

Leadership Behaviors of Sports Coaches in Public Elementary Schools of District 2, San Felipe, Zambales, Philippines

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Abstract - *Strong leadership of sports coaches has the potential to optimize team functioning, collective efficacy and performance. The main purpose of this study is to examine the leadership behaviors of 50 sports coaches employed at Elementary Schools of District 2 San Felipe, Zambales, Philippines. The Leadership Scale for Sport (LSS) was used to investigate coaches' perceptions of their own leadership behaviors (training and instruction behavior, social support, positive feedback, democratic behavior and autocratic behavior). The study was conducted during the academic year 2016-2017. The descriptive research was utilized as research design and quantitative in its analysis. The coach respondents are holders of Bachelor's degree w/ MA Units, have been coaching for six years of sports Volleyball and Athletics. As regard to the perceived coaches' leadership styles, the result showed that coaches always exhibited a higher leadership style in positive feedback and low on autocratic behavior. Further, a no significant difference was found on the described and exhibited leadership behaviors of coaches when attributed to their profile.*

Keywords: Sports Coaches, Coaching, Behavior, Leadership Behavior Scale

INTRODUCTION

In sports, leadership is also an aspect that coaches, sports leaders and heads should pay attention to. Kajal, Hemmatinezhad, and Razavi [1] argued that there is a need for proper guidance and leadership to achieve organizational goals. Chelladurai [2] developed the multidimensional model of leadership to allow studies to distinguish particular leadership traits that differentiate coaching leadership styles. The researchers consider that it is important to understand

the styles and principles of leadership that coaches use. Furthermore, a coach must be in possession of related knowledge leadership and management competence.

Coach is one of the fundamental pillars of the formation and development of sports teams and their important role in the performance of the players cannot be ignored. Coach can create and cultivate an environment around the team that affects athlete development and team performance.

Lorimer and Jowett [3] documented that the coaching experience is an individual factor that influences coaches' empathetic accuracy and is thereby related to how effective and successful coaches are in their interactions with athletes. Chiu & Huang [4] stressed that coaches' responsibility is not only on training but also a role model of players.

Leadership behavior of coaches is a complex process and a very important strategic skill in today's society. In the sport field, coaches' leadership behavior is given with critical value of decisive factor to the improvement of athlete and team performance [4]. Therefore, it is important for a coach to possess leadership ability in order to effectively to guide a team.

Considering the quick advances of sports in different competitions such as District Meet and Provincial Meet in the Province of Zambales, the Cantal Luzon Regional Athletics Association (CLRAA) competition and Philippine National Events, the importance of coaching has grown significantly. However, coaching leadership behaviors vary greatly, ranging from very strict coaches to egalitarian coaches who take the athlete's perspective highly into account. Nonetheless, certain leadership styles can lead to increased performance, fulfillment and commitment. The success of a team mainly depends on the behavior of coaches and players of that

particular team. Hence the present study aimed to identify the leadership styles among coaches of elementary schools in San Felipe District, Zambales, Philippines.

With the results of the study, School Administrators, School Athletic Directors/Officers would be more aware on the impact and consequences of different coaching leadership behaviors and styles. They would pay more attention and be more supportive of their coaches' preferred coaching behavior. Coaches and trainers on the other hand will look more in depth of their roles and responsibilities as sports coaches. They would be mindful of efficient and effective leadership styles and behaviors that could be utilized positively with their athletes.

OBJECTIVES OF THE STUDY

The main purpose of this research study is to determine the coaching leadership behaviors of coaches in Public Elementary Schools of District 2 San Felipe, Zambales, Philippines

Specifically, this study aimed to determine the profile demographics of coach-respondents; to identify what particular sport the respondents are coaching; to determine how the coaches may describe their leadership behaviors and to test if there is difference on the perceived leadership behaviors when attributed to coaches profile variables.

METHODS

In this study, the research method is of descriptive specifically a survey type in which data will be gathered emphasizing on field method and applying questionnaire. This study was conducted at twelve (12) Elementary Public Schools of District 2, San Felipe Zambales, Philippines. There were fifty (50) total coach-respondents.

The survey questionnaire was the main instrument in data gathering. Each participants were asked to complete a demographic questionnaire such as number of years coaching and highest educational attainment. In order to assess how the coaches perceive coaches' style and behaviors, the Leadership Scale for Sports (LSS) [2] was administered.

