

COACHES' TRANSFORMATIONAL LEADERSHIP
AMONG UNIVERSITY OF THE PHILIPPINES VARSITY TEAMS
IN RELATION TO NON-ROSTER STUDENT-ATHLETES' MOTIVATION
TO CONTRIBUTE TO THEIR TEAM

ANTOINETTE NOORE A. AQUINO

MITZEL DESIREE L. BUIZA

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Antoinette Noore A. Aquino

Mitzel Desiree L. Buiza

Coaches' Transformational Leadership Among University of the Philippines
Varsity Teams in Relation to Non-Roster Student-Athletes' Motivation
to Contribute to Their Team

Thesis Adviser:

Assistant Professor Jacques Gimeno, MA

College of Mass Communication

University of the Philippines

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by

ANTOINETTE NOORE A. AQUINO
MITZEL DESIREE L. BUIZA

has been accepted for
the degree of BACHELOR OF ARTS IN COMMUNICATION RESEARCH
by

Assistant Professor Jacques Gimeno, MA

and approved for the
University of the Philippines College of Mass Communication
by

Professor Roland B. Tolentino, Ph.D.
Dean, College of Mass Communication

BIOGRAPHICAL DATA

PERSONAL DATA

Name Mitzel Desiree L. Buiza

Permanent Address 5233 Demetillo Sreet. General T. De Leon,
Valenzuela City

Telephone/ Landline Number (+63) 915 942 3498, (+02) 456 79 75

E-mail Address mitzelbuzia@gmail.com, mlbuiza@yahoo.com

Date & Place of Birth 03 September 1993, Caloocan City, Metro Manila

EDUCATION

Primary & Secondary Level Our Lady of Lourdes College, Valenzuela City,
Metro Manila

ORGANIZATIONS

Women Team Captain 2014, UP Badminton Team

WORK EXPERIENCE

Intern, Market Relevance Corporation, April- June
2013

ACHIEVEMENTS

UP VAAS Scholar: 1st and 2nd Semester
AY 2010-2014

Women's Bronze, UAAP Badminton Competition,
76th Season

Women's Silver, University Games, 18th season

BIOGRAPHICAL DATA

PERSONAL DATA

Name Antoinette Noore A. Aquino

Permanent Address Unit 1004 The Manors at Celebrity Sports Club,
Capitol Hills Drive. Quezon City

Mobile Number/Landline (+63) 916 490 86 64, (+02) 709 75 80

E-mail Address antoinette.aquino@yahoo.com

Date & Place of Birth 12 April 1993, San Fernando, La Union

EDUCATION

Secondary Level University of Sto. Thomas Pay High School,
Dapitan, Manila, Metro Manila

Primary Level Colegio de San Lorenzo, Congressional Avenue.
Quezon City, Metro Manila

ORGANIZATIONS

Member, UP Varsity Swimming Team (UPVST)

Resident, UP Sigma Delta Phi Sorority

WORK EXPERIENCE

Intern, GMA News and Public Affairs
“Kapuso Mo, Jessica Soho” Summer 2012-2013

Public Relation Officer, UP Varsity Swimming
Team 1st Semester 2013-2014

ACHIEVEMENTS

Varsity Scholar: 1st and 2nd Semester, (2010 – 2014)

4-Peat Women's Champion, UAAP Swimming
Competition, Season 72-76

4-Peat Women's Champion, University Games,
15th-18th Season

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DEDICATION

To our parents

And to other UP student-athletes like us,

Who inspired and instilled in us

The desire to obtain a UP degree

While representing and bringing pride

To the University through sports.

ABSTRACT

Aquino, A.N. & Buiza, M. D. (2014). *Coaches' transformational leadership among University of the Philippines Varsity Teams in relation to non-roster student-athletes' motivation to contribute to their team*. Unpublished Thesis. University of the Philippines. College of Mass Communication.

This study examined the roles played by University of the Philippines Diliman (UP Diliman) varsity athletics coaches who practice transformational leadership skills in motivating the non-roster student-athletes of the different sports teams. For the purpose of this study, student-athletes who were not part of the University's official line-up for the University Athletics Association of the Philippines (UAAP) Season 76 (AY 2013-2014) were categorized as "non-roster student-athletes."

This study highlighted how the non-roster student-athletes communicated with their coaches during the off-season and the UAAP season, including the period during official game days, training days and other team-related events. The researchers used the qualitative approach in this study and conducted focus interviews with non-roster student-athletes from different athletic varsity teams. The interviewees came from a pool of non-roster student-athletes who were referred to the researchers by other athletes.

In analyzing the answers of the respondents, the study used the Transformational Leadership Theory, which focused on four factors that affected the amount of motivation that the non-roster student-athletes got from their coaches. The four factors were: 1) idealized influence, 2) inspirational motivation, 3) intellectual stimulation, and 4) individual consideration.

Results showed that the coaches of UP Diliman varsity teams were not able to provide the non-roster student-athletes with enough motivation to improve and perform beyond their individual obligations to their respective teams. In addition, the non-roster student-athletes likewise felt separated from the athletes in the official line-up during training and game days, more especially during the UAAP season. On the other hand, despite their shortcomings identified in this study, the UP Diliman varsity program coaches, still continued to push their team's non-roster student-athletes to perform beyond their designated obligations to their teams.

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CHAPTER I. INTRODUCTION

A. Background of the Study

1. Team Sport

Sports can be categorized into two: individual sport (where a single athlete performs the sport to meet the goal) and team sport (where two or more athletes perform the sport together to meet the goal). The goal is to win in the sport event that they chose to join. In every team sport, the presence of top and talented athletes who will dominate the competition is undeniable. On the other hand, each team has reserve players who also join them during their practice sessions and competitions. Examples of team sports are basketball, volleyball, football, and baseball.

In these sport events, it is common to have reserve players who are designated to act as "role-players" for the team. In the sporting world, the term "role-player" is a slang for athletes who act as substitutes for the team's usual top-notch players. Reserve players fill a very important role in the team because in the event that one of the main players is sidelined due to sickness or injury and is unable to play, a reserve player will immediately take his place or substitute for him. Reserve players also act as the team's cheering squad during games. They also help in handing out water and towels to their teammates. They may not be the team's best players because there will always be others who are better than them in terms of talent or physicality. But their role as a reserve player cannot be underestimated. This is where the reserve players' attitude and dedication are challenged. They must then be motivated to constantly improve themselves, while aid in the improvement of their peers as well.

In the Philippines, this sports team culture could be observed in a lot of popular team sports, like basketball and football. In the case of the widely covered University Athletic Association of the Philippines (UAAP), individual sports like badminton, chess, swimming, lawn tennis, for example, are played in a team sport format wherein points achieved by individual successes are combined. The winners are determined based on the total points that the whole team has achieved.

In inter-university athletic competitions organized by such institutions as the UAAP and the National Collegiate Athletic Association of the Philippines (NCAA) among others, each team consists of roster players and reserve players. The roster players are usually the team's best athletes who compete in official tournaments. On the other hand, the reserve or non-roster players are the members of the team who are not lined-up to play in the competitions. These non-roster players are not included in the line-up due to different factors and situations. One of these is the residency rule being imposed by most athletic leagues wherein athletes who are recruited from a different school must sit out an official season before he or she can be eligible to play. Other factors include academic deficiencies, injuries, falling below the coaches' talent standards, among others. The list can go on and on but in the end, it all depends on how the coaches run the team's dynamics on player ranking and line-ups.

It is usually the sport team's head coach who sets the standards that determine whether or not an athlete will be included in the main line-up. Most teams run a ranking competition to choose the best players to represent their school in official competitions that they will participate in. After the selection process, the athletes who end up as non-roster players will be still required to fulfill the duties of a team member as long as they

will not quit the team. As members of the team, they will be required to attend practice sessions and join in the roster players in all team events.

