



Relationship between Coach's Leadership Style and Motivation of Male Athletes

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ABSTRACT

Each coach has a distinctive leadership style, and each coach's leadership style has its advantages and disadvantages. Trainers have several leadership behaviors/actions in training. There are several coach-style behaviors, i.e., training/instruction, authoritarian, democracy, social support, and feedback. This study aims to determine whether there is a relationship between the coach's leadership style and male athletes' motivation. This research method uses a descriptive correlation research design. The samples in this study were active student members of the men's futsal student activity unit of the Indonesian Education University. The data collection technique used a random sampling technique. The instruments used were The Leadership Scale for Sport (LSS) to measure the coach's leadership style and SMS (Social Motivation Scale) to measure male athletes' motivation. This study was analyzed using parametric statistical analysis with the Pearson correlation test. The results of the data analysis Moreover, the authority leadership style attains a sig value (p) of $0.006 < 0.05$. Hence, H_0 is rejected. It is assumed that the coach's leadership style has a significant relationship with the motivation of male athletes of the Futsal Student Activity Unit of the Indonesian Education University. Meanwhile, the sig. value (p) of democratic leadership style is $0.031 < 0.05$. Thus, H_0 is rejected. It means that the democratic coach's leadership style has a significant relationship with the motivation of male athletes of the Futsal Student Activity Unit of the Indonesian Education University. Moreover, the social support leadership style indicates a sig (p) value of $0.033 < 0.05$. Hence, H_0 is rejected. indicate that there is a significant relationship between the coach's leadership style and male athletes' motivation.

Keywords: Coach's, Leadership Style, Motivation

Received: 2023-06-01; Accepted: 2023-06-19; Published: 2023-06-22

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INTRODUCTION

The achievement of the men's futsal student activity unit of the Indonesian Education University decreased in 2022. It indicated the reduction achievement of

the year. In several championships, the men's futsal student activity unit of the Indonesian Education University needed more achievement. One of them is the competition of the Bandung League championship. The men's futsal student activity unit of the Indonesian Education University experienced a decline in achievement by accomplishing 11th place, one level above the relegation zone. The inconsistency of athletes in training is reflected in the reduction of athlete participation and less enthusiasm of athletes in training.

Less enthusiasm decreases athletes' motivation, reflecting their feeling that they cannot perform with the expectation of maximum results (Ryan & Deci, 2000). Achievement of performance and motivation are the two crucial and valuable things in creating an achievement (Chantal & Vallerand, 1996). A person is involved in an activity due to the encouragement of intrinsic and extrinsic motivation (Ferrer-Caja & Weiss, 2000). Motivation is a specific internal condition that directs a person's behavior toward a goal (Lefton, 1982; cited in Siahaan et al., 2018). Hollembeak & Amorose (2005) argue that an athlete's motivation is related to the coach's leadership style.

Similarly, Whitehead & Corbin (1991) express that a coach's coaching affects an athlete's motivation. Moreover, a coach's behavior can influence an athlete's motivation with support and control in interacting with athletes (Mageau & Vallerand, 2003). In addition, coaches have an essential role in a team and have many teaching/learning and educational tasks supporting athletes in reaching the highest level, particularly as coaches become a crucial pillar of the training process (Mohammed & Ahmed, 2022).

The trainer has several leadership behaviors/actions in training. The formation of the training environment is close to how the trainer behaves and plays a role in leading the training (Nicholls et al., 2016). The coach's coaching and training style affects the athlete's performance in achieving success; not a few athletes sometimes complain about the leadership style of a coach, which makes an athlete not excited about the training process.

Based on the explanation above, it can be concluded that athletes' motivation in the Men's Futsal Student Activity Unit of the Indonesian Education University has decreased. Referring to the problems illustrated above, the study investigating The

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METHODS

The descriptive correlation method was the research design applied in this study. It is in line with the concept of correlation research proposed by Fraenkel & Hyun (2010). They argue that correlational research is a study to determine the relationship between two or more variables studied without any attempt to influence them so that variables are not manipulated in correlational research Fraenkel & Hyun (2017) This research was conducted at the Futsal Student Activity Unit of the Indonesian Education University. It was carried out for a month by involving 50 samples. The sampling technique employed was random. Sugiyono (2007) reveals that random sampling is a technique or method of taking samples from members of the population carried out randomly without looking at the strata existing in a population.