The researchers sought the approval of the DepEd Schools Division Superintendent of Zambales and District 2 Supervisor of San Felipe to administer the survey questionnaire to the coach-respondents. The objectives and significance of the study were explained to the participants and the confidentiality of their responses was ensured. Data was analyzed using

the Statistical Package for Social Sciences (SPSS). ANOVA was used in significance level $p \leq 0.05$ for statistical analysis. In addition, descriptive statistics including percentage and means were utilized.

In this study, the Leadership Scale for Sports (LSS) was administered with the aim of assessing coaches' leadership style and behaviors along five different dimensions. The survey instrument consists of 30 items that asked the coaches to indicate the degree of exhibited type of behavior described in the individual items. The response format consists of a five-point Likert-type scale (always, often, occasionally, seldom or never) with numbers representing coaches' perceptions that they exhibited that type of behavior. The 30 individual items in the LSS were divided into five subscales with each subscale representing a particular type of coaching leadership style or behavior. The five sub scales were: autocratic behavior, democratic behavior, training and instruction, social support and the positive feedback.

RESULTS AND DISCUSSION

Table 1. Frequency and Percentage Distribution of the Coach Respondents Profile (N=50)

Number of Years Coaching	f	%
12 & above	6	12.00
6 – 11	12	24.00
0 - 5	32	64.00
Mean	5.5 or 6 years	
Highest Educational Attainment		
Bachelor	12	24.00
Bachelor w/ MA Units	29	58.00
Masters Graduate	8	16.00
Masters w/ Doctoral Units	1	2.00

Table 1 shows the frequency and percentage distribution of the coach-respondents as regard to number of years they are coaching and highest educational attainment.

The data on the number of years coaching indicated that majority (32 or 64.00%) of the respondents from Elementary Schools of District 2 San Felipe have been coaches of their respective schools in different sports events for 0 to 5 years. It was followed by 12 or 24.00% between 6–11 years, and 6 (12.00%) for 12 years and above. The mean is 5.5 or 6 years. In this study, the respondents have been serving as coach in their respective schools for six years.

For the frequency and percentage distribution of the coach-respondents profile as to highest

educational attainment. Out of 50 respondents of Elementary Schools of District 2 San Felipe, 28 or 58.00% are holders of Bachelor's degree w/ MA Units, 12 or 24.00% are Bachelor's degree holders, 8 or 16.00% are Master's degree holders and 1 or 2.00% is holder of Masters w/ Doctoral Units. Most of the respondents have completed their Bachelor's degree and with MA units. This condition signifies that they are pursuing higher academic degree. This situation also implies that the coach-respondents are highly qualified in their respective designation and that athletes are assured of quality service.

Table 2. Frequency and Percentage Distribution of the Coach-Respondents

Sports Coaching	f	%
Athletics	13	26.00
Badminton	6	12.00
Baseball	1	2.00
Basketball	6	12.00
Chess	3	6.00
Dance Sports	2	4.00
Swimming	1	2.00
Table Tennis	1	2.00
Taekwondo	3	6.00
Volleyball	14	28.00
Total	50	100.00

Table 2 shows the frequency and percentage distribution of the coach-respondents as to sports they are coaching. Fourteen (14) or 28.00% were coaches Volleyball, 13 or 26.00% handles Athletics, 6 or 12.00% were coaching Badminton and Basketball respectively, 3 or 6.00% were handling Chess and Taekwondo respectively, 2 or 4.00% were coaches of Dance Sports and 1 or 2.00% was coach of Baseball, Swimming, Table Tennis respectively.

Results revealed that most of the coach-respondents from Elementary Schools of District 2 San Felipe, Zambales are coaches of Volleyball and Athletics. This could mean that the two sports are popular among the pupils of Elementary Schools of San Felipe. Result also signifies that the pupils are competitive in these two kinds of sports and the coaches and players have been representing their schools in Volleyball and Athletics sports competition.

Table 3 shows the perception of the coach-respondents on the training and instruction coaching behavior. The overall weighted mean of the perception of the coach-respondents on the training and instruction coaching behavior was 4.37 with

verbal interpretation of Always (A). As revealed, the respondents from Elementary Schools of District 2 San Felipe, Zambales at all times described their coaching behavior as training and instruction.

