

ATHLETES' MOTIVATION AND COACHES' ACTUAL LEADERSHIP STYLE IN TEAM SPORTS, ADAMAWA STATE SPORTS COUNCIL, NIGERIA

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Abstract

The study assessed the relationship between athletes' motivation and coaches actual leadership style in selected team sports in Adamawa State Sports Council, Nigeria. Correlational design was used for the study. The population for the study comprised all the male and female programme athletes in team sports of basketball, football, handball and volleyball in Adamawa State Sports Council, Nigeria. One hundred and eight copies of questionnaires were administered but only one hundred and four copies of questionnaires were well completed making 96.3% return rate. Purposive sampling technique was used to select one hundred and eight athletes that make the first and second teams of each of the four sports of basketball, football, handball and volleyball in Adamawa State Sports Council, Nigeria. Two instruments were adopted, modified and used for the study. The first was the Leadership Scale for Sports (LSS) used to determine coaches' leadership styles. The second was the Sports Motivation Scale (SMS) utilized to measure athletes' motivation in team sports. Descriptive statistics (mean, standard deviation, frequency, percentage) was used to analyze the demographic information of the respondents and research questions while inferential statistics (Pearson Product Moment Correlation Coefficient) was utilized to test the research hypotheses at 0.05 level of significance. The result of the study revealed that coaches' required leadership style is significant to athletes' motivation in team sports of basketball, football, handball and volleyball in Adamawa State Sports Council, Nigeria. Therefore, it was recommended that coaches should employ the appropriate leadership style among athletes and teams respectively.

Key Words: Athletes' Motivation; Coaches' Actual Leadership Style and Team Sports

Introduction

The coaches' actual leadership style and athletes' motivation is a behaviour that is influenced by the required and preferred leadership style as well the

characteristics of the coach. The actual leadership style is also influenced by the ability, educational level, experience, personality and gender of the coach, which include what is done or can be done to influence athletes. Team goals and expectations as well team members can influence actual coaching behaviour of the coach (Chelladurai 1990). Sullivan and Kent (2003) examined the relationship between the efficacy of inter-college coaches and their leadership styles. An international sample of 224 coaches (165 male, 58 female) completed Filtz et al's Coaching Efficacy Scale (CES) and the LSS. Motivation and technique efficacy served as significant predictors for both models. Results concluded that as coaches were more confident in their roles as motivators and teachers, they were closer to their image of the ideal leader with respect to using positive feedback and appreciate training and instruction, and engaged in these behaviours to a greater extent (Sullivan & Kent, 2003).

The coaches preferred leadership style and athletes' motivation according to Challedurai (1990) is a leadership behaviour that is affected by the characteristics of athletes as each athlete in a team has a different expectation and distinctive preference for coaching and guidance. This coaching leadership style is also affected by situational and athletes' factors such as team structure that requires the coach to act in certain ways, the norms of the team, goals, task and environment of the teams. This coaches' preferred leadership style is influenced by the athletes' characteristics to a desired norm demonstrated by the coach behaviour which the athletes perceived to enhance motivation and performance of a team, in other words is a type of style that athletes would like from their coaches.

Research Questions

The following research questions were answered:

1. what is the coaches actual leadership style in team sports of basketball, football, handball, volleyball, in Adamawa State Sports Council, Nigeria?
2. what is the athletes motivation in team sports of basketball, football, handball, volleyball in Adamawa State Sports Council, Nigeria?

Hypothesis

There is no significant relationship between coaches' actual leadership style and athletes' motivation in team sports of basketball, football, handball, volleyball in Adamawa Sports Council, Nigeria.

Methodology

The research design adopted for this study was the correlational design. Correlational design describes the relationship between two or more continuous variables in terms of strength of the relationship and direction (Pallant, 2011). Ramalingam (2005), stated that it is the degree to which two or more variables are

related to each other. Boundless Correlational Research (2016) asserted that a correlation design shows relationship between two variables, they can only show how two variables are related; they cannot determine causation (which variable causes a change in the other). Correlational studies only describe or predict behaviour, but not to explain it. The design was deemed appropriate for this study because it determined the relationship between coaches' leadership styles and athletes' motivation in team sports in Adamawa State Sports Council, Nigeria.

