

The Effect of Coaching Leadership Style Towards Motivational Factors among School Rugby Players

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Abstract. The purpose of this research is to examine the effect of coaching leadership style towards motivational factor among school rugby players. The sample selection was based on two top schools in rugby performance which are from Wilayah Persekutuan Kuala Lumpur and Selangor state respectively. The sample selection consisted of 62 school rugby players and purposive sampling was used. They were given an online questionnaire to complete as the primary instrument for gathering information about coaching leadership style and motivation factor. Leadership Scale for Sport - 15 Version (LSS-15) is the questionnaire used to identify coaching leadership style while Sport Motivation Scale-II (SMS-II) is the second questionnaire used to identify motivational factor. Statistical Package for Social Science (SPSS) version 26.0 was used to analyzed all data in this study. The mean of the data obtained was determined using descriptive analysis to identify the preferred coaching leadership style among school rugby players, actual coaches' coaching leadership style and motivational factor among school rugby players. Spearman Correlation was carried out to study the relationship of coaching leadership style and motivational factors among school rugby players. The researcher found that there is a significant relationship between coaching leadership style and motivational factor among school rugby players.

Key words: Coaching Leadership Style; Motivational Factor; Rugby

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INTRODUCTION

A sport is an activity that involves physical work and skills where an individual or team needs to compete with one another or others either for enjoyment or profession. It provides with health and fitness rewards for those who practice it.

The objective of this research is to identify the effect of coaching leadership style and motivational factor among school rugby players in Malaysia which was conducted in prestigious schools in Wilayah Persekutuan Kuala Lumpur and Selangor. The schools have excellent histories of achievement in rugby as they have won many rugby tournaments in Malaysia. Rugby is a sport which is a high intensity game as it needed a lot of contact and stamina. This is why rugby is not a popular game around the world because this sport may be said as high risk injury. Even player who usually play rugby also be aware of this phenomenon. However, they still play at their best because of their motivation towards the game.

The role of coach in sports is important because it may enhance the individual or team performance. A coach helps to assist athletes in achieving their maximum potential during training session or real game situation. A coach is responsible to train appropriate skills, assessing their athletes' current performance and also provide guidance to the players. Thus, leadership coaching style takes major roles in this situation.

Besides, motivation is one of the keys to succeed either in academic or sports. Motivation is a psychological process that helps someone to perform at their very best even though there are many obstacles. This study helps to find out the motivations that drive rugby players to play with their best performance. It can tell how well there are motivated to play rugby. This is because some of them play

rugby just for fun but some of them might play rugby because of their passion towards the game. At the end of this research, the motivational factor of school rugby players may be identified.

METHODS

Research Design

A correlational study was implemented in this study. The researcher has decided to use a quantitative method to conduct this non-experimental research since this study is about to find the correlation between two variables.

Population and Sample

The population chooses for this research is the rugby players in Wilayah Persekutuan Kuala Lumpur and Selangor as both schools is one of the best performances for rugby in Malaysia. The schools also have good achievement in international level. Therefore, the type of sampling is non-random sampling. While the researcher had use purposive sampling to focus on qualified or specific characteristic which only rugby players only are choose as the participant. Besides, purposive sampling also allows the researcher to have the best answers and result as the sampling represent the population. Lastly, total of 62 participants only were needed for this research.

Research Instrument

This study has used two different set of questionnaire. The first research instrument is Leadership Scale for Sport - 15 Version (LSS-15) by Teques et al. (2020). They have conducted a research on identifying factorial validity and measurement variance for LSS (Cheladurai and Salleh, 1980) and 25-item version of LSS (LSS-25) by Chiu et al. (2016). Following the revision, the three iterations were given a 15-item solution, with three items in each dimension. LSS-15 has the same dimension as LSS which are 5 dimensions. The 5 dimensions are Training and Instruction, Democratic Behavior, Autocratic Behavior, Social Support and last but not least positive feedback. Moreover, all 15 items were using 5 response categories of the LSS which are Always, Often, Occasionally, Seldom, and Never. The “Often” response was equal to 75% of the time, “Occasionally” response was equivalent to 50% and “Seldom” response was equal to 25% of the time. Therefore, in this study, the athletes’ preference and actual coaches’ behavior version of LSS was being used to answer the research questions.

