

# Coaches' Leadership Style and Motivational Climate of Players in South East Ethiopian National League Foot Ball Clubs

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## Abstract

The present study aimed to examine the relationship between Coaches' Leadership Styles and Motivational Climate of Players in South East Ethiopian National League Football Clubs. The cross sectional study design was used. It was conducted on a single Competition Zone comprising 11 Clubs (N=275). 21 Coaches and 163 Players were selected using Yemane's (1967) sample size determination formula. Data were collected through a standardized questionnaire such as Leadership Scale for Sport (LSS) developed by Chelladurai and Saleh (1980) and Perceived Motivational Climate for Sport Questionnaire-2 (PMCSQ-2) developed by Newton, Duda, & Yin (2000). The descriptive results showed, Coaches exhibited higher TI (M=47.0, SD=6.6) than Dem (M=31.5, SD=3.12) than SS (M=27.3, SD=3.0) than PF (M=18.2, SD=2.6) than Au (M=16.43, SD=3.11), where as Players Mastery Climate higher (M=73.7, SD=8.9) than Performance Climate (M=40.6, SD=6.4). Correlation result showed, TI revealed a significant relationship with Dem ( $r=.49$ ,  $p=.022$ ), PF ( $r=.639$ ,  $p=.002$ ), Dem revealed a significant relationship with SS ( $r=.46$ ,  $p=.036$ ) and significant relationship with PF ( $r=.504$ ,  $p=.020$ ). Age revealed a significant relationship with TI ( $r=.78$ ,  $p=.000$ ) and Dem ( $r=.64$ ,  $p=.002$ ), SS ( $r=.59$ ,  $p=.004$ ) and PF ( $r=.56$ ,  $p=.008$ ). Experience revealed a significant relationship with PF ( $r=.54$ ,  $p=.012$ ). Mastery Climate revealed a significant relationship with TI ( $r=.69$ ,  $p=.000$ ), Dem ( $r=.66$ ,  $p=.001$ ) and SS ( $r=.65$ ,  $p=.002$ ). Performance Climate revealed a significant negative relationship with TI ( $r=-.79$ ,  $p=.000$ ), Dem ( $r=-.74$ ,  $p=.000$ ) and SS ( $r=-.66$ ,  $p=.001$ ) and PF ( $r=-.49$ ,  $p=.022$ ). The independent t test results revealed Players had higher Mastery Climate (M=3.5, SD=.4) than the Performance Climate (M=3.4, SD=.5). This mean differences was statistically significant,  $t(324)=2.33$ ,  $p=.021$ . The result of one way ANOVA showed, in all pairs (age, experience and educational level of players) there was a significant mean difference,  $F(2, 160)=192.8$ ,  $p=.000$ . The MLR result showed TI had a statistically significant positive relationship with Mastery Climate,  $r=.75$ ,  $F(5, 15)=8.9$ ,  $p=.010$  and about 75% of the variance of the Mastery Climate score of Players was explained for by the variance in the TI of Coaches. TI of the Coaches was found to be a statistically significant predictor of Mastery Climate,  $B=.203$ ,  $t=2.924$ ,  $p=.010$  and Au had a statistically significant positive relationship with Performance Climate,  $r=.91$ ,  $F(5, 15)=30.6$ ,  $p<.05$  and about 91% of and the variance of the Performance score of Players was explained for by the variance in the Au of Coaches. Au of the Coaches was found to be a statistically significant predictor of Performance,  $B=.203$ ,  $t=2.924$ ,  $p=.010$ ,  $B=.03$ ,  $t=2.13$ ,  $p=.049$ . Overall, the Leadership Style of the Coach significantly predicts the Motivational Climate.

**Keywords:** Coaches' Leadership styles, and Motivational Climate,

## INTRODUCTION

### 1.1. Background of the Study

Leadership is the process of influencing individuals and groups to set and achieve goals. Influence in a sense is the power to sway other people to one's will or views. It continues to increase in importance as a determinant of effective functioning for any organization or team (Kent & Chelladurai, 2001). According to Northouse (2001) leadership is a process where a selected individual (Coaches, Leaders) influences a group toward a common goal. They significantly influence the thoughts, behaviors, and feelings of others in group settings (Gardner, 1995). Effective leadership can help an organization or team develop new directions and promote change toward proposed objectives (Bennis & Nanus, 1985).

Some researchers have tried to translate some leadership concepts to sports (Smith & Smoll, 1989; Chelladurai, 1993) to better understand effective sport leadership. Smith and Smoll (1989) devised the Cognitive Behavioral Model of Leadership (CBML), which identified individual difference variables, situational factors and cognitive processes assumed to mediate interactions between athletes and coaches. While Chelladurai devised (1993) and subsequently revised (1999) the Multidimensional Model of Leadership (MML) to apply situational leadership theory directly to the adults sport setting. According to the model, leadership behaviors

are largely a function of leader's personal attributes. To measure these leadership attributes, Chelladurai and Saleh (1980) developed the Revised Leadership Scale for Sports (LSS).

