



THE RELATIONSHIP BETWEEN LEADERSHIP STYLES OF COACHES WITH THE SATISFACTION AND MOTIVATION OF FOOTBALL PLAYERS IN TRABZON UNIVERSITIES

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Abstract:

The purpose of this study was to investigate the relationship between leadership styles of coaches with the satisfaction and motivation of football players in Trabzon universities. In terms of the purpose of the research, it is an applied type, descriptive and correlation one. The statistical society of this research consists of all players of soccer teams of Trabzon universities, with number of 125. Using the Cochran formula, the number of players reached 95 but increased to 100. The method used for sampling was simple random method. In this research, 3 questionnaires were used to collect information. Questionnaire of Leadership Scale in Exercise of Chaldorii and Saleh (1980), Players Satisfaction Questionnaire (ASQ), Remmer and Chaldurai (1998), and Players' Motivation Questionnaire (Bahram et al., 2002). SPSS.20 software was used for data analysis and Spearman correlation coefficient was used to analyze the hypotheses. The results of the research showed that there was a significant positive relationship between the leadership style of education and practice, with satisfaction ($r = 70\%$, $p < 0.01$) and developmental motivation ($r = 72\%$, $p < 0.01$), amorous behavior style with satisfaction = 51% , $p < 0.01$) and progressive motivation ($r = 60\%$, $p < 0.01$). Democratic behavior with satisfaction ($r = 36\%$, $p < 0.01$) and developmental motivation ($r = 38\%$, $P < 0.01$), social support behavior with satisfaction ($r = 64\%$, $p < 0.01$) and progressive motivation ($r = 67\%$, $p < 0.01$) and positive feedback behavior with satisfaction ($r = 73\%$, $P < 0.01$) and progressive motivation ($r = 78\%$, $p < 0.01$), there is. Also, there was a significant positive correlation between satisfaction with the motivation of football players in Trabzon universities (92.9% , $p < 0.01$).

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1. Introduction

Leadership is a collective, dynamic and traditional topic that has become the focus of management and sports psychology most of the time. Although often referred to as team leader, class teacher, or teacher as a leader, leadership is not a simple feature of one person, but it includes dimensions, practices and complex and complex features. Leadership has an impact on individuals so that they work with the desire for group goals. When someone takes the responsibility of a group as leader, in addition to having the necessary features and controls, this person should also be a leader in the appropriate leadership style of the group. In sporting positions, this role is coached and in group sporting disciplines, like other groups and organizations, the personality and leadership style of the manager is directly related to the role of the team with the performance, motivation, satisfaction and cohesion of the group, and activities A group of people are affected by many psychological and physical factors (Hersey et al, 2001). Case (1984) identified coaches as one of the most important human resources in sports organizations. He believes coaches, even if they do not use the term leadership, but their tasks require leadership such as advanced and organized activities. In order to achieve the team's goals, the coaches tackle tasks such as targeting, planning, organizing, controlling and coordinating and influencing players to achieve goals. In fact, by formulating such policies in group processes and social interactions, they bring the same tasks as the leader (Chu and Kim, 2014). Mc Neillis (1993) believed that leadership of elite teams was parallel to leadership in advanced organizations, embraced the same function and duties. The type of leadership style is very important in achieving the success of a sports team, as with other factors such as motivation of people, financial resources, goals, etc. If other factors play a good role in the success of a team, but the leadership style does not create incentives for followers, one cannot expect that team is to achieve its goals, which is success and victory (Bryce, 2007). The results of Alemu, S. M. and Babu, 2011; Saybani, 2013 indicate that the type of behavior of the instructor has a detrimental effect on the performance and athletic characteristics of the athlete. One of the mental attributes of athletes influenced by their mentor coaching style is their satisfaction. Coaches and caretakers should be important for the enjoyment and satisfaction of athletes and if athletes are satisfied with the behavior and leadership style of the coach, one could hope for a favorable outcome and performance.

Athletes' satisfaction involves two main dimensions of the process of coach's

behavior and the result of the coach's work of the two sections of the coaching and training practice and the behavior and interaction of the coach and the outcome of the coaching process is divided into two parts: team performance and individual performance (Almo & Babo, 2011). Among the three factors are athletes, coaches and spectators and the center of focus. Coaches can be examples of the right behavior for their surroundings. The important thing is that the coach's leadership style clearly determines his approach to helping the group to take responsibility and in order to meet the needs of this group, successful coaches can be very effective using different coaching styles, so that sometimes the change in leadership style can have dramatic results immediately. In sport, one aspect that coaches need to manage with respect is to their leadership style. Sports Leader is a framework for testing and evaluating processes and cognitive responses to activities by the athlete. In the formation and development of sports teams, one cannot ignore the role of the coach in the performance of the players (Rizi, 2013). One of the most important factors influencing the success of a team is the behavior of team leaders. Clearly, sports educators must stop staying in the past and prepare themselves to meet the needs of today's sport. It is necessary to change their attitude, behavior and strategy and adopt a new approach to leadership. Therefore, it is essential to examine the leadership styles in the field of coaching and sport. For this reason, this study aims to enhance the leadership of coaches in university football sport and it is intended to examine the relationship between the leadership styles of coaches with the satisfaction and motivation of football players in Trabzon universities.

