The Influence of Coaching Behavior on Job Satisfaction in Hong Kong

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ABSTRACT

Coaches are vital stakeholders in sports development and player/team performances. However, how they perform as coaches is significantly anchored on their relationship with players as the coach-player relationship influences coach's roles and responsibilities. This study aimed to establish an understanding of how coaching behavior positively influences job satisfaction in Hong Kong. This study sought to achieve the following objectives; to investigate coaching traits for coaching different sports, explore the factors contributing to a coaching behavior, identify effects of coaching behavior on job satisfaction, and describe how coaching behaviors influence the way coaches react to player behavior and competitions. The study used a quantitative research approach to collect and analyze data. A closed-ended questionnaire was used. Both descriptive and inferential statistics were used to analyze data. The main finding of this study is that career commitment positively influences coaches' job satisfaction; however, their coaching behavior plays a substantial mediating role. This implies that coaches with high career commitment are positively satisfied with coaching when they focus on coaching behavior factors such as effective communication to have their players perform and achieve common goals.

Keywords: Hong Kong, Coaching, Education, Job Satisfaction, Coaching Behavior

CHAPTER ONE: INTRODUCTION

1.1 Background information

Coaches play a vital role in sport. The relationship between coaches and players determines how they fulfill several functions: instructional, strategic, organizational, and social functions. Marcone (2017) indicated that although several factors influence player performance, the coach-player relationship affects players throughout their sporting experience because it forms a base for player motivation and performance. The compatibility of players and coaches is evaluated on coaches' ability to communicate and support players. Disagreements between coaches and players adversely influences player's personality, and psychological needs (Narwal, 2014). Coaches' behavior is a base for evaluating the sporting environment. It influences player skill development and psychological or emotional experiences of players and determines motivation in sport participation and performance (Narwal, 2014; Ramis et al., 2017; Ronald & Frank, 2017).

There are millions of young people participating in competitive sports every week of the year throughout the world. Players in different sports compete daily. This means that many players are constants interacting with different coaches involved in specific sports (Labadan, 2021). Coaches rely on coaching styles that can positively or negatively influence the performance of players. Coaching styles have been hugely influenced by coaches' attitudes, personality, and leadership styles. Coaches are responsible for creating and maintaining sporting conditions that can enable players to fulfill their potentials by using coaching styles that gain the attention and respect of players to enhance their performance. Failure to which players lack significant motivation leading to poor performances and questionable job satisfaction for coaches.

Job satisfaction entails the ability of a coach to achieve performance, motivate players, express the right attitude, resolve conflicts adequately and display a sense of leadership. The

elements make caching a behavior geared towards improving or encouraging players and sports clubs or teams to reach certain goals through discovering weaknesses and strengths that can help them reorganize and work towards the results (Kalkavan & Katrinli, 2014; Singh & Jain, 2013). Therefore, the coaching style developed or adopted by coaches in charge of players regardless of the age, gender, sport, or level of skills should enable coaches' exhibit behaviors and characteristics that can positively impact players to achieve intended goals/results. Well-trained coaches are expected to possess wide technical skills, multidimensional personality, communication skills, and interpersonal skills (Labadan, 2021; Marcone, 2017).

A coaching style can either be autonomy-supportive or controlling. These styles have their merits and demerits and both impact player motivation and performance. Most importantly, they help in reflecting the coaches' job satisfaction. A study conducted by Vallerand (2000) concerning Deci and Ryan's Self Determination Theory showed that psychological needs play a significant role in the motivation and performance of sports players. Deci & Ryan's (2000) study showed that intrinsic and extrinsic motivation are continuous constructs; however, different types range from high to low levels of self-determination. Therefore, the motivation to know, accomplish and experience stimulation was considered vital in delivering performance. Mageau & Vallerand (2003) showed that autonomy-supportive coaches were approachable, positive, and pro-social. The study linked this behavior with improved self-determined intrinsic and extrinsic motivation. The authors found controlling coaches unapproachable anti-social and full of negative feedback.

1.2 Statement of the problem

Multiple coaching styles have been used to depict and analyze coaches' behavior and how their behavior has impacted sports player motivation and performance. Although most studies have

focused on coaching styles, coaching behavior, and their impacts on player motivation and performance (Labadan, 2021; Marcone, 2017; Mageau & Vallerand, 2003; Narwal, 2014; Ramis et al., 2017; Ronald & Frank, 2017) there are limited studies that have focused on coaching behavior and job satisfaction. Therefore there is a research gap, particularly in Hong Kong. An overview of how coaching styles impacts coaching behavior and how this behavior influences job satisfaction will be explored to determine which coaching behavior has the greatest positive impact on job satisfaction regardless of the sport, age of players, level of skills, and gender in charge of.

1.3 Purpose of the study

This thesis aims to review the literature on coaching behavior and how it influences job satisfaction. More precisely, to establish an understanding of which coaching behavior positively influences job satisfaction in Hong Kong.

1.4 Research questions

1. Does coaching different sports influence coaching traits?
2. What factors contributes to a coaching behavior?
3. Does coaching behavior affect job satisfaction?
4. How do coaching behaviors influence the way coaches react to player behavior and competitions?

1.5 Research objectives

1. To investigate coaching traits for coaching different sports
2. To explore the factors contributing to a coaching behavior
3. To identify effects of coaching behavior on job satisfaction
4. To describe how the coaching behaviors influence the way coaches react to player behavior and competitions.

1.6 Significance of the study

This thesis has reviewed the literature on coaching behavior and its influence on job satisfaction. Considering that coaching is an integral part of sport development and performance at individual and team levels, this study will be important to all stakeholders; parents, coaches, players, and league administrators. The study will provide a basis upon which these stakeholders will acquire knowledge and understand that coaching is a job whose performance is anchored on several elements such as coaching style, role clarity, job performance, job commitment. Besides these player-coach relationships, communication, personality, and technical and interpersonal skills also influence coaching. Therefore, the results of this study will help players and coaches find common ground to better each other's performances. Also, enjoy sports participation and better performances. Most importantly, it will form a base for coaches to understand that their positive/negative feelings towards coaching are influenced by their social relationships, leadership, and quality of working conditions. The study will not form a basis upon which other researchers can conduct a literature review or understand how coaching behavior affects job satisfaction and help them identify research gaps and conduct research.

1.7 Definition of terms

Job satisfaction: is a state of mind determined by the degree to which people like or dislike their job and job-related needs thus a positive feeling or emotion due to appraisal of one's job experience ((Kim & Cho, 2020; Pawoko, 2019; Singh, & Jain, 2013)

Coaching: This is an ongoing face-to-face process for influencing behavior through the manager and employee collaboration to assist in achieving knowledge acquisition, improved skills, increased job satisfaction, positive working relationships, and opportunities for individual and professional growth (Gallwey, 2001; Kalkavan & Katrinli, 2014). Generally, it is creating an

environment through conversation that facilitates the process of players or people moving to achieve desired goals.

Coach: A person who trains, gives advice or instructs a sports player or a group of sports players to improve the physical and mental performances in specific sports (Gillet et al., 2010; Marcone, 2017).

Coaching behavior: This is how a coach conducts himself/herself in training, advising, or instructing a sports player or a group of a sports player, thus the behavioral characteristics of a coach in the process of coaching (Marcone, 2017).

1.8 Research limitations

1. This research was limited to available studies on coaching behavior and its influence on job satisfaction.

2. Peer-reviewed articles on coaching styles, behavior, and sports player motivation and performance and their influence on job satisfaction

1.9 Research delimitations

1. This study was delimited to dealing with coaching behaviors and their influence on job satisfaction.

2. The pieces of literature were delimited to studies conducted in the 2000s

3. The participants were delimited to coaches in competitive sports

1.10 Research assumptions

1. The literature for this thesis was done exhaustively and comprehensively

2. All participants in this study were truthful and completed the research instrument to the best of their abilities.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter gives a review of the literature on the influence of coaching behavior on job satisfaction. In the recent past, studies have been conducted to answer several questions associated with coaching behavior, coaching styles, and their influences on both player performance and coach job performance. This thesis will discuss critical topics drawn from these studies to establish

relevant literature to facilitate the success of this study. Specific issues to be addressed include; multidimensional sports leadership, the role of coaches and responsibilities, coaching styles and coaching behaviors, coaching behavior and feedback, job satisfaction, career commitment, job performance, coaching behaviors that affect job satisfaction, and coaching effectiveness.