Table 3. Perception of the Respondents on Training and Instruction Coaching Behavior

Training and Instruction Behavior	AWM	DR
1. See to it that athletes work to capacity.	4.42	A
2. Explain to each athlete the techniques and tactics of the sport	4.44	A
3. Make sure that the coach's function in the team is understood by all athletes.	4.50	A
4. Instruct every athlete individually in the skills of the sport.	4.34	A
5. Expect every athlete to carry out one's assignment to the last detail.	4.20	O
6. Explain how each athlete's contribution fits into the total picture.	4.34	A
Overall Weighted Mean	4.37	A

The general characteristics of this leadership behavior focused on monitoring, instruction and directing the athletes on the techniques and tactics of their respective sports. It was always the responsibility of the coach to clarify to his/her athletes their accountability and contribution to the group. Enoksen, et al. [5] indicated that one of the coaches' most frequent self-reported behavioral components is training and instruction. JafarMoosavi & Ghotnian [6] stated that the technical and tactical guidance of coaches during competition and training allows development of the players' strengths and determination of weaknesses of their efforts.

Table 4. Perception of the Respondents on Democratic Leadership Behavior

Democratic Behavior	AWM	DR
1. Ask for the opinion of the athletes on strategies for specific competitions.	4.18	O
2. Let the athletes share in the decision-making.	4.22	A
3. Encourage athletes to make suggestions for ways to conduct practices.	4.30	A
4. Let the athletes set their own goals.	4.22	A
5. Let the athletes work at their own speed.	4.24	A
6. Let the athletes decide on plays to be used in a game.	3.90	O
Overall Weighted Mean	4.18	O

Table 4 shows the perception of the coach-respondents on the democratic leadership behavior. The overall weighted mean of the perception of the coach-respondents on the democratic leadership behavior was 4.18 with verbal interpretation of Often (O). The results indicated that the behaviors of the coaches of Elementary Schools of San Felipe District 2 centers frequently on the democratic principles and characteristics. Enoksen, et al. [5] revealed that third of coaches' most frequent self-reported behavioral components was democratic leadership behavior.

Moreover, the coaches' democratic leadership behavior and style manifested when they ask opinions, views and suggestions from the athletes regarding their plans and tactics to be utilized and used during competition. Also, the coaches often allowed their athletes to set their targets and train and work in their own abilities and speed. Shohani [7] argued that democratic leadership behavior is concern with the athlete's positive relations in order to provide the positive group climate.

Table 5. Perception of the Respondents in Terms of Social Support Leadership Behavior

Social Support Leadership Behavior	AWM	DR
1. Help athletes with their personal problems.	4.14	O
2. Help members of the group settle their conflicts.	4.30	A
3. Look out for the personal welfare of the athletes.	4.32	A
4. Encourage the athlete to confide in the coach.	4.40	A
5. Encourage close and informal relations with athletes.	4.24	A
6. See to it that the athletes' efforts are coordinated	4.50	A
Overall Weighted Mean	4.32	A

Table 5 shows the perception of the coach-respondents on the social support leadership behavior. The overall weighted mean of the perception of the teacher/coach-respondents on the social support leadership behavior was 4.32 with verbal interpretation of Always (A).

As revealed, the coach-respondents of Elementary Schools of District 2 San Felipe, Zambales always showed and manifested their leadership behavior as social support. Here the respondents tried to help athletes' personal problems; to settle their conflicts; to look out for each other, confide and coordinate in

order to establish close relations. The coaches' behavior is focused on maintaining relation which is cohesive, conducive, with social acceptance and advantageous for every athletes and the coach. These results were consistent with the findings of others studies of coaches' and leadership behaviors. Shohani [7] concluded that the coaching styles play an important role in producing and increasing the player's sport motivation, satisfaction and commitment. Guardion [8] acknowledged that it is an important aspect of a good coach-athlete relationship is the coach's ability to understand each athlete as an individual and to tailor his/her coaching style and attention to suit those need.