The population for this study comprised all the programme athletes in four team sports in Adamawa State Sports Council, Nigeria. The total population of 174 was from three teams each of four (4) team sports of basketball, football, handball, and volleyball. A sample of 104 athletes which comprised male and female athletes from the four team sports was selected using purposive sampling technique basketball 10 male and 10 female, football 16 male and 18 female, handball 14 male and 13 female, volleyball 11 male and 12 female. Purposive sampling technique is a form of non-probability sampling in which decisions concerning the participants to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue or capacity and willingness to participate in the research. Based on that, all athletes that consistently form the first and second or reserve teams of male and female basketball team, football team, handball team and volleyball team in Adamawa State Sports Council, Nigeria, formed the sample.

The instruments used for data collection were the Leadership Scale for Sports (LSS) which was adopted from Chelladurai and Saleh, (1980) and the Sports Motivation Scale (SMS- 28) adopted from Pelletier, Fortier, Vallerand, Tuson, Briere and Blais, (1995). The SMS is a 28 items instrument of 7-points and five response mode Likert type scale of 1= "Does not Correspond", 2&3 = "Correspond a little", 4 = "Correspond Moderately", 5&6 = "Correspond a lot and 7= "Correspond Exactly". The items were reduced to 15 and modified to 3-points Likert type scale of "Agree" = 3, "Disagree" = 2 and "Undecided" =1. The LSS is a 40 items instrument of 5-points Likert scale type of Always; Often; Occasionally; Seldom; and Never. The LSS instrument was however modified to a 15 item questionnaire with 3-points Likert type response mode options of: Always; Sometimes; and Not at all. Some question items in the questionnaire that will not elicit the right response from the respondents were replaced with appropriate ones; the Likert scale type which was 5-point options was reduced to 3-point response mode. LSS response mode options of; Always=3, Sometimes=2, Not at All=1 were used. The reason for the modification was to suit the purpose of the study and also make the completion of the questionnaire easier for the respondents. The 15 item questionnaire on LSS was used to measure coaches' leadership styles on sections B-D, on five (5) dimensions of the leadership preferences as: Training and Instruction (TI), Autocratic Behaviour (AB), Democratic Behaviour (DB), Positive

Feedback (PF), Social Support (SS). The other 15 item questionnaire on SMS was used for responses of athletes on motivation.

The questionnaire consisted of five (5) sections A, B, C, D and E, Section A sought information on the demographic data of respondents; section B consisted of items on coaches' required leadership style and athletes' motivation; section C contained items on coaches' actual leadership style and athletes' motivation; section D consisted of items on coaches' leadership preferred style and athletes' motivation, while section E contained sports motivation scale questionnaire. The instrument was validated by the researcher's supervisors and experts in the Department of Physical and Health Education, Faculty of Education, University of Maiduguri. However, to determine the reliability of the instrument for this study; it was pilot tested on team sports in Taraba State Sports Council, Jalingo. The split half reliability technique was used to obtain the reliability index .87 for LSS and .85 for SMS respectively at Cronbach's (alpha) which was high enough to be utilized for the study.

An introductory letter obtained from the Head of Department of Physical and Health Education University of Maiduguri seeking permission to conduct the study was given to the Executive Director of Sports Adamawa State Sports Council, Yola, Adamawa State. After obtaining due permission to conduct the study, the researcher visited the selected teams on their training grounds to brief the coaches and players and to explain the purpose and procedure of the study. The researcher with the help of their coaches explained to the athletes what is required of them on their perceptions of their coaches' leadership style. The questionnaire administered to each athlete of the team sports. The researcher provided pencil for each athlete's to use as they respond to the questionnaire to avoid time wasting and sharing of ideas in their responses. The completed questionnaires were retrieved immediately.

