

# Athletes Profile, Satisfaction, Coaches' Leadership Behavior As Determinants Of Athletes Performance In State Universities And Colleges Of Region IV

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**Abstract:** The main objective of the study is to assess the athlete's profile, satisfaction, coaches' leadership behavior as determinants of athletes performance in state universities and colleges of region IV. The study utilized the descriptive method of research. The respondents of this study include 97 coaches and 514 athletes for Individual Events (men and women) of the state Universities and colleges of Region IV- A & B. Two instruments basically, a revised version of Leadership Scale for Sport (LSS) by Chelladurai & Saleh (1978) and Athlete Satisfaction Questionnaire (ASQ) by Chelladurai and Riemer (1997) were used which were then statistically treated, analyzed and interpreted. The results suggest that most of the athletes are in the age bracket of 17-19, first year level have the highest probability, at the lowermost level of sports competition and just playing for one (1) year. Most of the coaches that responded are in the age bracket of 23-29, male, have been coaching from 1-5 year, permanent employment status and reached Regional level of competition as the highest sports competition level. The athletes are extremely satisfied with all the factors that contribute to the athletes satisfaction. Training behavior is commonly practice as coaches' leadership behavior out of the five factors which coach is directed towards training process in improving athlete's performance. There was a significant effect between the athlete's performance in terms of athlete's satisfaction and coaches' leadership behavior. In terms of the profile of the Athletes, there is no significant effect between athlete's performances. Based on the results of this study it is recommended that SCUAA Region IV schools to re-examine their development programs for coaches and athletes. Determine training needs that will provide significant leads on which the coaches need upgrading on knowledge, skills, and attitude towards work. Improve athletes and coaches technical skills, SCUAA REGION IV schools should formulate a wide but a diverse plans ranging from perspective plans to intermediate plans for the whole institution. Allow coaches to continue the search for an optimum interpersonal relationship with each player in the hopes of promoting an environment conducive to success.

**Keywords:** athlete's satisfaction and performance, coaching behavior style, coaches' leadership behavior, sports performance, sports satisfaction

## 1. Introduction

The most important successful factor of a coach is to help athletes to improve their athletic skill in a wide range of tasks from sequential development and mastery of basic skills, to the more specialized physical, technical, tactical and psychological preparation. Effective coaching behavior varies across specific contexts as the characteristics of athletes and the prescribed situation change. The context of the sport situation and characteristics of the coach and the athletes themselves dictate appropriate leadership behavior. To achieve improvement in athletic performance, it may be necessary for the coach to engage in coaching behaviors to which their athlete is receptive. The previous research used in studying sport leadership by Hersey & Blanchard (1977); House, (1971), and Osborne & Hunt, (1975) as cited by Chelladurai & Saleh (1997) has suggested that a multidimensional model provides explanation to coaching behavior. Three different components of coaching behavior as: 1) actual leader behavior, 2) required leader behavior and 3) leader behavior prefer. Although the coach and athlete populations have received research attention individually, recent studies have examined both groups collectively to determine the influence of coaching behaviors on coach and athlete burnout (Price & Weiss, 2000). Relevant behaviors would include type and amount of feedback, social support, amount and type of training/instruction, and decision-making styles. This area of study seems to have continuing promise for future researches on athletes' profile, satisfaction, and coaches' leadership behavior as determinants of athletes' performance. This may be particularly true should studies take aspects of coaching leadership behaviors into

consideration when examining athlete and coach as relatively little attention has been given to this area. The sport leadership research has focused on coach and athlete leadership preferences and satisfaction as a result of varying coach behaviors. Various frameworks have often served as guides in conducting such research. To understand its potential influence on both coach and athlete satisfaction and performance, it is helpful to first examine the nature and types of coach leadership behaviors and how they can impact the interactions between these two groups of individuals. Coaches are held accountable in the field of sport as the leader. How the team succeeds in most instances from a win/loss perspective will many times dictate that coach's future. To further understand the interpersonal dynamic between the leader and the athletes on the field of competition, it is important to understand the athlete's profile, satisfaction, coaches' sports leadership as determinants of athlete' performance in state universities and colleges of region IV.

## 2. Design and Methodology

A descriptive study was used in carrying out the objectives of this research. The respondents of this study are Athletes and Coaches among SCUAA an Annual Regional Athletic Competition of Region IV-A CALABARZON and Region IV-B MIMAROPA during school year 2013-2014. The athlete-respondents needed in this study were at least 254. However, the researcher decided to exceed the number of respondents to 514 while 94 percent of coaches' respondents which is 97 from 106 total populations were taken to come up with more valid responses. The sample respondents were

determined by using Slavin's formula at point zero five percent level of margin of error. The researcher used the proportionate allocation method and simple random sampling in selecting the sample respondents. Two instruments basically were used to examine style of coaching behaviors which athletes preferred and their satisfaction. A revised version of Leadership Scale for Sport (LSS) by Chelladurai & Saleh (1978) and Athlete Satisfaction Questionnaire (ASQ) by Chelladurai and Riemer (1997).

### 3. Results and Discussion

#### 1. Profile of the Respondents

##### 1.1 Athletes

##### 1.1.1 Age

**Table 1: Frequency and Percentage Distribution of Athletes Profile According to Age**

Age	Frequency	Percent
15	1	0.2
16	60	11.7
17	154	30.0
18	93	18.1
19	77	15.0
20	57	11.1
21	26	5.1
22	15	2.9
23	6	1.2
24	3	0.6
No Response	22	4.3
Total	514	100.0

Table 1 shows the frequency and percentage distribution of athletes according to age. Most of the athletes are 17 years of age having a frequency of 154 and a percentage of 30.0 followed by the age 18 with a frequency of 93 and a percentage of 18.1. Then, the age of 19 with a frequency of 77 and a percentage of 15, it shows that most of the athletes are in the age bracket of 17-19 probably the peak of their athletic ability. The lowest age group, on the other hand, are 15, 24 and 23 with frequencies of 1, 3 and 6 respectively, which also shows that there are less competitive athletes on those groups.

