

## The relationship between motivation and satisfaction among Malaysian coaches: a conceptual framework

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### Abstract:

The influence of coaches on athletes is associated with positive performance enhancements such as character development, increase in the satisfaction of athletes and other encouraging outcomes. To help enhance athletic performance, coaches must possess specific abilities, such as coaching motivation and coaching satisfaction. It is hypothesised that coaches with high motivation levels will have greater coaching satisfaction. The purpose of this study is to identify the relationship between motivation and satisfaction among Malaysian coaches. A descriptive study is conducted using a correlational method via survey, and a total of 323 coaches are recruited through purposive sampling. Coaching Motivation Scale and Coaching Satisfaction questionnaire serve as the instruments of this study. The questionnaire is distributed through the direct approach. The results of the measurement model test reveal that the outer loadings of both constructs are above  $\geq .708$ . Composite reliability for coaching motivation (CR=.940) and coaching satisfaction (CR=.933) are successfully met ( $>.70$ ). The Average Variance Extracted (AVE) values for coaching motivation (AVE=0.798) and coaching satisfaction (AVE=0.778) are well above the minimum criteria (AVE $>.50$ ). The latent variables of coaching motivation and coaching satisfaction are also higher than the correlation values among other latent variables. The results indicate that all the reliability and validity measures of the model have been met, thus, the model is valid and reliable. The structural model test also demonstrated a strong, positive relationship between coaching motivation and coaching satisfaction among coaches ( $\beta_s = 0.811$ ,  $t = 30.653$ ,  $p < .001$ ). This indicates that the satisfaction of coaches can be strongly influenced by coaching motivation.

**Keywords:** - Coaching motivation, Coaching satisfaction, Sukan Malaysia, Coaches

### Introduction

Participation in sports has recently become a major activity for young and adult athletes. Numerous opportunities are gained from playing sports. Players will enhance their athletic abilities, gain new experiences, and develop social skills. The most critical factor that encourage sports players to become more proficient in their sports activities would be the coach. A coach can be considered as an individual who influences athletes in their sports performance (Gilbert, Gallimore, & Trudel, 2009). The role of a coach is a vital and challenging task since responsibility encompasses teaching and managing various athletes to ensure success in their sports performance.

Coaching develops a person's level of awareness and responsibility by providing encouragement, support and feedback. Paiement (2006) defined coaching to include responsibilities of helping and assisting athletes to achieve their highest level of performance. He further stated that coaching athletes can be very rewarding since it offers excitement and allows the coach to gain experience. The roles of a coach (as a teacher, friend and mentor) greatly influence the development of physical and psychological aspects of their athletes. By fulfilling their roles and responsibilities, coaches will help athletes achieve their highest level of performance, beyond the level of previous achievements experienced (Weller, 2013).

Although numerous studies have examined the influence of coaches on athletic achievements, limited research is available regarding the benefits that coaches experience from coaching. It is important for coaches to understand what motivates them, as well as the factors that lead to their satisfaction and retention since these components will affect the development of athletes in the end (Paiement, 2006).

According to Paiement (2006) and Feltz, Chase, Moritz and Sullivan (1999), several coaching efficacy factors associated with motivation and training satisfaction include: coaching education, coaching efficacy, team factors (improvement perception) and other personal factors (age and education). As coaching becomes more demanding, coaching competencies (communication skills, leadership skills, efficacy skills and motivation skills) become integral parts of the coaching process. Coaching competencies must be fully understood to

improve coaching effectiveness (Santos, Mesquita, Graca, & Rosado, 2010). Kavussanu, Boardley, Jutkiewicz, Vincent and Ring (2008) found that coaches with effective behaviours are the ones who produce successful athletes.

Motivation is described as an action or rationality that people try to satisfy (such as basic needs, perceived needs and personal goals) which will ultimately influence their behaviour (Din, Tufail, Shereen, Nawaz, & Shahbaz, 2012; Hollebeak & Amarose, 2005; Wilson, 2006). However, according to Jowett (2008), research on coaching motivation remain very limited. Most studies had examined the motivational issues concerning athletes. From the psychological perspective, coaching motivation is as important as the athlete's motivation since it is one of the psychological characteristics that influence coaching behaviour. As the interest for human resources in the sports coaching industry increases, researchers turn to the motivation theory to better understand the coach's motivation factors (Toros, Turksoy, & Doganer, 2013). It is vital to assess the motivation of coaches since it may affect their satisfaction levels (McLean, Mallet, & Newcombe, 2012).