2. Materials and Methods

In terms of the purpose of the research, it is an applied type, descriptive and correlational one. In terms of data collection method, the research method is field one.

2.1 Statistical population

The statistical population of this study is all the players of football teams of Trabzon universities, with number of 125.

2.2 Sample size and sampling method

Using Cochran's formula, the number of statistical samples was 95 subjects, which increased to 100.

The method of sampling was simple random.

2.3 Data gathering method

In the first stage, the information gathering was done by using a library method and a snap tool. In the second step, the information gathering was obtained by obtaining a license from the management and coordinated by the heads of universities, supervisors and football coaches of the universities of Trabzon, Refer to the players and each questionnaire is distributed among them.

2.4 Data collection tool

In this research, three questionnaires were used for data collection. In the personal information questionnaire, age, gender, professional background, and field of study were measured.

The Sport Leadership Scale Questionnaire was developed by Chaldorii and Saleh in 1980, based on the multidimensional leadership model in sport, to examine and study the leadership style of instructors in sporting settings. A player's Satisfaction Questionnaire (ASQ) was developed by Rimmer and Chaldorai in 1998, and the players' motivation questionnaire was developed by Bahram et al. in 2002.

The LSS questionnaire consisted of 40 questions and evaluated the five leadership styles of coaches (style of instruction and practice, authoritative style, democratic style, social support style and positive feedback style) from the players' point of view. Responses based on the Five Likert scale are valued: never (1) rarely (2), occasional (3), often (4) and always (5). The players' satisfaction questionnaire consisted of 14 questions that measured the level of satisfaction of the players in 4 dimensions (performance, cognition, quality, progress) from the athlete's point of view. The athlete's satisfaction questionnaire options also have a seven-point of Likert system (score 1, I'm not satisfied at all, and I'm totally satisfied with grade 7).

In order to determine the initial validity of the questionnaires, 10 the expert opinion professors from Trabzon universities have been used. The players' motivation questionnaire includes 25 questions and each one is of the five questions that each subject will choose one of the options.(So that I totally agree with the number 1, I agree with the number 2, I have no idea, number 3, I disagree with the number 4 and completely disagree with the number 5). So extraction of data is done easily. This questionnaire has 3 scales (competition, goal-oriented, victorious).

2.5 Validity and reliability of the questionnaire

To assess the validity of the questionnaire, content validity was used, so that the questionnaires were provided to 10 professors of Trabzon universities and their views

were asked whether the questionnaires were a good tool for measuring the variables or not and were confirmed by them.

Cronbach's alpha coefficient was used to measure the reliability of the questionnaires. In the first stage, the Cronbach's alpha coefficient was calculated for 30 respondents. Finally, for the leadership style of the instructors, 0.78, the satisfaction questionnaire was 0.87 for the players, and 0.79 for the achievement motivation questionnaire.

In the final stage, for the total sample, the coefficient of reliability was calculated. The results of Cronbach's alpha coefficient for instructors 'leadership styles questionnaire were 0.76, for the players' satisfaction questionnaire 0.81, and for the achievement motivation questionnaire, it was 0.80, which indicates a high reliability coefficient.

2.6 Information analysis method

After collecting information and registering them was analyzed by SPSS software. Spearman test was used to analyze the data.

3. Results

According to the results, the mean of behavioral training and practice was 4.54, Authoritative behavior 3.96, Democratic behavior 3.37, Social support behavior 4.28, Positive response behavior 4.24. Therefore, it can be said that among the leadership styles, the highest mean is related to the behavior of training and practice and the least average is related to the behavior of the democratic one. The average competition is 3.85, goal orientation 3.88, victory 3.94 and motivation 3.89. Therefore, it can be said that among the components of motivation, the highest average is related to victory and the least average is related to competition.

The average players performance was 3.82, recognition 3.86, quality 4.20, achievement 3.92 and players satisfaction 3.93, respectively. Therefore, it can be said that among the components of satisfaction of players, the highest mean is related to quality and the lowest mean is related to performance.

Table 1: Results of Spearman correlation coefficient and determination coefficient

Leadership style	Structures	Satisfaction	Achievement Motivation
Training and practice behavior	Spearman correlation coefficient	** 0.70	** 0.72
	Sig.	0.001	0.001
	Determination coefficient (R2)	0.49	0.51

Authoritative behavior	Spearman correlation coefficient	** 0.51	** 0.60
	Sig.	0.001	0.001
	Determination coefficient (R2)	0.26	0.36
Democratic behavior	Spearman correlation coefficient	** 0.36	** 0.38
	Sig.	0.001	0.001
	Determination coefficient (R2)	0.12	0.14
Social support behavior	Spearman correlation coefficient	** 0.64	**0.67
	Sig.	0.001	0.001
	Determination coefficient (R2)	0.40	0.44
Positive feedback Style	Spearman correlation coefficient	** 0.73	** 0.78
	Sig.	0.001	0.001
	Determination coefficient (R2)	0.53	0.60

** Sig. at the level of 0.001

According to the results of Table 1 and considering that the significance level of the error of the test for the confidence level is 0.99, less than 0.01, therefore, it can be said that and leadership styles of teaching and practice, authoritative behavior, democratic behavior, social support behavior and positive feedback behavior are related to satisfaction and motivation of football players in Trabzon.

