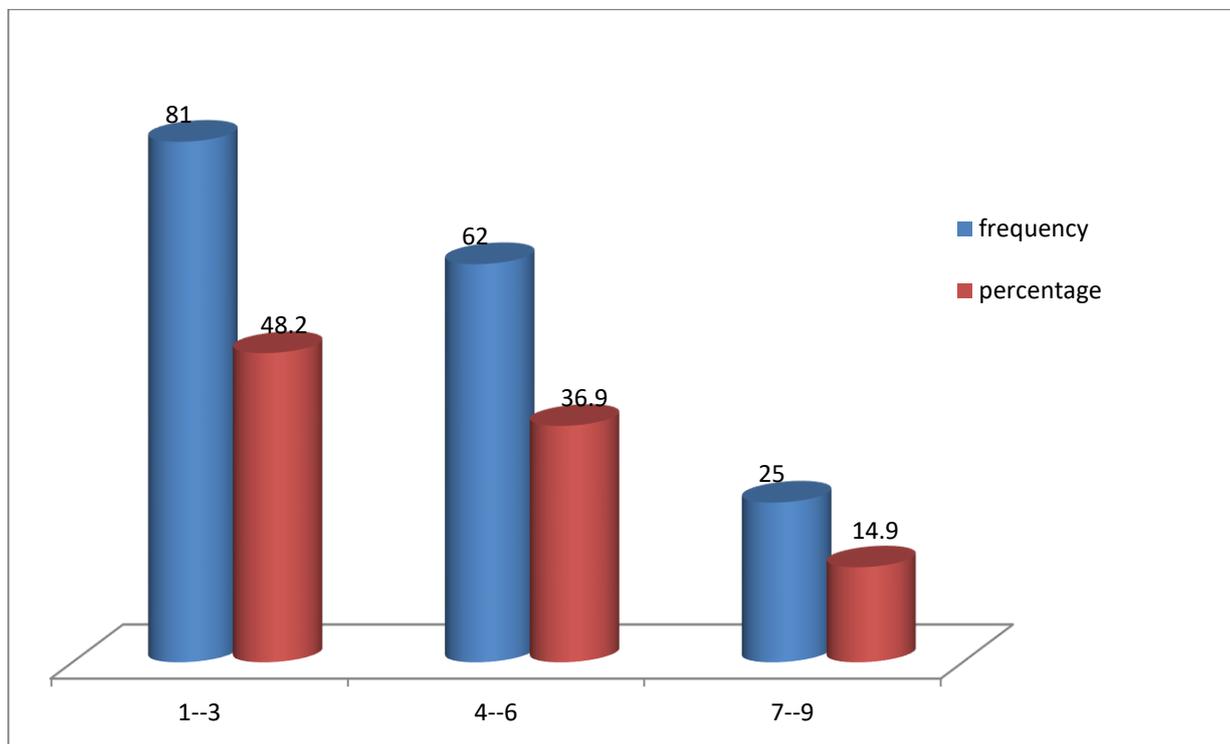
N= 168

Source: primary data /Field Survey.

Year of playing experience in volleyball club ranged from 1 to 3 years was (Frequency 81, percentages 48.2). Year of playing experience in volleyball club ranged from 4 to 6 years was (Frequency 62, percentages 36.9) and year of playing experience in volleyball club ranged from 7 to 9 years was (Frequency 25, percentages 14.9). The majority of the sample respondents were included under the years of playing experience of 1 to 3 years (Frequency 81, percentages 48.2).

Table 1

Descriptive Statistics for Means and Standard Deviations Perceived Leadership Style, Preferred Leadership Style, and Athletes Satisfaction.

Perceived Leadership	N	Mean	Std. Deviation
Training and instruction Behavior	168	3.85	.85
Democratic Behavior	168	3.60	.88

Autocratic Behavior	168	3.24	.94
Social support Behavior	168	3.55	.99
Positive feedback Behavior	168	3.30	.97
Preferred Leadership	**N**	**Mean**	**Std. Deviation**
Training and instruction Behavior	168	4.07	.71
Democratic Behavior	168	3.86	.77
Autocratic Behavior	168	3.42	.87
Social support Behavior	168	3.77	.83
Positive feedback Behavior	168	3.55	.85
Satisfaction with	**N**	**Mean**	**Std. Deviation**
Training and instruction	168	2.22	.57
Personal treatment	168	2.27	.50
Team performance	168	2.27	.58
Individual performance	168	2.21	.66

