

Perception of Athletes in the Coaching Behavior and Leadership Style of Metro Manila Coaches

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ABSTRACT

Coaching behavior pertains to the demeanor and values exhibited by a coach while leadership is a virtue that acts as a source of motivation or exemplar for the majority. The purpose of this study was to see the athlete's perception of their coaches about coaching behavior and leadership style. It also sought to answer if there is a significant difference between coaching behavior and leadership style. The study is quantitative in nature. A snowball technique was used to choose its sample from the population. The instrument used in this study was a standard questionnaire, The Coaching Behavior Scale for Sport by Jean Côté and The Leadership Scale for Sports (LSS) by Chelladurai, P., & Saleh, S. D. The research sample consists of 30 student-athletes from Metro Manila schools and universities. The study employed Weighted Mean, and Analysis of Variance (ANOVA) to answer the statement of the problem. The study confirms that in coaching behavior, coaches "always" show commendable behavior about physical training and conditioning, and technical skills. On leadership style, coaches "always" used training behavior and rewarding behavior as a way to lead the team. The study also reveals that there is no significant difference between coaching behavior and leadership style.

Keywords: Physical Training and Conditioning, Technical Skills, Negative Rapport, Training Behavior, Rewarding Behavior

INTRODUCTION

Coach is regarded as the most important aspect of an athlete's development and capabilities; it tends to provide the athlete with the knowledge and experience necessary to condition their physical and mental abilities. The conduct of coaches and their leadership styles substantially impact athletes, affecting various aspects such as their growth, performance, and general welfare. The manner in which coaches engage with their athletes can establish the overall atmosphere for the entirety of the athletic endeavor. The interaction between coaches and athletes is a crucial aspect within the sports domain, yielding significant implications for individual athletes and their teams. Fundamentally, the function of a coach surpasses simple guidance and physical conditioning, encompassing the fostering of an athlete's drive, self-worth, and development as an individual involved in sports. The effective coaching conduct cannot only develop the physical talents of athletes but also influence their mental resilience and emotional well-being. On the other hand, coaching approaches that are insufficient or hinder progress might result in adverse outcomes.

Coaching behavior pertains to the demeanor and values exhibited by a coach. The behavior of a coach, whether favorable or negative, directly impacts the team or athlete. The behavior exhibited by coaches reflects their personality features and attitudes (Kassim et al., 2020). The coaching conduct has a crucial role in determining the performance of a team or athlete. It assesses the extent to which the coach's attitude is beneficial to them. Some coaches maintain a positive mindset towards their athletes, as they feel their attitude will influence their behavior.

According to Xiao et al. (2021) Physical conditioning and training contribute to athletes' successful performance. It is typically attributed to a unique combination of talent, physical fitness, technical, tactical, and psychological attributes. Physical fitness is considered the most important criterion for determining an athlete's competitive ability. Competing athletes in high-intensity training must possess high physical endurance to improve their proficiency and performance.

Technical skills refer to the abilities of players to effectively execute the game strategies and accomplish the specific movements required in their sport. The objective of technical skills is to proficiently perform a specific movement to the highest level of the athlete's capability. Faber et al. (2021) argue that integrating technical skills into a multidimensional method for talent identification and development in sports shows promise. Due to the significant impact of talent identification and development on achieving success, numerous governments have made substantial investments in talent programs aimed at identifying, guiding, and monitoring young athletes with exceptional abilities.

According to Ohuruogu (2016). Mental preparation for athletes involves getting your mind right before a game. The goal of mental preparation is to get athletes into the best mindset to compete. Athletes can feel confident with their mental game and elevate their play.

Goal setting is a widely employed method in sports that can result in improved performance. Goal setting is a very effective method for improving performance, making it a crucial strategy for achieving success in any context. Goal planning is helpful in directing attention and is crucial for sustaining and augmenting motivation. Goal setting provides guidance in both the immediate and distant future, allowing you to measure progress as you accomplish your short-term objectives. (Healy et al. 2018)

It is widely acknowledged that in order to optimize the outcomes of physical training or practice, one must consistently apply maximum effort during the training and practice periods. In order to sustain a strong drive for physical exertion, coaches and athletes have implemented many tactics, including the use of incentives and penalties. Competition is commonly understood as a scenario where multiple adversaries compete against each other to achieve a desired objective or item, typically resulting in one winner and one loser. The role of competition in enhancing individual performance across various activities, particularly sports, has long been acknowledged. Competitions yield higher exercise intensity compared to practices or training, so incorporating a competitive element into practice sessions can effectively replicate gameplay and enhance exercise exertion. (Ives et al. 2020)

