MODELING THE ROLE OF COACHES' LEADERSHIP STYLES IN STUDENTS' SPORT SATISFACTION

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Abstract

The purpose of the present study was the prediction of sports involvement of students through leadership style of physical education teachers with investigation the mediating role of satisfaction and sports motivation. The research method was descriptive - correlational; in terms of objectives, it was an applied research conducted through a field study. Statistical population of this study included all the High school students in Shahindezh in the 97-98 academic year. The number of samples in this research was determined using a cluster sampling method and 242 individuals were sampled among male and female students. The results showed that democratic and positive feedback leadership styles play an important role in increasing students' sports satisfaction.

Key words: *leadership style, sport satisfaction, coach.*

Introduction

Case(1984) considered coaches as vital components of human resources in sports organizations. Accordingly, coaches, even if they do not use the word leadership about themselves, but their duties, like other advanced and organized activities, require leadership practices. In achieving team objectives, coaches perform tasks such as goal setting, planning, organizing, controlling, coordinating, and influencing players. In fact, by developing such policies in group processes and social interactions, they perform the same duties of a leader (Case, 1984; Oliver, Hardy, & Markland, 2010). According to Martinez (2006), leadership style is a constant and continuous model of behaviors that individuals use when working with others that is understood by individuals. According to Anshel (2003), it is not possible to suggest an effective leadership style for all situations and conditions, but the coach's leadership style should be logical with the situation. Enshel believed that coaches are role models for showing right behaviors to their followers. The successful sports teams usually have a distinctive characteristic that distinguishes them from the unsuccessful sports teams, and that is effective, active, and competent management and leadership. The coach's leadership style and behavior play an important role in the team performance and success. Chelladurai (1993) introduced coaching leadership style including five common leadership styles of training and instruction, social support, positive feedback, and autocratic and democratic behaviors. According to Antón, Camarero, and Laguna-García (2017), satisfaction refers to the feeling achieved by cognitive and emotional aspects of the services provided and as a provider of evaluation of various characteristics. Koo (2013) expressed satisfaction as an emotional attachment to a variety of tangible and intangible products based on consumers'

feelings and experiences. One of the most important results of any training program is satisfaction that participants get from it. If a person is satisfied with the training program, he / she will also want to continue that program and enroll in future programs (Loughead & Carron, 2004). Studies on coaching leadership can improve coaching performance and effective evaluation of coaching leadership plays an important role in athletes' satisfaction and performance. Therefore, the effective behavior of the coach can be an important and determining factor in success and satisfaction of athletes (Chelladurai, 1984). Chelladurai and Riemer (1997) defined athlete satisfaction as a positive emotional state that results from the complex evaluation of structures, processes, and outputs related to sports experiences. Satisfaction has been considered as a consequence or achievement of the coach's work in various leadership studies conducted within the framework of Chelladurai multidimensional model of leadership (Cakioglu, 2003). Chelladurai and Riemer (1997) classified athlete satisfaction into four main dimensions: satisfaction with coach behavior and interaction, satisfaction with training and instruction, satisfaction with team performance, and satisfaction with individual performance, which were used in most subsequent studies. In later important studies, Horen (2002) identified athlete satisfaction as an important consequence of coaches' leadership style. A review of international studies shows that most of the studies have been conducted in relation to the coach (especially leadership or coaching style) and has shown that coaches can have a great effect on athletes' satisfaction(Bebetsos & Theodorakis, 2003; Coatsworth & Conroy, 2009). This study attempts to investigate the pattern of student satisfaction through leadership style of coaches.

Methods

The research method is descriptive-correlational that was conducted in the field and this study is applied in terms of purpose. The statistical population of this study includes all high school students of 23 schools studying in the academic year of 2018-2019 in Shahindej, West Azerbaijan Province.

In order to determine the sample size among 2648 individuals in the population, according to Morgan and Krejcie Table, at least 400 male and female students were selected using multi-stage cluster sampling method.

Research tools in this study included Chelladurai and Saleh (1980) Leadership Style Questionnaire, with 40 questions on scales of training and instruction, autocratic and democratic behaviors, social support, and positive feedback, and Athlete Satisfaction Questionnaire of Chelladurai and Riemer (1997) with 14 questions and subscales of satisfaction with training and instruction, satisfaction with the behavior and interaction of the coach, satisfaction with individual performance and satisfaction with team performance.

Structural equation modeling and descriptive statistics such as mean and standard deviation were used to analyze the research data. These analyzes were performed using Mplus software version 7.4 and SPSS software version 21.

