

EXHIBITION OF TRANSFORMATIONAL LEADERSHIP BEHAVIOUR BY
NIGERIAN COLLEGE COACHES: EFFECTS ON ATHLETES' SATISFACTION ON
INDIVIDUAL PERFORMANCE

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ABSTRACT

The goal of this study was to investigate the exhibition of transformational leadership behaviour of Nigeria College Coaches and its impact on athletes' satisfaction on individual performance. 196 athletes were selected among those who participated in the Nigeria Colleges of Education Games (NICEGA) held in June 2005 as sample for the study. 131 were males while 65 were females. Stratified random sampling technique was used.

The instruments used for data collection were Transformational Leadership Behaviour Inventory (TLI) developed by Podsakoff, MacKenzie, Moorman and Fetter (1990) and Athletes' Satisfaction Questionnaire (ATQ) developed by Reiner and Chelladurai (1998).

The result shows that the perception of the athletes about transformational leadership behaviour of their coaches was not significantly affected by both gender and age. The result also showed that exhibition of transformational leadership behaviours by Nigeria College Coaches was statistically significant. (Mean = 114.23, $F=2.255, p<0.05, df=6,190$). The results also reveal that transformational leadership behaviour of coaches had a significant impact on athletes' satisfaction with their performance ($t=-2.276, p<0.05$).

The implication of this is that athletes who evaluate their coaches as highly transformational were more likely to be satisfied with their task performance than their colleagues who evaluated their coaches as low in transformational leadership behaviours. It was recommended among others that apart from high-level officers, sports organisations could create more transformational leaders by encouraging subordinates to exhibit transformational behaviours. Rewarding and promoting people on the basis of exhibiting transformational characteristics can do this.

INTRODUCTION

A lot of view have expressed about leadership. These include the notion about heroes, attention to traits, context and advocacy of the importance of the leader having vision. While some are of the view that leaders are born, others believe that leaders can be trained. According to Pfeffer (1996) an approach to studies of leadership in the late 1970s was the investigation of the extent to which a new theory of leadership behaviour, based first on studies of politicians, could be applied internationally.

Yuki (1994) defined transformational leadership as the process of influencing major changes in the attitudes and assumptions of organisational members and building commitment for the organisation's mission, objectives and strategies.

Burns (2001) believed that all managers could be classified by leadership style according to their propensity for transactions with, versus transformation of subordinates. Transformational leaders engaged with followers and sought new ways of working so as to achieve more for both themselves and followers than they would ordinarily. Transactional leaders engaged with followers as part of an exchange process that involved tangible rewards for superior performance and mutual support.

On the one hand, the transformational leader was seen as someone who engages with others in such a way that leader and follower raise one another to a higher level motivation and morality, a level not easily explained by traditional instrumental exchanges. These higher aspirations or goals of the collective group are expected to transaction the individual and result in the achievement of significant change in work unit effectiveness.

On the other hand, the transactional leader was seen as operating within the existing system or culture, had preference for risk avoidance, paid attention to time constraints and efficiency, and generally preferred process over substance as a means for maintaining control. The skilful transactional leader was likely to be effective in stable, predictable environment where charting activity against previous performance is the most successful strategy. This leader prototype was consistent with an equitable leader- member exchange relationship where the leader fulfilled the needs of followers in exchange for performance meeting basic expectation (Pfeffer, 1996).

Bass (1985) opined that transformational leaders seek new ways of working, seek opportunities in the face of risk, prefer effective to efficient answers and are less likely to support the status quo. Transformational leaders do not merely react to environmental circumstances, they attempt to shape and create them.

Transformational leaders exhibit the following:

- Idealised Influence: They display conviction, emphasize trust, take stands on difficult issues, present their most important values, and the importance of purpose, commitment, and the ethical consequences of decision.
- Inspirational Motivation: They articulate an appealing vision of the future, challenge followers with high standards, talks optimistically and with enthusiasm, and provide encouragement and meaning for what needs to be done.
- Intellectual Stimulation: They question old assumptions, traditions and beliefs, stimulate in others new perspectives and ways of doing things, and encourage the expression of ideas and reasons.

- Individualised Consideration: They deal with others as individuals, consider their individual needs, abilities and aspirations, listen attentively, further their development, advise, and coach (Bass, 1985).