Lastly, Positive rapport refers to enhancing the likelihood of specific conduct by providing a positive action, object, or event, such as offering praise or presenting prizes and trophies. Negative rapport likewise augments the likelihood of a specific behavior, but it is achieved by eliminating an action, object, or event that is usually unpleasant. (Kassim et. al. 2020)

On the other hand, Leadership is a virtue that acts as a source of motivation or exemplar for the majority. Leadership entails exerting influence over others to inspire their adherence. Leadership possesses the capacity to exert influence over others due to its revered status as a role model, and its impact is further reinforced by its demonstrated actions. Leadership is crucial in sports as it necessitates someone to guide and direct a team. Developing fundamental principles and rules is imperative to ensure the team remains cohesive during conversations and decision-making processes. The individual also impacts the efficacy and objectives of the team in the leadership position.

Additionally, it acts as a catalyst for athletes or teammates. Coaches typically assume leadership roles in sports by offering strategic guidance and making choices. However, athletes, particularly team captains, can also exhibit leadership qualities on the court during games. (Stanford et al., 2022)

As per Atamruk et al. (2023, January), training and instruction behavior pertains to actions that focus on

enhancing athletes' performance by emphasizing and facilitating rigorous training, teaching them the skills, techniques, and strategies of the sport, clarifying the dynamics among team members, and organizing and coordinating their activities. Democratic behaviors refer to coaching practices that encourage increased athlete involvement in decisions related to group objectives, practice techniques, and game plans. Autocratic behavior is defined as behavior that involves independent decision-making and stresses personal authority. Social support behavior refers to actions that demonstrate genuine care for the well-being of individual athletes, foster a healthy group dynamic, and cultivate warm interpersonal relationships with team members. Lastly, positive feedback behavior serves to promote an athlete's good performance by acknowledging and praising it.

This study aimed to measure the perception of the Metro Manila athletes with regard to their coaches' behavior and leadership style. Specifically, it sought to answer the following questions. First, what is the perception of Metro Manila athletes in coaches regarding coaching behavior, including the following: Physical Training and Conditioning, Technical Skills, Mental Preparation, Goal Setting, Competition Strategies, Positive Rapport, and Negative Rapport? Second, what is the perception of Metro Manila athletes in coaches with regards to leadership style which includes the following: Training Behavior, Autocratic Behavior, Democratic Behavior, Social Support, and Rewarding Behavior? and lastly, is there a significant difference between coaching behavior and leadership style?

In the Philippines, there are many issues regarding athletes' and coaches' relationships, whether on or off the court. Coaches' way of interaction with their athletes. Perhaps the mainstream media adds fuel to these issues. There are numerous existing types of research about coaching behavior and leadership style; however, the result of this study is different because it addresses the difference and relationship between the two variables. The researcher believes that this study will benefit all sports managers, athletes, coaches and. Sports managers are beneficial since they are in charge of hiring coaches and evaluating if they are effective for the team. Athletes are also beneficial because they can evaluate what type of coaches are applicable to them. Lastly, coaches will give them venue for self-evaluation so they can recalibrate the needs of team.

METHODOLOGY

Participants

This study used the Snowball technique to choose its sample from the population. According to Bhat (2022) Snowball sampling, also known as chain-referral sampling, is a non-probability sampling method that involves selecting samples with rare traits. This is a method of sampling called referral sampling, where participants who are already part of a study make recommendations to recruit additional participants needed for the research. The study employed Exponential Non-Discriminative Snowball Sampling, which involves recruiting the initial participant who then provides several recommendations. Each subsequent referral contributes additional data for the referral process, continuing until a sufficient number of participants is obtained for the sample.

The research sample consists of 30 student-athletes from metro manila schools and universities. Respondents are also currently enrolled and played in a collegiate inter-school tournament such as University Athletic Association of the Philippines (50%), National Collegiate Athletic Association (3.33%) Women's National Collegiate Athletic Association (13.33%), State Colleges and Universities Athletic Association (23.33%) and PBA- D League (10%). Participants played sports such as Basketball (23.33%), Lawn Tennis (13.33%), Taekwondo (23.33%), Track and Field (23.33%), and Volleyball (16.67%).