The LSS have been classified along three dimensions: one direct task factor (training and instruction behavior), two decision style factors (autocratic and democratic behaviors), and two motivational factors (positive feedback and social support) (Chelladurai and Saleh, 1980). Therefore, one of the primary coaching variables that can impact an athlete's motivation is the motivational climate created by the coach. The motivational climate in sport refers to the type (ego-oriented or task-oriented) of climate created by coaches in practices and games (Ames, 1992; Newton, Duda, & Yin, 2000).

## **METHODS AND MATERIALS**

### **1.2. Study Design**

The main purpose of this study was examining the relationship between Coaches' Leadership Style and Motivational Climate of Players' in South East Ethiopian National League Football Clubs. Therefore, a Cross-Sectional study design was used.

### **1.3 Study Area**

#### **1.3.1. Description of Study Area**

This study was conducted on the Southern part of Ethiopia especially on South East Ethiopian National League Football Clubs; a single Competition Zone of the League among the eight (8) Zones. Hence, Southern Nations, Nationalities, and Peoples' Region (often abbreviated as SNNPR) is one of the nine ethnic divisions (*Kililoch*) of Ethiopia.

### **1.4. Data Collection Instruments**

The study was used Questionnaires such as Leadership Scale for Sport (LSS) developed by Chelladurai and Saleh (1980) to measure Coaches Leadership Style and Perceived Motivational Climate for Sport Questionnaire-2 (PMCSQ-2) developed by Newton, Duda, & Yin (2000) to measure Motivational Climate of Players as well as Demographic Questionnaires (DQ) for coaches and players was developed and employed to analyze the demographic characteristics of the respondents.

#### **1.4.1. Leadership Scales for Sport (LSS)**

Leadership Styles of Coaches was assessed through Leadership Scale for Sport (LSS) developed and verified for validity and reliability by Chelladurai and Saleh (1980). The LSS consisted of 40 items describing the five subscales of Leadership behavior of Coaches. From these 13 items describe Training and Instruction, 9 items describe Democratic Behavior, 5 items describe Autocratic Behavior, 8 items describe Social Support and 5 items describe Positive Feedback. The response was made using the 5-point Likert-type scale (1) never, (2) seldom, (3) occasionally, (4) often, and (5) always.

#### **1.4.2. Perceived Motivational Climate (PMCSQ-2)**

Motivational Climate of Players was assessed by Perceived Motivational Climate for Sport Questionnaire-2 (PMCSQ-2) which was created and verified for validity and reliability by Newton, et al (2000). The PMCSQ-2 consisted of 33 items which asks athletes to indicate the degree to which their team climate was characterized by a task-involving or an ego-involving goal perspective.

The responses was rated on a 5-point Likert-type scale (1) strongly disagree (2) disagree (3) neutral (4) agree and (5) strongly agree. The task oriented dimension includes co-operative learning, important role and effort and improvement, whereas the Ego-oriented dimension includes punishment for mistakes, unequal recognition and intra-team rivalry (Newton, Duda & Yin, 2000).

#### **1.4.3. Demographic Questionnaire (DQ)**

A demographic questionnaire which assesses age, experience and education level and Coaching License Level of coach and for players which assesses age, experience and educational level was prepared and employed.

### **1.5. Data Collection Procedures**

Soon the reception of the Ethical Clearance Letter from Jimma University, Department of Sport Science, and a pilot study site was selected (see 3.8) to check the reliability of the instruments. The reliability was calculated using Cronbach's Alpha (see 3.8.1 & 3.8.2). After confirming the reliability, half day training on how the data will be collected through the instruments for a selected individuals; Data Collectors (N=3) and Supervisors (N=3). Immediately after the training and guarantying permissions (Consent), the data collection process was started by the respective trained enumerator with a careful and continuous supervision for a week (10, 08-16, 08-07 EC) by communicating with the two Competition Centers (Hawasa & Arbaminch). The collected data was organized under each subscales and coded in to the SPSS Version 20. Total scores (sums), means and standard deviations were computed for all subscales and prepared for the analysis.

### 1.6. Ethical Consideration

Ahead of starting data collection, a letter of prop-up or support for the study was written from Jimma University Department of Sport Science and prior to data collection permission was asked to the executive committee or the administrative board of the Clubs as well as a correspondence letter explaining the need for and the purpose of the study, method of questioning and confidentiality and consent form was attached to the cover page of the questionnaire. Following permissions guaranteed the participant (Coaches and Players) was informed why their consent will be required for the study while giving orientation on how to fill (rate) the questionnaire. A secured code was given for both respondents to make their responses safe and convinced. Finally, personal earnest and warm thanks and heartfelt gratitude's was forwarded for both participants and the committee's.