Coaches with high motivation levels are assumed to possess higher coaching satisfaction (Jowett, 2008). A coach's satisfaction is defined as a positive affective state resulting from a complex evaluation of structures, processes and outcomes associated with the coaching experience (Chelladurai & Ogasawara, 2003; Riemer & Chelladurai, 1998). Satisfaction with one's own performance provides key information on the motivation to work towards a specific goal (Paieiment, 2006).

Several studies have reported that the quality of coaching in Malaysia is unfavourable where local coaches lack the ability to train sportsmen at state and international levels. Sports organisations also face several difficulties in maintaining respectable positions for Malaysia's world class athletes due to incompetent coaches (Azlina, 2001; Lim, Nor, Khor, & Radzliyana, 2013). The performance, motivation and satisfaction of coaches are treated as non-problematic issues, receiving little attention in the literature (Lyle, Allison, & Taylor, 1997). Based on the literature review regarding the close relationship between these factors and the significant influence of coaches on athletic performance, there is a need to examine the motivation and satisfaction of coaches to better understand how they can improve their own performance. In response to the above-mentioned problem, the purpose of this study is to identify the relationship between coaching motivation and coaching satisfaction among Malaysian coaches.

Ayub and Raffif (2011) and Dimitrios, Athanasios, Eleni, Maria, Labros and Ioanna (2013) found that certain motivation factors (efficiency, experience and performance) strongly influence an individual's satisfaction. Here, motivation plays a crucial role. Jowett (2008) further proved that motivation does affect coaching satisfaction. The concepts of satisfaction and efficacy both stem from motivational research based on previous studies by Maslow (1970) and Bandura (1986). They found that human resources are driven by motivation, while motivation is driven by numerous factors, particularly satisfaction and actualisation, with an addition to 'self'. Bandura (1986) added the sense of 'self' in sports motivation and human resources by using the social cognitive theory. Bandura (1977) Theory of Self-Efficacy state that self-efficacy, also known as self-belief, affects a person's motivation and action. The previous study had only focused on the effect of coaching efficacy towards team satisfaction with their coach (Myers, Vargas-Tonsing, & Feltz, 2005). The relationship between coaching efficacy and coaching satisfaction has never been examined in the framework of coaching.

Horn (2002) analysed the effects of a coach's belief, psychological response and reaction that influence coaching motivation. The study was specifically related to coaching burnout, coaching commitment, and coaching satisfaction. It was assumed that factors that contribute to efficacy would also contribute to coaching satisfaction. It is crucial to identify the factors that lead to coaching satisfaction since such factors are somehow overlooked, despite playing a crucial and influential role on coaching motivation. Coaching motivation is a significant issue as it helps researchers assess the issue of coaching turnover. The following model was constructed to identify the relationship between coaching motivation and satisfaction since the concept of motivation does influence satisfaction.

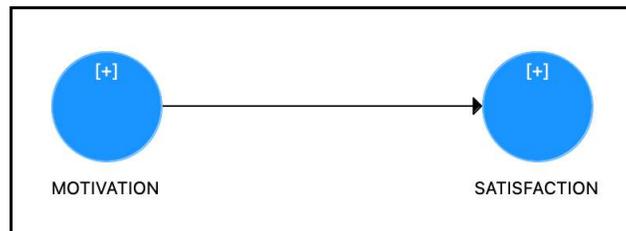


Fig. 1. Conceptual framework of the study

## Materials & Methods

This study employed a descriptive research design using the correlational method via survey. A total of 323 Sukan Malaysia (SUKMA) coaches served as participants in this study. They were selected through the purposive sampling technique. The survey was conducted using two questionnaires: the first consisted of a 7-

point Likert-scale with 22 items, known as the Coaching Motivation Scale (CMS) by Ryan (1982); while the second was a 10-point Likert-scale with 13 items, known as the Coaching Satisfaction (CS) questionnaire by Paiement (2006). The internal consistency for CMS was  $\alpha=.84$ , while it was  $\alpha=.88$  for CS. According to Nunally (1970), Cronbach's  $\alpha$  greater than .70 is considered acceptable.

### Results

The following analyses were based on the results from the Statistical Package for Social Science (SPSS) version 20 and the Partial Least Squared Structural Equation Modelling (PLS-SEM) using the SMART-PLS software. Table 1 summarises the coaches' demographic data. From all the respondents, 77.7% (n=251) are male while 22.3% (n=72) are female. Most coaches (57.3%) have more than five years of experience in coaching compared to others. Most (73%) are satisfied due to the success of their athletes or when their athletes show progress in their skills.