##### 1.1.2 Gender

**Table 2: Frequency and Percentage Distribution of Athletes Profile According to Gender**

Gender	Frequency	Percent
Male	253	49.2
Female	238	46.3
No Response	23	4.5
Total	514	100.0

Table 2 presents the frequency and percentage distribution of athletes according to gender. The data clearly denote that majority of the athletes are dominated by male with a frequency of 253 and a percentage of 49.2 while the number

female athletes is 238 at 46.3 percent. There are 23 respondents who did not give an answer on gender. The athletes' profile on gender reveals that there are more male athletes who are engaged in competitions, but only with 2.9 percent difference than female.

##### 1.1.3 Year Level

**Table 3: Frequency and Percentage Distribution of Athletes' Profile According to Year Level**

Year Level	Frequency	Percent
1st	122	23.7
2nd	102	19.8
3rd	83	16.1
4th	52	10.1
5th	11	2.1
No Response	144	28.0
Total	514	100.0

Table 3 presents the frequency and percentage distribution of athletes according to year level. The data reveal that most athletes chose not to give an answer on year level with a frequency of 144 at 28.0 percent, trailed by first year level with 122 on 23.7 percent and followed by 83 third years in 16.1 percent. Next level is fourth year with a frequency of 52 taking 10.1 percent and ranked lastly by the fifth year level having 11 responses totaling only 2.9 percent of respondents. The findings displayed that there was a substantial number of athletes who gave no response on the item year level making it indefinite to identify which category has the most number of distribution. But, considering the rest of the frequencies, first year level to have the highest probability shadowed by second year level being the next highest and the third, fourth and fifth year level following with low to lowest probability respectively.

### 2. Level of Athletes Satisfaction

#### 2.1 Individual Performance

**Table 4: Level of Athletes' Satisfaction in terms of Individual Performance**

Statement on Individual Performance	Mean	Verbal Interpretation
6. The degree to which I have reached (reached) my performance goals during the season.	5.75	Extremely Satisfied
24. The improvement in my performance over the previous season.	5.78	Extremely Satisfied
41. The improvement in my skill level.	5.77	Extremely Satisfied
General Weighted Average	5.77	Extremely Satisfied

Table 4 shows the level of athletes' satisfaction in terms of individual performance. In the level of athletes' satisfaction in terms of individual performance, all items had a verbal interpretation of "extremely satisfied", with item 24 stating "the improvement in my performance over the previous season" at rank 1 with a mean of 5.78 is. At rank 2 is the statement "the improvement in my skill level" with a mean of 5.77, and on the last rank which states "the degree to which I have reached (reached) my performance goals during the season" with a mean of 5.75. It can be noted that the

overall weighted mean of 5.77 which has extremely satisfied verbal interpretation, meaning the athletes are satisfied with his/her own individual task performance. Task performance includes absolute, performance, improvements in performance, and goal achievement.

## 2.2 Team Performance

**Table 5: Level of Athletes' Satisfaction in terms of Team Performance**

Statement on Team Performance	Mean	Verbal Interpretation
13. The team's win/loss record this season.	5.39	Moderately Satisfied
30. The team's overall performance this season.	5.78	Extremely Satisfied
39. The extent to which the team is meeting (has met) its goals for the season.	5.66	Extremely Satisfied
General Weighted Average	5.61	Extremely Satisfied

Table 5 reveals the level of athletes satisfaction in terms of team performance. It can be observed that two items had a verbal interpretation of extremely satisfied: item No. 30 "the team's overall performance this season" which has a mean of 5.78 followed by item No. 39 which says "the extent to which the team is meeting (has met) its goals for the season" and has a mean of 5.66. The last item is No. 13--"the team's win/loss record this season" which has a mean of 5.39 as moderately satisfied. The overall weighted mean is 5.61 which is interpreted as extremely satisfied. This means that individual's satisfaction with his/her team's level of performance is extremely satisfied.

## 2.2 Ability Utilization

**Table 6: Level of Athletes' Satisfaction in terms of Ability Utilization**

Statement on Ability Utilization	Mean	Verbal Interpretation
7. The degree to which my abilities are (were) used.	5.55	Extremely Satisfied
26 The level to which my talents are (were) employed.	5.71	Extremely Satisfied
38. The extent to which my role matches (matched) my potential.	5.65	Extremely Satisfied
49 The amount of time I play (played) during competitions.	5.78	Extremely Satisfied
54. The degree to which my role on the team matches (matched) my preferred role.	5.74	Extremely Satisfied
General Weighted Average	5.69	Extremely Satisfied

Table 6 displays the level of athletes' satisfaction in terms of ability utilization. In the level of athletes' satisfaction in terms of ability utilization, all items had a verbal interpretation of extremely satisfied, the first in rank is item No. 49 which states "the amount of time I play (played) during competitions" and has a mean of 5.78; ranking 2nd is item no. 54 which states "the degree to which my role on the team matches (matched) my preferred role" and has a mean of 5.74; rank 3 is item no. 26 which states "the level to which my talents are (were) employed" and has a mean of 5.71. Item no. 38 "the extent to which my role matches (matched) my potential" has a mean of 5.65; followed by item no. 7 which says "the degree to which my abilities are (were) used" which has a mean of 5.55. The general weighted mean

for the athletes' satisfaction on ability utilization is 5.69 which mean extremely satisfied. These data reveal that the athletes are extremely satisfied with how the coach uses and or maximizes the individual athlete's talents and or abilities.