Data collected for this study were analyzed using descriptive statistics of frequency counts, percentages, mean and standard deviation for demographic information of the subjects, while inferential statistics of Pearson Product-Moment Correlation coefficient (r) was used to test hypotheses.

Table 1 Demographic Information of the Respondents **n**
= 104

Variables	Responses	Respondents	Percentage (%)
Age			
years	18-22	28	26.9
	23-27	40	38.5
	28-32	21	20.2
	33-37	10	9.6
	38 years	5	4.8
Sports			
Basketball		20	19.2
	Football	34	32.7
	Handball	27	25.9
Volleyball		23	19.2
Gender			
	Male	51	49.1
	Female	53	50.9

Table 1 shows the demographic information of the respondents. 28(26.9%) of the respondents were between the ages of 18-22 years, 40(38.5%) were between the ages of 23-27 years, 21(20.2%) were between the ages of 28-32 years, 10(9.6%) were between the ages of 33-37 years, 5(4.8%) were 38 years greater or less, 20(19.2%) were basketballers, 34(32.7%) were footballers, 27(25.9%) were handballers, 23(19.2%) were volleyballers of which 51(49.1%) and 53(50.9%) were male and female making a total of 104(100.0%) respondents.

Table 2 Responses of Athletes on Motivation in team sports of basketball, football, handball and volleyball in Adamawa State Sports Council, Nigeria

	Characteristics of Athletes	A	DA	UD
	Motivation			
1	For the pleasure I feel in living exciting experiences.	68(65.4%)	30(28.8%)	6(5.8%)
2	For the pleasure it gives me to know more about the sport that I practise.	52(50.0%)	6(34.6%)	13(12.5%)
3	For the pleasure of discovering new training techniques.	39(37.5%)	54(51.9%)	11(10.6%)
4	Because it allowed me to be well regarded by people that I know.	35(33.7%)	58(55.8%)	11(10.6%)
5	Because I feel a lot of personal satisfaction mastering certain difficult training techniques.	47(43.5%)	50(48.1%)	7(6.7%)
6	Because it is absolutely necessary to do the sports if one want to be in shape.	57(54.8%)	32(30.8%)	15(14.4%)
7	For the prestige of being an athlete.	29(27.9%)	63(60.6%)	12(11.5%)
8	For the pleasure I feel while improving some of my week points.	56(53.8%)	31(29.8%)	17(16.3%)
9	For excitement I feel when I am really involved in the activity.	63(60.6%)	27(25.2%)	14(13.5%)
10	Because I must do sport to feel good myself.	71(68.3%)	3(22.1%)	10(9.6%)
11	For the satisfaction I experience while I am perfecting abilities	46(44.2%)	46(44.2%)	12(11.5%)
12	For the pleasure of discovering new performance strategies.	36(34.6%)	52(50.0%)	16(15.4%)
13	For the pleasure that I feel while executing certain difficult movements.	33(31.7%)	61(58.7%)	10(9.6%)
14	To show others how good I am at my sport.	54(51.9%)	37(35.6%)	13(12.5%)
15	For the pleasure that I feel while learning training techniques that I have never tried before.	66(63.5%)	30(28.8%)	8(7.7%)

Table 3 shows athletes' motivation in team sports of basketball, football, handball and volleyball in Adamawa State Sports Council, Nigeria. Item 1 above shows that, 68(65.4%) and 36(34.6%) of the respondents agreed and disagreed respectively with the statement, while 6(5.8%) were undecided respectively with the statement. It can be inferred that athletes were motivated by the exciting experiences they derived from the game. From statement 20 above, 52(50.0%) agreed, 36(34.6%) disagreed, while 13(12.5%) were undecided. It can be deduced that athletes were motivated by the pleasure they derived from the sport they practise. Item 3 above shows that 39(37.5%) and 54(51.9%) of the respondents agreed and disagreed respectively with the statement and 11(10.6%) were undecided with the statement. It can be inferred that athletes were motivated by the pleasure they derived from discovering new training techniques. Furthermore, from statement 4 above, 35(33.7%) agreed and 58(55.8%) disagreed while 11(10.6%) were undecided with the research statement respectively. It can be inferred that athletes were motivated because it allowed them to be well regarded by people that they know. Item 5 above shows that 47(43.5%) and 50 (48.1%) of the respondents agreed and disagreed respectively with the statement and 7(6.7%) were undecided with the statement. It can be inferred that athletes were motivated because they feel a lot of personal satisfaction mastering certain difficult training techniques.