**Table 1.** Personal data of Malaysian coaches

Characteristics	Frequency	Percentage (%)
<b>Gender</b>		
Male	251	77.7
Female	72	22.3
<b>Total</b>	<b>323</b>	<b>100.0</b>
<b>Coaching Experience (Years)</b>		
<2	60	18.6
3-4	78	24.1
5-6	75	23.2
>7	110	34.1
<b>Total</b>	<b>323</b>	<b>100.0</b>
<b>What satisfy them as a coach?</b>		
Satisfied because of the success of your athletes	159	49.2
Satisfied because your athletes show progress in their skills	77	23.8
Satisfied because of the salary you receive	74	22.9
Satisfied because of being involved in sports that make progress	13	4.0
<b>Total</b>	<b>323</b>	<b>100.0</b>

### Model Testing

The aim of this study is to identify the relationship between coaching motivation and coaching satisfaction among Malaysian coaches. The proposed model was assessed using the PLS-SEM statistical procedure. PLS-SEM consists of two parts: the measurement model and the structural model. According to Hair, Hult, Ringle and Sarstedt (2013), a measurement model measures the relationship between the constructs and their corresponding indicators (whether the path model is reliable and valid). On the other hand, the structural model describes the relationship between the latent constructs.



Fig. 2. Path model analysis

The measurement model must first be assessed to ensure that it is reliable and valid before proceeding with full model testing. Figure 2 presents the components in the path model analysis. The path model has one independent construct, coaching motivation (CM), and one dependent construct, coaching satisfaction (CS). The measurement model determines the relationship between the constructs (coaching motivation and coaching satisfaction) and their connection to eight respective indicator variables.

### Measurement Model Testing

The measurement model (PLS-SEM) was first tested for internal reliability (Loadings  $\geq .708$ ), construct composite reliability (CR  $\geq .70$ ), convergent validity (AVE  $\geq .50$ ) and discriminant validity of all constructs. Table 2 shows that the reflective measurement model in this study found all latent constructs to be acceptable.

The composite reliability values for coaching motivation was CR=0.940, while for coaching satisfaction, it was CR=0.933. According to Hair, Hult, Ringle and Sarstedt (2017), composite reliability that lies between .70 to .90 is considered strong. The outcomes revealed a high internal consistency in this study. The Average Variance Extracted (AVE) values for coaching motivation (AVE=0.798) and coaching satisfaction (AVE=0.778) are well above the minimum criteria, which is AVE>.50 (Hair, Hult, Ringle, & Sarstedt, 2017). To conclude, both reflective constructs have a high level of convergent validity.

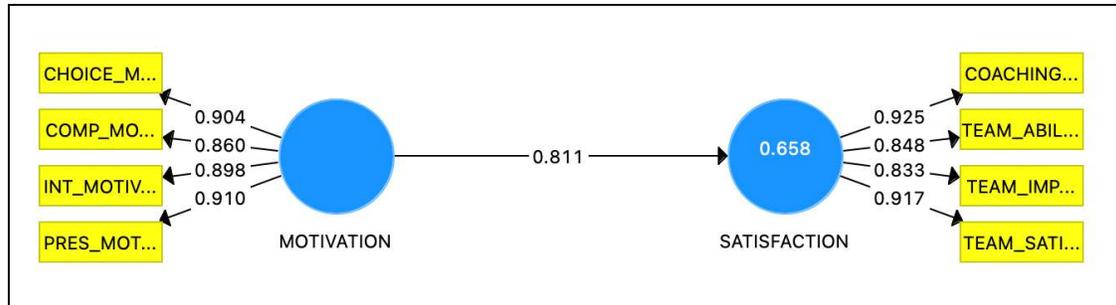


Fig. 3. Overall measurement model results

Fornell-Larcker criterion was also used to assess discriminant validity. The value of the square root of AVE for each construct must be higher than the correlation of other latent variables. In this study, the latent variables of coaching motivation and coaching satisfaction are higher than the correlation values among other latent variables. The results indicate that the model's reliability and validity measures have been met.