Results

The analysis of the structural model yielded the following results for the goodness-of-fit indices: $\chi 2/df = 2171.12/1358 = 1.6$, $p < .05$, CFI = .92, TLI = .92, SRMR = .048, and RMSEA = .039, indicating an acceptable model fit. Figure 2 shows the hypothesized model. The training and instruction style of coaches was positively associated with students'sport satisfaction ($\beta = .26$, $p < .01$). In addition, the positive feedback style of coaches was positively associated with students'sport satisfaction ($\beta = .32$, $p < .01$). while the social support, autocratic, and democratic styles were not significantly associated with students'sport satisfaction ($p > .01$).
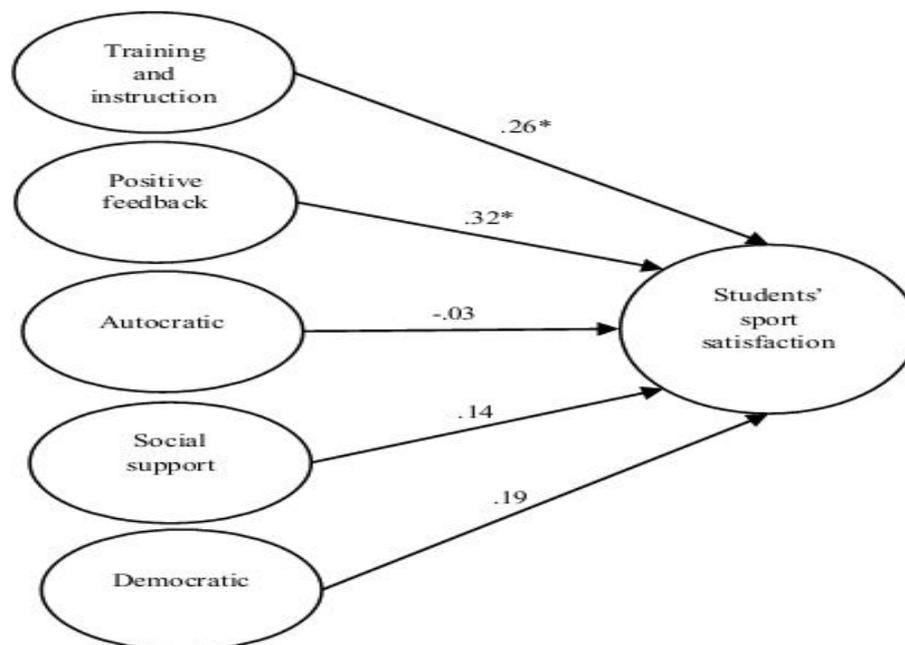

Figure 1. Results of structural model. **$p<0.01$.

Discussion and conclusion

According to the study results, leadership styles of democratic behavior, positive feedback and training and instruction of coaches have a positive effect on students' sports satisfaction. Also, leadership styles of autocratic behavior and social support have no significant effect on students' sports satisfaction. These results are consistent with some of the researches of Eydi, Abasi, and Almasi (2019) and Hashemi Motlagh, Aslankhani, and Safania (). According to the principles governing leadership styles, the higher the level of knowledge and understanding of students about the problems and processes governing the school environment and the sports class, the greater the participation of students in decision-making, and the level of students' satisfaction with the principles and behaviors of the mentioned leadership styles increases. Behzadnia and Keshtidar (2019) showed that if the coach supports the students' sense of independence and decision-making abilities in the classroom and cares about their choices, and with a self-determined individual view looks at students behaviorally, can cause satisfaction with basic psychological needs of students in the field of

physical education activities (Anshel, 2003), which is consistent with previous results in the field of physical education (Cheon, Reeve, & Song, 2016; Haerens, Aelterman, Vansteenkiste, Soenens, & Van Petegem, 2015; Haerens et al., 2018). The supportive behaviors of the coach through satisfaction with basic psychological needs make students want to continue sports in the future i.e. respecting behaviors and approaches of students in the sports class and supporting their views allow students to experience greater satisfaction with basic needs, which finally will provide the desired behavioral outcome for students. Hence, coaches can try to improve athletes' satisfaction by adopting servant leadership style. When the coach uses a supportive approach to students, students can achieve the desired behavioral outcome, desire to continue and re-engage in physical activity in the future. With participating in decision-making, being aware of students' opinions and making consistent decisions, the coach not only can cause the maximum satisfaction and participation, but also strengthens psychological needs, competence, sense of belonging, deep relationships, independence, vitality, health and continuity of activity and happiness and causes repetition and continuity in the sports class.

The coaches with adopting appropriate leadership styles for satisfaction, attention, interpersonal relationships, participation in decision making, encouragement, positive feedback, training and practice along with happiness and guidance to target behaviors and performance improvement and use of creativity and new innovation to provide students' desire, self-confidence, competence and continuous sports activities. The coaches who involve students in decision-making and emphasize positive interpersonal relationships with students and provide a positive group atmosphere play a major role in students' satisfaction. In other words, the coaches who use democratic leadership style more can provide more satisfaction in their students, respond to spiritual and psychological needs of students in general, understand them in sports fields, establish intimate relationships with them and provide students with the desire to be as successful as possible in sports fields. When the coach's relationship with the student is based on respect and intimacy and creates opportunities for participation and creativity, it brings both understanding and attitude to the student and shows the importance of the coach's behavioral actions and attitudes in providing students' desired satisfaction.

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