2.2 A multidimensional model of sport leadership

According to Surujlal & Dhurup (2012), the multidimensional model of sport leadership accounted for five essential dimensions of coaching behavior which include positive feedback on a good performance, training and instruction, autocratic behavior, democratic behavior, and social support. Reinboth et al. (2004) and Ronald & Frank (2017) indicated that these models account for a coach's situational, personal, and leadership characteristics. The author established that coaches have different perceptions regarding their behavior, players have different perceptions regarding their coach's behavior, and players prefer specific behaviors from coaches.

Tenenbaum et al. (2012) used the multidimensional model of sport leadership. They found that player performance and satisfaction were influenced when there was a significant alignment between situationally elicited behaviors, leader behavior, and preferred leader behavior. Findings from different studies showed that social support, positive feedback, and training and instruction contributed to player satisfaction and performance. Contrary to these, autocratic behaviors, especially those that exceeded player preferences, contributed to dissatisfaction (Surujlal & Dhurup, 2012; Tenenbaum et al., 2012).

Horn et al. (2011) argued other variables influence players' performance or level of satisfaction when coaching behavior is accounted for. Such factors include player anxiety. According to the authors, player's preferences for coaching behavior differ significantly due to the type of sport, the competence level of a player, and gender. However, there are factors beyond the

coach's influence, such as the strength of opponent teams, player's talent, and a wide range of psychological factors that can influence player satisfaction and performance (Ronald & Frank, 2017).

Horn et al. (2011) found out that older and more experienced players preferred autocratic and offered social support coaches. The author's indicated that male players preferred training and instructional and authoritarian coaches to women. Therefore, based on the multidimensional model of sport leadership, no one size fits all coaching behavior (Horn et al., 2011; Ronald & Frank, 2017). However, the authors advocated for flexibility and adaptation to situations and players' preferences during coaching to success.

2.3 The roles and responsibilities of coaches

Gillet et al. (2010) submitted that a coach instructs and trains sports players to improve their physical and mental performance in a specific sport. Moen et al. (2014) noted that coaches played an essential role in helping their player improve their performances regardless of the sport. According to the author, sports players in competitive sports spend their time with coaches. Authoritatively, it is the role of the coach to govern players, teach technical skills and win. Besides this, coaches have a role in motivating players, supporting players, and enabling them to realize their achievement or potentials in a given sport (Kim & Cruz, 2016; Marcone, 2017).

Kalkavan & Katrinli (2014) associated coaching behavior with self-awareness development, improved job performance, and increased employee satisfaction. However, the clarity or ambiguity of the coaching role significantly influenced these achievements. According to the authors, defined role ambiguity is a situation where coaches lack adequate information required to fulfill the coaching role in a given sport and unsure about the expectations of his/her players. Kalkavan & Katrinli (2014) mentioned that the inadequacy of coaches to deliver

expectations associated with his/her role in a given sport/team/player. The authors indicated that coaches with role ambiguity are influenced by attitudes or behavior. DeConinck & Stilwell (2004) claimed a negative correlation between player satisfaction and role ambiguity, thus creating role clarity.

2.3.1 Goal settings

Coaches have the responsibility of preparing players for competitions. According to Johnson et al. (2011), preparing players mentally and physically elicits the desire to produce successful performance and mastery of technical and strategic skills. The authors indicated that a player's success in sports competitions depends on acquired skills and motivation. Johnson et al. (2011) submitted that goal setting enables coaches to achieve player commitment, self-motivation, and consistent dedication. The author showed that setting specific goals and challenging goals contributed to higher-level performance than setting manageable goals. Coaches should assist players in developing personal plans that can lead to peak performance (Van Ark et al., 2010). The author considered goal setting an effective strategy for enhancing group performance.

2.3.2 Communication

Johnson et al. (2011) submitted that communication is a fundamental tool for successful coaches and effective development of players. The author considered communication a foundation upon which teams are built because the coach's extreme knowledge in technical skills and game plan can best be executed through communication. Collet (2012) established that there was a positive correlation between communication and team performance. The author indicated that setting a positive player-coach relationship is a vital component of achieving effective communication. Collet (2012) discovered that relationships could blossom in or out of the field

without communication. Johnson et al. (2011) advocated that coaches must always embrace two-way communication to account for others and talking and listening.

2.3.3 Injury prevention

Different sports involve various technical and strategic skills involving players' internal body forces, particularly muscle movements while accelerating and changing direction and external forces such as body contact. According to Mallett (2010), these elements increase injury risks and experiencing sports injury affects players physically and psychologically. Coaches have the responsibility to realize players that need healthcare. The author mentioned that healthcare should invest in maintaining players physically. Coaches should provide a safe sporting environment and be prepared to respond to injuries (Johnson et al., 2011).

2.3.4 Risk management

According to Johnson et al. (2011), coaches have some responsibility in all aspects of sporting programs. They are responsible for the welfare of players and the maintenance of sports equipment and facilities. The author indicated that coaches must evaluate risks in the sporting environment and ranked facility risk management as a top priority for coaches, particularly bu focusing on equipment and facility risks. Van Ark et al. (2010) added that coaches employ several risk management measures to minimize external threats, including confirming sport participants/players obtain medical examinations and authorization to play.

2.4 Coaching styles and coaching behaviors

According to Marcone (2017), coaching style entails how coaches conduct themselves during payer training, giving instruction, providing performance feedback, and supports players. The author indicated that two primary coaching styles form a base for coaching behavior. Marcone

(2017) outlined autonomy-supportive coaching behavior and controlling coaching as coaching behavior influenced by these coaching styles.

2.4.1 Autonomy-supportive coaching behavior

Rocchi et al. (2013) submitted that autonomy-supportive coaches are those coaches that account for the perspectives of their players/teams, engages with players, and acknowledge the feelings of their players. Besides these, autonomy-supportive coaches provide players with pertinent information and opportunities for choices. Mageau and Vallerand (2003) and Marcone (2017) established that providing sports players with options within specific rules and limitations, acknowledging player perspectives and feelings, providing players with reasons for assigned tasks and limits governing competitive sports or training, allowing players to take opportunities and initiatives, avoiding controlling behavior such as controlling statements and criticisms and offering tangible rewards were some of the behavior displayed by autonomy-supportive coaches.

Ronald & Frank (2017) considered coaches with autonomy-supportive behavior as coaches with democratic behavior, which allows players to voice their views in team decisions and high social support as they allow, embrace, and addressed expression of personal concerns from individual players and those that give positive feedbacks on good performance rather than critics. According to the author, these elements contribute to autonomy-supportive coaches being approachable and pro-social.

2.4.2 Controlling coaching behavior

According to Marcone (2017), controlling coaches with characteristics and behavior is contrary to those displayed by autonomy-supportive coaches. In contrast to autonomy-supportive coaches, controlling coaches provide no choices and rationale for limitations and specific rules for a given game/match for players. Controlling coaches are known better for providing negative

feedbacks and employing power-assertive techniques that push players to comply with their desires. Additionally, players dealing with controlling coaches have individual/team decisions restricted to the coach and limited personal expressions (Ronald & Frank, 2017; Mageau and Vallerand, 2003). Mageau and Vallerand (2003) associated controlling coaching behavior with punishing players for not accomplishing certain goals/results or accomplishing goals/results in a manner not desired by the coach.

2.4.3 Couching behavior and feedback

Fuchs (2012) discovered that information provided to sports players during or after training or competitive sport enables players to assess their success or failure of performance. According to the author, players react differently to coaches' remarks during feedback sessions, making significant feedback elements in the coaching process. Altahayneh (2013) submitted that a coach's feedback is subjective because it is based on players' interpretation and understanding of the message. Feedback is considered a critical element in training and giving instruction, and even in the account of the views and feelings of players. Feedback enables players to determine their process and mastery of technical skills during training and giving instruction. Besides this, feedback enables players to understand coaches' perceptions of their perspectives, feelings, and views.