Instruments

The instrument used in this study was a standard questionnaire. The Coaching Behavior Scale for Sport by

Jean Côté and The Leadership Scale for Sports (LSS) by Chelladurai, P., & Saleh, S. D. The Coaching Behavior Scale for Sport has 47-item questions which include Physical Training and Conditioning (7-item), Technical Skills (8-item), Mental Preparation (5-item), Goal Setting (6-item), Competition Strategies (7-item), Positive Rapport (6-item), and Negative Rapport (8-item) while The Leadership Scale for Sports have 40-item questions which include Training Behavior (13-item), Autocratic Behavior (5-item), Democratic Behavior (9-item), Social Support (8-item), and Rewarding Behavior (5-item).

The research used a 4-Likert scale from the study of Albener (2012), which was pre-tested at Universidad De Manila to ensure the reliability and validity of the scale. A verbal interpretation of Always, Often, Rare, and Never has a corresponding range of the weighted mean of 4.00-3.50, 3.49-2.50, 2.49-1.50, and 1.49-1.00 respectively.

Data Collection

The researcher posted on social media asking for referrals for the study. After a week, the researcher emailed the two questionnaires to the respondents. It took a week to complete the data. After data retrieval, the researcher submitted all papers to a statistician to compute the Weighted Mean and Analysis of Variance (ANOVA). After the statistician finishes computing the data, the researcher interprets, analyzes, and discusses the data. After that, the researcher comes up with a conclusion and recommendation.

Statistical Analysis of Data

In this study, the researcher employed Weighted Mean, and Analysis of Variance (ANOVA). The researcher chose these statistical procedures because they will address the stated problem statement. Taylor (2023) defines the Weighted Mean as simply adding all values and dividing by the total number of values to produce the weighted mean. Consequently, we can quickly compute the weighted means for each treatment group using our subset(data, condition) and mean(data) functions. Similarly, Kenton (2023) defined Analysis of Variance (ANOVA) as a statistical tool that separates observed aggregate variability within a data set into systematic and random factors. The systematic factors statistically affect the given data set, whereas the random factors have no effect. Analysts use the ANOVA test to determine the impact of independent variables on the dependent variable in a regression analysis.

RESULTS

Table 1. Result in Athlete’s perception in terms of Coaching Behavior

Coaching Behavior	Weighted mean	Verbal Interpretation
Physical Training and Conditioning	3.68	Always
Technical Skills	3.68	Always
Mental Preparation	3.58	Always
Goal Setting	3.57	Always
Competition Strategies	3.64	Always
Positive Rapport	3.41	Often
Negative Rapport	2.04	Rare
Over All Mean	3.37	Often

The table 1 shows the results of the perceptions of athletes of Metro Manila coaches in terms of coaching behavior. Physical training, conditioning, and technical skills are perceived “always” with a weighted mean of 3.68. Mental preparation and goal setting have a verbal interpretation of “always” with a weighted mean of 3.58 and 3.57, respectively while competition strategies perceived “always” with a weighted mean of

3.64. On the other hand, positive rapport was perceived “often” with a mean of 3.41 while negative rapport had a weighted mean of 2.04 and was perceived “rare”. All in all, the coaching behavior of Metro Manila coaches was perceived as “often” with an overall mean of 3.37.

Table 2. Result in Athlete’s perception in terms of Leadership Style

Leadership Style	Weighted Mean	Verbal Interpretation
Training Behavior	3.66	Always
Autocratic Behavior	2.43	Often
Democratic Behavior	3.42	Often
Social Support	2.86	Often
Rewarding Behavior	3.5	Always
Overall Mean	3.17	Often

The table 2 reveals the perception of athletes of Metro Manila coaches in terms of leadership style. Training and rewarding behavior were perceived as “always” with a weighted mean of 3.66 and 3.50, respectively while autocratic behavior, democratic behavior, and social support were perceived “often” with a weighted mean of 2.23,3.42, and 2.86, respectively. Metro Manila coaches are perceived “often” as to their leadership style.