Table 6. Perception of the Respondents in Terms of Positive Feedback Coaching Behavior

Positive Feedback Behavior	AWM	DR
1. Compliment an athlete for good performance in front of others	4.46	A
2. Tell an athlete when the athlete does a particularly good job.	4.52	A
3. See that an athlete is rewarded for a good performance.	4.52	A
4. Point out each athlete's strengths and weaknesses.	4.54	A
5. Express appreciation when an athlete performs well.	4.62	A
6. Give credit when it is due.	4.44	A
Overall Weighted Mean	4.52	A

Table 6 shows the perception of the coach-respondents on the positive feedback coaching behavior. The overall weighted mean of the perception of the coach-respondents on the positive feedback leadership behavior was 4.52 with verbal interpretation of Always (A). Enoksen, et al. [5] found that one of the coaches' most frequent self-reported behavioral components is positive feedback.

The coach-respondents always exhibited and demonstrated positive feedback leadership behavior. As coaches of different sports events in their respective schools, they constantly gave rewards, commendations, show appreciation and provide feedback for and inform their athletes of their good performances in the competition. The coaches found it appropriate to inform their athletes of their strengths, outstanding skills and weaknesses. These perceptions are consistent with Sangani, et al. [9]. They revealed that feedback with the collective efficacy that shows the importance of coaches' feedback in group

dynamics and group mental condition and finally team performance.

Table 7. Perception of the Respondents in Terms of Autocratic Leadership Behavior

Autocratic Behavior	AWM	DR
1. Plan relatively independent of the athletes.	3.30	OC
2. Do not explain my actions.	3.00	OC
3. Figure ahead on what should be done.	3.90	O
4. Refuse to compromise on a point.	3.30	OC
5. Keep aloof/distant from the athletes.	2.66	OC
6. Specify in detail what is expected of athletes.	3.70	O
Overall Weighted Mean	3.31	OC

Table 7 shows the perception of the coach-respondents on the autocratic leadership behavior. The overall weighted mean of the perception of the coach-respondents on the autocratic leadership behavior was 3.31 with verbal interpretation of Occasionally (OC).

The coach respondents occasionally displayed and utilized autocratic coaching behavior. Moreover, the respondents of the present study are coaches who occasionally plans and figure ahead for their athletes; they identify what should be expected from their athletes; and avoid concessions from and maintaining a space from athletes a lot. The coach sometimes do not allow any attempt from the athletes to share with the decision making. This could mean that the coaching behavior of the coaches is sometimes described as coach-centered, dominant and controlling. JafarMoosavi & Ghotnian [6] stressed that it is necessary to create distance and separation between himself and his players to avoid and the decision to set a goal and achieve it with the players involved do.

Table 8 shows the summary of the described coaching behavior of the coach-respondents. First from the rank was Positive Feedback Behavior with OWM of 4.55 interpreted as Always.

Table 8. Summary of Described Leadership Behavior of the Coach Respondents

Coaching Behaviors	OWM	Rank	DR
Training and Instruction Behavior	4.37	A	2
Democratic Leadership Behavior	4.18	O	4
Social Support Leadership Behavior	4.32	A	3
Positive Feedback Behavior	4.55	A	1
Autocratic Leadership Behavior	3.31	OC	5
Grand Mean	4.146	O	

Second from the rank was Training and Instruction Behavior (OWM=4.37), interpreted as Always. Third from the rank was Social Support Leadership Behavior (OWM=4.32), interpreted as Always. Fourth from the rank was Democratic Leadership Behavior (OWM=4.18), interpreted as Often and fifth was Autocratic Leadership Behavior (OWM=3.31), interpreted as Occasionally. The grand mean was 4.146 with verbal interpretation of Often (O).

Table 9 shows the analysis of variance that test the difference of perceptions of the coaches of Elementary Schools in District 2 San Felipe, Zambales. For the Training and Instruction Behavior, the significant values for number of years coaching (0.68) and highest educational attainment (0.11) were higher than (0.05) alpha level of significance. Therefore the null hypothesis is accepted. There is no significant difference on the perceived training and instruction coaching behavior of the respondents when attributed to all profile variables. This result could mean that there is similarity of respondents' understanding and of practice on the different indicators of training and instruction coaching behavior irrespective of differences in their profile.

As for the Democratic Leadership Behavior, the significant values number of years coaching (0.67) and highest educational attainment (0.20) were higher than (0.05) alpha level of significance.