## 2. DATA ANALYSIS AND INTERPRETATION

This chapter encompasses five main parts. The first part (4.1) deals with the result of descriptive analysis of the demographic characteristics of the sample population (Coaches and Players) and the variables of the study (Leadership Style Behaviour (LSS of Coaches and Motivational Climate of Players). The second part (4.2) presents results of Pearson correlation, the third part (4.3) presents results of Independent sample t test, the fourth part (4.4) deals results of ANOVA (one way) and the fifth part (4.5) illustrates results of Multiple Linear Regression (MLR). The analysis was made in light of the objective of the study.

### 2.1. Descriptive analysis of study variables

In this subsection, the descriptive measures such as means and standard deviations were used to depict the comparisons of each subscale of Leadership Style Behaviors that the coaches currently exhibited and the two subscales of Motivational Climates that the players perceived in the Competition Zone. Table 7 and 8, presents the Leadership Style Behaviors of Coaches and Perceived Motivational Climates of Players respectively.

From table 1 below, currently, Football Club Coaches in South East Ethiopian National League Competition Zone perceived and exhibited higher score on Training and Instruction Behavior (M=47.0, SD=6.6) than Democratic Behavior (M=31.5, SD=3.12) consecutively which is higher than Social Support Behavior (M=27.3, SD=3.0) and Positive Feedback Behavior (M=18.2, SD=2.6) and perceived or exhibited the least score on Autocratic Leadership Behavior (M=16.43, SD=3.11).

**Table 1: Coaches Leadership Style Behavior**

Measures	TI	Au	Dem	SS	PF
Mean	47.0	16.4	31.5	27.3	18.2
St. deviation	6.6	3.11	3.12	3.0	2.6

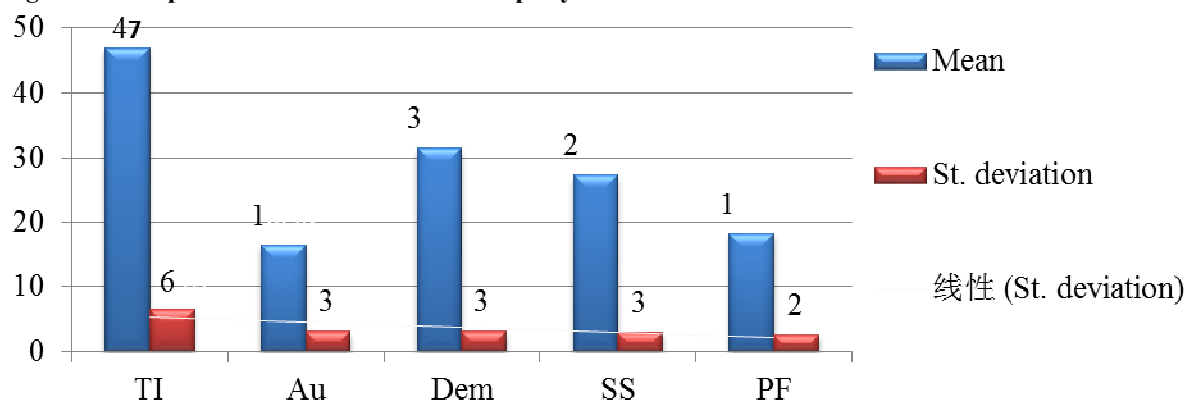
Total number of Coaches (N= 21)

*Source: Own Computation Result (2015)*

*Note: TI=Training and Instruction Behaviors, Au=Autocratic Behaviors, Dem=Democratic Behaviors, SS=Social Support Behaviors and PF=Positive Feedback Behaviors.*

Subsequently, an attempt was made to compare the five subscales of Coaches Leadership Style Behavior using graphs. Accordingly, figure 8 below clearly demonstrates the comparisons of the five subscales of the LSS.