2. The University Athletic Association of the Philippines (UAAP)

One of the major sports organizations in the Philippines is the University Athletic Association of the Philippines, popularly known as the UAAP. The UAAP was established in 1938, and it has already played its 76th season for Academic Year 2013-2014. It initially had four member universities: the University of the Philippines (UP), University of Santo Thomas (UST), National University (NU) and Far Eastern University (FEU). Eventually, the University of the East (UE), Adamson University (AdU), Ateneo de Manila University (AdMU), and the De La Salle University (DLSU) joined the association. Since then, the UAAP has accommodated a wide variety of sporting events that included basketball, badminton, beach volleyball, judo, swimming, table tennis, taekwondo, track and field, baseball, softball, cheer-dance, chess, fencing, football, lawn tennis, and volleyball. At present, the UAAP is popularly known as a breeding ground for future national athletes. (UAAP, Studio23, 2013)

The University of the Philippines Diliman (UPD) is the main campus that extended athletic privileges to its varsity roster. (Juliano, 2003) The varsity student-athletes in UP Diliman are the ones who represent the university in the UAAP. The other leagues that the university's athletic teams usually participate in are considered as side-events that provide exposure and experience to the athletes. By joining these preparatory leagues and competitions, the teams are provided with venues for its athletes to hone and improve their sporting skills in time for the UAAP.

3. Sports Communication

For athletes to be at their best, they must have impeccable verbal and non-verbal communication skills. Communication is defined as the “transmission and the exchange of information conveying meaning between two or more people.” (Fuoss & Troppman, 1981, p. 115) In any team sport, the players must talk or communicate in every way possible. Team members need to cooperate with one another in order to move as one unit. According to Silvestre (2012),

Communication is a very human action. It is innate in every human being to speak, to laugh, to call out and to perform whatever form of communication, be it with his or herself, or with other human beings. Social happenings, wherein people are able to interact with other people, produce communication that is dependent on the situation within those events.

In both team and individual sports, athletes are trained by rigorous practice sessions and drills to improve their communication skills in order to interact and relay messages within the team’s different members. This builds the "chemistry" within the members, a bond that only they would understand.

With this in mind, communication between a coach and an athlete plays a significant role in all types of sport. It becomes an avenue to which technical instructions from the coaches are relayed to the athlete, such as on how to manage and discipline the team, give feedback, assess athletes’ performance, and even motivate them to perform better. Motivation is described as the “driving force by which humans achieve their

goals.” (Seligman, 1990) Cheering for your favorite team during competitions, or clapping your hands at the skills and abilities showed and performed by the team’s athletes during practice sessions and official games can motivate the athletes to perform better. Motivation could then be expressed through communication, verbally through cheering, for example; and non-verbally, through a pat on the back with the words, “Job well done!”

Considering all these ideas and factors, the researchers believe that in every sports team, there are different and unique forms of communication and motivation that occur between the teams’ coaches, athletes, and the rest of the people that comprise each team.

In line with this, the researchers hope to learn and understand how communication between coaches and the other team members help in motivating the non-roster players so that they will continue to support, contribute, and stay with their respective varsity sport teams in the University of the Philippines in Diliman.

B. Significance of a Study

The study aimed to discover how motivational support from the coaches, through communication, encouraged non-roster student-athletes to perform beyond what was required and expected from them by the team that they belonged to. The study likewise aimed to know the best way to communicate motivation, which could be applied to other team sport and their respective athletes. The results of the study were deemed significant to all coaches, athletes, trainers, and to even those who are outside the sports system of UP Diliman.

The study also wanted to assist in improving the current communication styles being used in coaching and motivating, a constant factor in the interaction between coaches and non-roster student-athletes. The researchers believed that communication is very important in maintaining a good relationship between the coach and the athlete. Thus, both of them must have effective communication skills so that they would be able to easily convey their ideas to each other. Hopefully, this perceived effectiveness would lead the athlete to fully accept, learn, and understand what their coach is teaching them.

The researchers believed that the results of this study would be significant to the coaches because it would provide them with a glimpse of the unheard side and feelings of the non-roster student-athletes. Knowing such sentiments of the non-roster athletes, the coaches would hopefully learn how to treat them, not only during training and other off-court activities, but also while they are on the playing court during official competitions.

The study likewise looked at how motivation could be effectively communicated to the non-roster student-athletes since they are perceived as equally important as the athletes on the official roster of the team.

The study was considered significant to the athletes due to the evident division between roster players and the non-roster players of the team. The results of the study would allow the top players to understand the fact that reserve players also wanted to improve themselves in order to be at least at par with their skills. This division may have caused the non-roster athletes' disinterest and loss of will to train harder. With the study's results, the top players could then guide the reserved players and motivate them as well to improve in cases where their coaches have failed to do so.

This study's findings were believed to be beneficial to the varsity sports program of the University of the Philippines in Diliman by providing another angle on how to handle the members of the varsity sports teams who compete in the UAAP. As UP varsity members themselves, the researchers have experienced the tendency of the other athletes to think that the UPD varsity sports program will surely recruit better athletes in the following year. With this in the mind, the non-roster student-athletes tended to accept their fate as reserve players until the end of their eligible playing years. Thus, the results of the study was also aimed to let the UPD varsity sports program understand that these non-roster student-athletes could improve their skills and they could even reach their performance potential if communication is effective and they are given the right treatment and motivational support by the university's athletic environment.

The UAAP is, currently, one of the most popular athletic organizations in the Philippines. People have made (and are still making) businesses and big money out of it. However, the athletes that are competing in the UAAP events are student-athletes. They are considered amateurs and not as professional athletes. The researchers then wanted to identify the type of communication relationship that existed between the coaches and the

athletes in the UAAP considering that these athletes are amateurs and not paid professionals. In a professional setting, the communication relationship between the coach and the athlete is governed by financial benefits: the athlete had to win so that he could earn, while the coach had to produce a winning team to be able to earn as well. The professional sports scene is all about earning for a living because the sport had become a source of income for the athletes. In the UAAP, the athletes are also students. The researchers wanted to study how the coaches communicate with the athletes in the collegiate level. The researchers also wanted to determine how to help the UPD varsity sports program in improving the relationship between the coaches and the athletes.

A few studies have been conducted about the role of communication in the environment and culture of sports. According to Williams (2005) who is part of a rugby team's coaching staff, he has had a hard time searching for studies that could train the athletes to improve through the help of communication.

Furthermore, the study was aimed at improving the coaches' understanding of the sports team's dynamics, and how communication could work as a tool to improve the skills and relationships within the team. The study looked then at the different coaching styles, methods in motivating the team's members, performance assessment schemes, and game strategies that may support the team's overall improvement. The researchers found it interesting to study the types of communication being utilized by the coaches of the 18 UP varsity teams in different physical and social environments in which they participate in.

The researchers were part of UP Diliman's varsity swimming team. Their familiarity with the university's sports culture formed their interest in understanding the

dynamics of the different teams on a higher level. With this study, they aimed at understanding how players perform during training and during actual games based on the different coaching styles. At a theoretical level, this study on the different coaching styles was aimed to provide a view into the interaction of small groups, and the communication process under the scope of athletics and sports. The study also wanted to provide a glimpse of how different communication styles were correlated to motivation in the sports scene, and how these concepts could be related to performances and outcomes in official tournaments.

This study could be used as a basis on how the athlete and the coach can improve their performance through the different communication styles that they may find effective. The study was aimed to look at the best ways in communicating tasks, instructions, and encouragement from coaches to the athletes as they prepared for the UAAP games. Because of criticisms regarding the team's apparent confusion and lack of focus that continuously led to losing and ranking below the other participant schools, the UP Fighting Maroons could learn from the study's findings to improve how coaches can interact with their athletes in order to improve the relationships within their teams.

Finally, the purpose of the study was to describe and understand the communication styles through the exploration of the mediums that the coaches used to provide useful information (e.g. advice, encouragements, suggestions, etc.) to their athletes. Once the mediums and styles have been explored, the study looked at how the coaches motivated and affected the performance of the athletes during their preparation for and participation in the UAAP competition.