Coaches' feedback during and after matches or training forms a basis upon which coach-player relationships are anchored; this is because the type of massage given, amount of time spent by coaches to criticize players defines the relationships between the coach and a given player or players. Conroy & Coatsworth (2007) and Fuchs (2012) established that player's motivation and self-perception are hugely related to the quality and quantity of feedback coaches give on player performance errors and successes in training or during competition. According to the authors, a

coach's feedback becomes detrimental when it adversely influences a player's self-esteem and makes the player fear future critics. The element makes players become avoidance of risks and challenges. Conroy & Coatsworth (2007) found that players responded favorably to encouraging and reinforcing coaches. Generally, communication and feedback are key elements in the coach-player relationship.

2.5 Job satisfaction

Job satisfaction as a measure of coaches' satisfaction has been influenced by the fact that coaching has become a professional job across different sports. Pawoko (2019) indicated that coaches like players get paid and spend time like other workers. The author found out that coaches/players with positive job satisfaction tend to become loyal and have the right attitude or embrace behavior that actively seeks to build a team/sports club. Job satisfaction has been significantly linked with developing and improving player/team/club commitment (Ortiz & Davis, 2016; Sejjaaka & Kaawaase, 2014). According to the authors, although loyalty is a passive behavior, the wish to continue serving a given player, team, or club, or organization is an indication of commitment as coaches wish the best for their players/clubs.

Job satisfaction is a multifaceted element directly linked with the coach's feeling about a variety of intrinsic and extrinsic motivation. Intrinsic motivations such as sports opportunities include participating in high-level competitions, while extrinsic motivations entail having player/team/club support. According to Harmania & Nessa (2016), achievement motivation plays a vital role in job satisfaction. The author argues that if the level of achievement motivation is high, the employees' performance and satisfaction with his/her job tends to be high. Bailey et al. (2016) added that employees satisfied with their job are expected to show the highest level of commitment to their teams. /clubs or organizations

Kalkavan & Katrinli (2014) defined job satisfaction as the happiness people have with the job they performed. The author viewed job satisfaction as one's attitude towards the job and positive or negative assessments about the working environment. Kalkavan & Katrinli (2014) assessed several factors and outlined personal reasons, interpersonal relations, working conditions, work-related reasons as factors that create job satisfaction. The author argued that any factor that positively impacts employee performance, organization commitment, and citizenship behavior contributed to job satisfaction. Pawoko (2019) mentioned that commitment fluctuates depending on intrinsic and extrinsic motivational factors.

2.6 Career commitment and job satisfaction

Kim et al. (2020) defined career commitment as a psychological attachment and motivation held by workers/employees to continue performing tasks related to their fields of work, contributing to job satisfaction. Güney (2004) added that career commitment is a sum of attitudes and behavior of an employee to his/her career. Employees with career commitment achieve tremendous success at a high rate than others because they work towards targets that they put on their plan concerning their career constitutes (Güney, 2004; Kalkavan & Katrinli, 2014). They said that there could be a possible link between career commitment and job satisfaction because employees are happy with their work are happy with their profession. Duffy et al. (2013) and Kim et al. (2020) established a positive correlation between job satisfaction and career commitment. Kim et al. (2020) established that career commitment was statistically significant for job satisfaction.

According to Tseng & Kang (2009), career commitment significantly influences one's attitude to promote and focus on career development because of intrinsic motivations to achieve career goals and received positive feedback about their jobs. The authors discovered that

individuals with no career commitment tend to prevent focus for career establishment because external factors are likely to push them to have low job satisfaction. Kim et al. (2020) divided career commitment into career planning, career identity, and career resilience. Career identity entails one's cognitive and affective link with his/her field of the profession. In contrast, career planning entails one's determination to set career goals, and career resilience entails one's ability to continue with a career despite adversity.

2.7 Job performance and job satisfaction

Job performance is the realization of goals /tasks assigned as an employee based on one's qualifications within a reasonable limit. Motowidlo & Kell (2012) indicated that performance is the capacity, desire, and opportunity to perform given tasks or achieve certain goals. Performance is considered the result of coaching behavior, job satisfaction, and career commitment (Kalkavan & Katrinli, 2014). Sonnentag et al. (2008) established that showing high-performance results in job satisfaction and self-efficacy for employees. The authors indicated that career opportunities for performers are better than those who perform moderately or lowly. Sonnentag et al. (2008) argued that performance is a multi-dimension concept and entails behavioral and outcome aspects. Behavioral aspects refer to what people do while at work. According to the author, performance encompasses specific elements of behavior, including training. Thus only actions can be scaled.

Mageau & Vallerand (2003) and Marcone (2017) realized that coach-athlete relationships influenced player motivation and formed a base for players/team performance. This element contributes to a feeling of self-efficacy and job satisfaction for coaches (Sonnentag et al., 2008). Marcone (2017) found that autonomy-supportive coaches stood a better chance of attaining job satisfaction through performance and having good interpersonal relations with players, particularly by embracing effective communication and positive feedbacks. Rieke et al. (2008) established a

positive correlation between perceived autonomy coaching behavior and the number of seasonal wins. The author argued that coaches with controlling behavior record a low number of wins compared to autonomy-supportive coaches.

2.8 Improving coaching effectiveness

Ronald & Frank (2017) submitted that coaches play a vital role in sport. According to the authors, coaches are the determinants of sport outcomes because they occupy a planner, a teacher, and relationship whip player. The authors indicated that coaches' instruction and interpersonal capabilities help them create a psychosocial sport environment that enhances players' outcomes. Ronald & Frank (2017) submitted a consistent relationship between coaching behavior and the performance of a coach depicted in team functioning and player/team performance.

2.8.1 Enhancing strategic and instructional capabilities

According to Magill & Anderson (2010), the principle of learning, maintaining, and improving motor skills is highly sport-specific. The author divided motor learning into three phases, including cognitive, associative, and autonomous. Magill & Anderson (2010) indicated that the development of players through these phases requires coaches to possess different coaching techniques. Ronald & Frank (2017) showed that coaches use explanations and demonstrations to develop cognitive motor skills. Coaches design exercises and practice routines and adjust instructions depending on what they demonstrate. Most importantly, coaches give correct feedback and encouragement to facilitate training. Coker (2017) indicated that the second phase of strategic skills, associative, entails performing skills accurately and consistently. During this, coaches play an essential role in ensuring that players achieve accuracy, coordination, speed, and constant improvement. Coaches provide demonstrations and feedback. Most importantly,

helping players achieve a diversity of movements to meet environmental demands. In the autonomous phase coach's performance enhances the player's motor and strategic skills.

2.8.2 Enhancing psychosocial outcomes in players

Ronald & Frank (2017) found out that the coach-player relationship influences players' motivation, performance, and self-esteem, attitude towards their sporting experiences, burnout, sport attrition, physical well-being, and peer relationships. According to the authors, coach-player relationships adversely or positively impact sport development, making with difficult for coaches to achieve an intended goal at career level and club/team level, thus job dissatisfaction (Smith & Smoll, 2012).

2.9 Summary of literature review

The literature reviewed showed that coaching behavior influenced several elements in players' motivation and performance that impacted coaches' job satisfaction. The multidimensional model of sport leadership significantly guided literature. It accounted for the roles and responsibilities of coaches in different sports. It accounted for autonomy-supportive and controlling behavior, which were found to be contrasting significantly. The literature review themed job satisfaction with critical elements in sport, including performance and commitment to sport and career. The literature depicted that coaching effectiveness can be attained through enhancing strategic and instructional capabilities and enhancing psychosocial outcomes in players alongside other elements.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that was considered essential in enabling the researcher to explore selected researcher questions. Goddard & Melville (2004) indicated that methodology entails the methods/techniques and procedures used to collect and analyze collected data. The author mentioned that it enables researchers to assess the validity and reliability of the study. Therefore. This chapter entails the selected research approach, research design, research method, target population, sample and sampling technique, data collection instruments, validity and reliability of data collection instrument, and data analysis. Above all, the chapter account for ethical issues considered vital in this study.