Also, the highest coefficient of determination between leadership styles and players' satisfaction with coefficient of determination was 0.53 for positive feedback behavior style and the lowest coefficient of determination with an intensity of 0.12 for democratic behavior. Also, the highest coefficient of determination between leadership styles with the motivation of players' achievement with a coefficient of 0.60 was related to the leadership style of positive feedback behavior and the least coefficient of determination with an intensity of 0.14 related to democratic behavior. Also, the highest coefficient of determination between leadership styles with satisfaction of players with coefficient of determination was 0.53 related to the leadership style of the positive feedback behavior and the lowest coefficient of determination with an intensity of 0.12 was related to democratic behavior.

4. Discussion and Conclusion

Based on the results, leadership styles of teaching and practice, authoritative behavior, democratic behavior, social support behavior and positive feedback behavior are related to satisfaction and motivation of football players in Trabzon universities. Also, the highest coefficient of determination between leadership styles and players' satisfaction with coefficient of determination was 0.53 for positive feedback behavior

style and the lowest coefficient of determination with an intensity of 0.12 for democratic behavior.

Also, the highest coefficient of determination between leadership styles with the motivation of players' achievement with a coefficient of 0.60 was related to the leadership style of positive feedback behavior and the least coefficient of determination with an intensity of 0.14 related to democratic behavior. In explaining of this, it can be said that increasing the leadership style of education and practice, amateur behavior, democratic behavior, social support behavior and positive feedback behavior, satisfaction level, and motivation for the progress of the Trabzon universities are increasing. In other words, there is a significant relation between leadership styles and satisfaction and motivation of the players in Trabzon universities. Jill Helmbick and Anthony J. Amoros (2004) investigated the effects of players' perceptions on the behavior of instructors on players' internal motivation and showed that players' perception of coaches' behavior influenced their motivation.

Interestingly, all of the coaching leadership behaviors (with the exception of social support behavior) had a significant relationship with perceived competence, autonomy and dependence (the main components of internal motivation) of the players. Also, only the democratic and authoritative leadership styles of the instructors directly and indirectly had a positive and significant effect on the players' motivation.

Ronayne (2004) examines the effect of instructor behaviors on team dynamics, the effect of coaching behaviors on team coherence and team performance. The results of this study showed that there was a positive correlation between the perception of players from team cohesion and team efficiency during the season, with their perceptions of high levels of educational, democratic, social support, positive feedback, information feedback, as well as low levels of adherence to conduct and Punishment-Oriented Feedback. The results of this study showed there was a significant relationship between team integrity and team efficiency at the beginning of the season, and especially at the end of the season.

Wang et al. (2007) by examining the athlete's athletic behavior and satisfaction in individual and group sports found that coaches can have a great influence on the satisfaction of the players, regardless of the level of athlete. Regression analysis showed that there is a significant relationship between each of the trainer's behaviors (mental preparation, technical skills, Chinese goal, physical activity, tournament strategy, personal relationship and personal relationship) with satisfaction of individual players.

Hummiester et al. (2008) conducted a study on the effect of coaching behavior on internal motivation, mental skills, and satisfaction of 251 athlete students. They showed

that athletes whose instructors used leadership style were mentally more durable and more satisfying than their athletic athletes who did not serve as mentors.

Nazarudin and colleague (2009) in a study titled "leadership style and attitude suitability" at university of Malaysia's basketball team, a significant relationship was found between the leadership style of the instructors and the athlete's satisfaction.

Almo and Babo (2011) conducted a study titled football coach of leadership style and commitment players. The results showed that there was a significant relationship between the commitment of the sport and the success of the team and the coaches of the successful teams. In summary, the effect of coaching behaviors on player commitment and team success apparently highlighted the importance of using the appropriate leadership style.

Chu and Kim (2014) concluded that athlete students found that coaches with a teenager style had a significant impact on student sports participation and also, sports participation as a mediator variable can result in athletic success.

5. Suggestions

Given the fact that the coaches' leadership style plays a decisive role in motivating players to progress, therefore, it is suggested that, given the main role of the instructors in creating the motivation for advancement, they should use positive and democratic feedback from the leadership styles of social support which emphasizes the relationship with the athlete and the opportunity to participate in decision making in order to increase the level of athlete's achievement motivation.

Regarding the effect of coaches' leadership style on job satisfaction of players and because the positive feedback leadership style, training and practice and social support have the most effect on the satisfaction of the players, instructors can increase the satisfaction of athletes using appropriate leadership styles.

Using leadership styles of training and practice, positive feedback and social support can increase the satisfaction of the players. Instructors should increase their knowledge of the players, support and support them, honestly and kindly and timely and appropriate appreciation of their behaviors, as well as applying their specialization and abilities in teaching and practicing techniques, tactics and strategy, skillfully improving individual and team performance, results in satisfaction of athletes.

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