C. Research Problems and Objectives

1. Statement of the Problem

The transformational leadership styles of the UP varsity team coaches affect the ability to motivate non-roster student-athletes to contribute beyond what are expected of them for the betterment of the team.

2. Research Problem

How do message strategies affect non-roster student-athletes' motivation to contribute in the University of the Philippines varsity teams?

3. Research Questions

How does a UP Diliman varsity sports team coach's message influence a non-roster athlete's motives, needs and social value influences in order to motivate him/her to contribute to the team by means of :

- a. compliance with standard obligations as a varsity team member and
- b. contribution beyond standard obligation.

What are the characteristics of the communication processes that happen between the coach and the non-roster student-athletes?

4. Research Objective:

General Objectives:

Generally, the study aims

- a. To look into the exchanges between coaches and non-roster student-athletes concerning their motives, needs, and social values; and
- b. To describe the dynamic communication processes between the coach and the non-roster athletes

Specific Objectives:

Specifically, the researcher wanted

1. To describe the message strategies of coaches in dealing with non-roster student-athletes' motives, needs, and social values in terms of:
 - a. idealized influence;
 - b. inspirational motivation;
 - c. intellectual stimulation; and
 - d. individual consideration.
2. To look into non-roster student-athletes' motivation to contribute in relation to their
 - a. compliance with standard obligations as varsity team member and
 - b. contributions beyond standard obligations.

CHAPTER II. REVIEW OF RELATED LITERATURE

The study aimed to discover how different coaching styles could have affected the non-roster student-athletes' motivation to contribute to their team during the preparation for and their actual performance during the 76th season of the UAAP. This was applicable to all other varsity sports teams in UP Diliman.

A. Communication in Sports

Communication is the art of successfully sharing meaningful information with people by means of an interchange of experience. Another major component of sport and sport teams' success was communication among the team's members. Every action of team members involves communication, and effective communication is crucial for success in sports (Sari, 2010). Communication—which is a purposeful process—aims to affect the behaviors of receivers (Miller, 2007). Communication from the coach to the athlete will initiate appropriate actions. This however, requires the athlete to not only receive the information from the coach but also to understand and accept it. There should not be a disconnection between the sender and the receiver for a powerful communication (Gürgen, 1997).

According to Moen & Garland (2012), the communication process consisted of at least four possible perspectives: it started with an intention within a sender to communicate a message. Self-perspective was the coach's own world, as he or she experiences it based on his or her own experiences, personality, attitudes, and knowledge. The message was encoded by the coaches and sent to the athlete. The athlete would then start his or her communication process by decoding and interpreting the message being

sent by his coach. During training, the decoding process of the athlete would result in an intention to reply or act to the message sent by the coaches. With both the coach and the athletes communicating, their interaction would be on grounds based on their subjective perception of reality. (Fuoss & Troppmann, 1981; Rockenes & Hanssen, 2002; Weinberg & Gould, 2007)

Jowett & Cockerill (2003) showed that communication in sports was an important unifying relational component. The sport was not all about physical activity but also about the mental ability to understand the instructions given by the coaches, which could affect the players' performance. In a study on the value of communication skills in the outcome of interactive sports conducted by Sullivan (1993), sports teams and their members' awareness on the importance of communication increased as the observed teams were injected with communication exercises and drills. The results of the study showed that the more they exercise communication through games, the more interactive the members of the team became. This demonstrated the effectiveness of team-building activities on the members of the team, which led to a strong sense of unity. According to Rosca (2010), an athlete would find it hard to be successful without having a coach to send him knowledge and to advise him. There was, therefore, a relationship between the athlete and the coach wherein the key element of the relationship was communication. Without it, the athlete would not have let the coach know about his needs, feelings or desires, nor could the coach have transferred his knowledge to the athlete.

Coaches needed to have good communication skills in order to run an effective environment within the team. He or she should be able to do the following: give technical and tactical instructions, manage their teams relationships, interact with the players'

parents and administrators, and provide psychological support to their athletes. A study of expert coaches (Bloom, 1996) found that the ability to communicate effectively was one of their distinguishing characteristics. Learning when to communicate with players was an art, a skill that separated the competent coach from the great one. It took years to learn in order to distinguish the best communication style for each member of the team. (Culver & Trudel, 2000)

According to Rosca (2010), a sports coach should not just mean to train the athlete in the physical aspect only. The study assumed that communication was always present in basketball, where the coaches would have to interact with the players by calling out instructions and tasks. With this ground of the study, brought by Sullivan (1993), and Jowett & Cockerill (2003), the study looked into the ways how coaches communicated motivation, and whether it was possible for the non-roster players and other non-team related people to feel united and part of the team even if they were only cheering on the sideline. According to Culver and Trudel (2000), in order to have effective communication, there had to be congruence between the message sent and that message which was to be perceived by the receiver.

An undergraduate thesis done by Mayrina (1997) stated that communication plays an important role in forming cohesion in teams. *“The better communication there was, the stronger cohesion there will be. Frequent interactions in the team thus led to higher familiarity among the members.”*

B. Coaching Styles

According to Jones (2013) in her study, “Hey Coach, One Teaching Style Does Not Fit to All,” as coaches, they all have preferred teaching styles that may or may not match the learning styles of their athletes. With this characteristic, they may tend to not even know the learning styles of their athletes. As a result of their ignorance about the learning needs of their athletes, as well as their inability to communicate in a manner that the athletes can comprehend, the coaches may not be providing all the athletes with the fullest opportunity to learn and perform (Jones, 2013).

The way the coach presents information and feedback impacts the athletes' ability to understand new concepts and acquire new skills and techniques. As such, a key effectiveness strategy for coaches who wish to create a learning relationship that accelerates learning in the athletic domain is to gain a greater understanding of their athletes' learning styles.” (Jones, 2013)

Steuerwald (2005) also said that coaches may be knowledgeable and highly organized, but without open communication skills, these attributes may never be reflected in the performance of their athletes. Jowett et al., (2005) stated the coach-athlete relationship affects athletes “both as sport performers and as human beings.” Positive relationships not only encouraged improvements in athletic performance, but also allowed greater opportunity to raise an athlete’s self-esteem in outside endeavors. (Keyawa, 2012)

According to Konter in his book “Coach as a Leader”, sports coaches commonly interacted with their athletes during their training sessions or out of training sessions.

Leadership styles of coaches could affect athletes positively or negatively depending on how athletes perceived their coaches' behaviors. In addition, there were certain coaching behaviors that were classified as leadership styles.

If the coach gave non-roster student-athletes the opportunity to take part in decision-making and share responsibilities, he or she was showing a democratic style of leadership. If the coach made decisions without consulting with the others, this style of leadership was considered to be an autocratic style of leadership. Dealing with problems of the athletes represented social support behaviors. Giving positive feedback and applauding their behavior were categorized as positive motivation. Lastly, even though they were coaching non-roster athletes, coaches should have still been emphasizing and facilitating hard and strenuous training. Instructing them in the skills, techniques and tactics of sport, clarifying the relationship among the members, structuring, and coordinating the members' activities were all classified to be training. These were also considered as instruction behaviors of leaders as they also prepared their non-roster student-athletes for the next UAAP season (Türksoy, 2010; Lin & Chen, 2010).