Table 3. Significant differences in terms of Coaching Behavior and Leadership Style

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	23.64251642	10	2.364252	65.6450443	7.77E-32	1.96688
Within Groups	2.557114072	71	0.036016			
Total	26.19963049	81				

Table 3 shows the significant difference between coaches’ coaching behavior and leadership style in metro manila. It reveals 23.64251642 for the sum of squares, 10 for the degree of freedom, 2.364252 mean square, and F=65.6450443; thus, the between groups show a P-value of 7.77E-32 and F-critical of 1.96688. For within groups’ results show a sum of square of 2.557114072, degree of freedom of 71 and a mean square of 0.036016. As a result, a total sum of squares of 26.19963049 and total degree of freedom of 81 were revealed. The table plainly demonstrates that the result of the null hypothesis is a statistical statement that there are no significant differences between the hypothesized value of a population parameter and its value estimated from a sample drawn from that population. The probability value is greater than 0.05 because a condition already exists. Therefore, there are no significant distinctions in the leadership and coaching styles of coaches in Metro Manila.

DISCUSSION

The variable physical training and condition are perceived as “always” in terms of coaching behavior. This demonstrates that instructors are responsible for their athletes’ conditioning. It is crucial for athletes to attain peak physical condition, as it can improve their performance in competitions. As coaches, they should have the knowledge to develop detailed exercise programs and to use equipment properly. According to Stamatis et al. (2023), strength and conditioning programs not only improve an athlete’s physical attributes, but also improve his or her mental state. Consequently, it supports the notion that coaches should be able to design an efficient conditioning program for their participants. In addition, according to Kopniske (2022), student-athletes can obtain significant benefits from total-body strength training. This instructional approach may be adaptable and time-efficient. Your entire body is almost utilized during training, practice, and competition.

Technical skills in athletics and sports refer to the actions that revolve around the objective of a sport or activity, which require mastery of a variety of motor abilities. As a coach, they should not only emphasize the development of physical attributes, but also impart knowledge on the appropriate techniques to be used, as this can be a factor in winning competitions (Deng et al., 2023). According to the research conducted by Bella et al. (2022), athlete feedback results in significant performance enhancement. Thus, it supports the notion that feedback is essential for enhancing technical abilities. This indicates that coaches are viewed as “always” practicing technical abilities.

In every competition, coaches are responsible for their athletes’ physical and mental preparation. The result indicates that instructors “always” mentally prepare their athletes. According to Phylactou (2019), mental preparation in athletics is a crucial component of training because it assists athletes in reaching their goals. Mental preparedness is essential for predicting the outcome of an athlete’s performance. Mental and physical preparedness will significantly affect how athletes perform during a competition. Athletes who practice mental readiness develop a self-assured, concentrated, and confident mindset that enables them to compete at their highest level. In addition, psychological health is essential for the performance of every athlete (Shah, 2021). Developing mental toughness in your athletes enables them to perform well under duress, maintain composure, and recover from setbacks, according to research by Radvillas (2023). All respondents are aware that their coach is always responsible for their mental preparation because their coach believes that athletes must cultivate focus and inner equilibrium to realize their maximum potential on the court and perspective of events.

The coaches are viewed as “always” demonstrating goal setting. According to Webber (2023), setting goals is a crucial component of an athlete’s training regimen, as it increases motivation and improves performance. In addition, it strengthens the commitment and consistency of athletes in their respective sporting endeavors. Durdubas and Koruc (2022) asserted that a team’s perception of cohesion and collaboration efficacy was significantly enhanced following an intervention involving long-term goal setting. Therefore, it supports the notion that team chemistry can be accomplished through setting long-term goals. College student-athletes frequently engage in season-long competitions; therefore, it is crucial for them to have long-term objectives. With this concept, coaches at the collegiate level must prioritize long-term objectives while maintaining a balance with short-term objectives. The survey results indicate that coaches should prioritize long-term goal setting while emphasizing short-term objectives. In addition, coaches should maintain their effective feedback techniques to promote the development and motivation of their athletes.

Conversely, coaches are viewed “always” in terms of competition strategies. Cassidy et al. (2023) stated that coaches should have an in-depth understanding of strategic thinking because it has been demonstrated that a top-tier coach with a high IQ in various sports strategies frequently convinces athletes to perform better, which makes them more capable of winning games. Thus, it demonstrates why instructors are responsible for creating strategic game plans so that their athletes can eliminate the mental burden during games. Overall, the coaches’ participation in competition strategies and problem-solving during games exemplifies their vital position in maximizing the athletes’ potential and enhancing their chances of success.