While the second questionnaire is Sport Motivation Scale-II (SMS-II) which developed by Pelletier et al. (1995) was an instrument use to identify the level of motivation of athlete. This tool may be used in any sport as its help to measure motivation. The SMS consist of 28 items which measure 7 factor subscales. However, SMS-II has been established by Pelletier et al. (2013) to address some limitations of SMS. In this new SMS-II, the items have been shortened into 18 items with 6 subscales only. The 6 subscales are Intrinsic Regulation, Integrated Regulation, Identified Regulation, Introjected Regulation, External Regulation and Amotivated Regulation. Each 18 items were using Likert-type scale ranging from 1 (Strongly disagree) to 5 (strongly agree). A separate 3 items demographic questionnaire was included to know the information about participant age, gender and level of participation such as school, state, national or international

RESULT AND DISCUSION

Table 1 Demographic Data

| | | Frequency | Percent |
|---------------------|----------|-----------|---------|
| School | A | 31 | 50.0 |
| | B | 31 | 50.0 |
| Age | 16 | 28 | 45.2 |
| | 17 | 34 | 54.8 |
| Participation Level | School | 39 | 62.9 |
| | District | 5 | 8.1 |
| | State | 18 | 29.0 |

Table 1 shows the distribution demographic data of respondent. Based on the table, it shows that it has equal participant from both schools where School A (N = 31) and School B (N = 31). The percentage is 50.0% and 50.0% respectively. The total of the respondent in this research is 62 athletes. The highest age in this study is 17 years' old which are 54.8% (N = 34) followed by 16 years' old which are 45.2% (N = 28). Moreover, most respondents are participating rugby in schools' level which are 62.9% (N = 39), respondents followed by state level which are 29.0% (N = 18) and the least number from district level which only 8.1% (N = 5).

Table 2 Preferred Coaching Leadership Style among School Rugby Players

| | School A | | | School B | | |
|--------------------------|----------|------|------|----------|------|------|
| | N | Mean | S.D. | N | Mean | S.D. |
| Training and Instruction | 31 | 4.24 | .721 | 31 | 4.63 | .526 |
| Democratic Behavior | 31 | 3.80 | .806 | 31 | 4.03 | .727 |
| Autocratic Behavior | 31 | 2.51 | .516 | 31 | 2.35 | .577 |
| Social Support | 31 | 3.85 | .677 | 31 | 4.30 | .685 |
| Positive Feedback | 31 | 4.35 | .660 | 31 | 4.63 | .592 |

Respondents were given questionnaire to identify their preferred coaching leadership style. Table 3 shows the pattern of coaching leadership style from each school. Descriptive analysis was conducted based on 5 subscales of leadership style. The highest score coaching leadership style for School A is Positive Feedback (Mean = 4.35, SD = .660) and followed by Training and Instruction (Mean = 4.24, SD = .721). While the style of Training and Instruction (Mean = 4.63, SD = .526) and Positive Feedback (Mean = 4.63, SD = .592) have the highest score for School B athletes.

Table 3 Coaches' Coaching Leadership Style

| | School A | | | School B | | |
|--------------------------|----------|------|------|----------|------|------|
| | N | Mean | S.D. | N | Mean | S.D. |
| Training and Instruction | 1 | 3.67 | . | 1 | 5.00 | . |
| Democratic Behavior | 1 | 4.00 | . | 1 | 4.00 | . |
| Autocratic Behavior | 1 | 1.33 | . | 1 | 1.33 | . |
| Social Support | 1 | 4.00 | . | 1 | 5.00 | . |
| Positive Feedback | 1 | 5.00 | . | 1 | 5.00 | . |

The coaches have answered questionnaire to identify their own coaching leadership style. Table 3 shows the pattern coaches coaching leadership styles by School A coach and School B coach. Descriptive analysis also was conducted based on 5 subscales of leadership styles. It can be seen that the highest score coaching leadership style for School A coach is Positive Feedback (Mean = 5.00) while, Training and Instruction, Social Support and Positive Feedback share the same the highest score (Mean = 5.00) respectively for School B coach.

