



Coaching behaviour styles and athletes' sports satisfaction in UAAP schools in Manila

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ABSTRACT

This study examines the relationship between coaching behavior styles and athletes' sports satisfaction in UAAP Schools in Manila, using data from 170 athletes aged 18-25. Employing a descriptive correlational research design, it utilized the adopted questionnaire from the previous studies. Findings revealed that coaching style is connected to the sports satisfaction, with a balance between authoritarian and democratic methods being crucial. Athletes reported high satisfaction with competence, autonomy, and relatedness, particularly valuing social support and positive training environments. However, areas for improvement were noted, especially in adapting coaching methods to different sports and athlete demographics. The study recommends the need for well-rounded coaching approaches.

Keywords: Performance analysis, Athletes, Coaching behaviour styles, Leadership, Sports satisfaction, UAAP schools.

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INTRODUCTION

Different coaching styles, including democratic, autocratic, laissez-faire, and holistic, exist, influencing athletes and teams variably (Wood, 2010). Previous studies found a connection between the coaches' approaches to leadership and athletes' engagement. With this, coaching influences the motivation and fear of failure among athletes (Huff, 2019; Hu et al., 2023). Particularly, autocratic identified style may discipline and contribute to the satisfaction in field hockey (Khan et al., 2022; Bakri et al., 2022). Hence, leadership style emerges as a critical factor in sports success, with various qualities identified as essential for coaching success, including effective communication, motivation, and a strong sports foundation (Frost, 2009).

Success in sports coaching requires adaptability to individual and group dynamics, situation, goals, and athlete development (Trninić et al., 2009). In the Philippines, there is an association established for athletes from different universities in Manila. This is known as the University Athletic Association of the Philippines (UAAP). Gelo Alolino and Michael Phillips, athletes in UAAP schools in Manila highlighted the impact of effective coaching on motivation, team cohesion, and success in sports (Bracher, 2016; Naredo, 2022). Furthermore, the UAAP Season 86 Commissioner's Office, led by Commissioner Xavier Nunag, emphasizes excellence, justice, vitality, and competition in basketball. Nunag's experience as a student-athlete, coach, and businessman informs his leadership, highlighting the importance of well-connected figures, like attorney Mariana Lopa, in promoting women's basketball (The Rivalry, 2023). These instances emphasize the critical role of coaching styles and leadership in shaping athlete growth and satisfaction in UAAP schools. UAAP or University Athletic Association of the Philippines is a league established for the athletes in the different universities.

However, the study identifies a research gap concerning the Philippines' sports environment, necessitating an exploration of coaching styles and their impact on athlete satisfaction in UAAP schools in Manila. Hence, the study aims to analyse different coaching styles, including autocratic, democratic, and supportive, to understand their influence on athletes' satisfaction.

METHODOLOGY

Research design

This study used a descriptive-correlational research design. Descriptive research was used to describe and analyse a situation without manipulating any variables. On the other hand, correlational design was employed to determine the relationship of the two variables. In this study, the demographic profile, perceptions of coaching styles, and athletes' satisfaction were determined. Furthermore, this study looked at the connection between coaching approaches and athletes' engagement with their sport when they were categorized based on their profiles.

Respondents

In the study, there were 170 respondents, particularly athletes from different sports in UAAP Schools in Manila. As cited by Delice (2010), a sample size ranging from 30 to 500, with a 5% confidence level, is typically adequate for many researchers.

Instruments

Adopted questionnaire was used to measure the coaching styles and sports satisfaction. For coaching styles, the leadership scale for sports (LSS) by Chelladurai & Saleh (1980) was adopted. The LSS comprises 40

items divided into five subscales: The questionnaire employs a five-point response scale, with categories ranging from "Always" to "Never," to assess the leadership behaviours in sports (Chelladurai & Saleh, 1980).

On the other hand, Psychological Need Satisfaction and Exercise Scale was used to determine the sports satisfaction. The PNSE scale, originally designed by Deci and Ryan in 2002, aimed to assess psychological needs related to exercise (Deci & Ryan, 2000). In one of the studies conducted, the scale was adapted to measure perceived coaching style for coaches and athletes' needs satisfaction. There was a coefficient alpha above 0.72 ($\alpha \geq .72$) indicating strong internal consistency (Gunnell et al., 2013).