Junga, Chow and Wu (2003) found out that leaders who display the four behaviours of transformational leadership are able to realign their followers' values and norms, promote both personal and organizational changes, and exceed their initial performance expectations. According to Junga, Chow and Wu (2003), transformational leaders go beyond exchanging contractual agreements for desired performance by:

- Actively engaging followers' personal value systems and providing ideological explanations that link followers' identities to the collective identity of their organisation, thereby increasing followers' intrinsic motivation (rather than extrinsic motivation) to perform their job.
- Articulating an important vision and mission for the organisation, so increasing followers' understanding of the importance and values associated with desired outcomes, and;
- Raising the performance expectations of followers so increasing their willingness to transcend their self-interests for the sake of the collective entity.

Avolio and Bass (1988) Bass (1985,1990) and Bass and Avolio (1990) asserted that by providing intellectual stimulation, transformational leaders encourage followers to adopt generative and explorative thinking process.

They stimulate their followers to think about old problems in new ways and encourage them to challenge their own values, traditions, and beliefs.

By showing high expectations and confidence in their followers' capabilities, they help to develop their followers' commitment to long term goals, missions and vision thereby shifting their focus from short term and immediate solutions and objectives to long-term and fundamental solutions and objectives.

By the virtue of their formal role in sports organisations, sports administrators are responsible for empowering subordinates to establish goals and the vision, and for motivating members towards achieving these goals and visions. The goal of transformational leadership is to "transform" people and organisations in a literal sense to change them in mind and heart; enlarge their vision; clarify purposes; make behaviour congruent with beliefs, principles or values; and bring about changes that are permanent, self perpetuating, and momentum building. It requires vision, initiative, patience, respect, persistence, courage and faith to be a transformational leader (Oakly and Kruey, 1991,)

Ulrich (1987) suggested a six-stage process that sport managers need to adopt if they are to function as transformational leaders (1) creating and communicating the need for change, (2) overcoming resistance to change, (3) making personal commitment and sacrifices for change, (4) articulating a vision, (5) generating commitment to the vision, and (6) institutionalising the vision.

In view of the foregoing Rees (2005) expressed his views about transformational leadership thus

“.....this is a time which calls for a critical mass of transformational leaders who will commit to creating a synergy of energy within their circle of influence so that new level of social, economic, organisational and

spiritual success can be reached. We have not, however, developed the leaders we need for this noble task. To reach such heights, we will need to un tap the leadership potentials of skilful leaders who are successfully directing various organisations and systems. Some of these men and women, knowledgeable and committed to their profession, will be the transformational leaders we need to create the needed synergy for energy”

The purpose of this study was to conduct an investigation on exhibition of transformational leadership characteristics of Nigeria college coaches and its effects on athletes’ satisfaction on individual task performance.

METHODOLOGY

The instrument used for data collection was a structured questionnaire adapted from (1) Transformation Leadership Behaviour inventory (TLI) developed by Podsakoff, Mackenzie, Moorman and Fetter (1990), used to measure athletes’ perceptions of transformational leadership behaviours of their coaches. It consisted of 22 seven point Likert Scale question items, which was designed to measure the six dimensions of transformational leadership behaviours – a) articulating a vision, b) providing an appropriate model, c) acceptance of group goals d) high performance expectations, e) intellectual stimulation and f) individualized support. The total score from all the six dimensions of transformational leadership behaviour inventory (TLI) determines a coach’s transformational leadership behaviour. The internal consistency of the instrument ranges between 0.78 and 0.92. (2) Athletes’ Satisfaction Questionnaire (ASQ) developed by Riener and Chelladurai (1998), which measures athlete’s satisfactions, with his/her, task performances. The authors reported internal consistency of ASQ to range from 0.71

to 0.88 for the six items used. The sample for the study consisted of 196 College athletes randomly selected from 22 Colleges who were among 56 Colleges that participated in 2005 Nigeria Colleges of Education games (NICEGA). The sample comprised 120 males, 76 females; 75 were from North, 69 from South East, and 52 from South West of Nigeria. It was hypothesized that (1) Nigeria College Coaches do not engage in transformational leadership behaviours; (2) Nigeria College Athletes will not be satisfied with their task performance.