Table 4 Motivational Factor among School Rugby Players

| | School A | | | School B | | |
|----------------------|----------|------|------|----------|------|------|
| | N | Mean | S.D. | N | Mean | S.D. |
| Intrinsic Regulation | 31 | 4.54 | .600 | 31 | 4.54 | .562 |

| | | | | | | |
|------------------------|----|------|------|----|------|-------|
| Integrated Regulation | 31 | 4.31 | .699 | 31 | 4.37 | .701 |
| Identified Regulation | 31 | 4.47 | .556 | 31 | 4.60 | .498 |
| Introjected Regulation | 31 | 3.82 | .557 | 31 | 3.89 | .742 |
| External Regulation | 31 | 2.47 | .654 | 31 | 2.81 | 1.036 |
| Amotivated Regulation | 31 | 2.40 | .948 | 31 | 2.34 | 1.072 |

The third research question is to examine the motivational factor among school rugby players. Table 4 shows the result of motivation’s factor from both schools. Descriptive analysis was conducted based on 6 motivational factor. It shows that Intrinsic Regulation score the highest mean (Mean = 4.54, SD = .600) for School A athletes. However, Introjected Regulation score the highest mean (Mean = 4.60, SD = .498) for School B athletes.

Table 5 Relationship between Coaching Leadership Style and Motivational Factor Correlations

| | | Leadership | Motivation |
|------------|---------------------|-------------------|-------------------|
| Leadership | Pearson Correlation | 1 | .341** |
| | Sig. (2-tailed) | | .007 |
| | N | 62 | 62 |
| Motivation | Pearson Correlation | .341** | 1 |
| | Sig. (2-tailed) | .007 | |
| | N | 62 | 62 |

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows the result of correlation between coaching leadership style and motivational factor among school rugby players. Pearson correlation test was used to determine the relationship between coaching leadership style and motivational factor. The result show that $r(60) = .341, p = .007$. As the p-value is less than .01, it means that the correlation for both variable is significant. This indicate that there is positive weak relationship between coaching leadership style and motivational factor.

DISCUSSION

The first research objective is to identify preferred coaching leadership styles among school rugby players. The finding shows that Positive Feedback and Training and Instruction coaching leadership styles were among the highest recommended coaching styles by rugby players from both schools. A similar finding was found in one study among male football players prefer Positive Feedback followed by Training and Instruction coaching leadership styles more than the others style (Sorenson, 2018). Positive Feedback is when an athlete receives positive reinforcement for completing tasks assigned to them during matches and training sessions. Personal input refers to an athlete's pleasure with his or her performance throughout training sessions and tournaments. This shows that, these athletes like to be appreciated on what they have done either small or big accomplishments. While Training and Instruction leadership style is expressed by the ability of the coach to enhance the athlete’s performance by educate the right techniques and specific skills of the sports to their athletes.

This is one of the important responsibilities of a coach to deliver the skills and train the athletes to become the greatest players possible. This is because rugby players would like their coach to instruct them the essential skills and educate them the methods and the strategies of the sport either in training session or game situation. Besides, a previous research also found a remarkably similar result where young athletes from various sports also prefer Training and Instruction followed by Positive Feedback coaching styles from their coach (Cruz & Kim, 2017). So, this finding shows Training and Instruction

and Positive Feedback coaching leadership style is very relevant to young athletes such as school students.

The second research objective in this study is to identify actual coaches' coaching leadership style. The finding shows that the highest coaching leadership styles among the coaches are Positive Feedback, followed with Social Support and Training and Instruction coaching leadership styles. The same result was found in one study among Scandinavian Coaches where it was reported that they frequently using Positive Feedback style in their coaching (Enoksen et al., 2014). A prior study also revealed a very similar outcome, which found that coaches in National Collegiate Athletic Association (NCAA) Division-I schools from various sports are practicing Positive Feedback to their athletes (Burdette, 2008). Other than that, based on the result in this study, it shows a clear connection between athletes' preference coaching leadership style and coaches' coaching leadership styles. As can be seen clearly from the results, the coaches from School A and School B are practicing Positive Feedback to their team which are the most preferred coaching leadership style by their athletes. As a result, both schools are considered among Malaysia's top rugby schools.