C. Challenges in Communication

Coaching someone into emotional engagement required a high level of emotional intelligence on the part of the coach. Emotional intelligence was the measure of how well coaches handle themselves and their relationships. While emotions were often mistakenly seen as unsporting and unnecessary, nothing could actually be further from the truth. Successful coaches were coaches who inspired strong emotional connections between the players and the coach, and the players among each other. (Warneka, 2006)

According to Crooks, difficulties in communicating with an athlete may have been due to a number of issues such as: the non-rosters' perception about the training was different to the coach's perception; the non-roster student-athlete lacked the knowledge needed to understand what the coach was trying to communicate; the non-roster lacked motivation to listen to the coach, or to convert the information given into action; or, the coach may have had difficulty in expressing what she or he wished to say to the athlete. Since the non-roster student-athlete cannot play in the UAAP season, he or she may be emotional, which then could interfere with the communication process. There may also be a clash of personalities between the coach and the non-roster student-athlete (as an added factor). These stepping-stones to communication worked both ways, and coaches needed to consider and practice the process of communication carefully.

More often, lack of motivation was short term and the most frequent causes were the athletes being under-par on physical conditioning, pressured, or more frequently, a combination of the two. The pressure of training could often build up until the athlete became worn-out. This was the mental equivalent of overtraining. A solution to this was for the athlete to ease back or rest. The same goes for mental fatigue. The brain simply says "*enough.*" (McDaniel, 2008)

D. Transformational Leader

The study did not look solely at the communication process and communication styles of the coaches and non-roster student-athletes, but also whether the coaches motivated the non-roster student-athletes by becoming transformational leaders of the team. In leading the team, the coaches should not only know how to communicate and

motivate their athletes. They should also know how to transform and inspire the athletes to meet and exceed the set of expectations that the coaches and athletes had agreed upon.

Burns (1978, p. 19) defined leadership as “leaders who induce followers to act for certain goals that represented the values and the motivations—the wants and needs, the aspirations and expectations—of both leaders and followers.” Transformational leaders were also defined as “those that transform and inspire followers to perform beyond expectations while transcending self-interest for the good of the organization.” (Avolio et al., 2009, p. 423) As cited by Guay (2011), according to Judge and Piccolo (2004) meta-analysis showed that transformational leadership was positively associated with leadership effectiveness along with several important organizational outcomes such as increased productivity and decreased turnover across organizations, cultures, situations and levels of analyses. Bass (1985), and later Bass and Avolio (1994), defined the four most commonly studied dimensions of transformational leadership: a) *idealized influence* (sometimes referred to as charisma), which emphasized trust, values, morals, and ethics, and appeals to the emotions of followers; b) *inspirational motivation*, which represented an appealing vision for the future based on values, ideals, and high expectations; c) *intellectual stimulation*, which challenged old assumptions, beliefs, and traditions, while encouraging new ways of thinking; and d) *individualized consideration*, which referred to leaders who considered the needs, abilities, and development goals of followers while coaching and mentoring them. While according to Charbonneau et al., (2001) the results of the present study extended their understanding of how transformational leaders affected performance, suggesting that any such influence was indirect. In their study,

intrinsic motivation mediated the relationship between transformational leadership and sports performance.

E. Transformational Leaders in Sports

According to the study of Saybaniet et al., (2013), there was a positive and significant relationship between transformational leadership styles of the coaches and athlete satisfaction of football players. His findings were affirmed by the Transformational Leadership Theory developed by Bass. On the theoretical level of the study, it showed the applicability of the transformational theory used in sports settings. In addition, according to the studies cited by Saybaniet et al., (2013), the findings provided evidence that leaders with transformational leadership styles (coaches) influenced satisfaction of their followers (players). The results revealed that transformational behavior was a characteristic that could be used to predict athlete satisfaction. Therefore, the result of this study not only expanded the body of knowledge in sports settings, but it would be an effective reason for transformational leadership as a predictor in the domain of sports. The results of a study conducted by Charbonneau et al., (2001) Provided strong support for the proposed model in which intrinsic motivation continuously mediates the relationship between transformational leadership and athletic performance. Their study's results also extended findings from previous studies, contributing to a greater understanding of the several ways in which transformational leadership affected performance. Charbonneau, et al., (2001) cited Bass (1998), who pointed to the extent to which transformational leadership had been applied in contexts other than formal work organizations (ex. the military). There were also indications that the model was equally

valid in the educational context (Koh, Steers, & Terborg, 1995). As cited by Charbonneau et al., (2001), Kirkpatrick and Locke (1996) showed that having a charismatic leader was associated with perceiving one's work as more interesting.

According to Callow et al.,(2009) it was interesting to note that, in the present study, high performance expectations significantly discriminated between high and low performance but contingent reward did not. In Hardy et al., (in press), however, high performance expectation did not significantly discriminate between pass and fail, but contingent reward did. Callow et al., (2009) came together with these results to support the notion that different leadership behaviors were not only used differentially, but their relative influence might have varied in different contexts, and, as such, the results provided justification that future research needs to examine the effect of contextual influences on both transformational and transactional leadership. Their study results also supported previous intervention research, which demonstrated that focusing on the individual, is important for high team cohesion (Holt & Dunn, 2006). Future studies were challenged to explore the development of a mechanism to help leaders provide a focus on the individual in a manner that influences task cohesion. (Callow et al., 2009)

According to Kumar (2012), the adoption of such "transformational" leader behavior, led to improvements in athlete performance, team spirit, and morale. The study clearly established the fact that the leadership style of the coaches—especially the transformational leadership style—highly influenced team players' perception towards coaching satisfaction. Kumar (2012) also found out that the inspiring and motivational approach of transformational leaders influenced the team players perception towards following instructions during training, following strategies, personal dedication,

performance, ability utilization, and ethical stances. Also, Arthur et al.,'s (2011) study demonstrated that transformational leadership was positively associated with leader-inspired extra effort in a sport context. The results of Arthur et al.,'s (2011) study suggested that leader behaviors that emphasized the importance of team work and group goals may not be as effective for high narcissists as they were for low narcissists. Similarly, leader behaviors that expressed high performance expectations appeared less effective for high narcissists than low narcissists. Their study proposed that transformational leader behaviors' impact on narcissists was that they only wanted to have opportunities that provided them self-enhancement and glorification.

F. Coach As Role Models

Leadership was seen, therefore, as better communicated to and through the athletes by selling their vision and inspiring them to pursue athletic excellence. Both line-up and non-roster student-athletes must be pushed by their coaches to pursue their athletic excellence

According to the study on athletes by Sari, Soyer and Yigiter (2012), a leader was defined as a person who made effective decisions by their courage, knowledge and experience. Competing in the UAAP was competing in the collegiate level where all the athletes had to be skilled and talented. A leader can also easily make some changes happen. (Erarslan, 2005) That was why there are coaches who can motivate their non-roster student-athletes to contribute beyond their standard obligations during the UAAP season. Leaders also guided people around them and manage these individuals. (Allen, 1958) Coaches should have developed personal closeness, knowledge as well as certain

abilities needed for effective leadership (Sari et al., 2012). Coaches were seen to have all the powers in their hands to motivate all the non-roster student-athletes to give more than what they can, yet the coach had had to be an effective leader.

Again, the researchers were athletes who represented the University of the Philippines. They experienced the pre-season training for days, meaning the interaction they experienced happened frequently. Thus they believed that the coaches should be effective in directing the flow and system of the team's training sessions, in order for the non-roster student-athletes to be inspired. The coaches should always set an example to the line-up athletes to accept their teammates. (Ensari, 1999)

Based on the researchers' experience, all the coaches of the 16 UP varsity teams were considered as leaders. Being a UP student was one of the biggest opportunities for an athlete, which is why most athletes all compete to be accepted. In terms of professors, UP only accepts the best professors. As part of the UAAP, UP already have a series of champion teams such as the swimming team, football team and table tennis team. The College of Human Kinetics (CHK) makes sure that all their coaches were trained persons who truly helped athletes to develop their physical, physiological, psychological, emotional and social capacities through the display of purposeful behaviors (Sari, Soyer, Yigiter 2012).

Coaches have several roles to perform in sports teams nowadays. The main objective was to develop the athletes. Part of a coach's job was to have knowledge in developing planned tasks that aided in increasing self-confidence, among other goals. (Fielden, 2005) Coaching was not, however, telling someone what to do and how to do it. A coach's job involved overseeing what had to be done, what was to be done, and

advising how to do those tasks better—not just for the ones in the line-up, but also to the non-roster student-athletes.