## 2.3 Strategy

Table 7 shows the level of athletes' satisfaction in terms of strategy. All items have a verbal interpretation of extremely satisfied. Item No. 56 which states "The manner in which coach combines (combined) the available talent" is at rank 1 and has a mean of 6.09; at rank 2 is item No. 53 which states "Coach's game plans" and has a mean of 5.89. Item No. 3 is at rank 3 and states "The coach's choice of plays during competitions" with a mean of 5.81; at rank 4 is item No. 29 which states "The tactics used during games" and has a mean of 5.77; rank No. 5 is item No. 31 which says "Coach's choice of strategies during games" and has a mean of 5.76. and at the last rank I item No. 46 "How the coach makes (made) adjustments during competitions" and has a mean of 5.72. The general weighted mean of athletes satisfaction in terms of strategy is 5.84 and has an extremely satisfied verbal interpretation. Data show that the athletes are satisfied in their coaches strategic and tactical decisions.

**Table 7: Level of Athletes' Satisfaction in terms of Strategy**

Statement on Strategy	Mean	Verbal Interpretation
3. The coach's choice of plays during competitions.	5.81	Extremely Satisfied
29. The tactics used during games.	5.77	Extremely Satisfied
31. Coach's choice of strategies during games.	5.76	Extremely Satisfied
46. How the coach makes (made) adjustments during competitions.	5.72	Extremely Satisfied
53. Coach's game plans.	5.89	Extremely Satisfied
56. The manner in which coach combines (combined) the available talent.	6.09	Extremely Satisfied
General Weighted Average	5.84	Extremely Satisfied

## 2.4 Personal Treatment

**Table 8: Level of Athletes' Satisfaction in terms of Personal Treatment**

Statement on Personal Treatment	Mean	Verbal Interpretation
12. The recognition I receive (received) from my coach.	5.61	Extremely Satisfied
22. The friendliness of the coach towards me.	6.04	Extremely Satisfied
42. The level of appreciation my coach shows (showed) when I do (did) well.	5.82	Extremely Satisfied
47 My coach's loyalty towards me.	5.92	Extremely Satisfied
55. The extent to which the coach is (was) behind me.	5.84	Extremely Satisfied
General Weighted Average	5.85	Extremely Satisfied

Table 8 shows the level of athletes' satisfaction in terms of personal treatment. All items have a verbal interpretation of extremely satisfied. Item No. 22 which states "the friendliness of the coach towards me" has a mean of 6.04 is

at rank 1, item No. 47 which states “my coach's loyalty towards me” has a mean of 5.92 and is at rank 2. Item No. 55. “the extent to which the coach is (was) behind me” which has a mean of 5.84 is at rank 3. Item No. 42 which states “the level of appreciation my coach shows (showed) when I do (did) well” has a mean of 5.82 and is at rank 4. Item No. 12 which states that “the recognition I receive (received) from my coach” has a mean of 5.61 is at the last rank. The general weighted mean is 5.85 and has a verbal interpretation of extremely satisfied. Satisfaction with those coaching behaviors which directly affect the individual, yet indirectly affect team development. It includes social support and positive feedback.(Chelladurai, 1990)

## 2.5 Training and Instruction

**Table 9**

*Level of Athletes' Satisfaction in terms of Training and Instruction*

Statement on Training and Instruction	Mean	Verbal Interpretation
14. The training I receive (received) from the coach during the season.	5.68	Extremely Satisfied
25. The instruction I have received from the coach this season.	5.80	Extremely Satisfied
35. The coach's teaching of the tactics and techniques of my position.	5.97	Extremely Satisfied
General Weighted Average	5.82	Extremely Satisfied

Table 9 presents the level of athletes' satisfaction in terms of training and instruction. In terms of training and instruction, all items have a verbal interpretation of extremely satisfied. Item No. 35 which state “The coach's teaching of the tactics and techniques of my position” is at rank 1 and has a mean of 5.97; followed by item No. 25 which states “The instruction I have received from the coach this season” and has a mean of 5.80 at rank 2. Item No. 14 which states “The training I receive (received) from the coach during the season” has a mean of 5.68 and is at the rank 3. The general weighted mean for the athletes satisfaction in terms of training and instruction is 5.82 which has a extremely satisfied in verbal interpretation. These data reveal that the athletes are satisfied with the training and instruction provided by the coach.

## 2.6 Team Task Contribution

Table 10 shows the level of athletes' satisfaction in terms of team task contribution. In team task contribution, all items have a verbal interpretation of extremely satisfied. Item No. 23 which states “The guidance I receive (received) from my teammates” which has a mean of 5.92. Item No. 9 which states “The extent to which teammates provide (provided) me with instruction” has a mean of 5.68 and is at rank 2; Item No. 36 says that “The constructive feedback I receive (received) from my teammates” with a mean of 5.53. The general weighted mean for the level of athletes satisfaction on team task contribution is 5.71 which has a extremely satisfied verbal interpretation. These data show that the athletes are highly satisfied with those actions by which the group serves as a substitute for leadership for the athlete.

**Table 10: Level of Athletes' Satisfaction in terms of Team Task Contribution**

Statement on Team Task Contribution	Mean	Verbal Interpretation
9. The extent to which teammates provide (provided) me with instruction.	5.68	Extremely Satisfied
23. The guidance I receive (received) from my teammates.	5.92	Extremely Satisfied
36. The constructive feedback I receive (received) from my teammates.	5.53	Extremely Satisfied
General Weighted Average	5.71	Extremely Satisfied

## 2.8 Team Social Contribution

**Table 11: Level of Athletes' Satisfaction in terms of Team Social Contribution**

Statement on Team Social Contribution	Mean	Verbal Interpretation
2. My social status on the team.	5.65	Extremely Satisfied
27 The role I play (played) in the social life of the team.	5.80	Extremely Satisfied
37. The degree to which my teammates accept (accepted) me on a social level.	5.72	Extremely Satisfied
General Weighted Average	5.72	Extremely Satisfied

Table 11 shows the level of athletes' satisfaction in terms of team social contribution. All of the items have a verbal interpretation of extremely satisfied. Item No. 27 states “The role I play (played) in the social life of the team” has a mean of 5.80 is rank 1 followed by Item No. 37 which says “The degree to which my teammates accept (accepted) me on a social level” has a mean of 5.72. Item No. 2 which states “My social status on the team” has a mean of 5.65 and is at last rank. The general weighted mean for the athletes satisfaction in team social contribution is extremely satisfied because it has a mean of 5.72. These data imply that the athletes are highly satisfied on how teammates contribute to the athlete as a person.