Data gathering and analysis

After receiving approval from the directors of the different universities, consent was obtained from the respondents. Subsequently, the questionnaire was distributed, collected, and analysed. Various statistical tools were used. Frequency distribution, such as mean and percentage, was applied to count the occurrences in the demographic profile. Mean was utilized to determine the average score for each coaching style category, which was also applied to athletes' sports satisfaction. Lastly, Pearson's correlation coefficient was used to determine the relationship between coaching styles and sports satisfaction.

RESULTS AND DISCUSSION

Profile of the Student-Athletes Respondents

Table 1. Profile of the student-athletes in terms of age.

Age	F	P
18-20	115	67.60%
21-25	55	32.40%
Total	170	100.00%

Table 1 presents the distribution of the student-athletes in terms of age. The majority of the participants, comprising 67.60%, fall within the age range of 18 to 20 years. Meanwhile, 32.40% of the respondents are between 21 and 25 years old. The distribution of respondents across these age categories focused on younger individuals within the surveyed population. The prevalence of younger athletes may have implications for the coaching strategies employed and the overall dynamics of athlete-coach interactions within the UAAP schools in Manila. Age of athletes influenced coaching behaviours, with younger athletes receiving more instruction and training form activities (Partington et al., 2014).

Table 2. Profile of the student-athletes in terms of gender.

Gender	F	P
Male	78	45.90%
Female	92	54.10%
Total	170	100.00%

Table 2 presents the distribution of the student-athletes in terms of gender. Among the 170 participants, 54.10% are female, while 45.90% are male. Gender may impact the coaching experiences and sports satisfaction. A study also found that student-athletes also favoured learning and development, with male athletes trained by female coaches choosing approaches to leadership. (Cruz & Kim, 2017).

Table 3. Profile of the student-athletes in terms of sports.

Sports	F	P	Sports	F	P
women pep squad	19	11.20%	men beach volleyball	3	1.80%
men pep squad	11	6.50%	women chess	6	3.50%
women baseball	10	5.90%	men lawn tennis	10	5.90%
men baseball	10	5.90%	women lawn tennis	10	5.90%
men badminton	9	5.30%	men taekwondo	5	2.90%
women badminton	9	5.30%	women taekwondo	5	2.90%
men basketball	16	9.40%	men volleyball	14	8.20%
women basketball	16	9.40%	women volleyball	14	8.20%
women beach volleyball	3	1.80%	men beach volleyball	3	1.80%
Total				170	100%

Table 3 presents the respondents distribution in terms of the sports they are engaged in within the UAAP schools in Manila. Notably, women's pep squad and men's basketball emerge as the most prevalent, accounting for 11.20% and 9.40% of the total respondents, respectively. Women's and men's basketball each garner a significant proportion of participants, reflecting a balanced interest and involvement in these team sports. Women's and men's volleyball also demonstrate notable engagement, constituting 8.20% of the respondents each. Other sports, while presenting smaller percentages, contribute to the overall diversity of the sample. Men's volleyball, women's volleyball, women's baseball, and men's baseball each represent 8.20% of the total participants. The inclusion of sports further enriches the sample, showcasing the varied athletic pursuits within the UAAP schools. However, some sports exhibit lower participation rates, such as women's and men's beach volleyball, chess, and taekwondo, each comprising 1.80% to 3.50% of the total respondents. Although less common, these sports contribute valuable insights into coaching dynamics and athlete experiences, adding depth to the overall analysis. Coaching behaviour can also differ based on gender, type of sport, and practice time, influencing athletes' performance (Bebetsos et al., 2017).

Level of perception on coaching styles as perceived by the athletes in terms of leadership styles

Table 4 presents the levels of perception for the four coaching styles: training, autocratic, democratic, social support, and rewarding behaviours. Results show that training behaviour receives the highest mean, with an interpretation of *Always*, followed by rewarding behaviour, also with an interpretation of *Always*. Next is democratic behaviour, again with an interpretation of *Always*. Subsequently, social support behaviour has an interpretation of *Often*. However, autocratic behaviour receives the lowest mean, with an interpretation of *Occasionally*.

Table 4. Level of perception on coaching styles as perceived by the athletes in terms of training behaviour.