Positive rapport with coaches is “often” perceived. Therefore, coaches engage their athletes in a more positive manner, as a relaxed athlete can perform at their best. This is supported by Donnelly et al.’s (2016) study, which found that elite athletes who train in a comfortable environment tend to enhance their athletic performance. The results indicate that instructors strive to provide their athletes with a supportive and positive environment. This is consistent with the significance of coaches’ emotional support in improving the well-being and mental health of athletes. Coaches who provide emotional support aid athletes in coping with stress and adversity and cultivate a sense of team cohesion and belonging. In contrast to the concept of positive rapport, it refers to a relationship in which negative attitudes predominate, such as communicating

sensitive information such as fears, traumas, and suffering. The perception that coaches have a “rare” negative rapport with their athletes is a positive sign, indicating that coaches are cautious about displaying a negative attitude. According to Lindsay (2021), negative rapport frequently fosters intimacy that can lead to a deeper relationship, but it also carries the risk of relationship failure if it dominates.

In terms of leadership style, training, and rewarding behavior (positive feedback) perceived as “always” by athletes. This focuses on the coach’s influence over an athlete’s training behavior and his or her ability to deliver clear instructions. This involves teaching the athletes proper technique, enhancing their assets and weaknesses, and ensuring that they maintain discipline and fulfill their team responsibilities. Kaufman et al. (2018) noted that maintaining discipline in a training system results in improved athletic performance and aids athletes’ mental preparation. Great coaching also entails inclusion, which fosters team cohesion by instilling a sense of responsibility and involvement in the athletes (Kao, 2019). These aspects were extensively addressed by the coach, and they were properly assimilated by the athletes. Positive Feedback indicates that it can positively affect the athletes. According to the research of Lehner and Schuster (2023), athletes’ motivation and performance in training and competition are affected by feedback. In order to gain a competitive advantage in the face of challenges, coaches of athletes frequently reward positive behavior.

In contrast, autocratic, democratic, and social support are frequently perceived. Frequent instances of coaches’ autocratic behavior toward athletes, in which coaches control decisions and limit athlete participation. Frequently, coaches neglect to explain their actions, resulting in confusion. The autocratic coaching style necessitates coaches making all decisions, inhibiting athletes’ input and potential personal development. While it promotes discipline, those desiring a voice in their training may not find it suitable (Burton, 2021). The outcome indicates the frequency with which instructors implement a democratic system with their athletes. When it comes to planning, decision-making, and goal-setting, the coaches of the athletes who were interviewed give the athletes extensive input. In their study, Syrmpas and Bekiari (2018) found that athletes who experience a democratic coaching environment are more satisfied and goal-oriented. This also enables them to be more intrinsically than extrinsically motivated. When it comes to coaching, the coach is most likely athlete-centered and frequently allows for feedback. During an extended training season, social support in the coach-athlete relationship is viewed as a means of reducing stress and achieving a healthier emotional state. According to the findings of Kiens et al. (2023), social support and resilience are directly proportional. It indicates that the athlete’s level of resiliency will increase proportionally to the amount of social support they receive. Lastly, there are no significant differences when it comes to coaching behavior and leadership style of the coaches in Metro Manila.

CONCLUSIONS

Metro Manila coaches are perceived by their athletes as consistent in terms of physical training and conditioning, technical skills, mental preparation, goal setting, and competition strategies. While these areas of coaching behavior are perceived as “always,” coaches need to maintain this status because athletes rely on them. As data presented, Metro Manila coaches need to improve their goal-setting behavior as it received the lowest mean as per “always”. On the other hand, metro manila coaches need to recalibrate their behavior when it comes to positive rapport as it is perceived “often”. While negative rapport shows the lowest mean among all the sub-variables, this only shows that Metro Manila athletes do not show negative rapport with their athletes.

On the other hand, training behavior and rewarding behavior is the most favorite style of athletes in metro manila while autocratic is the least for them. This only shows that athletes appreciate when they learn something new in training and reward them for their hard work. It also reveals there are no significant differences in coaching behavior and leadership style.

Conflict of Interest Statement

The author declares no conflicts of interest.

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