3.2 Research approach

This study used a quantitative research approach to collect and analyze data. A quantitative research approach is an approach designed to account for systematic investigation of a situation/population or phenomena by gathering data/information quantifiable and performing statistical techniques (QuestionPro, 2020). The research selected the quantitative research approach because it was easier and faster as it facilitated data collection at the same time across different categories of respondents. Besides this, the method is cost-effective compared to the qualitative research approach; it is objective and accurate and allows researchers to exploit a large sample size when collecting data (Davies & Hughes, 2014). However, the study suffered from limiting respondents' views to pre-set answers and provide less detailed numerical results such as numbers and figures.

3.3 Research design

This study used a descriptive research design to aid data collection and analysis. The research considered a descriptive research design because it allows researchers to explore specific situations/phenomena and how coaching behavior influenced job satisfaction in Hong Kong. Lambert & Lambert (2012) and McCombes (2020) submitted that descriptive research design systematically and accurately describes a situation/phenomena/population compared to experimental research design. It uses a wide range of methods to investigate one or more variables.

3.4 Research method

The study considered a primary quantitative research approach which required it to collect raw/primary data of its own rather than depending on data collected by other studies. The study employed a survey research method which has been considered a fundamental tool in most quantitative studies.

Coughlan et al. (2009) indicated that a survey enabled researchers to ask questions to a selected sample of respondents using various ways such as online polls, paper questionnaires, and online surveys. Mainly, the study used an online survey, specifically emails, to collect relevant data from respondents. The consideration of an online survey was influenced by its advantages, such as real-time access of participants, convenience, low cost, and increased response rates. However, the study was prone to limited sampling, and respondents' availability issues as drawing samples from email addresses was challenging (Howard, 2019).

3.5 Target population

Lavrakas (2008) defined target population as an entire set of units for which a researcher's collected data is used to make inferences. According to the author, the target population is units/objects/members for which the study's findings are meant to generalize. The present study targeted coaches in different competitive sports in Hong Kong. Although the study focused on coaches in competitive sport, the target population was sport-specific to sports such as football, volleyball, rugby, tennis, golf, baseball, and athletics for both males and females.

3.6 Sample and sampling technique

A sample is a smaller set of research sects from a larger population using a pre-determined selection method. The sampling technique is the specific selection method /process/criterion used to select respondents in the sample (Jha, 2017). This study considered a sample size of 100 respondents. A probabilistic sampling technique was used. Jha (2017) submitted that probabilistic sampling is a sampling technique used by the research to provide all population members an equal chance of being included in the study. A simple random sampling method was used to draws respondents included in this study. Simple random sampling required minimal technical skills. Besides this, the method was cost-effective and saved time.

3.7 Data collection instrument

The present study used an online questionnaire as a primary tool for data collection. The questionnaire was divided into five parts which collected different categories of data. The first part focused on demographic information and the general view of individuals' sport and coaching. The second part included information considered essential in sports coaching concerning coaching traits and attributes. The third part had information on coaching behavior. The fourth part contained statements that sought to collect data on coaches' job satisfaction. The fifth part contained information on how coaches react to situations in their careers, mainly sports player behavior.

Krosnick (2018) submitted that questionnaire designing is a fundamental part of successful data collection. According to the author, questionnaire design determines whether respondents with an opt-out of the study complete the questionnaire or submit incomplete questionnaires. Because this element influences, the response rate, the questionnaire for this study was designed adequately and in line with the research questions. The questionnaire was mainly made up of close-ended questions. Wang et al. (2006) indicated that closed-ended questions facilitated quick responses and eased questionnaire filling for respondents. At the same time, they enabled the researcher to code quickly, compare and statistically analyze it. Of the 38 items, 9 items were multiple-choice questions, and 29 were Likert scale questions.

3.8 Questionnaire reliability and validity

Reliability and validity enable the researcher to assess the quality of their researchers based on the effective use of various research methods and techniques (Goddard & Melville, 2004; Saglam et al., 2010). According to Roberts & Priest (2006), questionnaire reliability is the extent

to which a questionnaire produces the same results in different situations on the assumption that nothing changes. The author defined questionnaire validity as the extent to which the questionnaire measure what it was designed to measure or close it is to the expected measure. The present study embraced multiple questionnaire assessments with individuals with expert knowledge on coaching to influence the study's reliability and validity positively. A pilot study was conducted on 10 coaches who were randomly selected from different sports. Honest responses from coaches formed a measure of questionnaire's' ability and usefulness in tackling the research questions. Therefore, the pilot study was used to facilitate questionnaire modifications to increase clarity and eliminate inaccuracies increase study's reliability and validity.

3.9 Data analysis

This study used quantitative data analysis techniques to analyze collected data. The study used both descriptive statistics and inferential statistics in the analysis. Some of the descriptive statistics used include standard deviation, mean, frequencies, and percentages. Oth the other hand, inferential statistics used in this study include one-way ANOVA and Pearson's correlation. Data analysis was done with the help of the Statistical Package of Social Sciences (SPSS) (23.0). Hinton et al. (2015 indicated that SPSS is a software used to transform, analyze and produce patterns base on the researcher's variables of interest. Analyzed data was presented in tables, pie-charts, and graphs.

3.10 Research ethical issues

This study sought to collect information from different categories of coaches in competitive sports. This made ethical consideration a fundamental part of this study. The research informed that respondents of the study's purpose in the introductory part of the consent form. Besides this,

the information aimed at assuring respondents of no deception or mislead in the study. Considering that all coaches had the age of consent in Hong Kong, they must fill the consent form before attempting the questionnaire. However, in the consent form, respondents were notified of their right to quit the research at any point due to personal reasons or comfortability without giving explanations. Connelly (2014) submitted that obtaining consent for respondents contributed to credible data collection and research. The research assured respondents' anonymity, confidentiality, and dignity were prioritized by not collecting any private/personal information. Besides this, it ensured that respondents did not suffer any harm due to the survey, especially psychological harm.

CHAPTER FOUR: RESULTS

4.1 Response rate

Of the 100 respondents targeted by this study, 100 submitted their questionnaires to set a date for data collection. Therefore, the study attained a 100% response rate, as shown in Table 4.1 below. According to Fan & Yan (2010), a response rate of 60% and above is satisfactory for most studies; however, a response rate greater than 80% is considered excellent. Thus this study met a good response rate that enabled the researcher to answer research questions.

Table 4. 1 Response rate

	Expected response	Attained response	Percent%
Response	100	100	100%

4.2 Gender of respondents

This study sought to establish the number of males and females in sports coaching in Hong Kong. Of the 100 respondents, 34% were females, and 66% were male, as shown in Figure 4.1 below.
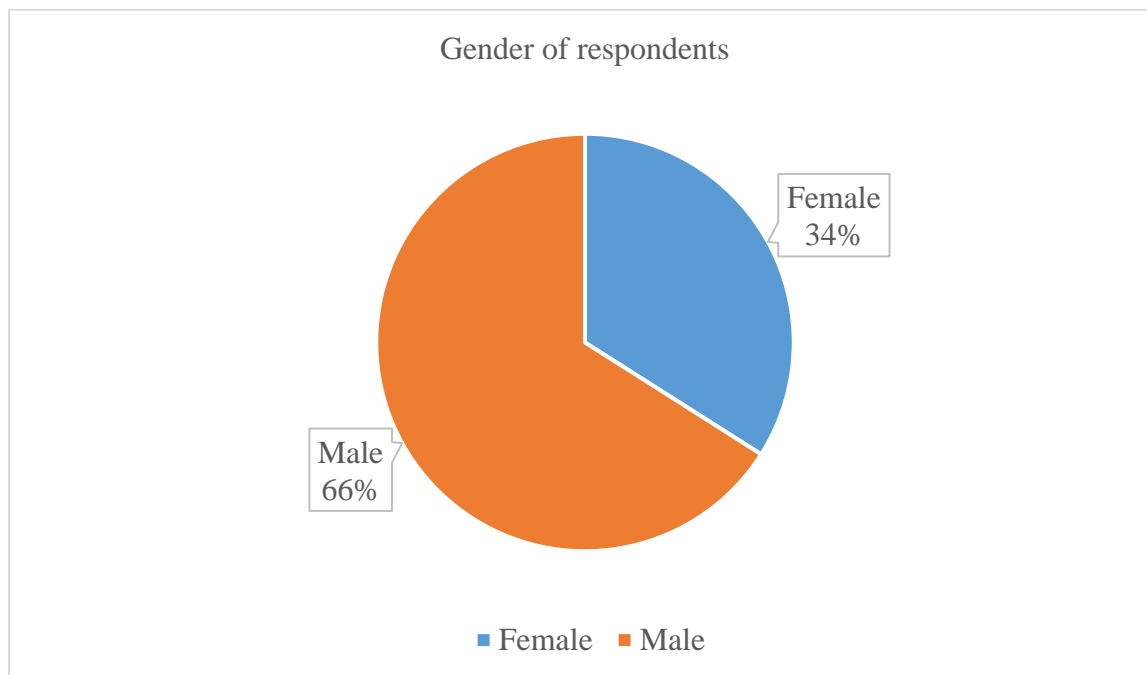