Non-roster student-athletes sacrificed to train for a year, yet they are not usually allowed to play during the UAAP. That was why the coaches needed to be very patient in training these non-roster student athletes for the next season. The tendency to be lazy was noticeable in these non-roster student athletes, which was why the coaches needed to express and show enthusiasm and interest to train their non-roster student-athletes. Coaches of the different UP varsity teams should also have knowledge in training all the athletes under their leadership. Furthermore, they should also talk to the non-roster student-athletes about strategies, not only to the athletes on the official line-up. According to Fielden’s coaching effectiveness study (2005), coaches must have various core skills: the coaches should have the ability to create rapport to their non-roster student-athletes in order to influence them to contribute beyond their standard obligations. Research of Fielden showed that coaches felt that it was not necessarily the skills that were important, but rather the way the skills were used.

G. Inspirational Motivation

Coaches wished to motivate the athletes they worked with. They strived to provide them with information that would allow the athletes to train effectively and improve their performance.

According to Hunter (2006), there were many freshmen non-roster student-athletes who, if their motivation relied solely on something or someone external to them, should be considered by the coach. According to Hunter in his study, “Motivation and

Feedback”, an athlete's goals needed to be self-governed, otherwise the motivation to take the steps to achieve those goals may be lacking. Hunter gave an example about athletes who wanted to do well in a competition because their family or friends might be watching. According to Hunter, this was not a good source of motivation, as the athlete depended on outside factors, and not on the athlete's own personal motivation. What if their families did not arrive to watch them play their game?

Being a non-roster for one year may have left the athlete unmotivated. The researchers wanted to find out if the non-roster student-athletes could have been affected by the different coaching dynamics that communicated motivation for the non-roster student-athletes to contribute beyond their standard obligation.

The more feedback the coach received from an athlete, motivated or otherwise, the better the coaches got to know them. Likewise, a better coach-athlete relationship would be achieved. An ideal coach-athlete relationship would be where the athlete and coach found harmony about the training rather than the coach "setting" the training for the athlete. (Smith, 2006) Smith added:

This will not always work, but a highly motivated athlete is likely to have read around the subject of training for their sport and in general and based on their experience of doing the training is likely to have a really useful viewpoint on what is likely to work for them and that is how the athlete will be more likely to commit (Smith, 2006).

Unmotivated athletes could also provide lots of feedback. This could be where you can often get to the root of the problem. For instance, maybe the coaching dynamics

was not effective with the non-roster athlete. According to Smith, both great motivation and the lack of motivation can either produce lots or no feedback at all. Athletes who were highly motivated, normally failed to provide feedback impulsively, as the need did not occur to them. As long as nothing is gone wrong, they just carried on with what they had to do.

This was clearly one of the challenges of coaching: the coaches must motivate non-roster student-athletes to commit to not just comply with their standard obligations, but for the athletes to give more effort to help the team. The athletes being coached also had an important role to play in establishing a positive coaching relationship. According to Mackenzie's (2004) description of coaching methods: *"As a coach you will be required to facilitate the learning of new technical skills by your athletes. To achieve this you will need to develop your knowledge of the learning process and the various coaching methods."* According to Deans and Oakley (2006), most coaching processes involved a series of meetings that conducted focused discussions, steered by the agreed-upon and specific goal for each session. Coaches as a source of motivation to their athletes took many meetings to build the relationship with their athletes. Dr. Matt Long and Jamie French spoke to national coach mentor Malcolm Fenton about coach-dependent athletes. While the coach can give appropriate feedback to the athlete during competitions, there was the danger of what Goldsmith (2012) called "over-coaching". He explained that coaching was about creating independent athletes. Over-coaching created a dependent athlete who relied on the coach for decision-making and problem-solving, which is *"performance suicide"*.

H. Communication and Motivation

The study focused on how communication and interaction from the coaches, teammates, and other people related to the team could have motivated the non-roster student-athletes to contribute, stay, and support the team regardless of their positions.

Communication is the art of successfully sharing meaningful information with people by means of an interchange of experience according to Mackenzie (1997). In the study, the researchers examined how coaches motivated the players they worked with, and how they provided them with information that allowed them to train effectively, play according to the set game plan, and improve their performance. Communication from the coach to the player initiated appropriate actions.

I. Athletes' Intrinsic and Extrinsic Motivation

In any team sport, there would always be an athlete who would be lined-up to play in the competition, and athletes who did not reach the requirements to compete. In this case, what motivated the non-roster student-athletes to contribute for the benefit of their respective teams? This inquiry about motivation was the question that the researchers wanted to answer. There were different types of motivation, but the study focused on the intrinsic and extrinsic motivation by Vansteenkiste, Lens, & Deci (2006) similar to their study regarding the academic motivation in student-athletes.

Intrinsic motivation refers to doing an activity for the pleasure and satisfaction derived from engaging in the activity (Deci & Ryan, 1985). Because the activity was pleasant, intrinsically motivated athletes engaged in the sport on his own volition..

In contrast, extrinsic motivation pointed to athletes who engaged in their sport not out of pleasure but for external outcomes that resulted from active participation. Deci and Ryan (1999) proposed a multidimensional perspective of extrinsic motivation where they differentiated self-determined from non-self-determined types of extrinsic motivation (Vallerand, 2001). When extrinsically motivated, the underlying reasons for participation varied greatly in the extent to which they were integrated within the person's value system and sense of self (Deci & Ryan, 1999). Extrinsic motives can either be imposed and coercive, or they can be fully endorsed by the individual. As extrinsic reasons become internalized, they become coherent with the person's self and thus become self-determined. According to Tower (2008), "one could argue student-athletes do well in their academic endeavor, not for the sake of education, but rather to reach an outcome that is separate from academics altogether- sports eligibility."

Self-determined types of motivation referred to behaviors that were coherent with one's value system (Deci & Ryan, 1999). When experiencing self-determined extrinsic motivation, one volitionally decides to engage in the activity because the activity was important and concordant with one's values (Sheldon & Elliot, 1999). According to Vallerand & Mageau (2003), both intrinsic motivation and self-determined types of extrinsic motivation, as opposed to non-self-determined extrinsic motivation, were necessary ingredients for athletes' optimal functioning (Vallerand & Rousseau, 2001).

More specifically, research has shown that athletes who were intrinsically motivated and self-determined in their behaviors invested more effort, reported higher levels of concentration, were more persistent, and performed better than athletes who relied on non-self-determined types of motivation (Pelletier et al., 2003).

J. Team Motivation

In team sports, all the team members must be united and motivated. In this study, there were different kinds of athletes within the team: the lined-up players scheduled to play in the UAAP and the non-roster student-athletes who did not meet the standards to play. The researchers assumed that the non-roster players attended practices, wanted to improve on their skills and abilities, supported and contributed to the team if they were motivated not only by the coaches, but also by their own teammates.

According to Clark, (2005):

Teams, like individuals are motivated by whatever they believe will help them achieve their most important goals. Yet teams must also share some collective beliefs if they are going to be successful. The role of team manager and leaders [or team members in leaderless teams] is to achieve five motivational goals, which are: 1) foster mutual respect for the expertise of all team members; 2) help weaker team members believe that their effort is vital to team success; 3) support a shared belief in the cooperative capabilities of the team; 4) hold individual team members accountable for their contributions to the team effort; and 5) direct the team's competitive spirit outside the team and the organization.