Coaching styles	Mean	Interpretation
TB	4.68	Always
AB	3.27	Occasionally
DB	4.24	Always
SS	4.09	Often
RB	4.43	Always

Note. 1.00-1.80 - Never; 1.81-2.60 – Seldom; 2.61-3.40 – Occasionally; 3.41-4.20 – Often; 4.21-5.00 – Always.

Data revealed that training behaviour indicates a high level of agreement among athletes that the listed coaching behaviours are consistently present in their training experiences. To support this, athletes' perceptions of their coaches' behaviour significantly impact their athletic experience (Narwal, 2014).

Moreover, rewarding behaviour is also significant with the training experiences. It further emphasizes the importance of positive reinforcement and acknowledgment of athletes' contributions. Similarly, research on the rewarding behaviour of coaches in soccer has revealed a pattern of silent monitoring, interspersed with instruction, praise, and encouragement (Smith & Cushion, 2006). Furthermore, the democratic behaviour suggests that, although coaches always adopt these democratic behaviours, there may be room for increased autonomy and individualized approaches within the training framework. Similarly, one study revealed that athletes provided positive feedback about their coaches, especially during training, compared to PE students (Kwon et al., 2010). Additionally, social support suggests that coaches may infrequently extend social interactions beyond the training environment. Research on the social support of coaches has highlighted the importance of their social networks and resources (Norris et al., 2020). However, autocratic behaviour suggests that athletes perceive coaches often adopting an authoritative communication style. While a degree of authority is necessary, coaches may strive for a balance that encourages open dialogue and feedback. In related with this, this style can lead to a lack of ability, independence, and connection, which discourages athletes from competing (Bartholomew et al., 2009).

Level of athletes' sports satisfaction in UAAP schools in Manila in terms of competence satisfaction, autonomy satisfaction, and relatedness satisfaction

Table 5 presents the three aspects of athletes' sports satisfaction including competence, autonomy, and relatedness. The competence satisfaction garnered highest mean with an interpretation *Strongly Agree*. Followed by the relatedness satisfaction with an interpretation *Strongly Agree*. However, the autonomy satisfaction got the lowest mean with an interpretation *Agree*.

Table 5. Level of athletes' sports satisfaction in UAAP schools in Manila in terms of competence satisfaction, autonomy satisfaction, and relatedness satisfaction.

Sports satisfaction	Mean	Interpretation
CS	5.38	Strongly Agree
AS	4.96	Agree
RS	5.29	Strongly Agree

Data revealed that the competence satisfaction is important for athletes' satisfaction with their sporting experiences, because it shows that they have confidence in their capacity to face and conquer obstacles in their particular sports. Research consistently shows that athletes' satisfaction is closely linked to their perception of their coach's competence. It was revealed that there was a correlation between the satisfaction with their sporting progress and their coaching skills (Moen & Federici, 2013).

Moreover, the relatedness satisfaction indicates a strong sense of camaraderie, connection, and positive relationships among teammates. This positive team dynamic likely contributes significantly to athletes' overall sports satisfaction, creating a supportive and enjoyable environment within their sports teams. The fulfilment of basic psychological needs, such as relatedness, has been found to be crucial for health of the athletes and perceived results of returning to sports, with relatedness need satisfaction being particularly important in mediating the relationship between self-determination and return concerns (Podlog et al., 2010).

However, the autonomy satisfaction indicates that, while athletes generally feel in control of their athletic decisions, there may be some aspects of physical activity where they perceive less autonomy. Research consistently shows that autonomy support from coaches and parents is crucial for athletes' satisfaction with life and well-being (Komenda et al., 2021).

Significant effect between demographic profile and athletes' sports satisfaction

Table 6 show the data that examines the correlation between the profile and satisfaction of the athletes. The constant term (5.279) represents the estimated sports satisfaction score when all predictor variables are zero. The Demographic coefficient (-0.019) indicates the change in the sports satisfaction for a one-unit change in the demographic profile. The standardized coefficient (Beta) for Demographic is -0.053, suggesting that as the demographic profile variable changes by one standard deviation, the sports satisfaction score is expected to change by -0.053 standard deviations. However, the coefficient is not statistically significant (Sig. = 0.489 > 0.05). The t-value (-0.693) is not statistically significant, as the absolute value of -0.693 is less than the critical t-value. The p-value (Sig.) correlated with the Demographic coefficient is 0.489, which is greater than the significance level of 0.05.