Figure 4. 1 Gender of respondents

4.3 Demographic characteristics of respondents

It was established that 20% of the respondents were aged between 30 and 35 years, 11% were aged between 36 and 40 years. Besides this, 12% of the respondents were aged between 41 and 45 years, while 15% were aged between 56 and 60 years, and 12% were aged 46 to 50. Of the 100 respondents, 12% were aged between 41 and 55 years, and 18% were aged between 61 and 61 years old. 19% of the respondents had coaches for less than 5 years, while 22% had coached for between 11 and 15 years. On the same, 16% of them had coached for between 16 and 20 years

while 29% had coached between 5 and 10 years and 14% for more than 20 years. 42% of the respondents indicated that their primary role as coaches was to win, 25% indicated that it was to motivate players. In comparison, 18% indicated that it was to enhance player technical skill development and 14% indicated that all the mentioned roles came first in their coaching career. Also, it was found that coaches had a responsibility that directly influenced their job satisfaction. 35% of respondents indicated that communication in their coaching career significantly influenced their job satisfaction, 41% mentioned that their job satisfaction was influenced by goal setting. In comparison, 24% indicated the injury prevention influenced their job satisfaction as shown in Table 4.2 below.

Table 4. 2 Demographic characteristics of respondents

Characteristic	Frequency	Percent %
Age of respondents		
30-35 years	20	20 %
36-40 years	11	11 %
41-45 years	12	12 %
46-50 years	12	12 %
51-55 years	12	12 %
56-60 years	15	15 %
61-65 years	18	18 %
Respondents' coaching experience		
Blow 5 years	19	19 %
5-10 years	29	29 %

11-15 years	22	22 %
16-20 year	16	16 %
Above 20 years	14	14 %
The primary role for coaches		
Winning	43	43 %
Motivating players	25	25 %
Technical skill development	18	18 %
All	14	14 %
Responsibilities that influence job satisfaction		
Communication	35	35 %
Goal setting	41	41 %
Injury prevention	24	24 %

4.4 Sports coaching in Hong Kong

The study found out that all respondents participated in coaching different types of sports or coached players in various sports. 24% of the respondents were coaching athletics players, 13% were coaching baseball players, 7% were coaching basketball players, and 20% were coaching football players. Equally, 8% of the were coaches in the golf sport, 4% were coaches in the rugby sport while 14% were coaches in the tennis sport, and 10% were coaches in the volleyball sport, as shown in Figure 4.2 below.
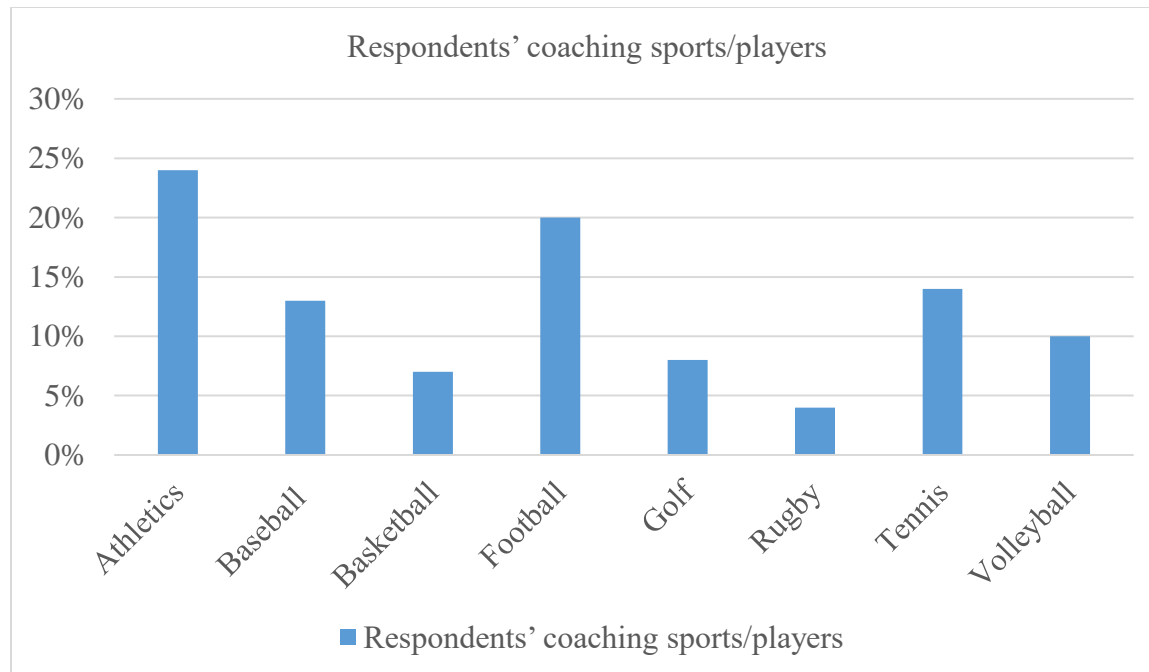
Figure 4. 2 Respondents' coaching sports/players

The study discovered that coaches used either autonomy-supportive coaching style 20%, controlling coaching style 45%, or both coaching styles 35%. Of these coaching styles, 81% of the respondents indicated that their coaching style best suited their players, while 19% indicated that their coaching style never suited their players, as shown in Figure 4.3 below.

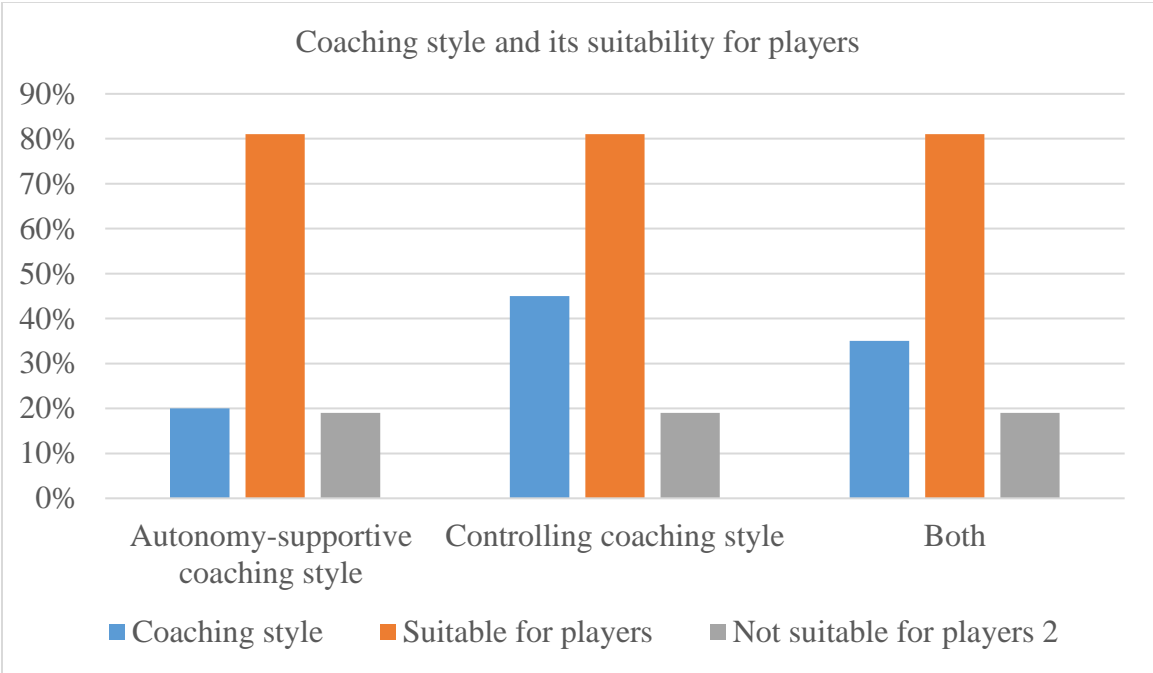Figure 4. 3 Coaching style and its suitability for players