K. Coach as Sources of Intellectual Stimulation

Being part of the varsity team was where the boundaries of human potential are constantly pushed beyond established physical and mental boundaries (Hunter, 2006). That was why the coaches should be educated enough to know the safety and limits of their athletes. All of the UP coaches must commit to being "*athlete-centered*." Training a

non-roster student-athlete to become part of the line-up for the next UAAP season demanded attention to details and for the coach to be focused on the individual. That is why intellectual stimulation was important for the coaches. They had to encourage all of their athletes to practice critical thinking and problem-solving. Everything in training and competitions must be centered on the success of the athlete. By design, a coach must develop a culture where the athlete realizes their true potential, including how they conducted themselves while away from the track. There were cases where the coaches tended not to care what the athletes thought about during training session. According to Hunter (2006), cases where the athletes' training led to burnout, injuries, low team morale and insecurity were cases where the coach was careless enough not to encourage them. Non-roster student-athletes were still required to train everyday with their team even though they did not have a competition to play in. Coaches should be encouraging these non-roster student-athletes to think for themselves on how all these hard work could pay off in the future. Coaches should allow the non-roster student-athletes to have two-way communication within the team in order to solve problems for the team during the game.

L. Individual Consideration

According to Hetherington (2005), communication was a second fundamental rule. Talking with athletes would establish trust. In situations when an athlete was not performing well, the coach should help the athlete solve his or her problems. Coaches should be willing to communicate with their non-roster student-athletes in order for them to be influenced to contribute beyond their standard obligations. It was essential to know how much to give in order for the athlete to trust the advice of their coach (Hetherington,

2005). Most coaches were not experienced or qualified psychologists or medical specialists. It was therefore beyond their ability to diagnose. Non-roster student-athletes should trust their coaches to train them physically for the whole season. On the other hand, the coach should likewise be there for their athletes emotionally.

M. Importance of Cooperation

The non-roster student-athletes and the official athletes should know how to cooperate well with each other. Sport sociologist Gunther Luschen (1970) described the relationship between competition and cooperation in terms of what he called "association"—the ways that individuals or teams must cooperate in order to compete effectively.

Being part of a UP varsity team, the researchers knew that in any team sport, all of the athletes must cooperate with each other in order for the team to perform cohesively. Such in-team cooperation is essential to a team's success (Sari, 2012). Inter-team cooperation, however, is necessary for competition to even occur. During competitions the non-roster student-athletes may be present to support their teammates while they were giving their maximum effort to win. Coaches should make it part of their philosophy to teach all their athletes to cooperate with each other so that the non-roster student-athletes will be willing to support and help their teammates during competition.

N. Synthesis of Review of Related Literature

In general, the study sought to identify the communication practices among the different UP Fighting Maroons sport teams. The study believed that communication is the

medium that would bring motivation from the coaches to the athletes, like a mentor-mentee relationship in a collegiate setting. It also helped develop transformational leaders or coaches that can lead the team to go beyond their expectations .

Communication, according to the mentioned studies, served as either factors of results, or the structure within a team's shared and individual mentalities. These studies looked at communication as a factor whose presence affected the outcomes of many sporting events. This study on the UP Fighting Maroons' communication practices looked more at how the different coaching styles affected the motivation of the non-roster student-athletes as they prepare for the UAAP's 76th season.

Previous studies have shown that Transformational Leadership Theory was used in a sport context. It was said to be applicable and useful in understanding the performance levels of the athletes, team cohesion, and conflict management in terms of the sports team's environment. Transformational Leadership Theory was also used to motivate athletes to perform beyond expectations. Many of the studies reviewed the satisfaction of the athletes with regards to the leadership styles of their coaches. Similarly, the study on narcissism and its effects on the athletes as they perform beyond expectations inspired the topic for this study on how transformational leaders motivated the low profile athletes to perform beyond expectations in comparison with the high profile athletes.

On the other hand, the researchers found a dearth of studies with regards to topic on how effective transformational leaders or coaches are when they motivate the non-roster student-athletes to contribute to the team during the UAAP season. Most of the studies that have been done focused only on athletes who were included in the line-up. In

this study, however, the researchers addressed the side of the non-roster student athletes' motivation through communication under the pretense of the transformational leadership style of their coaches. The non-roster student-athletes were not able to participate in the UAAP because they failed to meet the UAAP-standards that their coaches has set for them. Based on the studies found by the researchers, the coaches' different motivation techniques left a huge impact on the athletes. Through the use of Transformational Leadership Theory, the coach may or may not have had an impact on the non-roster student-athletes. However, with the help of the four factors, the study was able to identify the motivation areas that a varsity coach can improve on. It also enabled the researchers to compare the motivational factors that led the non-roster students-athletes to contribute beyond their required obligations as varsity members.

CHAPTER III. STUDY FRAMEWORK

The study adopted concepts from Language Expectancy and Transformational Leadership Theories.

A. Theoretical Framework

According to Burgoon, Jones and Stewart (1975) and originally by Brooks (1970)—who provided the initial spark of the idea—the core assumption of the Language Expectancy Theory is that the message strategies such as how the language and language intensity can be significant predictors of persuasive success in attitude and behavior change.

The Transformational Leadership Theory of Bernard M. Bass—which he expounded from Burns' original ideas—involved assessing actors' motives, satisfying their needs and also valuing them. The major premise of the Transformational Leadership Theory was the leader's ability to motivate the follower to accomplish more than what the follower originally planned to accomplish (Krishnan, 2005). According to Bass, transformational leadership was defined as how the leader affected the followers, who were intended to trust, admire, and respect the transformational leader. In the simplest terms, transformational leadership was a process that changed and transformed individuals (Northouse, 2001). Similarly, transformational leadership was the ability to get people to want to change, to improve, and to be led. It involved assessing associates' motives, satisfying their needs, and valuing them (Northouse, 2001). Thus, having a transformational leader can drive the company or organization to become successful by valuing its members. The theory also assumed that effective transformational leader resulted in performances which went beyond the company or organization's expectations

of them (Northouse, 2001). Burns postulated that transformational leaders inspired followers to accomplish more by concentrating on the follower's values and helping the follower align their values with the values of the organization. Furthermore, Burns identified transformational leadership as a relationship in which the leader and the follower motivated each other to higher levels, which resulted in value system congruence between the leader and the follower (Krishnan, 2002).

The theory proposed four characteristics that were evident and valuable to the "transformation" process. When the leaders were strong role models, encouragers, innovators, and coaches, they were using the "Four I's": *idealized influence, inspirational motivation, intellectual stimulation* and *individual consideration*. These helped "transform" the members into better, more productive and successful individuals (Hall et al., 2002).

Table 1. *Strengths and Weaknesses of Transformational Leadership*

Strengths	Weaknesses
Multi-perspective	Validity not fully tested
Intuitive	State or trait
Process-based	Elitist
Augments other models	Very "I"- and "me"-based
Followers' needs	Different contexts
Effective	More study needed

Source: Northouse, P.G. (2004). *Strengths and weaknesses of transformational leadership*. As cited by Atkinson & Pilgreen (2011).

The strengths of the Transformational Leadership Theory, as identified by Northouse (2001) were that it was widely researched (using well-known leaders); effectively influenced associates on all levels (from one-on-one to the whole organization); and strongly emphasized associates' needs and values. Its weaknesses

were that it had many components that seemed too broad; it treated leadership more as a personality trait than as a learned behavior, and it had the potential for abusing power. Another weakness Northouse (2004) noted in the transformational theory was the validity of the tool used to measure transformational leadership: the Multifactor Leadership Questionnaire, or MLQ (Avolio, Bass & Jung, 1999), was not fully established, and there were still some arguments about whether the transformational leader possessed these traits at birth, gained them through environment, or gained them through specialized training and experiences.