Table 2. Summarised results of the reflective measurement model

Latent Variables	Indicators	Loadings (>0.70)	Reliability Indicator reliability (>0.5)	Composite reliability (0.7-0.9)	Validity Average Variance extracted (AVE) (>0.5)	Discriminant Validity
Coaching Motivation (CM)	CM_CHO	0.904	0.817	0.940	0.798	YES
	CM_COMP	0.860	0.740			
	CM_INT	0.898	0.806			
	CM_PRE	0.910	0.910			
Coaching Satisfaction (CS)	CS_ABILITY	0.925	0.856	0.933	0.788	YES
	CS_IMPROV	0.848	0.719			
	CS_SUPPORT	0.833	0.694			
	CS_TEAM	0.917	0.841			

Note: CM\_INT = Interest, CM\_COMP = Competence, CM\_PRE = Pressure, CM\_CHO = Choice, CS\_TEAM = Satisfaction with Team, CS\_ABILITY = Satisfaction with Team Ability, CS\_IMPROV = Satisfaction with Team Improvement, CS\_SUPPORT = Support

### Structural Model Test

After the model's reliability and validity were met, the structural model analysis was assessed to determine the model's predictive capabilities and the relationship between constructs. The assessment of the structural model depends on the results from the standard model estimation and the bootstrapping method. As shown in Table 3, path coefficient between coaching motivation and coaching satisfaction are significant ( $\beta_s = 0.811$ ,  $t = 30.653$ ,  $p < .001$ ). The results revealed that there is a strong positive relationship between coaching motivation and coaching satisfaction. This result suggests that Malaysian coaches should concentrate on coaching motivation to achieve coaching satisfaction.

Table 3. Results of path coefficient and t-statistics

Construct	Path coefficient ( $\beta_s$ )	t value	p values	Sig.
CM → CS	0.811	30.653	0.001	***

\*\*\*Statistically significant  $p < 0.001$ . NS=Not statistically significant

### Conclusions

The PLS-SEM results presented a positive relationship between coaching motivation and coaching satisfaction. This result indicates that coaches are highly satisfied with their coaching methods. It is important to know what factors contribute to their satisfaction. According to Chen, Ai and You (2014) and Paiement (2006), satisfaction can be achieved when a person serves longer, gaining more experience in that field.

Aminuddin and Parilah (2008) examined the extent to which situational variables moderate the relationship between transformational leadership behaviours and satisfaction of coaches. The outcomes suggested that coaches are satisfied with their jobs if they gain more knowledgeable and experience. Therefore, more experienced coaches will possess higher satisfaction levels. In this study, most coaches (57.3%) believe that their coaching experience had influenced their ability to coach. With this experience and belief in their own abilities, SUKMA coaches are motivated in managing their athletes, therefore, their satisfactions are met. The study outcomes are in line with previous research which showed that experience is an important factor for achieving coaching satisfaction.

Jowett (2008) and Dimitrios et al. (2013) found that satisfaction of coaches can also be strongly influenced by coaching motivation. A person will be motivated to do their task as long as the experience, as a whole, is rewarding and satisfies their needs (Farrell, Johnston, & Twynam, 1998). Ogunnaike, Akinbola and Ojo (2014) noted that motivation can be seen as a person's desire to accomplish goals related to their task. In addition, Mitchell (2015) found that setting goals is one of the best methods to increase motivation. Setting goals is defined as attaining a standard of proficiency in completing a task within a specified time (Johnson, Wojnar, Price, Foley, Moon, Esposito, & Cromartie, 2011) and it was shown to be positively related to job satisfaction (Roos & Eeden, 2008).

In coaching, setting goals may be an effective strategy for enhancing the performance of athletes (Johnson, Wojnar, Price, Foley, Moon, Esposito et al., 2011). Syaifuddin and Sidharta (2017) believe that goals can be achieved through motivation, providing a point of reference in which employees can measure their satisfaction level (Goerg, 2015). These aspects benefit the development of employee performance. This increased performance is valuable when it translates into working behaviour, leading to high achievements (Syaifuddin & Sidharta, 2017).

This concept can be similarly applied to SUKMA coaches where their goal is to ensure that their athletes perform successfully. Although SUKMA events are organised once every two years, the actual time available for coaches to train their athletes is much less. Nonetheless, most SUKMA coaches (73%) are still satisfied since they are able to see their contributions reflect on the progression and success of their athletes. The coaches recognise that the development and success of their athletes may have been due to the focused goals that they had set earlier. Once these goals are met, they will feel satisfied. According to Nguyen (2017) and Goerg (2015), goal setting can increase one's motivation and performance achievement, hence it will affect satisfaction.

**Conflict of interest:** The authors have no conflict of interest to declare.

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