Table 6. Significant effect between demographic profile and athletes' sports satisfaction.

Model	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value
	B	Std. Error	Beta		
1 (Constant)	5.279	.111		47.528	.000
Demographic	-.019	.027	-.053	-.693	.489

The results show that the demographic profile variable is not considered a statistically significant predictor of athletes' sports satisfaction in this analysis. Research has shown that demographic factors such as age, gender, and marital status can influence satisfaction with sports facilities and services (Ampofo-Boateng, 2009). However, other studies have found that these factors do not significantly impact overall sports satisfaction (Breuer et al., 2010).

Significant effect between coaching styles and athletes sports satisfaction in UAAP Schools in Manila

Table 7 presents that data that examines the correlation between the coaching styles and satisfaction of the athletes within UAAP schools in Manila. The constant term (2.277) represents the estimated sports satisfaction score when the coaching style variable is zero. The Coaching Style coefficient (0.689) indicates the change in the sports satisfaction for a one-unit change in the coaching styles. The standardized coefficient (Beta) for Coaching Style is 0.558, suggesting that as the coaching style variable changes by one standard deviation, the sports satisfaction score is expected to change by 0.558 standard deviations. This coefficient is statistically significant (Sig.= 0.000 < 0.05), indicating that coaching style is a significant predictor of athletes' sports satisfaction. The t-value (8.722) is statistically significant, as the absolute value of 8.722 is greater than the critical t-value. The p-value (Sig.) correlated with the Coaching Style coefficient is 0.000, which is less than the conventional significance level of 0.05.

Table 7. Significant effect between coaching styles and athletes sports satisfaction in UAAP Schools in Manila.

Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
1 (Constant)	2.277	.338		6.729	.000
Coaching style	.689	.079	.558	8.722	.000

The data revealed that coaching style is considered a statistically significant predictor of athletes' sports satisfaction in this analysis. Research consistently shows that coaching style significantly predicts athletes' sports satisfaction. One study revealed that athletes are often happier when their coaches place a high priority

on instruction and training, give praise and awards, give encouraging comments, and act in a way that is socially friendly. (Ignacio et al., 2017).

CONCLUSIONS AND RECOMMENDATIONS

The objective of this study is to examine the relationship between coaching styles and athletes' sports satisfaction within UAAP schools in Manila. Specifically, the study aims to explore how different coaching behaviours influence athletes' perceptions and satisfaction with their sports experiences. Additionally, the study seeks to determine whether demographic factors, including age, gender, and the specific sport in which the athletes participate, have a significant effect on their overall satisfaction.

The results show that the majority of respondents are between 18-20 years old and are predominantly female. The most common sports are women's pep squad and men's basketball. In terms of coaching styles, training and rewarding behaviours receive the highest levels of agreement, while autocratic behaviour ranks the lowest. Athletes express the most satisfaction in competence and relatedness, with autonomy receiving a slightly lower level of agreement. Demographic factors, such as age and gender, do not significantly influence sports satisfaction, while coaching styles, particularly positive reinforcement and training behaviours, are significant predictors of athletes' overall sports satisfaction.

Based on the findings, coaches may need to modify their strategies to address the demands of athletes. It is also essential to create a gender-inclusive environment. Additionally, the study may contribute to physical education by highlighting the need to offer various sports to promote physical development among learners. Students' overall satisfaction in physical education classrooms can be enhanced by fostering autonomy in decision-making and encouraging positive social relationships through team dynamics. The study also emphasizes the importance of understanding coaching styles in PE teacher preparation programs, enabling instructors to design productive and fulfilling learning environments.

This study is limited to UAAP schools in Manila. Future research may include other schools, particularly NCAA schools. Additionally, future research could adopt a mixed-method approach to gain a broader understanding of the various perspectives on coaching styles.

AUTHOR CONTRIBUTIONS

Dominic Micua wrote the manuscript, ensuring clarity and alignment with the study's objectives. Alvin Paulino and John Demver Yco conceptualized the study, laying the groundwork for its research framework and overall direction. Harvey Lapicerros, Evan John Michael Cruz, and Robin Villasenor conducted the experiments and surveys, gathering and validating the data necessary for analysis. Each author has reviewed and approved the final version of the manuscript, affirming their contributions and agreement to its submission.

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