## 2.9 Ethics

Table 12 shows the level of athletes' satisfaction in terms of ethics. As indicated, all of the items have a verbal interpretation of extremely satisfied. Item No. 33 “My teammates' 'sportsmanlike' behavior” has a mean of 6.04 and is at rank 1. Item No. 17 which states “My teammates' sense of fair play” has a mean of 5.91. and Item No. 8 which says “The extent to which all team members are (were) ethical” is at the last rank. The general weighted mean for ethics satisfaction is 5.82 which is extremely satisfied in verbal interpretation. The data implies that athletes are extremely satisfied with the ethical positions of teammates.

**Table 12: Level of Athletes' Satisfaction in terms of Ethics**

Statement on Ethics	Mean	Verbal Interpretation
8. The extent to which all team members are (were) ethical.	5.51	Extremely Satisfied
17. My teammates' sense of fair play.	5.91	Extremely Satisfied
33. My teammates' 'sportsmanlike' behavior.	6.04	Extremely Satisfied
General Weighted Average	5.82	Extremely Satisfied

## 2.10 Team Integration

**Table 13:** Level of Athletes' Satisfaction in terms of Team Integration

Statement on Team Integration	Mean	Verbal Interpretation
1. How the team works (worked) to be the best.	5.84	Extremely Satisfied
20. The degree to which teammates share (shared) the same goal.	5.88	Extremely Satisfied
34. Team member's dedication to work together toward team goals.	6.04	Extremely Satisfied
50. The extent to which teammates play (played) as a team.	5.89	Extremely Satisfied
General Weighted Average	5.91	Extremely Satisfied

Table 13 presents the level of athletes' satisfaction in terms of team integration. Based on the athletes satisfaction on team integration, all of the items have a verbal interpretation of extremely satisfied. Item No. 34 which states "Team member's dedication to work together toward team goals" has a mean of 6.04 and is at rank 1; followed by Item No. 50 which states "The extent to which teammates play (played) as a team" has a mean of 5.89 is at rank 2. Item No. 20 which states "The degree to which teammates share (shared) the same goal" has a mean of 5.88 and is at rank 3. At the last rank is Item No. 1 "How the team works (worked) to be the best" has a mean of 5.84. The general weighted mean is 5.91. These data reveal that the athletes are highly satisfied with the members' contributions and coordination of their efforts toward the team's task.

## 2.11 Personal Dedication

**Table 20:** Level of Athletes' Satisfaction in terms of Personal Dedication

Statement on Personal Dedication	Mean	Verbal Interpretation
5. The degree to which I do (did) my best for the team.	6.07	Extremely Satisfied
16. My dedication during practices.	5.87	Extremely Satisfied
32. My enthusiasm during competitions.	5.86	Extremely Satisfied
48. My commitment to the team.	5.98	Extremely Satisfied
General Weighted Average	5.87	Extremely Satisfied

Table 14 presents the data on athletes' satisfaction in terms of personal dedication. Based on the table all items got an "extremely satisfied" response from the respondents. Item No. 5 which states that "The degree to which I do (did) my best for the team" has a mean of 6.07; Item No. 48 which states that "My commitment to the team" has a mean of 5.98. Item No. 16 which states that "My dedication during practices" has a mean of 5.87. and at the last rank Item No. 32 which says "My enthusiasm during competitions" and has a mean of 5.86. The general weighted mean is 5.87 meaning the athletes are satisfied with his/her own contribution to the team.

## 2.12 Budget

**Table 15:** Level of Athletes' Satisfaction in terms of Budget

Statement on Budget	Mean	Verbal Interpretation
10. The funding provided to my team.	5.43	Moderately Satisfied
19. The amount of money spent on my team.	5.32	Moderately Satisfied
40. The fairness of the team's budget.	5.52	Extremely Satisfied
General Weighted Average	5.42	Moderately Satisfied

Table 15 presents the data on the level of athletes' satisfaction in terms of budget. Looking on the table it stated that Item No. 40 which states that "The fairness of the team's budget" and has an extremely satisfied response with a weighted mean of 5.52 and is at the rank 1. Followed by the two items that have moderately satisfied responses. These are statements No. 10 and 19 and have the rank 2-3 correspondingly. Item No. 10 which states that "The funding provided to my team" has a mean of 5.43 and at the last rank Item No. 19 which states "The amount of money spent on my team" and has a mean of 5.32. For all the items regarding the satisfaction on budget, the weighted mean is 5.42 with a "moderately satisfied" verbal interpretation. The athletes are just moderately satisfied when it comes to the amount of money spent on my team by their athletic department.

## 2.13 Medical Personnel

Table 16 displays the level of athletes' satisfaction in terms of medical personnel. Rank 1 received an extremely satisfied response. This item is Item No. 21 which says "The fairness with which the medical personnel treats all players" and has a mean of 5.71. Item No. 52 which states that "The promptness of medical attention" is at rank 2 and has a mean 5.64. Item No. 4 which says "The competence of the medical personnel" at rank 3 with a mean of 5.63. And at the last rank Item No. 43 which states that "The medical personnel's interest in the athletes" has a mean of 5.5. All of the statements got a verbal interpretation of extremely satisfied as with the general weighted mean of 5.64. These data confirm the athletes' satisfaction on their medical personnel assistance is high.