However, the only difference that can be identified in this study is School A athletes does not receive the right amount of Training and Instruction coaching leadership style by their coach. As can be seen in the Table 2, the second highest preferred coaching leadership style by the athlete is Training and Instruction coaching leadership style, while the second highest by the coaches is Social Support based on Table 3. So, this makes the performance of School A is lower than School B based on the previous tournament.

To examine the motivational factor among school rugby players is the third research objective in this study. The finding of this study reveals that Intrinsic Regulation and Identified Regulation has the highest score of motivation's factor among School A athletes and School B athletes respectively. This is in line with one study by Burrell (2016) which shows high school athletes are motivated by Identified Regulation followed by Intrinsic Regulation. Athletes who are motivated by Identified Regulation means that the action is still done for external reasons such as to attain individual objectives but it has become more self-controlled (Ryan & Deci, 2000). They are practicing the sport because they believe it helps improve them as a person in their life. While, athletes which tends to be Intrinsic Regulation can be described as engaging in an activity for the sake of its own pleasures instead of for some secondary benefit. A person who intrinsically motivated is driven to perform an activity because it is enjoyable or challenging rather than because of external demands, prodding and benefits (Ryan & Deci, 2000). While a study from Mitchell (2013) also found a quite similar finding. The study was conducted among Oklahoma equestrians with a total of 195 riders. The study reveals that the equestrians are mostly driven by intrinsic motivation and followed by identified of extrinsic motivation. The findings have shown that Intrinsic Regulation and Identified Regulation is on the types of motivation that is dominated by athletes. However, it may differ due to type of sports and the culture of the sports.

In short, this finding shows that rugby players in School A whose are Intrinsic Regulation is attending the practice because they want to increase their knowledge about the sport. In this case, they want to know the best strategies, skills and techniques to use in the rugby games. Besides, they will be satisfied with themselves if they can improve in the games. However, rugby players in School B chose rugby as their sport because they realize that they can develop themselves in terms of their health, wellbeing while also enhancing many moral values such as discipline and teamwork.

Lastly, the fourth research objective in this study is to study the relationship between coaching leadership styles and motivational factor among school rugby players. This study's outcome indicates that there is positive weak relationship between coaching leadership style and motivational factor among school rugby players. This means that the motivational factor of school rugby players will depends on coaching leadership style. As the coaching leadership style increases, the motivational factor of school rugby player also increases. Prior study also shows quite similar finding, revealing that there is a relationship between coach behavior and achievement motivation among football players (Soyer et al., 2014). This also consistent with past research, which shows that Training and Instruction leadership style has a significant relationship towards achievement motivation among basketball players in Pakistan (Atta et al., 2021). This is the proof of the importance of coaching behavior will influence the motivation of the athlete.

So, the coach should practice the right coaching style towards their team in order to ensure the motivation of the athlete is in the stable condition. Coaches are absolutely vital to play their roles because

they are in charge of establishing and maintaining an optimal condition for athletes to reach their maximal potential. Whenever a coach does not really create a coaching style capable of earning his or her athletes' interest, trust, and desire to grow, probably that the coach will be unable to motivate them in any way and resulting in a lack of success

CONCLUSION

The researcher has thoroughly described the overview of the research findings in this study. Therefore, the conclusion has been reached. The focus of this study is on the relationship between coaching leadership style and motivational factor among school rugby players.

A good coach practices a coaching leadership styles that appropriate and suitable for the team or athlete under his or her supervision. All criteria may be met if the leader in charge of the team or athletes recognize and acknowledge the importance and the demands of the players. In addition, it is necessary for the coaches to understand the characteristics and interest of the players. This is because, it helps the coaches to meet the demand of the players by planning and practicing an appropriate coaching leadership style to his or her team.

When it comes to planning and making smart decisions, an effective coach is one who knows the requirements of his or her followers. A competent coach concentrates on what needs to be accomplished and on the information that needs to be conveyed with the athletes and the team. The coach's attention and concentration on what has to be accomplished will make the players feel valued and strengthen the relationship between them.

A coach also may decide the right behavior to display to the athlete for boosting their motivation by understanding the aspects of coaching behaviors that impact the athlete's motivation. The research concerns on the motivation and growth of young athletes, which drives them to participates in sports. Regardless of type of sports, the motivation of the athlete is very important to understand because it help them to show their best performance and get a good result in their sport.

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