The Effect of Coach Leadership Style on Athlete's Performance of Athletics Club of Addis Ababa

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Abstract

The purpose of this study is to explore the effect of coaches-leadership styles on athletes' performance. A sample of athlete participants (n=55) from Defense athletics clubs of Addis Ababa was used using the convenience sampling technique. The study used a mixed-methods study design, integrating quantitative and qualitative approaches, a five-point Likert scale; an RLSS questionnaire was used to determine the impact of coach-leadership style on athletes' performance. SPSS software version 24 was used in analyzing the athlete's responses to questionnaires. Demographic analysis, descriptive analysis, and regression analysis were presented. Descriptive statistics show that the most significant value associated with athletes' performance is the democratic leadership style followed by the social consideration leadership style and positive feedback leadership style. Democratic leadership style has the highest mean value corresponding to 3.05 and standard deviation value of 0.37, social consideration leadership style scores the second highest mean value corresponding to 3.03 and standard deviation value of 0.47, and positive feedback mean value 3.02 and standard deviation of 0.39, and social support mean value 3.01 and standard deviation 0.47and training and instruction mean value 3.00 and standard deviation 0.48 and autocratic leadership style has the lowest mean value corresponding to 2.93 and standard deviation value of 0.54 indicating that autocratic leadership style is poorly correlated with athletes performance. Regression coefficient analysis shows that there is a significant and positive impact of training and instruction leadership styles on athletes' performance. The social support style beta coefficient value is 0.23 with a significant value of 0.958 which is higher than 0.05, hence social support style was found to have not a statistically significant impact on athlete's performance. Recommendation shows the use of more demographic factors to determine their influence on athletes' performances.

1. Introduction

Participating in a sport is something many individuals will choose to do at some point in their life. While participating in this sport, one relationship that will have a direct effect on an athlete's success will be the relationship between the athletes and their coach. Coaching sports has become an increasingly difficult task. Being able to manage athletes and using the right leadership style is crucial to any team's success. It is important to understand the impact a coach can have on their team. (Kim, Cruz, & Coaching, 2016) noted that coaches play a vital role in sports teams because they can create an ideal condition for athletes to achieve their fullest potential. However, every athlete is different understanding how to relate to them is just as important as winning or losing any game.

The quality of the coach-athlete relationship is important to the athlete's development and overall performance in sports. (Prophet, Singer, Martin, & Coulter, 2017) more specifically how a coach decides to lead their athletes can affect multiple areas that determine how successful an athlete can be. Obtaining sports success depends on many factors: one of them is the coach's leadership style (Heil, 2018). Further, coaches have a great influence on their team, and the coach's leadership styles and behaviors have a great effect on the performance of their athletes (Nezhad & Keshtan, 2010). Overall, coaches need to be aware of not only which leadership styles they use on daily basis leadership styles their athletes prefer.

2. Purpose of the Study

The primary purpose of this study was to examine different types of coaches of leadership styles to determine how these different types of leadership styles may affect athletes' performance. In addition, this study was designed to assess which leadership style of coaches is preferred by athletes and to empower coaches with a better awareness of the effect of their leadership styles.

3. Research Questions

This paper sought to answer the following research questions.

1. Which leadership style has an impact on athletic performance?
2. Which leadership style of coaches is preferred by athletes?
3. How it is possible to empower coaches with a better awareness of the effect of their leadership styles?

4. Significance of the study

This study was designed to address a gap within past research analyzing the relationship between coach leadership styles and performance and was meant to add knowledge to the existing research on coach leadership development in the area of sport. Results revealing a significant relationship between the two variables would provide an area of focus for research within poor-performing teams.

5. Delimitations of the Study

The study is delimited in the Defense athletics club of Addis Ababa. Generalization of this finding was delimited to these participants or

those who could be shown to be similar in composition extensive extrapolation beyond this would not be directly supported by this study.

6. Limitations of this Study

The results could not be generalized to all; however, it is appropriate and relevant to the Defense athletics club of Addis Ababa respondents employed in this research. The individual profile questionnaire for this study was aimed at assessing the athlete the experience with the subjects.

7. Material and Methods

7.1 Research design

This study utilized a mixed-methods design to answer the three research questions. The pre-defined group consisted of the athletes at the participating clubs. The dependent variables of the study were the individual athlete preference scores for the six dimensions of coaching leadership style and performance of athletes. The independent variable was gender, age, playing experience, and type of sports. The data were collected by using a non-probability convenience sampling procedure.