**Table 16:** Level of Athletes' Satisfaction in terms of Medical Personnel

Statement on Medical Personnel	Mean	Verbal Interpretation
4. The competence of the medical personnel.	5.63	Extremely Satisfied
21. The fairness with which the medical personnel treats all players.	5.71	Extremely Satisfied
43. The medical personnel's interest in the athletes.	5.59	Extremely Satisfied
52. The promptness of medical attention.	5.64	Extremely Satisfied
General Weighted Average	5.64	Extremely Satisfied

## 2.14 Academic Support Services

Table 17 presents the data on the level of athletes satisfaction in terms of academic support services. Looking on the table it stated that rank 1 is Item No. 15 "The tutoring I receive (received)" and has a mean of 5.61; followed by the two items have moderately satisfied responses. These are statements No. 18 and 44 and have the rank of 2 and the last

spot. Item No. 18 which states that “The academic support services provided” has a mean of 5.49. Item No. 44 which says “The personnel of the academic support services (i.e., tutors, counselors)” and has a mean of 5.44. The general weighted mean is 5.51 meaning the athletes are extremely satisfied with the academic support services provided by their schools.

**Table 17: Level of Athletes' Satisfaction in terms of Academic Support Services**

Statements on Academic Support Services	Mean	Verbal Interpretation
15. The tutoring I receive (received).	5.61	Extremely Satisfied
18. The academic support services provided.	5.49	Moderately Satisfied
44. The personnel of the academic support services (i.e., tutors, counselors).	5.44	Moderately Satisfied
General Weighted Average	5.51	Extremely Satisfied

### 2.15 External Agents

Table 18 presents the data on athletes' satisfaction in terms of External Agents. Based on the table, three items got a extremely satisfied response from the respondents with ranks of 1-3 and one item got an “moderately satisfied” response as the last rank. Item No. 28 which states that “The support from the university community” is at rank 1 and has a mean of 5.78; item No. 45 which states that “The supportiveness of the fans” is at rank 2 and has a mean of 5.60; item No. 51 “The local community's support” is at rank 3 and has a mean of 5.58. At the last rank Item No. 11 which states “The media's support of our program” and has a mean of 5.00. The general weighted mean for the athletes satisfaction in terms of external agents is 5.51 with extremely satisfied verbal interpretation. These data reveal that the athletes are satisfied enough with those agents/elements outside the organization which may contribute to their team.

**Table 18: Level of Athletes' Satisfaction in terms of External Agents**

Statements on External Agents	Mean	Verbal Interpretation
11. The media's support of our program.	5.00	Moderately Satisfied
28. The support from the university community.	5.78	Extremely Satisfied
45. The supportiveness of the fans.	5.60	Extremely Satisfied
51. The local community's support.	5.58	Extremely Satisfied
General Weighted Average	5.51	Extremely Satisfied

Table 19 presents the summary on athletes, satisfaction as regards to the fifteen factors of athletes' satisfaction. Based on the result it can be noted that the majority of the variables received extremely satisfied answers. These are team integration which is rank 1 and has a weighted mean of 5.91. This is intimately followed by personal dedication which is rank 2 with a weighted mean of 5.87. At rank 3 is personal treatment which has a weighted mean of 5.85. At rank 4 is strategy which has a weighted mean of 5.84, followed by training and instruction tied with ethics at rank 5 and has weighted mean of 5.82. Next is Individual Performance which has a weighted mean of 5.77. At rank 7 is team social contribution with a weighted mean of 5.72. Team task

contribution is at rank 8 which has weighted mean of 5.71, followed by ability utilization at rank 9 with a mean of 5.69. At rank 10 is medical personnel which has a weighted mean of 5.64. Next on the rank is individual performance with the mean of 5.77. The last is the academic support services tied with the external agents at rank 12 and has weighted mean of 5.51. These data confirm that athletes are highly satisfied with the help of their schools and coaches. According to Asiah (2004), indicated that the motivational factors and leadership style of coaches influences the motivation of athletes involvement in sports.

**Table 19: Summary of Athletes' Satisfaction on the Fifteen Factors of Satisfaction**

Factors of Satisfaction	Weighted Mean	Verbal Interpretation
1. Individual Performance	5.77	Extremely Satisfied
2. Team Performance	5.61	Extremely Satisfied
3. Ability Utilization	5.69	Extremely Satisfied
4. Strategy	5.84	Extremely Satisfied
5. Personal Treatment	5.85	Extremely Satisfied
6. Training and Instruction	5.82	Extremely Satisfied
7. Team Task Contribution	5.71	Extremely Satisfied
8. Team Social Contribution	5.72	Extremely Satisfied
9. Ethics	5.82	Extremely Satisfied
10. Team Integration	5.91	Extremely Satisfied
11. Personal Dedication	5.87	Extremely Satisfied
12. Budget	5.42	Moderately Satisfied
13. Medical Personnel	5.64	Extremely Satisfied
14. Academic Support Services	5.51	Extremely Satisfied
15. External Agents	5.51	Extremely Satisfied
General Weighted Average	5.71	Extremely Satisfied

## 3. Coaches' Leadership Behavior

### 1.2 Training Behaviour

Table 20 shows the level of coaches' sports leadership in terms of training behaviour. In coaches sports leadership in terms of training behavior eight items got “always” verbal interpretation; these are Item No. 2 which states “Explain to each athlete the techniques and tactics of the sport” and has a mean of 4.76. It was followed by item No. 1 which states “See to it that every athlete is working to his capacity” and has a mean 4.73. At rank 3 is item No. 4 which states “Make sure that his part in the team is understood by all the athletes” and has a mean of 4.69. rank 4 is item No. 11 which says “See to it that the efforts are coordinated” and has a mean of 4.59. Next is item No. 3 which states “Pay special attention to correcting athletes' mistakes” and has a mean of 4.55. Followed by two items with the same mean of 4.53; these are item No.7 which states that “Explain to every athlete what he should and should not do” and item No. 10 which says “Give specific instructions to each athlete as to what he should do in every situation”. At rank 7 is item No.

