



**COACHES' REQUIRED LEADERSHIP STYLES
AND ATHLETES' MOTIVATION IN TEAM SPORTS,
ADAMAWA STATE SPORTS COUNCIL, NIGERIA**

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Abstract:

The study was assessed relationship between coaches' required leadership style and athletes' motivation 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 Sport 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, the following recommended that coaches should be mindful of situational consideration and type of leadership style they employ or use to coach their teams.

Keywords: coaches' required leadership styles; athletes' motivation; team sports

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1. Introduction

Coaches' leadership style is a behaviour the coach demonstrates to his athletes that influences performance. In other words, it is a behavioural process that is used to increase athletes' performance. The direct result of such definition is that coach behaviours proceed over the last two decades as the most popular construct of interest when examining the influence of the coach on the athletes (Chelladurai & Riemer, 1998). Coaches have either peculiar leadership styles or one similar with the conventional leadership. In recent studies conducted in sports administration, coaches' leadership is seen beyond the conventional leadership styles and looked at coach leadership as behavioural processes. The coach leadership style affects sports performance in diverse ways. For example, the coaches as leaders provide motivation, satisfaction, self-esteem, self-confidence.

Explaining the dynamics of leadership, some researchers have tried to translate some leadership concepts to sports (Smith & Smoll, 1989; Chelladurai, 1989), devised the Cognitive Behavioural Model of Leadership (CBML), which identify different variables, situational factors and cognitive process assumed to mediate interactions between athletes and coaches. Smith and colleagues' approach have focused more on training and behavioural change for coaches in youth sport and has relevance to leadership behaviours used when coaching adult athletes. Chelladurai (1990) maintained that a positive outcome occurs if the three aspects of leadership behaviours match the preference of group members' they will be motivated, achieve their best performance and feel satisfied. General support for Chelladurai's multidimensional model has been forthcoming on several fronts. The notion that congruence among the three types of leadership behaviour leads to improved athletes' motivation and satisfaction is well established (Riemer & Chelladurai, 1995). Another well established notion derived from the model is that coaching behaviours lead to either satisfaction or dissatisfaction (Allen & Howe, 1998).

2. Research Questions

The following research questions were answered;

- 1) What is the coaches required 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?

2.1 Hypothesis

The following hypothesis were tested;

H₀₁: There is no significant relationship between coaches' required leadership style and athletes' motivation in team sports of basketball, football, handball, volleyball in Adamawa State Sports Council, Nigeria.

3. 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 variables 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 were 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 items 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 consist 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 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 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 1: Demographic Information of the Respondents (n = 104)

Variables Responses	Respondents	Percentage (%)
Age		
18-22 years	28	26.9
23-27 years	40	38.5
28-32 years	21	20.2
33-37 years	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 2: Responses of Athletes on Coaches' Required Leadership Style in Team Sports (basketball, football, handball and volleyball) in Adamawa State Sports Council, Nigeria

Characteristics of coach behaviour	Always	Sometimes	Not at All	Total
1. The coach explains to each athlete the techniques and tactics of the sport	68 (65.4%)	30 (28.8%)	6 (5.8%)	104 (100.0%)
2. The coach works relatively independent of the athletes	52 (50.0%)	36 (34.6%)	13 (12.5%)	104 (100.0%)
3. The coach asks for the opinions of the athletes on strategies for specific competitions	39 (37.5%)	54 (51.9%)	11 (10.6%)	104 (100.0%)
4. The coach helps athletes with personal problems	35 (33.7%)	58 (55.8%)	11 (10.6%)	104 (100.0%)
5. The coach tells athletes when he does a particularly good job	47 (43.5%)	50 (48.1%)	7 (6.7%)	104 (100.0%)