Of the 100 respondents, 58% indicated that positive feedback on suitable performance leaderships dimension favored their coaching career and contributed to job satisfaction. In contrast, 42% indicated that effective training and instruction favored their coaching career and contributed towards achieving job satisfaction, as shown in Figure 4.4 below.
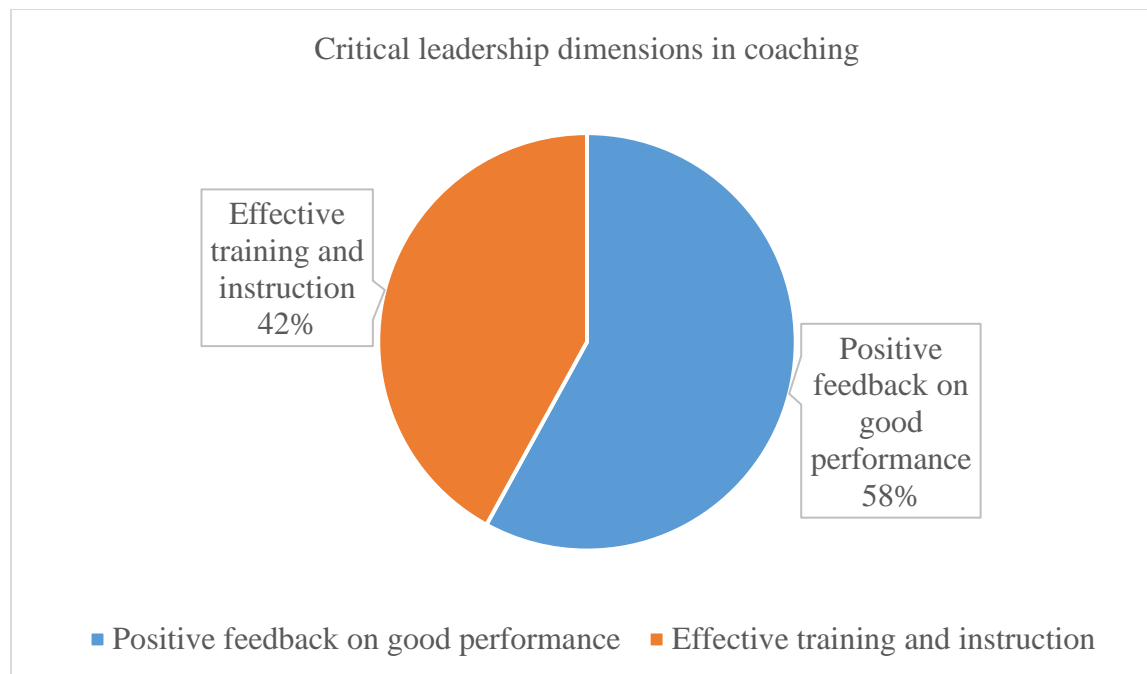
Figure 4. 4 Critical leadership dimensions in coaching

4.5 Descriptive statistics on effective coaching traits

This study established that there are essential traits that influence effective coaching for various sports. The study relied on respondents' opinion mean as a measure of satisfaction. Therefore, the study ranked different effective coaching trait variables to establish the most influential variable. Respondents agreed that leading by example was a significant trait for effective coaching with a mean score (M=2.89), a standard deviation of 1.537 indicated a significant variation in respondents' views. Respondents accepted that creating a psychosocial sport environment was essential in coaching with a mean score (M=2.88), and the standard deviation of 1.395 showed a significant variation in the responses. Respondents agreed that effective communication and teaching were key traits in coaching with a mean score (M=2.80). A standard deviation of 1.435 depicted a significant variation in responses, as shown in Table 4.3 below.

Table 4. 3 Descriptive statistics on effective coaching traits

	N	Minimum	Maximum	**Mean**	Std. Deviation	**Rank**
Creating a psychosocial sport environment	100	1	5	**2.88**	1.395	**2**
Designing exercises, practice routines, and adjusting instructions	100	1	5	**2.78**	1.299	**4**
Having a good understanding of the sport	100	1	5	**2.77**	1.332	**5**
Educating, training, and sharing knowledge	100	1	5	**2.77**	1.406	**5**
Communicating and teaching effectively	100	1	5	**2.80**	1.435	**3**
Leading by example	100	1	5	**2.89**	1.537	**1**

4.6 Descriptive statistics on coaching behavior

Respondents agreed that coaching behavior could be depicted from coach-player relationships with a mean score (M=2.92), and the standard deviation of 1.398 depicted significant variation in responses. They also accepted that acknowledging player perspectives and feelings defined their behavior with a mean score (M=2.92), and a standard deviation of 1.395 showed significant variation in their views. Respondents agreed that employing assertive power techniques to make players comply and the role of feedback in training and competitions also defined their

behavior with mean scores (M=2.79) each and a stands deviation of 1.533 and 1.480 respectively depicted variation in responses as shown in Table 4.4 below.

Table 4. 4 Descriptive statistics on coaching behavior

	N	Minimum	Maximum	**Mean**	Std. Deviation	**Rank**
Providing sports players with choices within specific rules and limitations during training and competitions	100	1	5	**2.71**	1.395	**5**
Acknowledging player perspectives and feelings	100	1	6	**2.92**	1.361	**1**
Avoiding controlling statements and criticisms	100	1	5	**2.74**	1.404	**4**
Provide players with pertinent information and opportunities for choices	100	1	5	**2.75**	1.329	**3**
Employing power-assertive techniques that push players to comply	100	1	5	**2.79**	1.533	**2**
Feedbacks plays an essential role during and after training and competitions	99	1	5	**2.79**	1.480	**2**

	N	Minimum	Maximum	Mean	Std. Deviation	Rank
Coaches' feedback determines coach-player relationships	100	1	5	**2.92**	1.398	**1**

4.7 Descriptive statistics on coaching job satisfaction

Respondents indicated that they were happy with the coaching job with a mean score (M=2.92) and a standard deviation of 1.361 depicted significant variation in responses. Respondents agreed that they have never been disappointed in their career, with a mean score (2.92) and a standard deviation of 1. 361 indicating a significant variation in the responses. Respondents agreed that the high performance of their players resulted in job satisfaction and contributed to a feeling of self-efficacy with a mean score (M=2.75). A standard deviation of 1.329 showed a significant variation in their responses. Respondents indicated that they were positively satisfied with their jobs with a mean of (M=2.70). A standard deviation of 1.425 depicted a significant variation in their opinions, as shown in Table 4.5 below.