Furthermore, item 6 above shows that, 57(54.8%) and 32(30.8%) of the respondents agreed and disagreed respectively with the statement, while 15(14.4%) were undecided respectively with the statement. It can be concluded that athletes were motivated because it is absolutely necessary to do the sports if they want to be in shape. Furthermore, from statement 7 above, 35(33.7%) agreed and 63(60.6%) disagreed while 12(11.5%) were undecided with the research statement respectively. It can be inferred that athletes were motivated for the prestige of being athletes. Item 8 above shows that, 56(53.8%) and 31(29.8%) of the respondents agreed and disagreed respectively with the statement, while 17(16.3%) were undecided respectively with the statement. It can be inferred that athletes were motivated for the pleasure they feel while improving some of their weak points. Item 9 shows that, 63(60.6%) and 27(25.2%) of the respondents agreed and disagreed respectively with the statement, while 14(13.5%) were undecided respectively with the statement. It can be inferred that athletes were motivated for excitement they feel when they are really involved in the activity. Item 10 shows that, 71(68.3%) and 23(22.1%) of the respondents agreed and disagreed respectively with the statement, while 10(9.6%) were undecided respectively with the statement. It can be inferred that athletes were motivated because they must do sport to feel good themselves. Similarly, Item 11 shows that, 46(44.2%) and 46(44.2%) of the respondents agreed and disagreed respectively with the statement, while 12(11.5%) were undecided respectively with the statement. It can

be inferred that athletes were motivated for the satisfaction they experience while they are perfecting abilities. Furthermore, from statement 12 above, 36(34.6%) agreed and 52(50.0%) disagreed while 16(15.4%) were undecided with the research statement respectively. It can also be inferred that athletes were motivated because for the pleasure of discovering new performance strategies.

Similarly, statement 13 shows, 33(37.1%) agreed and 61(58.7%) disagreed while 10(9.6%) were undecided with the research statement respectively. It can be inferred that athletes were motivated because for the pleasure that they feel while executing certain difficult movements. Item 14 shows that, 54(51.9%) and 37(35.6%) of the respondents agreed and disagreed respectively with the statement, while 13(12.5%) were undecided respectively with the statement. It can be inferred that athletes were motivated because they want to show others how good they are good at sport. Item 15 shows that, 66(63.5%) and 30(28.8%) of the respondents agreed and disagreed respectively with the statement, while 8(7.7%) were undecided respectively with the statement. It can be inferred that athletes were motivated for the pleasure that they feel while learning training techniques that they have never tried before.

Table 3 Responses of Athletes on Coaches' Actual Leadership Style in team sports of basketball, football, handball and volleyball in Adamawa State Sports Council, Nigeria

Characteristics of coach behaviour	Always	Sometimes	Not at All	Total
The coach pays special attention to correcting athlete's mistakes	57(54.8%)	32(30.8%)	15(14.4%)	104(100.0%)
The coach refuses to compromise a point	29(27.9%)	63(60.6%)	12(11.5%)	104(100.0%)
The coach let his athletes share in decision making	56(53.8%)	31(29.8%)	17(16.3%)	104(100.0%)
The coach expresses affection he feels for his athletes	63(60.6%)	27(25.2%)	14(13.5%)	104(100.0%)