The research participants selected as research samples took part in filling in the questionnaires as the research instrument. The research instrument had met a valid and tested questionnaire. The distribution of the questionnaire concerning the coach's leadership style was conducted using the Leadership Scale for Sport (LSS) questionnaire (lihat Chelladurai & Saleh, 1980). The questionnaire was presented in Google Forms. The questionnaire applied to investigate the coach's leadership style was the Leadership Scale for Sport (LSS) (lihat Chelladurai & Saleh, 1980), consisting of 40 questions. Meanwhile, the questionnaire examined the athletes' motivation employing the Sport Motivation Scale (SMS) (lihat Pelletier et al., 1995) covering 28 questions. This scale of the questionnaire covers 40 items with five dimensions of leadership behaviour, i.e., coaching and teaching behaviour (13 items), democratic behaviour (9 items), autocratic behaviour (5 items), social support behaviour (8 items), and positive feedback behaviour (5 items). In this session, participants responded on a 5-point scale ranging from 1 (never) to 5 (always) (lihat Soyer et al., 2014). Regarding motivation, the Sport Motivation Scale (SMS) questionnaire was applied (lihat Pelletier et al., 1995). Pelletier et al. (1995) created The Sports Motivation Scale (SMS) consisting of 28

items in this case. The other ones have examined New Measures of Intrinsic, Extrinsic, and Motivation in Sports. Fraenkel & Hyun (2017) argue that a population is a larger group to which one hopes to apply the results. Relevant to the concept, the populations of this study were 30 male members of the Futsal Student Activity Unit of the Indonesian Education University, consisting of 50 people.

RESULT AND DISCUSSION

Result

Table 1. Descriptive Data

Variables	N	Mean	Std. Deviation
Leadership Style	50	78,78	20,753
Motivation	50	147,06	34,638

Table 1 above shows the results of the descriptive analysis of statistical data describing the N value (Number of Samples) involving 50 participants as research samples. Meanwhile, the mean value indicated the average value. This study investigated Leadership Style by comprising 50 participants. The average value is 78.78, with a standard deviation of 20.753 for Motivation, and the average value is 147.06, with a standard deviation of 34.363.

Table.2 Data Normality Test

Variables	Kolmogorov-Smirnov	Sig (ρ)	Description
Leadership Style	0,135	0,173	Normal
Motivation	0,132	0,195	Normal

The Kolmogorov-Smirnov data normality test results for leadership style illustrated in Table 2 are sig. $0.173 > 0.05$. It means the data is normally distributed. Meanwhile, the motivation sig. is $0.195 > 0.05$, indicating normally distributed. Therefore, this research applied parametric statistics because of normally distributed.

Tabel 3. Pearson Correlation Test Results

Variables	Pearson Correlation	Sig (ρ)	Description
Leadership Style Motivation	0,261	0,037	H0 rejected

Table 3 indicates the Sig. Value of the coach's leadership style and motivation indicating $0.037 < 0.05$. Thus, H_0 is rejected. It means a significant relationship exists between the Coach's Leadership Style and the motivation of male athletes of the Futsal Student Activity Unit of the Indonesian Education University.

Table 4. Coach's Leadership Style

Variables	Pearson Correlation	Sig (p)	Description
Training Leadership Style	0,261	0,037	H0 rejected
Authority Leadership Style	0,383	0,006	H0 rejected
Democratic Leadership Style	0,305	0,031	H0 rejected
Social Support Leadership Style	0,301	0,033	H0 rejected
Feedback Leadership Style	0,275	0,053	H0 accepted

Table 4 shows the various leadership styles of coaches with motivation. Table 4 indicates that the training leadership style's sig value (p) is $0.037 < 0.05$. Therefore, H_0 is rejected. It means that there is a relationship between the training leadership style and the motivation of male athletes of the Futsal Student Activity Unit of the Indonesian Education University.