**Figure 2: Comparisons of Coaches Leadership Style Behaviors**



*Source: Own Sketch (2015)*

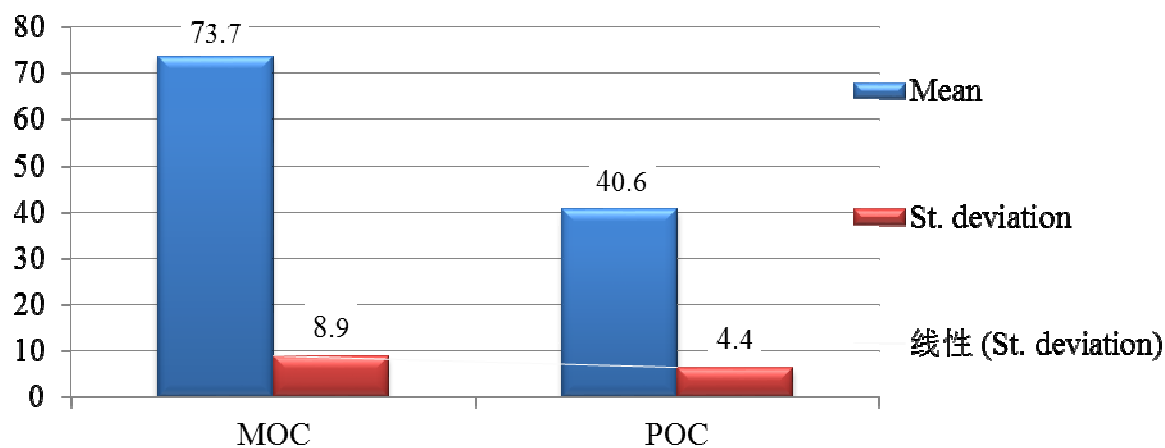
**Table 3: Perceived Motivational Climate of Players**

	Mastery Oriented Climate	Performance Orientated Climate	(N=163)
N			163
Mean	73.7	40.6	
Std. Deviation	8.9	6.4	

**Source:** *Own Computation Result (2015)*

Table 3 revealed the Motivational Climate or Orientations of Players. From this, currently, Football Club Players in South East Ethiopian National League Competition Zone perceived higher on Mastery Oriented Motivational Climate (M=73.7, SD=8.9) than Performance Oriented Motivational Climate (M=40.6, SD=6.4). This evidently, shows that Players Motivational climate on the Competition Zone were highly Mastery (task or skill) oriented than Performance (ego) Oriented.

**Figure 4: Comparisons of Coaches Leadership Style Behavior**



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**Source:** *Own Sketch (2015)*

**Note:** MOC=Mastery Oriented Motivational Climate and POC=Performance Oriented Motivational Climate.

### 3. Conclusion

The main purpose of this study was examining the relationship between Coaches Leadership Style and Perceived Motivational Climate of players in South East Ethiopian National League Football Clubs. Data were collected through standardized instruments such as LSS developed by Chelladurai (1980) and the PMCSQ-2 developed by Newton, Duda & Yin (2000).

In general, the results indicated that the Leadership Behavior of Coaches had a statistical significant relationship with the Motivational Climate. In this regard, Younis M., Shirin Z., & Rasool N. S. H., (2012), Roberts (1996), Baric (2007), Papaioannou (2008), Trninic, *etal.*, (2009), and McDonald (2010) that there is positive and significant relationship between leadership behaviors and motivational climate as well as Coaches exhibited higher training and instruction and democratic behaviour.

Specifically, the results indicated that Training and Instruction Behaviour of Coaches had a statistically significant positive relationship with the Mastery or Skill Climate of players and a statistically significant negative relationship with Performance or Ego Climate. On the other hand, Democratic and Social Support had a statistically significant negative relationship with the Performance Climate, whereas, only the Autocratic Behaviour of Coaches had a statistically significant positive relationship with the Performance Climate. Therefore, training and instruction behavior was found the predictor of the Mastery Motivational Climate and the autocratic behavior was found the predictor of Performance Climate in the Competition Zone. Thus increasing the autocratic behavior increases performance climate and increasing Training & Instruction, Democratic and Social support behavior increases skill climate. From this, Coaches can have important leadership behaviors and influence the Motivational Climate. In sum, it can be said the coaches have a major impact in shaping the Motivational Climate.

### 4. Recommendation

The Coach as a leader, have the ability to shape the experience of the athletes on your team. Creating a mastery-oriented environment has been shown through numerous studies involving a wide range of ages and skill levels

to lead to enjoyment, good sportsmanship, positive attitudes towards teammates and coaches, high perceptions of ability, and intrinsic motivation, whereas the same cannot be said for a competitive environment.

Therefore, coaches should promote leadership behavior which encourages and mastery motivation or which had a positive significant relationship with mastery such as training and instruction, Democratic, social support and positive feedback leadership style and should consider the factors behind the motivational climate with respect to players or individual differences. As well as should adopt the TARGET principles and apply it on his team.

Finally, the present study tried to examine the relationship between Coaches Leadership Style and Perceived Motivational Climate of Players in South East Ethiopian National League Football Clubs and come-up with interesting findings but still there is a limited literature on the issues under investigation. Therefore, in the future, investigations should be done on the relationship between Leadership behaviour and the factor variables such as age, experience and educational level of both Coaches and Players.

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