Taking into account the strengths and weaknesses of the theory, Transformational Leadership Theory was applicable and appropriate to the study. The theory was useful in understanding how the leadership style of the coaches affected their ability to motivate the non-roster student-athletes within the team. According to Dione et al., (2004), Transformational Leadership Theory may be mapped to critical teamwork process factors in such a way as to possibly develop team communication and conflict management skills and promote team cohesion. According to Bass et al., (2003), expanding our understanding of how transformational leadership components can be specifically linked to team performance through various teamwork processes served to advance a promising, yet sparsely explored area within transformational leadership. The theory was said to provide a better understanding of team performance through integrating Transformational Leadership Theory into team performance. This development was complex: there were many examples of how transformational leadership had promoted performance beyond expectations (Avolio & Yammarino, 2002; Bass, 1985,). The theory was useful to the study in terms of how transformational leaders, such as the team coaches, can motivate

the UP Diliman non-roster student-athletes to stay and perform beyond what was expected of them since transformational leaders also raised their followers' awareness level about the importance of outcomes. These transformational leaders outlined ways to reach these outcomes, thus encouraging their athletes to go beyond self-interest for the good of the team or organization. (Bass, 1985)

B. Conceptual Framework

The Language Expectancy Theory proposes that the strategies such as language or language intensity can alter attitude and behavior

The Transformational Leadership Theory called for the source to assess actors' motives, satisfy their needs, and value them. The four factors for transformation are: *idealized influence* such as the sources as role models; the *inspirational motivations* such as the sources motivate to commit to the vision of the organization; the *intellectual stimulation* such as the sources that encourages innovation and creativity through challenging the normal beliefs or views of a group and also in critical thinking and in problem solving. The last factor was the *individual consideration* such as the sources as advisers.

C. Operational Framework

The Language Expectancy Theory explained that messages from coaches affected non-roster student-athletes' perceptions, attitudes, and ultimately, motivation to contribute to the team's efforts. The motivation to contribute was assessed in relation to non-roster student-athletes' compliance with standard obligations as varsity team members, and also the athletes' contributions beyond standard obligations. These messages were above all concerned with motives, needs and social value of non-roster student-athletes. The transformational leadership strategies were then employed in the communication of these messages: idealized influence (coaches as role models); inspirational motivation (coaches motivating non-roster student-athletes to commit); intellectual stimulation (coaches encouraging innovation and creativity through critical thinking and problem solving); and the individual consideration (coaches providing counsel).

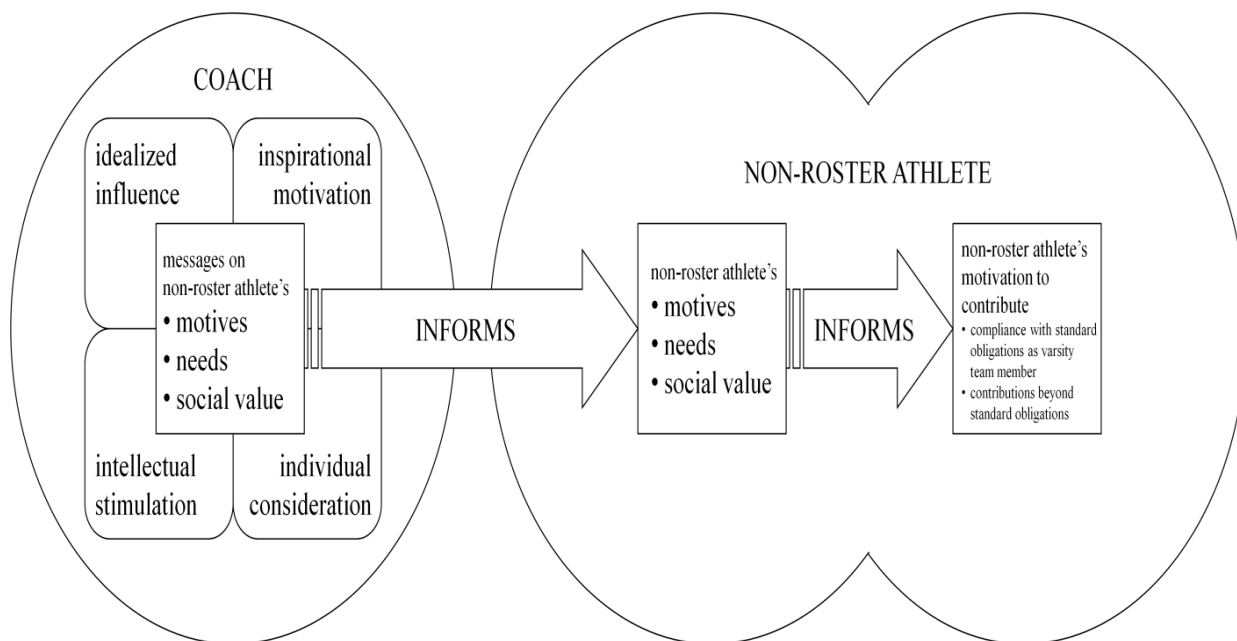


Figure 1. Integrated Theory of Language Expectancy and Transformational Leadership Theory

D. Definition of Terms

1. Autocratic – the coach decides what is to be done and defines what to do and how to do it
2. Democratic – the coaches invites ideas and suggestions from the players
3. Laissez Fair – where the coaches makes few decisions for the team
4. Game Strategy – Bound by the coach's rules, it is a strategy that would teach the players the practice of right and well-timed communication (Silvestre, 2012)
5. Motivation – the general desire or willingness of someone to do something
6. Performance assessment – to accurately determine whether the players have understood the coach's instructions during their practice sessions and manifested during the actual games that resulted in their good team standing
7. Subjective norms – beliefs on how pople they care about, especially coaches, will view their performance
8. Perceived behavioral control – perceptions of the players' ability to perform satisfactorily
9. Closeness – communication relationship and how the coach and athlete are connected and how they are attached to each other. Coaches and athletes' expressions of trust, respect and appreciation indicate an effective communication with the coach (Jowett & Cockerill, 2002)
10. Commitment – reflects coaches' and athletes' intention or desire to maintain their communication partnership over time (Jowett & Cockerill, 2002)
11. Complementarity – communication between coach and athlete that is perceived as cooperative and effective (Jowett & Cockerill, 2002)

CHAPTER IV. METHODOLOGY

A. Research Design

The study was aimed to look into the exchanges between coaches and non-roster student-athletes with regards to their motives, needs and social values. This was a cross-sectional qualitative study, which employed the Transformational Leadership Theory approach to qualitative research.

B. Research Method

The researchers used focus interviews (FIs) and focus group discussion (FGDs) with non-roster student-athletes and their coaches. By interviewing the athletes and their coaches by group, the researchers hoped that more experiences would be shared by the participants thereby gathering as much information as possible. The researchers expected to hear varied responses from these non-roster student-athletes and noted whether or not they have arrived, at one point or another, to an understanding through their sharing of their relationships with their coaches.

By interviewing the coaches and the non-roster student-athletes, the researchers saw the exchanges between the athlete and the coach with regards to their motives, needs, and social values.

C. Concept and Indicators

Table 2. *Concepts and Indicators*

Concept	Indicator
Idealized Influence	Provided vision and sense of mission, instilled pride, gained respect and trust (i.e. <i>I made sure all the athletes feels good about training with me</i>) to thoughts, planning and preparation (i.e. <i>I talk to my athlete about team work and team strategy</i>)
Inspirational Motivation	The coaches communicated high expectations, (i.e. <i>I encouraged the athletes to make the most out of their real skills and capacities through their training</i>), used symbols to focus efforts, expressed important purposes in simple ways (i.e. <i>I help others find meaning in their training</i>)
Intellectual Stimulation	Promoted intelligence, rationality, and careful problem-solving (i.e. <i>I enabled others to think about old problems in new ways</i>)
Individual Consideration	Gave personal attention, treated each employee individually, coached, advised (i.e. <i>I gave careful attention to all the members of the team during training</i>)

D. Research Instrument

Interview questions were used in order to describe the messages of coaches in dealing with non-roster student-athletes' motives, needs and social values, and to look into non-rosters student-athletes' motivations to contribute to the team's efforts.

The questions profiled the coaches and the players by identifying their names and the UP varsity teams that they belonged to. Upon learning which team they belonged to, the researchers were able to identify from whom the messages came from and what type of coaching staff each team had.