Table 4. 5 Descriptive statistics on coaching job satisfaction

	N	Minimum	Maximum	Mean	Std. Deviation	Rank
Highest level of commitment to my players/team	100	1	5	**2.64**	1.432	**5**
Positively satisfied with the job	100	1	5	**2.70**	1.425	**3**
Happy with coaching job than others	100	1	6	**2.92**	1.361	**1**

	N	Minimum	Maximum	Mean	Std. Deviation	Rank
Taking a different job paying the same	100	1	5	**2.67**	1.407	**4**
Never disappointments in coaching career	100	1	6	**2.92**	1.361	**1**
Sport as leisure and work	100	1	5	**2.67**	1.407	**4**
High-performance results in job satisfaction and feeling of self-efficacy	100	1	5	**2.75**	1.329	**2**

4.8 Descriptive statistics on coaches' best reaction to players' behavior and game competitions

Respondents agreed that providing reinforcements for the excellent play was the best way to react to player's behavior and during competitions with a mean score (M=2.78). A standard deviation of 1.521 depicted significant variation in their responses. Equally, they mentioned that Indicating disapproval when things go wrong was another way to react under the same circumstance with a mean score (M=2.78). The standard deviation of 1.299 showed a significant variation in responses. The respondents accepted that encouragingly giving corrective instruction could work on the same with a mean score (M=2.67). The standard deviation of 1.429 showed a significant variation in their views, as shown in Table 4.6 below.

Table 4. 6 Descriptive statistics on coaches' best reaction to players' behavior and game competitions

	N	Minimum	Maximum	**Mean**	Std. Deviation	**Rank**

Providing reinforcements for good plays	100	1	5	**2.78**	1.521	**1**
Giving encouragements immediately after a mistake	99	1	5	**2.51**	1.351	**5**
Giving corrective instruction in an encouraging manner	100	1	5	**2.67**	1.429	**2**
Indicating disapproval when things go wrong	100	1	5	**2.78**	1.299	**1**
Maintaining order by establishing clear expectations	100	1	5	**2.54**	1.473	**4**
Get into a position of having to nag players to prevent chaos	100	1	5	**2.63**	1.433	**3**

4.9 Correlation results in effective coaching traits

This study revealed a significant correlation between effective communication and educating training, and sharing knowledge (r=0.643, n=100, p=0.00), as shown in Table 4.7 below.

Table 4. 7 Correlation results on effective coaching traits

	Correlation r	P-value	N
Effective communication and educating, training, and sharing knowledge	0.643	0.00	100

4.10 Correlation results in coaching behavior

It was established that there was a significant correlation between coach-player relationship due to feedback and creation of a psychosocial sports environment (r=0.959, n=100, p=0.00) and avoiding controlling statements/critics and providing players with choices within specific rules and limitations (r=0.719, n=100, p=0.00) as shown in Table 4.8 below.

Table 4. 8 Correlation results on coaching behavior

	Correlation r	P-value	N
Coach-player relationship due to feedback and creation of a psychosocial sports environment	0.959	0.00	100
Avoiding controlling statements/critics and providing players with choices within specific rules and limitations	0.719	0.00	100

4.11 Correlation results in coaching job satisfaction

The study discovered a significant correlation between the highest level of commitment to players and positive job satisfaction (r=0.610, n=100, p=0.00), sport enjoyment (r=0.732, n=100, p=0.00). Also, between positive job satisfaction and sport enjoyment (r=0.696, n=100, p=0.00), never been disappointed in coaching and feeling happy with the job (r=1, n=100, p=0.00), as shown in Table 4.9 below.

Table 4. 9 Correlation results on coaching job satisfaction

	Correlation r	P-value	N
Highest level of commitment to player and positive job satisfaction	0.610	0.00	100

Highest level of commitment to player and sport enjoyment	0.732	0.00	100
Positive job satisfaction and sport enjoyment	0.696	0.00	100
Never been disappointed in coaching and feeling happy with the job	1	0.00	100

4.12 Correlation results in coaches' best reaction to players' behavior and game competitions

It was established that there was a significant correlation between maintaining order by establishing clear expectations and providing reinforcements for good play (r=0.820, n=100, p=0.00) and getting into a position of nagging players to prevent chaos and giving corrective instruction in an encouraging manner (r=0.640, n=100, p=0.00) as shown in table 4.10 below.

Table 4. 10 Correlation results on coaches' best reaction to players' behavior and game competitions

	Correlation r	P-value	N
Maintaining order by establishing clear expectations and providing reinforcements for good play	0.820	0.00	100
Getting into a position of nagging players to prevent chaos and giving corrective instruction in an encouraging manner	0.640	0.00	100

4.13 Reliability statistics

The present study included 29 scalable items from which the Cronbach's Alpha was established to be 0.817. According to Taber (2018), a Cronbach Alpha of between 0.6 and 0.7 is acceptable as a reliable measure of a questionnaire's reliability in a given study. At the same time, a Cronbach Alpha of greater than 0.8 is suitable for a study's reliability. Thus this study met the

author's recommended Cronbach Alpha making its reliability suitable, as shown in Table 4.11 below.

Table 4. 11 Cronbach's Alpha

Cronbach's Alpha	Number of items
0.817	29

4.14 One-way ANOVA results

This study sought to statistically significant variables concerning effective coaching traits, coaching behavior, and coaching job satisfaction. It was established that effective communication and teaching (F=28.111, p= 0.000), providing sports players with choices within specific rules and limitations during training and competitions (F=17.735, p=0.000), acknowledging player perspectives and feelings (F=12.770, P=0.000), Avoiding controlling statements and criticisms (F=90.689, P=0.000), having the highest level of commitment to players (F=24.237, P=0.000), Positively satisfied with the job (F=16.952, P=0.000), feeling happier with coaching job than others (F=12.770, P=0.000), Never been disappointed since joining the coaching career (F=12.770, P=0.000) and enjoying the specific sport as leisure and work (F=187.189, P=0.000) had statistically significant difference. In contrast, other variables had no statistically significant difference, shown in Table 4.12 below.

Table 4. 12 One-way ANOVA results

	Sum of squares	df	Mean square	F	Sig.

Communicating and teaching effectively	Between Groups	110.577	4	27.644	28.111	0.000
	Within Groups	93.423	95	0.983		
Providing sports players with choices within specific rules and limitations during training and competitions	Between Groups	82.333	4	20.583	17.735	0.000
	Within Groups	110.257	95	1.161		
Acknowledging player perspectives and feelings	Between Groups	64.117	4	16.029	12.770	0.000
	Within Groups	119.243	95	1.255		
Avoiding controlling statements and criticisms	Between Groups	154.721	4	38.680	90.689	0.000
	Within Groups	40.519	95	0.427		
Having the highest level of commitment to players/team	Between Groups	102.550	4	25.638	24.237	0.000
	Within Groups	100.490	95	1.058		
Positively satisfied with the job	Between Groups	83.715	4	20.929	16.952	0.000
	Within Groups	117.285	95	1.235		
Feeling happier with coaching job than others	Between Groups	64.117	4	16.029	12.770	0.000

	Within Groups	119.243	95	1.255		
Never been disappointed since joining the coaching career	Between Groups	64.117	4	16.029	12.770	0.000
	Within Groups	119.243	95	1.255		
Enjoying specific sport as leisure and work	Between Groups	174.030	4	43.507	187.189	0.000
	Within Groups	22.080	95	0.232		

P-value=Sig<0.05

CHAPTER FIVE: DISCUSSION

The study established that a more significant percentage of coaches used a controlling coaching style, 45%, while 20% used the autonomy-supportive coaching style. This can be attributed to the fact that most sports included in the study were male-dominated, and different genders prefer to be coached differently. Horn et al. (2011) indicated that coaching male and female genders were different as male players prefer a controlling coach while female players preferred an autonomy-supportive coach. Considering that this study recorded 66% of males due to sports dominance, this can reflect the coaches' coaching styles. 35% of coaches indicated that they used both controlling and autonomy-supportive coaching styles. This can be attributed to the need for coaches to strike a balance and find suitable styles for different players.

Regarding effective coaching traits, the study's descriptive results showed that leading by example (M=289), creating a psychosocial sport environment (M=2.88) and effective communication and teaching (M-=2.80) were essential coaching traits regardless of the sport. These findings can be said to be due to several factors. First, coaches display behavior during training and competitions emulated by players, particularly discipline and integrity. Second, the coach-player relationship can adversely or positively impact sports performance and goal realization. The findings of this study have been supported by Ronald & Frank (2017). He indicated that the coach-player relationship was a critical factor in determining players' attitude towards playing experience, level of motivation, performance and self-esteem. Other factors, such as considered in this case by the current study, included coaches having a good understanding of the sport (M=2.77) and Designing exercises, practice routines, and adjusting instructions (M=2.78) were lowly ranked.