Table 9. Analysis of Variance to Test the Differences on the Perceived Leadership Behavior of the Coach Respondents when grouped according to Profile Variables

Source of Variation	Training and Instruction Behavior		Democratic Leadership Behavior	Social Support Leadership Behavior			Positive Feedback Behavior		Autocratic Leadership Behavior	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Number of Years Coaching	0.63	0.68	0.65	0.67	0.29	0.92	1.06	0.40	0.49	0.78
Highest Educational Attainment	2.15	0.11	1.59	0.20	0.16	0.92	0.72	0.54	0.63	0.63

* Significant

Therefore the null hypothesis is accepted. There is no significant difference on the perceived democratic leadership behavior of the coach-respondents when attributed to all profile variables. Irrespective of differences of profile, there exists likeness of coaches' knowledge and utilization of different aspects of democratic leadership behaviors and styles.

For the Social Support Leadership Behavior, the significant values for school number of years coaching (0.92) and highest educational attainment (0.92) were higher than (0.05) alpha level of significance. Therefore the null hypothesis is accepted. There is no significant difference on the perceived social support leadership behavior of the respondents when attributed to all profile variables. The perception of the coaches who differ in terms of number of years coaching and educational accomplishment manifested likeness of knowledge and understanding on the different indicators of social support leadership behavior and in the practice of which when coaching their players and athletes.

As for the Positive Feedback Behavior, the significant values for number of years coaching (0.40) and highest educational attainment (0.54) were higher than (0.05) alpha level of significance. Therefore the null hypothesis is accepted. There is no significant difference on the perceived positive feedback behavior of the respondents when attributed to all profile variables. Findings indicated that irrespective of respondents' profile differences, there exists likeness of described and practiced positive feedback leadership behavior.

For the Autocratic Leadership Behavior, the significant values for number of years coaching (0.78) and highest educational attainment (0.63) were higher than (0.05) alpha level of significance. Therefore the null hypothesis is accepted. There is no significant difference on the perceived autocratic leadership behavior of the respondents when grouped according to all profile variables. There is similarity of coaches' described level of autocratic coaching behavior even if there is differences in profile such as number of years coaching and educational attainment.

CONCLUSION AND RECOMMENDATION

The main purpose of this study is to examine the leadership behaviors of 50 sports coaches employed at Elementary Schools of District 2 San Felipe, Zambales, Philippines.

The coach-respondents are holders of Bachelor's degree w/ MA Units, have been coaching for six years

of sports volleyball and athletics. Regarding the perceived coach's leadership styles, the result of this study showed that coaches exhibited a higher leadership style in positive feedback, followed by training and instruction, social support and democratic and low in autocratic behavior. These major points are evidences to prove and show that the coaches of elementary schools at District 2 San Felipe emphasizes behaviors and practices of training of skills, techniques and tactics of the sports; of building of positive atmosphere between coaches and athletes; and of giving of recognition and reward of good performance of athletes; but practice less on independent planning and independent decision making. Coaches, through their styles of leadership, actions and behaviors can really influence the pupil athletes' knowledge of the game, skill and performance level and team unity. Further, a no significant difference was found on the described and exhibited leadership behaviors of coaches when attributed to their profile.

Investigation of leadership behavior of sports coaches is crucial to understand the performance of sport teams in Zambales. Continuous investigation about coaching leadership style and behaviors can facilitate the improvement of coaching performance as well as sports and athletics performance in the province because effective coaching behavior has been shown to be an important determinant of team success.

Although the study answered the objective and the research questions, there were various limitations which could possibly have limited the findings in the study. Coaches were only asked to answer if the indicators describe their leadership style and behaviors. Results could have further been stated if coaches were allowed the opportunity to express the reasons of their responses. Moreover, the survey was open only for coaches of District 2 San Felipe which limited the sample size of the study. If the survey had been left open for the whole Division of Zambales a larger sample could have been retrieved and results could possibly have been different.

The recommendation of the study focus on the emphasis and utilization of sports coaches in Zambales of positive feedback, training and instruction, social support and democratic leadership behaviors for these have the potential to improve team functioning and performance. Coaches also have to acknowledge all duties in a team by assigning different roles to several players rather than having

one authority fulfilling it. It was also suggested that rigorous observational method should be done in the future to pinpoint the appropriate sports coaches' leadership style and the impact of the leadership style and behaviors to the coach-athlete relationship.

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