Source: Primary data/ Field Survey

The results of the study indicated that players were more Preferred Training and instruction coaching behavior which is the highest mean score (M= 4.07, SD= .71) and also they Perceived more Training and instruction behavior (M= 3.85, SD= .85) than other Leadership Behaviors. Players Preferred less Autocratic Behavior and also players Perceived less Autocratic Behavior (M= 3.42, SD= .87 and M= 3.24, SD= .94 respectively). Players were Satisfied more with Personal treatment and Team performance satisfaction both mean scores are (M = 2.27, SD = .50 and M = 2.27, SD = .58 on a 3 point scale) and they Satisfied less with individual performance (M = 2.21, SD = .66).

Table 2: Correlation Matrix for perception and preference Leadership Style and Athletes' Satisfaction scores

	TIa	DBa	ABa	SSa	PFa	TIb	DBb	ABb	SSb	PFb	TIs	PTs	TPs	IPs
TIa	1													

DBa	.751**	1											
ABa	.447**	.399**	1										
SSa	.507**	.590**	.441**	1									
PFa	.500**	.467**	.499**	.637**	1								
TIb	.077	.150	.107	.121	.038	1							
DBb	.187*	.321**	.202**	.317**	.197*	.538**	1						
ABb	.116	.111	.014	.119	.036	.366**	.405**	1					
SSb	.138	.233**	-.013	.340**	.113	.380**	.576**	.329	1				
PFb	.196*	.220**	.166*	.307**	.175*	.308**	.442**	.381**	.541**	1			
TIs	-.092	.012	.033	.026	.043	.210**	.136	.139	.231**	.178*	1		
PTs	.024	.110	.038	.084	.092	.096	.140	.125.	187*	.112	.414**	1	
TPs	.070	.134	.149	.190*	.223**	.225**	.123	.162*	.202**	.186*	.390**	.437**	1
IPs	.172*	.260**	.164*	.226**	.196*	.181*	.208**	.103	.282**	.295**	.424**	.467**	.477**	1

N= 168

Source: primary data/filed survey 2017-2018

*correlation is significant at the *p≤0.05 level (2- tailed).

Note: a= perceptions   b= preferences   s= satisfactions

TI= Training and instruction; DB= Democratic Behavior; AB= Autocratic Behavior; SS= Social Support; PF= Positive Feedback; TIs= Training and instruction satisfaction; PTs=Personal Treatment satisfaction; TPs= Team Performance satisfaction and IPs= individual Performance satisfaction.

Table 2 Shows that Pearson's product Moment Correlation coefficient between athletes perceived, preferred coaching leadership styles and athlete satisfaction in volleyball clubs. Based on the result obtained from the table 2, majority of the result was a weak positive and insignificant relationship between coaching leadership style and athletes' satisfaction except Training and instruction satisfaction and perception of Training and instruction leadership style, which were found weak negative and significant relationship (r = -.092, p≤0.05) in Ethiopia volleyball clubs.

Conclusions and Recommendations

Within coaching process, great emphasis is placed on the coach's ability to observe and recall all the critical discrete incidents from a sport performance (Borrie, Jonsson & Magnusson, 2002). However, it has been shown that coaches cannot accurately observe and recall all of the detailed information that is required for a complete understanding or interpretation of performance (Franks & Miller, 1986). One of the problems in

understanding leadership in sport research is that there are so many conflicting views. Additionally, sports leadership research continues to focus on coaching leadership style and athlete satisfaction.

The research was conducted only in Ethiopian volleyball club players. It would be more useful if the research on coaching leadership style and athlete satisfaction with leadership:

- ❖ The finding of the present study indicates that the four athlete satisfactions enhanced by training and instruction, democratic, Positive Feedback, and Social Support leadership styles. Therefore, coaches should provide more training and instruction, democratic behavior, positive feedback and social support leadership for their athletes and employ his skill and knowledge to train and practice techniques, tactics, use variety of drills for practice, give stress for the mastery of skills, and appropriate times admire players' contribution and effort in order to increase the level of achievement and satisfaction. In addition to implementing appropriate leadership styles for players at different age and experience stressing on these leadership styles will yield important outcome. And also coaches should understand factors that lead players to higher level of satisfaction in order to be more successful and effective in his/her specific clubs.

- ❖ Results of this study can be a springboard for the development of programs and services for athletes of Volleyball club in the country.

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