7 which states “Instruct every athlete individually in the skills of the sport” and has a mean of 4.51 with “always” as verbal interpretation. The last 4 items that have an “often” verbal interpretation are Item No. 9 which state that “Point out each athlete’s strengths and weaknesses” and has a mean of 4.47; followed by the item No. 6 which says “Figure ahead on what should be done” and item No. 12 “Explain how each athlete’s contribution fits into the whole picture” with the same mean of 4.41. Next on the rank is item No. 8 which states that “Expect every athlete to carry out his assignment to the last detail” and has a mean of 4.29. Last on the rank is item No. 13 states that “Specify in detail what is expected of each athlete” and has a mean of 4.15. The general weighted mean is 4.51 and has a verbal interpretation of “always”. The data reveals that coaches always focused on the training process to improve athlete’s performance.

**Table 20:** Level of Coaches’ Leadership Behavior in terms of Training

Statement on Training Behaviour	Weighted Mean	Verbal Interpretation
1. See to it that every athlete is working to his capacity.	4.73	Always
2. Explain to each athlete the techniques and tactics of the sport.	4.76	Always
3. Pay special attention to correcting athletes' mistakes.	4.55	Always
4. Make sure that his part in the team is understood by all the athletes.	4.69	Always
5. Instruct every athlete individually in the skills of the sport.	4.51	Always
6. Figure ahead on what should be done.	4.41	Often
7. Explain to every athlete what he should and should not do.	4.53	Always
8. Expect every athlete to carry out his assignment to the last detail.	4.29	Often
9. Point out each athlete's strengths and weaknesses.	4.47	Often
10. Give specific instructions to each athlete as to what he should do in every situation.	4.53	Always
11. See to it that the efforts are coordinated.	4.59	Always
12. Explain how each athlete's contribution fits into the whole picture.	4.41	Often
13. Specify in detail what is expected of each athlete.	4.15	Often
General Weighted Average	4.51	Always

### 1.3 Autocratic Behaviour

Table 21 shows the level of coaches’ sports leadership in terms of autocratic behavior. First in the rank is item No. 14 which states “Work relatively independent of the athletes” and has a mean of 4.06; followed by the item No. 18 which states “Speak in a manner not to be questioned” and has a mean of 3.91 which both have a verbal interpretation of often. 3<sup>rd</sup> in the rank is item No. 17 which says “Keep to himself” and has a mean of 3.37; next is item No. 16 which says “Refuse to compromise a point” and has a mean of 3.22. And at the last and rank 4 is item No. 15 which states “Not explain his action” and has a mean of 3.11. The general weighted mean is 3.53 and has a verbal interpretation of

“always”. Data shows that coaches choose to stay distant from the athletes and make decisions for them (Chelladurai & Saleh, 1978) that he keeps to himself and doesn’t allow the athletes to participate in the decision making for the team or themselves.

**Table 21:** Level of Coaches’ Leadership Behavior in terms of Autocratic

Statement on Autocratic Behaviour	Weighted Mean	Verbal Interpretation
14. Work relatively independent of the athletes.	4.06	Often
15. Not explain his action.	3.11	Occasionally
16. Refuse to compromise a point.	3.22	Occasionally
17. Keep to himself.	3.37	Occasionally
18. Speak in a manner not to be questioned	3.91	Often
General Weighted Average	3.53	Often

### 1.4 Democratic Behaviour

Table 22 shows the level of coaches’ sports leadership in terms of democratic behaviour. Item No. 22 which states that “Encourage athletes to make suggestions for ways of conducting practices” and has a mean of 4.51 with a verbal interpretation of “always” and is at rank 1; followed by the rest of the items with the same verbal interpretation as “often”. Item No. 20 which states that “Get group approval on important matters before going ahead” and has a mean of 4.40 is at rank 2; item No. 21 which states “Let his athletes share in decision making” has a mean of 4.35 and is at rank 3. Item No. 19 “Ask for the opinion of the athletes on strategies for specific competitions” has a mean of 4.22 and is at rank 4. At rank 5 is item No. 23 “Let the group set it's own goals” and has a mean of 4.04. Next is item No. 25 which states that “Ask for the opinion of athletes on important coaching matters” and has a mean of 4.01. At rank 7 is item No. 26 which says “Let athletes work at their own speed and has a mean of 3.83. At rank 8 is item No. 24. Which states that “Let the athletes try their own way even if they make mistakes” and has a mean of 3.67. Last in the rank is item No. 27 “Let the athletes decide on the plays to be used in the game” and has a mean of 3.66. The general weighted mean for the coaches’ sports performance in terms of democratic behaviour is 4.07 and has a verbal interpretation of “often”. These data show that the coaches are often allow their athletes to be involved in the decision making process on important matters. That is, coaches encouraged their athletes to voice their opinions and participate in decision making on significant issues (Chelladurai & Saleh, 1990)

**Table 22: Level of Coaches' Leadership Behavior in terms of Democratic**

Statement on Demographic Behaviour	Weighted Mean	Verbal Interpretation
19. Ask for the opinion of the athletes on strategies for specific competitions.	4.22	Often
20. Get group approval on important matters before going ahead	4.40	Often
21. Let his athletes share in decision making.	4.35	Often
22. Encourage athletes to make suggestions for ways of conducting practices.	4.51	Always
23. Let the group set it's own goals.	4.04	Often
24. Let the athletes try their own way even if they make mistakes.	3.67	Often
25. Ask for the opinion of athletes on important coaching matters.	4.01	Often
26. Let athletes work at their own speed.	3.83	Often
27. Let the athletes decide on the plays to be used in the game.	3.66	Often
<b>General Weighted Average</b>	<b>4.07</b>	<b>Often</b>