7.2 Participants

A total of 55 athletes (male, n = 26; female, n = 29), ages ranging from 15 to above 30 years of age, playing experience 3 up to 11 years, types of sport (sprinting n = 29.1%; long jump n = 40%; javelin n= 17%) participated in this study. Athletes from the defense athletics club were recruited for this study.

7.3 Instrument & Procedure

The revised leadership Scale for Sports (RLSS) was utilized to assess preferred and perceived leadership styles. However, in the current study, only the athletes' preference version for the study will be employed since all research questions pertained to athletes' preferences. The RLSS is a 60 -item questionnaire that contains the following subscales: Training and Instruction, Democratic Behavior, Autocratic Behavior, Social Support, Positive Feedback, and Situation Consideration. An additional section requiring demographic information from participants was added to the questionnaire. Ethical clearance was given by the institution concerned to conduct the study among athletes and the athletes were under no obligation to participate in the study. It was also conveyed to them that the confidentiality of athletes will be protected. (Zhang, Jensen, & Mann, 1997)

Performance outcomes for this study were obtained from data available from the club. The authors categorized the specific performance scale for each athlete on a 5-point scale ranging from 1 (1st round), 2 (2nd round), 3 (Quarterfinal), 4 (Semi-finals) to 5 (Final) in terms of results of performance in the Games.

7.4 Data Analysis

The data was analyzed using Statistical Package for Social Science (SPSS 24) Reliability tests were conducted to measure the internal reliability of the scales of the questionnaire. Demographic data and

descriptive statistics were conducted to identify the effect of coaches on athletes' performance regarding the leadership style of their coaches. Regression was conducted to determine the effect of coaches on athletes' performance regarding the leadership styles of coaches.

7.4.1 Descriptive analysis

Coach leadership style preferred by athletes

Table 1, indicates that the athletes preferred democratic coaching behavior with the highest mean score (M = 3.05, SD = 0.37) and followed by social consideration coaching behavior   (M = 3.03, SD = 0.47), positive feedback coaching behavior (M = 3.02, SD = 0.39), social support coaching behavior (M = 3.01, SD = 0.47), training and instruction coaching behavior (M = 3.00, SD =0.48) and autocratic coaching behavior (M = 2.93, SD = 0.54).

Table 1, Coach Leadership style preferred by athletes

Leadership style	Mean	Std. Dev.
Democratic	3.05	.37
Social consideration	3.03	.47
Positive feedback	3.02	.39
Social support	3.01	.47
Training & instruction	3.00	.48
Autocratic	2.93	.54

Table 2, indicates the winning percentage of athletes (M =37.17, SD =28.81).

Table 2, Athlete winning percentage per year

Facet	Mean	Std. Dev.
Athlete performance	37.17	28.81

7.4.2 Regression analysis

Table 3, shows that R =.796 shows a 79.6% variation in leadership style and athletes' performance. R square is the coefficient of determination which shows that 63.3% total variation with its linear relationship between coach leadership style and athletes' performance.

Durbin Watson test is used to test the nature of correlation whether it is a positive autocorrelation, negative autocorrelation, and zero autocorrelation.

Since the Values of d are less than 2 it means there is a positive autocorrelation.

Model Summary

Model	R	R Square	Adjusted R Square	Std. error in the Estimate	Durbin-Watson
1	.796a	0.633	0.627	28.6419	0.62

a) Predictors: TI

b) For regression through the origin (the no-intercept model), R Square measures the proportion of the variability in the dependent variable about the origin explained by the regression. This CAN NOT be compared to R Square for models which include an intercept.

c) Dependent Variable: winning percentage per year

d) Linear Regression through the Origin

Table 4, of ANOVA, shows the significance level since the value of P is less than .05 so it is accepted that leadership style strongly impacts an athlete's performance.

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	76563.9	1	76563.9	93.33	.000c
	Residual	44299.5	54	820.36		
	Total	120863.368d	55			

a) Dependent Variable: winning percentage per year

b) Linear Regression through the Origin

c) Predictors: TI

d) This total sum of squares is not corrected for the constant because the constant is zero for regression through the origin.

Table 5, indicates that the Coefficient result indicates that training and instruction leadership style with a beta of (0.796) are statistically significant and strong predictors of athletes' performance in the Defense athletics club of Addis Ababa.

Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	TI	12.257	1.269	.0.796	9.661	0.000

a) Dependent Variable: Winning percentage per year

b) Linear Regression through the Origin

Empowering coach leadership

Coaching leadership, for instance, permits greater participation, responsibility, and motivation(Rapp-Ricciardi, Garcia, Archer, & Practice, 2018). It is characterized by practical tools and a conceptualization which fac that facilitates employee autonomy development less, employee 'self-leadership' (internalized leadership) is not meant to replace the 'existing leadership structures', whether more or less traditional (Rapp-Ricciardi et al., 2018). The concept of self-leadership differs from the traditional type of leadership as it comprises control and direction. It perceives the formal leader's role of empowering through coaching and the encouragement and promulgation of leadership internalization and distribution of power.