The coach expresses appreciation when an athlete perform well	71(68.3%)	23(22.1%)	10(9.6%)	104(100.0%)
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Table 3 shows the responses on coaches' actual leadership style and athletes' motivation in team sports of basketball, football, handball, volleyball, in Adamawa State Sports Council, Nigeria. The coach pays special attention to correcting athletes mistakes, a characteristic of training and instruction, 57(54.8%), athletes responded 'always' 32(30.8%) athletes responded 'sometimes' and 15(14.4%) athletes responded 'not at all' respectively. It can be said that the coach always pays special attention to correcting athlete's mistakes in the study area. The coach refused to compromise a point, a characteristic of autocratic behaviour, 29(27.9%) athletes responded 'always' 63(60.6%) athletes responded 'sometimes' and 12(11.5%) athletes responded 'not at all' respectively. It can be said that the coach always refuses to compromise a point in the study area. The coach lets his athletes share in decision making, a characteristic of democratic behaviour, 56(53.8%) athletes responded 'always', 31(29.8%) at Based on the response it can be said that ahletes responded 'sometimes', 17(16.3%) athletes responded 'not at all' respectively. the coach sometimes let his athletes share in decision making in the study area. The coach expresses affection he feels for his athletes, with a characteristic of social behaviour, 63(60.6%) athletes responded 'always', 27(25.2%) athletes responded 'sometimes', and 14(13.5%) athletes responded 'not at all' respectively. It can also be said that the coach sometimes expresses affection he feels for his athletes in the study area. The coach expresses appreciation when an athlete performs well, a characteristic of positive feedback, 71(68.3%) athletes responded 'always', 23(22.1%) athletes responded 'sometimes' and 10(9.6%) athletes responded 'not at all' respectively. Based on responses of the athletes, it can also be said that the coach sometimes expresses appreciation when an athlete performs well in the study area.

Hypotheses Testing

Table 4 Summary of Pearson Product Moment Correlation Coefficient on Coaches' Actual Leadership Style and Athletes' Motivation in team sports (Basketball, Football, Handball and Volleyball) in Adamawa Sports Council

Variables	N	\bar{x}	SD	DF	r	P-Value
Coaches' Actual Leadership Style	104	12.3846	1.43775	103	0.573**	0.001
Athletes' Motivation in team sports		12.9712	1.95735			

Table 4 shows a summary of Pearson Product Moment Correlation Coefficient on Coaches' Actual Leadership Style and Athletes' Motivation in team sports of basketball, football, handball and volleyball in Adamawa Sports Council, Nigeria. The table shows; $r=0.573$, ($P<0.05$). The result shows a statistically significant relationship between Coaches' Actual Leadership Style and Athletes' Motivation. Therefore the null hypothesis which stated that there is no significant relationship between coaches' actual leadership style and athletes' motivation in team sports of basketball, football, handball and volleyball in Adamawa Sports Council, Nigeria was rejected at 0.05 level of significance. This means that athletes in team sports of basketball, football, handball and volleyball in Adamawa Sports Council, Nigeria are motivated by the coaches' actual leadership style.

Discussion

The findings of the study revealed that the coach paying special attention to correcting athlete's mistakes and the coach refusing to compromise a point, are characteristics of the relationship between coaches' actual leadership style and athletes' motivation in team sports of basketball, football, handball and volleyball, in Adamawa State Sports Council, Nigeria. The findings revealed that a majority of the coaches have higher degree more of training and instruction and autocratic behaviour in coaches' actual leadership style. Supporting this finding is a study conducted by Jambor and Zhang (1997), to determine the possible differences in behaviours between male and female coaches, and among different coaching styles. Participants included 162 coaches (male = 118, female = 44) at the junior high school ($n = 25$), high school ($n = 99$) and college level ($n = 35$). The researchers found no significant difference between male and female coaches. Male and female coaches differed on only one behaviour; social support. Female scored significantly higher in social support than male, indicating a greater tendency for helping athletes' with personal problems and making sport part of enjoyment of an athletes' life. They also found significant differences between the three coaching levels.

Within the area of democratic and autocratic behaviour, high school coaches reported this behaviour to a significant high degree than the college coaches. College and high school coaches viewed social support leadership at a significant greater degree than junior high school coaches.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Coaches should employ the appropriate leadership style among athletes and teams respectively.

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