### 1.5 Social Support

**Table 23: Level of Coaches' Leadership Behavior in terms of Social Support**

Statement on Social Support	Weighted Mean	Verbal Interpretation
28. Help the athletes with their personal problems.	4.00	Often
29. Help members of the group settle their conflicts.	4.36	Often
30. Look out for the personal welfare of the athletes.	4.35	Often
31. Do personal favors to the athletes.	3.33	Occasionally
32. Express affection he feels for his athletes.	3.56	Often
33. Encourage the athlete to confide in him.	3.78	Often
34. Encourage close and informal relations	3.67	Often
35. Invite athletes to his home.	3.44	Occasionally
<b>General Weighted Average</b>	<b>4.31</b>	<b>Occasionally</b>

Table 23 shows the level of Coaches' Sports Leadership in terms of Social Support. It can be noted that majority of the items has a "often" response in verbal interpretation. Item No. 29 which states "Help members of the group settle their conflicts" has a mean of 4.36 and has a "often" response in verbal interpretation and is at rank 1. Item No. 30 which states "Look out for the personal welfare of the athletes" has a mean of 4.35. Item No. 28 which states "Help the athletes with their personal problems" and has a mean of 4.00 and is at rank 3. Item No. 33 at rank 4 which states that "Encourage the athlete to confide in him" and has a mean 3.78. Next in rank is item No. 34 which says "Encourage close and informal relations" and has a mean of 3.67. At rank 6 is item No. 32 "Express affection he feels for his athletes and has a

mean of 3.56. At rank 7 is item No. 35 which states "Invite athletes to his home" and has mean of 3.44 and has a "occasionally" response in verbal interpretation. Last in the rank is item No. 31 "Do personal favors to the athletes" with a verbal interpretation of occasionally and has a mean of 3.33. The general weighted mean is 4.31 meaning the coaches set boundaries when it comes to personal matters and needs of the athletes.

### 1.6 Rewarding Behaviour

**Table 24: Level of Coaches' Leadership Behavior in terms of Rewarding**

Statement on Rewarding Behaviour	Weighted Mean	Verbal Interpretation
36. Compliment an athlete on his performance in front of others.	4.01	Often
37. Tell an athlete when he does a particularly good job.	4.48	Often
38. See that an athlete is rewarded for a good performance.	4.47	Often
39. Express appreciation when an athlete performs well.	4.71	Always
40. Give credit when credit is due	4.36	Often
<b>General Weighted Average</b>	<b>4.40</b>	<b>Often</b>

Table 24 presents the data on level of Coaches Sports Leadership in terms of Rewarding Behaviour. Looking on the table it stated that at rank 1 is item No. 39 which states that "Express appreciation when an athlete performs well" and has a mean of 4.71 and a verbal interpretation of "always". Followed by the four items with a verbal interpretation of "often" responses. These are statements No. 37, 38, 40, and 36. And have the rank 2-5 correspondingly. Item No. 37 which states that "Tell an athlete when he does a particularly good job" has a mean of 4.48, followed by Item No. 38 which states "See that an athlete is rewarded for a good performance" and has a mean of 4.47. at rank 4 "Give credit when credit is due" and has a mean of 4.36. Last on the rank is item No. 36 which states "Compliment an athlete on his performance in front of others" and has a mean of 4.01. All of the statements describing coaches sports leadership in terms of rewarding behavior has a general average of 4.40 and an "often" verbal interpretation. These data show that coaches often give reward to their athletes for their efforts and performance. This is supported by the study of Chelladurai & Saleh, (1990) that there is a need for the coach to compliment athletes and give positive feedback on their performances to maintain motivation. Table 25 presents the summary on factors of coaches' sports leadership. These are training behavior which is rank 1 and has a weighted mean of 4.51. This is followed by rewarding behavior which is rank 2 with a weighted mean of 4.40. At rank 3 is social support which has a weighted mean of 4.31, followed by democratic behavior which is at rank 4 and has a weighted mean of 4.07. The last is autocratic behavior which is at rank 5 and has a weighted mean of 3.53. These data confirm that training behavior is commonly practice as sports leadership behavior out of the five factors which coach is directed towards training process in improving athlete's performance. Leadership style of coaches influences the motivation of athletes' involvement in sports no matter what kind of sports leadership factor we practice. This conclusion is manifested



in the study of Kristen Dieffenbachia et.al (2002), 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. Leadership is a process by which one individual is able to guide a group of other individuals towards a collective goal, action or accomplishment. Being so, the coaches have to plan and share the team set up, goal and all aspect related to athlete satisfaction. Being a successful coach is an enormous challenge. Successful coaching is much more than just winning. Successful coaches help athletes master new skills, enjoy competing with others, and feel good. Successful coaches are not only well versed in the skills of their sport: they also teach and model the skills needed for successful living in a society.

**Table 25: Summary on the Factors of Coaches' Leadership Behavior**

Factors of Satisfaction	Weighted Mean	Verbal Interpretation
1. Training Behaviour	4.51	Always
2. Autocratic Behaviour	3.53	Often
3. Democratic Behaviour	4.07	Often
4. Social Support	4.31	Occasionally
5. Rewarding Behaviour	4.40	Often
<b>General Weighted Average</b>	<b>4.16</b>	<b>Often</b>

### 1. Athletes' Performance

Table 26 shows the frequency and percentage on the level of athlete's performance based on their ranking in SCUAA 2013. As shown in the table 85 athletes or 17 percent got 1<sup>st</sup> places out of 514 athletes, followed by 2<sup>nd</sup> places with 68 athletes or 13 percent. Next in the rank are the 3<sup>rd</sup> places with 63 athletes or 12 percent. The least in numbers are 10<sup>th</sup> with 21 athletes, 12<sup>th</sup> with 18 athletes and 11<sup>th</sup> place with 9 athletes. These data confirm that majority of the athletes got the top 3 places, and proved that most of them are competitive in their own respective sports.