Moreover, the authority leadership style attains a sig value (p) of $0.006 < 0.05$. Hence, H_0 is rejected. It is assumed that the coach's leadership style has a significant relationship with the motivation of male athletes of the Futsal Student Activity Unit of the Indonesian Education University. Meanwhile, the sig. value (p) of democratic leadership style is $0.031 < 0.05$. Thus, H_0 is rejected. It means that the democratic coach's leadership style has a significant relationship with the motivation of male athletes of the Futsal Student Activity Unit of the Indonesian Education University. Moreover, the social support leadership style indicates a sig (p) value of $0.033 < 0.05$. Hence, H_0 is rejected. It is concluded that the social support coach's leadership style has a relationship with the athletes' motivation of the Futsal Student Activity Unit of the Indonesian Education University.

Moreover, the feedback leadership style shows a sig (p) value of $0.053 > 0.053$. Therefore, H_0 is accepted. It is assumed that the feedback leadership style has no relationship with the motivation of male athletes of the Futsal Student Activity Unit of the Indonesian Education University. In addition, table 4,

describing the Pearson correlation (r) value for the authoritarian leadership style indicates an r -value standing out from the other coach leadership styles with $r = 0.383$.

Discussion

The Men's Futsal Student Activity Unit of Universitas Pendidikan Indonesia has a good track record of achievement in 2019 by winning several student and club-level competitions. In the annual championship at the Bandung Futsal League 2021, the Indonesian Education University Men's Futsal team penetrated the top 8. However, in 2022, the achievement of the Indonesian Education University Men's Futsal team declined.

The Futsal Student Activity Unit of the Indonesian Education University accomplished in 11th place, which is one level above the relegation zone. The decreased participation was reflected in training, inconsistency of athletes, a training atmosphere, and less enthusiasm from athletes. It happened when the coach was replaced. The leadership style of sports coaches shapes the environment supporting athletes in carrying out their responsibilities. Therefore, it is assumed that leadership style can identify social and psychological factors that can affect athletes' motivation (Ntoumanis, Vazou & Duda, 2007; cited in [Soyer et al., 2014](#)). [Chelladurai & Saleh \(1980\)](#) identified the five behaviour dimensions of leaders in sports coaching, i.e. (1) training and teaching, (2) democratic behaviour, (3) autocratic behaviour, (4) social support behaviour, and (5) positive feedback or reward behaviour. In the coach-athlete relationship, it is conceivable that the coach offering a reason for training will provide the necessary increase in athlete motivation ([Goose & Winter, 2012](#)).

The studies investigating the coaches' leadership styles and athletes' motivation have been conducted influentially, i.e. the research carried out by [Mageau & Vallerand \(2003\)](#), [Soyer et al. \(2014\)](#), [Sari et al. \(2012\)](#), [Nasiruddin et al. \(2020\)](#), [Dahlan \(2014\)](#), [Din & Rashid \(2015\)](#). The studies examined the coach-athlete relationship, particularly how coaches influence athlete motivation. However, the research exploring a relationship between the coach's leadership style and athlete motivation is limited. Thus, the purpose of this study was to investigate whether there is a relationship between the coach's leadership style and

the male athletes' motivation at the Futsal Student Activity Unit of the Indonesian Education University; particularly, it examined how coaches can influence their athletes' intrinsic motivation and self-determined types of extrinsic motivation.

This study's findings are a novelty for current researchers because this study discusses the coach's leadership style by including the five dimensions of the coach's leadership style. This research is considered essential to investigate the relationship between the coach's leadership style and the male athletes' motivation at the Futsal Student Activity Unit of the Indonesian Education University.

CONCLUSIONS

Referring to the introduction, results, and discussion illustrated above, it can be concluded that the coach's leadership style with the motivation of male athletes in the futsal student activity unit of the Indonesian Education University indicates a significant relationship with a low correlation coefficient. The several leadership styles of coaches reflected in the significance value of authoritarian coaches is higher than the leadership styles of other coaches. Thus, the coach of the Futsal Student Activity Unit of the Indonesian Education University should possess a leadership style that can increase the motivation of his athletes. By applying several leadership styles at the right situational and time, in the future, this research is expected to be developed in more depth. Moreover, it is advisable to increase the number of samples, wider regional coverage, and better and more recent references so that further research can vary and indicate better quality.

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