Table 2 showed the responses on coaches required leadership style and athletes' motivation in team sports of basketball, football, handball and volleyball, in Adamawa State Sports Council, Nigeria. The coach explains to each athlete the techniques and tactics of the sport, which is a characteristic of training and instruction with 68(65.4%) athletes responded "always". 36(34.6%) athletes responded "sometimes" and 6(5.8%) athletes responded "not at all". The coach works relatively independent of the athletes, which is a characteristic of autocratic behaviour 52(50.0%) athletes, responded "always" 36(34.6%) athletes responded "sometimes" and 13(12.5%) athletes responded "not at all". The coach ask for the opinion of the athletes on strategies for specific competitions, a characteristics of democratic behaviour, 39(37.5%) athletes responded 'always', 54(51.9%), and 11(10.6%) athletes responded 'not at all' respectively. It can be deduced that the coach sometimes asks for the opinions of the athletes on strategies for specific competitions. The coach helps athletes with personal problems, a characteristic of social support baheviour, 35(33.7%), athletes responded 'always' 58(55.8%) athletes responded

'sometimes and 11(10.6%) responded 'not at all' respectively. One can say that the coach sometimes helps athletes with personal problems. The coach tells athletes when he does a particular good job, a characteristic of positive feedback behaviour, 47(43.5%) athletes responded 'always, 50(48.1%) athletes responded 'sometimes' and 7(6.7%) athletes responded 'not at all' respectively. Based on the responses it is also deduced that the coach sometimes tells athletes when he does a particularly good job in the study area.

Table 3: Responses of Athletes on Motivation in team sports of basketball, football, handball and volleyball in Adamawa State Sports Council, Nigeria

Characteristics of Athletes Motivation	A	DA	UD
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 practice.	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 wants 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.	5 (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 19 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 practice. Item 21 above show 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 22 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 them know. Item 23 above show 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 24 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 25 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 26 above show 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 27 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 28 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 29 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 30 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, from statement 31 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 32 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 33 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.

4. Hypotheses Testing

Hypothesis One (H₀₁): There is no significant relationship between coaches' required leadership style and athletes' motivation in team sports of basketball, football, handball and volleyball in Adamawa State Sports Council, Nigeria.

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

Variables	N	\bar{x}	SD	DF	r	P-Value
Coaches' Required Leadership Style	104	12.2500	1.43775	103	0.614**	0.001
Athletes' Motivation in team sports		12.9712	1.74462			

Table 4 shows a summary of Pearson Product Moment Correlation coefficient on Coaches' Required Style and Athletes' Motivation in team sports of basketball, football, handball and volleyball in Adamawa State Sports Council, Nigeria. The table shows; $r = 0.614$, ($P < 0.05$). The result shows a statistical relationship between Coaches' Required Leadership Style and athletes' Motivation. Therefore, the null hypothesis which stated that there is no significant relationship between coaches' required leadership style and athletes' motivation in team sports of basketball, football, handball and volleyball in Adamawa State Sports Council, Nigeria was rejected at 0.05 level of significant. This means 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.

5. Discussion

The findings of the study revealed a significant relationship between coaches' required leadership style and athletes' motivation in team sports of basketball, football, handball and volleyball in Adamawa State Sports Council, Nigeria. This finding supports a study conducted by Shields (1997), which examined the relationship of discrepancy score with general satisfaction and satisfaction with specific dimension of leadership behaviour. Results showed that an increased in general satisfaction as the perceived leader behaviour of social support and democratic behaviour increased relative to the preferences for such behaviours. Also, significant positive linear relationships were

found between the perceived behaviour score of social support and positive feedback and general satisfaction with leadership. The findings of the study revealed that the coach explaining techniques and tactics of the sport and the coach helping athletes with personal problems are characteristics of the relationship between coaches' required leadership style and athletes' motivation. The findings revealed that majority of the athletes in team sports of basketball, football, handball and volleyball, in Adamawa State Sports Council, Nigeria want the coaches to use training and instruction and social support behaviours in coaching. In agreement with this finding is a study conducted by Chelladurai, (1984), who reported that among basketball players', discrepancy score in all dimensions were significantly related to satisfaction with leadership style.

5.1 Recommendations

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

- Coaches should be mindful of situational consideration and type of leadership style they employ or use to coach their teams.

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