**Table 26: Frequency and Percentage on the Level of Athletes Performance**

Place	Frequency	Percent
1 <sup>st</sup>	85	17
2 <sup>nd</sup>	68	13
3 <sup>rd</sup>	63	12
4 <sup>th</sup>	48	9
5 <sup>th</sup>	52	10
6 <sup>th</sup>	42	8
7 <sup>th</sup>	36	7
8 <sup>th</sup>	36	7
9 <sup>th</sup>	35	7
10 <sup>th</sup>	21	4
11 <sup>th</sup>	9	2
12 <sup>th</sup>	18	4
Total	514	100

### 2. Significant Determinants Between the Athletes Performance and the Athlete's Satisfaction, Coaches' Leadership Behavior, Athlete's Age, Athlete's Gender and Year level of the Athletes.

**Table 27: Significant Determinants Between the Athletes Performance and the Athlete's Satisfaction, Coaches' Sports Leadership and Athlete's Profile.**

Athletes Performance VS	Regression Coefficient	P-Value	Decision	Remarks
Athletes Satisfaction	-0.270	0.017	Reject Ho	Significant
Coaches' Leadership Behavior	-0.529	0.042	Reject Ho	Significant
Athletes Age	-0.133	0.063	Accept Ho	Not Significant
Athletes Gender	-0.060	0.754	Accept Ho	Not Significant
Year Level of the Athletes	0.190	0.076	Accept Ho	Not Significant

Table 27 shows the significant relationship between the athletes Performance and the athlete's satisfaction, coaches' leadership behavior, athlete's age, athlete's gender and year level of the athletes. The performance of the athletes and the athletes' satisfaction has a regression coefficient of -0.270. Since the computed probability value is 0.017 which is below the 0.05 level of significance; therefore, the performance of the athletes and the athletes' satisfaction has significant effect. It can be noted that the athletes' performance has significant effect on coaches performance, having a regression coefficient of -0.529 and a computed probability value of 0.042. The data manifested on the study of (Black & Weiss, 1992). Research indicates that coaches influence athletes' performance, ability, and motivation Kassing and Infante (1999) studied how the coach's efforts to solicit better performance related to the athlete's perceived communication from the coach and how the athlete reported performance and satisfaction. For the age of the athletes, the result has a regression coefficient of -0.133 and a p-value of 0.063 since the computed probability value is above the 0.05 level of significance the decision is to accept the null hypothesis that there is no significant effect between the athlete's performance and the athlete's age. On the other hand, the Performance of the athletes in terms of the gender of the athletes has a regression coefficient of -0.060 and a computed probability value of 0.754, the null hypothesis that there is no significant effect between them is accepted. For the year level of the athletes and the athletes' performance, the computed regression coefficient of 0.190 and the computed probability value of 0.076; the decision is to accept the null hypothesis that there is no significant effect between them. These results were manifested in the study of (Haselwood, et al,2003) athletes' perceptions of head coaches' competence in their coach's communication technique was found to not be based on their profile such as sex or the sex of the coach but on the perceived communicative competence of the coach (Haselwood, et al,2003) Athletes' satisfaction and coaches sports leadership is a useful and helpful factors that strives to help athletes achieve better performance and fulfillment both personally and professionally.

### 4. Conclusions

In the light of the findings of this study, the following conclusions are presented: Most of the athletes are in the age bracket of 17-19 probably the peak of their athletic ability. Gender reveals that there are more male athletes who are engaged in competitions. There was a substantial number of

athletes who gave no response on the item year level making it indefinite to identify which category has the most number of distributions. But, considering the rest of the frequencies, first year level to have the highest probability. Most of the athletes are at the lowermost level of sports competition. The athletes profile on years of sports competition clearly shows that even majority of the athletes did not identify their years of experience; more athletes are just playing for one (1) year. The athletes are extremely satisfied with their team: how it works and how it is put to work; with their teammates and their selves: determination and coordination towards a common team or individual goal inside and outside competitions: with their coaches and other staff; support, guidance and all efforts provided in cultivating both individual and team performances; and other external agents essentially contributing to the team. Training behavior is commonly practice as sports leadership behavior out of the five factors which coach is directed towards training process in improving athlete's performance. And the level of coaches' leadership behavior is rated as "often" in leading their athletes in terms of training and coaching decisions, democratic and autocratic style, social support and positive feedback. Majority of the athletes got the top 3 places, and proved that most of them are competitive in their own respective sports. There was a significant effect between the athlete's performance in terms of athlete's satisfaction and coaches' leadership behavior. In terms of athletes' age, athletes' gender, and year level of the athletes, there is no significant effect between athletes' performance.

## 5. Recommendations

Based on the results of this study, the following recommendations are proposed:

1. It is recommended that SCUAA Region IV schools to re-examine their development programs for coaches and athletes. Such re-examination should look at the content of the program that aside from professional matters, items such as sports psychology, new trends in sports, career and life planning be included so that awareness of the crises be heightened. Even in the professional training of athletes and coaches.
2. Expose athletes and coaches in number of sports competitions. More national even international competition means more exposure and more experiences by the athletes and coaches alike.
3. Create a standard salary for coaches. Determine training needs that will provide significant leads on which the coaches need upgrading on knowledge, skills, and attitude towards work.
4. To improve athletes and coaches technical skills, SCUAA REGION IV schools should formulate a wide but a diverse plans ranging from perspective plans to intermediate plans for the whole institution to help athletes and coaches perform their task effectively and successfully.
5. Continue providing financial supports to the athletes and medical assistance.
6. Continue on improving the sports facilities and equipment to be used by the athletes for them to be more equipped even in international sports competition.
7. Coaches should strive to motivate athletes and to provide an environment for success. The data included in this study allow coaches to continue the search for an optimum interpersonal relationship with each player in

the hopes of promoting an environment conducive to success.

8. There is a need to replicate the study in other parts of the country where regional tertiary sports association and groupings are also exist and where is a sizeable number of tertiary athletes and coaches are in.

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## Author Profile

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