The data collected were analysed using descriptive statistics of mean, standard deviation and inferential statistics of multiple regressions. The hypotheses were tested at 0.05 alpha levels.

RESULTS

Frequency analyses were performed on athletes' evaluation of transformational leadership behaviour of their coaches. The scores of coaches' transformational leadership as measured by TLI ranged from 68 to 150 with a mean of 114.23. Since the lowest possible score on the TLI is 22 (no transformational leadership) and a maximum is 154, a reported mean of 144.23 indicated evidence of the existence of transformational leadership among Nigerian College Coaches.

Table 1. Regression analysis of athletes' satisfaction on the independent variables

Model	Sum of square	df	Mean square	F	Sig.
Regression	534.880	1	534.880	5.559	0.019
Residual	17030.349	195	96.217		
Total	17565.229	196			

Table2: Stepwise Regression of athletes' satisfaction on the independent variables.

	Beta	T	Sig.
Constant	- 0.175	7.471	0.000
		- 2.358	0.019
R ² =0.30, P< 0.05			

Table3: Mean, Standard Deviation of TLI and ASQ

	TLI	ASQ
Mean	114.23	23.41
Standard deviation	18.68	9.93

Stepwise multiple regressions were used to examine relationships among transformational leadership behaviours of the College coaches, demographic variables of athletes (ages, school location, gender and playing experience) and athletes' satisfaction.

Dummy variables were created for ages, school location, gender and playing experience. Table1 displays the relationship between all the independent variables and the dependent variable of athletes' satisfaction. This shows a significant relationship (F=5.559, df, 1,195). Table2 shows correlations among variables, unstandardized regression coefficients, Beta estimates for the significant independent variable and R –square after entries of all variables.

The result showed that independent variable of transformational leadership behaviours of Nigeria College Coaches was statistically significant. One can infer from this result that a significant relationship between transformational leadership behaviours with athletes satisfaction with individual performances. The implication of this is that athletes who evaluate their coaches as highly transformational were more likely to satisfied with their

task performance than their colleagues who evaluated their coaches as low in transformational leadership behaviours.

DISCUSSION AND CONCLUSIONS.

The rationale behind measuring coaches transformational leadership behaviours in terms of athletes satisfaction with individual performance was based on the fact that athletes whole-hearted performance during competitions is a pre-requisite to their performing at highest levels.(Riener & Chelladurai, 1998). According to Yusof (2002) athletes satisfaction has been shown to be strongly related with or an antecedent of, high performance by athletes during competitions. From a theoretical standpoint, this study provided evidence of existence of transformational leadership practices of these Nigerian College coaches. The result further stresses the fact that transformational leadership existed not only in business but also within the context of Collegiate sports in Nigeria. Bass, Waldman, Avolio and Bebb (1987) suggested that transformational leadership could have a significant effect on subordinates. This fact was buttressed by Yusof (2002) who opined that transformational leadership of upper level managers could affect lower level managers.

From the foregoing, it is obvious that transformational leaders can be created in Nigerian sports context by training directors, administrators and coaches to be more transformational. Apart from high-level officers, sports organisations could create more transformational leaders by encouraging subordinates to exhibit transformational behaviours. This can be done by rewarding and promoting people on the basis of exhibiting transformational characteristics. Sports bodies/associations should also screen

candidates for administrative positions on the basis of their potential to be transformational leaders.

United Nations declaration of Decade of Education for Sustainable Development (DESD) focused on the need for capacity building and training. One of the major groups considered “worthy of mention” are teachers. In line with this focus it is suggested that the current reforms in the education sector in Nigeria should consider the inclusion of transformational leadership training in the curriculum of pre-service as well as in-service teachers. Since there is a course on “citizenship and leadership training”, what needs to be done is to include transformational leadership in the curriculum of this course. This is strategic because teachers (who are most of the time, coaches or sports masters/mistresses) mould the knowledge base and worldviews of millions of children. If pre-service and in-service teachers learn transformational leadership techniques, then the next generation will be capable of shaping a more sustainable world.

If these are put into use, Nigeria will be better positioned to achieve the millennium development goal of education for sustainable development (with emphasis on capacity building and training) through sports.

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