8. Discussion

These findings are discussed according to the following headings: coach's leadership style, athlete performances, and correlation between coach leadership style and athlete performances in the Defense athletics club of Addis Ababa.

This study found that the Defense athletics club of Addis Ababa was influenced by the training and instruction coaching style.

According to the findings obtained from the responses of the athletes of the Defense athletics club of Addis Ababa, the athletes preferred their coach to use the following:

- Make complex things easier to understand and learn
- Pay special attention to correcting athletes' mistakes
- Explain to each athlete the techniques and tactics of the sport
- Use a variety of drills for a practice
- Stress the mastery of greater skills
- Use objective (rather than subjective) measurements for evaluation
- Conduct proper progressions in teaching fundamentals
- Supervise athletes' drills closely
- Clarify training priorities and work on them
- Possess good knowledge of the sport
- Provide feedback after a substitution
- Provide instructions that are brief, clear, and concise

Athletes with higher intrinsic motivation perceived their coaches to exhibit leadership styles that emphasized training and instruction coaching behavior. (Amorose & Horn, 2001) The study showed that female student-athletes for four NCAA Division I and six NCAA expressed their preferences using RLSS and had significantly greater preferences for training and instruction and situational consideration.(Nazarudin, Fauzee, Jamalis, Geok, & Din, 2009) found that the Australian football players, netball players, and basketball players preferred more positive feedback, followed by training and instruction, democratic coaching behavior, and preferred social support and autocratic coaching behavior

which is not the same as in this study. However,(Pilus & Saadan, 2009) found that there is a correlation between motivational factors among university athletes and the social support leadership style of coaches. The study showed that there are no differences in the motivational factors and number of years of participation in sports involvement.

This study has indicated that integration was the most important factor in influencing athlete performances in the Defense athletics clubs of Addis Ababa. This shows that the athlete in the athletics club was satisfied with their team members;

- My teammate's sense of fair play
- My teammate's sportsmanlike behavior
- How the team works (worked) to be the best

- The degree to which teammates share (shared) the same goals

This study has shown the athletes have been influenced by training and instruction leadership styles in the Defense athletics clubs of Addis Ababa. Based on the results obtained there was a positive correlation between coaching leadership styles and athlete performances in the Defense athletics clubs of Addis Ababa. However,(Pilus & Saadan, 2009) indicated that the athletes in sports teams were satisfied with their teammate's sense of fair play, sportsmanlike behavior, and teamwork and shared the same goals.

Training and instruction is this coaching style that is intended to improve athletes' performance, specifically mentioning such courses of action as teaching skills and coordinating activities. Whereas it was predicted that training and instruction would be predicted by the efficacies of teaching technique and strategy, it was found that these leadership behaviors are positively related to teaching technique and motivation confidence. (Chelladurai & Saleh, 1980)

The results from this study provide a clearer picture of the coach-athlete relationship as it pertains to the use of styles that foster and develop support for athletes.

Coach leadership is a process by which one individual can guide a group of other individuals towards a collective goal, action, or accomplishment. Being so, the coaches have to plan and share the team setup, goal, and all aspects related to athlete performance. (Pilus & Saadan, 2009)

9. Conclusion and Recommendations

Coaches wish to motivate the athlete to work with and to provide performance. (Nazarudin et al., 2009) Communication from the coach to the athlete will initiate appropriate actions. This, however, requires the athlete not only to receive the information from the coach but also to understand and accept I t. (Samson, Bakinde, & Sciences, 2021), indicated that the motivational factors and social support leadership style of coaches influence the motivation of athletes' involvement in sports. (Martin, 2001) states that being a successful coach is an enormous challenge. Successful coaching is much more than just winning. Successful coaches help athletes master new skills, enjoy competing with others, and feel good. Successful coaches are not only well versed in their sport's skills but also teach and model the skills needed for successful living in a society. The research was conducted only in the Defense athletics club. It would be more useful if the research on the coach leadership style of the coaches and athlete performance:

1. Encompasses coaches in both individual and team sports throughout athletics clubs in Ethiopia.
2. Looks into other factors like coaches' leadership style and athlete performance with satisfaction and soft skills.

Future research could be carried out using the same research instrument as in this study, therefore providing more comparable studies in the field of sports management in Ethiopia.
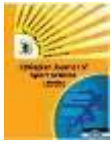
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