Correspondently, this study's correlation results showed a strong and positive correlation between effective communication and educating, training, and sharing knowledge (r=0.643). This can be said to be due to the influence of communication in sports training and instructing. Johnson et al. (2011) indicated that without effective communication, a coach's extreme knowledge in technical skills and game plan could only be delivered through effective communication. The findings of this study have been supported by Collet's (2012) study, which showed a positive correlation between communication and team performance. Most importantly, this study's ANOVA results showed that effective communication and teaching had a statistically significant difference (P= 0.000) of all the variables used to study effective coaching traits.

Regarding coaching behavior, the descriptive statistics of this study indicated that coaches' feedback (M=2.92), acknowledgment of player's perspectives and feelings (M=2.92), and employment of power-assertive techniques (M=2.79) were among the most influential factors used to determined coaching behavior. These findings can be attributed to several factors. First, feedback in coaching is one of the sport leadership dimensions that coaches need to embrace. Second, controlling coaches in other cases tend to restrict player decisions while autonomy-supportive coaches tend to acknowledge player's perspectives and feelings. Fuchs 2012 supports the findings of the current study. The author found that information provided by coaches as feedback during training and completions enables players to fail or succeed. Additionally, Marcone (2017) found that controlling coaches provided negative feedback and employed power-assertive techniques to push players to comply with their desires. Equally the Rocchi et al. (2013) indicated that autonomy-supportive addressed personal concerns from an individual.

Correspondently, this study's correlation results revealed a strong and positive relationship between coach-player relationship due to feedback and creating a psychosocial sports environment

(r=0.959). These findings can be attributed to the fact that feedback is subjective and its impact on the coach-player relationship depends on interpretation and understanding. These findings have been supported by Conroy & Coatsworth (2007) and Fuchs (2012), who indicated that a player's self-perception depends on the quality and quantity of feedback given by coaches on mistakes and success, thus directly influences coach-player relationships and makes players fear future critics or making mistakes thus becoming avoidance of risks and challenges during player. The element adversely affects the sporting environment of a player. The study also found a strong and positive relationship between avoiding controlling statements/critics and providing players with choices within specific rules and limitations (r=0.719). This can be said to be due to the coaches' characteristics and behavior. Mageau and Vallerand (2003) and Marcone (2017) indicated that coaches with autonomy-supportive characteristics and behavior provided players with options and limitation during play and gave positive feedbacks rather than criticized players. Additionally, the ANOVA results of the study established that providing sports players with choices within specific rules and limitations during training and competitions, acknowledging player perspectives and feelings and Avoiding controlling statements and criticisms had statistically significant difference (P=0.000).

Regarding coaching job satisfaction, the descriptive statistics of this study revealed that respondents were happy in the coaching career (M=2.92), had never been disappointed in the coaching career (M=2.92), high-performance resulted in job satisfaction and feeling of self-efficacy (M=2.75) and positively satisfied with coaching (M=2.70) were the top measured of job satisfaction. First, these findings can be attributed to career commitment, which influences respondents' attitude and focuses on their coaching career. Kim et al. (2020) established that individuals with career reliance commitment tend to continue their careers despite the adversity.

Thus respondents hardly felt disappointed due to their reliance on coaching. Secondly, the findings can be said to be job satisfaction. Kalkavan & Katrinli (2014) mentioned that job satisfaction is the happiness associated with the job people perform. Thus the respondents are satisfied with coaching that formed a basis for their happiness. Lastly, the findings can be attributed to job commitment, which is the wish for coaches to continue coaching a player/set of players. These findings have been supported by Pawoko (2019), who established that coaches that were positively satisfied with their job displayed the right attitude and behavior and were actively involved in improving a player/players.

Correspondently, this study's correlation results depicted a strong and positive relationship between never been disappointed in coaching and feeling happy with the job (r=1). This can be attributed to job satisfaction as coaches performed the job they liked and career commitment, making them resilient despite the adversity (Kalkavan & Katrinli, 2014). Besides this, the study established strong and positive relationships between the highest level of commitment to player and positive job satisfaction (r=0.610), the highest level of commitment to player and sport enjoyment (r=0.732), positive job satisfaction and sport enjoyment (r=0.696). The findings of Duffy et al. (2013) and Kim et al. (2020) support the present study's findings. The authors established that there was a correlation between job satisfaction and career commitment. Most importantly, this study's ANOVA results found that the highest level of commitment to players/team, positive satisfaction with coaching, never been disappointed since joining the coaching career and enjoying the specific sport as leisure and work had statistically significant difference (P=0.00). The findings are in line with Kim et al. (2020), who established that career commitment had a statistically significant difference in job satisfaction.

Regarding coaches' best reaction to players' behavior and game competitions, the descriptive statistics of this study revealed that providing reinforcements for good plays (M=2.78), giving corrective instruction in an encouraging manner (M=2.78) and indicating disapproval when things go wrong (M=2.67) were the three best reactions coaches embrace. These findings can be attributed to several factors. First, player motivation through positive reinforcement forms a base for players realizing their peak potentials. Second, the type of coaching style/behavior embrace by different coaches. Marcone (2017) and Tenenbaum et al. (2012) indicated that offering tangible rewards and encouragements are essential in enabling players to exploit opportunities and take initiatives to better their performance. However, the findings of this study are contrary to Mageau and Vallerand (2003), who established that disapproving players is like punishing them for failing to accomplish desired results. At the same time, this study found strong and positive correlations between maintaining order by establishing clear expectations and providing reinforcements for good play (r=0.820), also between getting into a position of nagging players to prevent chaos and giving corrective instruction in an encouraging manner (r=0.640) all attitude to the coaching behavior.

CHAPTER SIX PRACTICAL APPLICATION

6.1 Practical application

The present study results present considerable significant implications for coaches and sports coaching, responsible for player development and motivation and coach and player performances. First, coaches are required to embrace effective communication regardless of their sport and coaching style. In this study, communication had a positive effect on both player and coach performance, and it is aligned with several previous studies (Johnson et al. 2011; Marcone 2017). Effective communication enables coaches to create a psychosocial sport environment, particularly by forming better coach-player relationships and player-player relationships. These relationships are essential in ensuring that the coach leads his/her players towards achieving goals/desires that contribute to happiness and hence job satisfaction. considering that the study showed that player performance gives coaches a sense of job satisfaction and self-efficacy, communication becomes a vital tool for making players perfume because it players a role in educating, training, and sharing knowledge through players can improve their strategic and instructional capabilities to perform. Most importantly, the coach's feedback is usually anchored on communication, thus influencing players' self-esteem, commitment, dedication, and sporting experiences.

Second, coaches need to embrace their career commitment and job commitment, contributing to job satisfaction. The results of this study indicated that there was a significant relationship between career commitment and job satisfaction. Embracing career commitment puts coaches in the upper hand in being happy with their work and never get disappointed. Through career commitment, coaches can plan, identify, and become resilient to adverse external factors that can ruin their careers. High performance forms a basis for self-efficacy and job satisfaction

because it fulfills the desire and capacity for coaches to achieve their goals. However, with no career commitment, coaches have no career goals thus can be vulnerable to adverse external factors. Career commitments contribute to positive job satisfaction, contributing to player/team commitment, loyalty, positive attitude and behavior, and active involvement to succeed (Kalkavan & Katrinli, 2014).

6.2 Recommendation for future research

Future research related to how coaching behavior influences job satisfaction at specific sports levels is also recommended. Coaching styles vary with sport, level of player competence and gender, coaching job satisfaction increase or decrease as all these elements influence player's preferences, coach desired goals and job commitment. Also, future studies could investigate the coaching job satisfaction depending on sports player performance or sports team/club performance as clubs/players can be at the same level as performing and talented players but coaching job satisfaction is questionnaire due to external factors such as the working environment.

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