The coaches' legitimate positions on the team were also requested to identify how the non-roster student-athletes worked as compared to the roster athletes. The researchers were interested in finding out the message strategies of the coaches in dealing with non-roster student-athletes' motives, needs, and social values and also in looking into non-roster's student-athletes motivation to contribute to the team aside from just merely complying with their standard obligations as varsity members.

The researchers likewise asked the language/s spoken and understood by each of the non-roster student-athletes. This was to know if the people involved in the various interactions within the team understood each other and, more importantly, if the athletes and the coaches understood each other.

The researchers then made use of the Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio. The researchers changed the MLQ to a qualitative questionnaire because there were only a few respondents. The researchers focused on probing, describing, and looking into the coaches' relationship with the non-roster student-athletes with the use of the Transformational Leadership Theory.

E. Units of Analysis

The units of analysis of this study were the coaches of each varsity team of UP Diliman, and the non-roster student-athletes members of each sport team. Non-roster student-athletes are those who did not meet the minimum requirements to participate in the 76th season of the UAAP.

F. Sampling

This study used purposive sampling because certain criteria must be met in selecting the respondents such as the school/s they came from and their current standing as a student-athlete within their respective sport teams. The researchers had to identify the non-roster student-athletes from the roster athletes.

G. Data Gathering

The qualitative data-gathering period was from January 20 to 24, 2014 and was conducted by both researchers. Antoinette Aquino interviewed five (5) non-roster student-athletes and three (3) coaches from different sport teams in UP Diliman. The interviews were held at the varsity office in the UP College of Human Kinetics in Diliman. Mitzel Buiza, on the other hand, interviewed five (5) non-roster student-athletes and one (1) coach from different sport teams in UP Diliman. The interviews were held at mutually agreeable and convenient locations inside the UP Diliman campus.

All interviews and discussions were conducted using voice recorders with consent from the interviewees. Full confidentiality was assured regarding the respondents' identities and their answers.

H. Data Analysis

The interviews were transcribed and the answers were coded into tables. The researchers then discussed the data and their analysis was guided by the Transformational Leadership Theory. Trends and themes from the respondents' answers were compiled and analyzed.

CHAPTER V. RESULTS AND DISCUSSION

A. Profile of Respondents

There were fourteen (14) focus interviews conducted to address the qualitative nature of the study. Out of these, ten (10) were with non-roster student-athletes, and four (4) were done with coaches from the different sport teams of the University of the Philippines.

The non-roster student-athletes interviewed were UP varsity team members and their ages ranged from 16 to 20 years old. There were more male non-roster student-athletes interviewed than female non-roster student-athletes. The coaches interviewed were all members of the UP varsity teams' coaching staff. All coaches interviewed were males.

1. Coach-Athlete Communication Relationship

We explained how message strategies could motivate non-roster student-athletes from the different varsity teams of the University of the Philippines to contribute to the team's overall efforts. To be able to achieve this objective, we described the non-roster student-athletes as people who needed motivation and their coaches' role in adding to and/or further strengthening their social values. Through the focus interviews, the researchers were able to indicate whether or not communication was a good strategy in helping these non-roster student-athletes through the coaches' strategies in terms of the leadership style: idealized influence, inspirational motivation, intellectual stimulation and individual consideration.

2. Non-Roster Student-Athletes

In terms of basic information, the respondents were alike in many ways. Most of the respondents were male. They were either in their 1st or 3rd year in college and all were non-roster student-athletes for the 76th season of the UAAP.

Because there were only a limited number of respondents, the researchers prepared a qualitative questionnaire based on Bass's Multifactor Leadership Questionnaire (MLQ). The researchers used the MLQ as a guide to identify which part of the Transformational Leadership Theory were needed to be improved on in order for the coaches to effectively lead and motivate the non-roster student-athletes. The respondents described how their coaches led them as well.

3. Idealized Influence

According to the first dimension which was the idealized influence or the charisma of a leader, coaches should provide the team's vision for the season, instill pride, gain respect and trust and increase optimism (Bass & Avolio, 1989). The study's findings showed that the UP Diliman team coaches placed very high value on the athlete's discipline and one example of this the requirement to attend their training at all times. Most of the respondents said that their coaches influenced the team to be family-oriented. Respondents also stated that the idealized influence their coaches have on them was that they must do extra work in order to improve their skills, attain the right attitude and discipline in the games, be smart in considering not only their physical strength during each game, and also to do their best until the game's end.

A member of the UP Badminton varsity mentioned *“hard work, and discipline”* as values that were always instilled in them by their coaches. He added that one *“should not give up even if your opponent is way ahead.”*

A UP Lawn Tennis varsity member said that their coach would always teach them *“how to utilize [their] strategies during the game.”* *“Always play smart,”* he added.

Meanwhile, a UP Judo varsity member said that *“just because your opponent is bigger, it doesn’t mean that he or she has a steady advantage. You need to use your head as well, and not rely solely on your physicality. Do not give up until the match’s end. Keep on fighting.”*

The coaches also demanded from the athletes their all, telling them to give their very best every training session. *“Attitude is very important when it comes to playing. Until the game’s over, never give up.”* This was mentioned by a member of the UP Table Tennis varsity,

On the other hand, five (5) respondents found it difficult to train under their present coaches because of favoritism and coaches’ bias. Because of these, there were some non-roster student-athletes who found it hard to adjust to their coaches. Most of the respondents likewise said that their coaches gave them negative motivation during training.

We had a lot of players coming from Ateneo High School. We felt that they were the only ones getting attention. He treated them differently from those who were under him before. He had a different vision for those he didn’t know. It affected me as an athlete because every player needs equal attention.” (UP Baseball varsity team member)

Another badminton athlete said that *“what was worse was that even if the coach is not present most of time, he still displays favoritism. But for me and my other teammates, it is not a big issue. We just enjoy the game.”*

The UP Diliman coaches should be able to accomplish what was expected of them. According to these coaches, they inspired their non-roster student-athletes to be committed to the team by giving them importance during training sessions through verbal motivations such as well-placed compliments, and simple comments like, *“good job today.”* In order to have effective communication during trainings, the coaches pointed out that they inspired their athletes by building a solid relationship based on trust and encouraging them have an open line of communication where they can tell share with them anything that they want to share.

Based on the findings, when it came to the coaching dynamics, the charismas of the coaches were below the commonly upheld standards of how coaches should be. As role models, the coaches were supposed to be the source of inspiration for the non-roster student-athletes to do better (Yammarino & Bass, 1990). Three (3) respondents, however, said that they did not consider their coaches as their role models because they were lazy. A table tennis player said that maybe, *“he [the coach] just could not avoid being absent.”* This was the reason why, at one point, they lost their interest and their drive to train harder. They had no effort at all to improve their skills. But when they realized that what they were doing was for the sake of the whole team, this became their motivation to train doubly harder. A member of the Judo team added that, *“We were forced to persevere as a team. We had to train even on our rest days. Of course, before the season*

we became lazy, but then we thought that we would only make ourselves look foolish if we didn't train."

Another respondent stated that the coaches were there to help them and teach them what they must do, but it was still their own choice if they will follow their instructions, or if they want to adopt the beliefs that the coaches have shared with them. "*Coaches are there to guide you,*" said a member of the UP Badminton varsity team.

4. Inspirational Motivation

As non-roster athletes, it was very challenging for them to stay committed to the team because they were not able to play the game, even though they trained hard for it. Based on the interviews, most coaches in the UP Diliman varsity program generally communicated motivation to the team. However, the non-roster student-athletes believed it not to be enough or sufficient. What he said to the players in the official line-up, however, also applied to those who were not lined-up to play. All the respondents pointed out that their coaches never failed to communicate the importance of opportunity: that when a chance is present, these non-roster student-athletes must be physically and mentally ready. They should be prepared for anything and everything.

For the coaches, the inspirational motivational concerns were within the coaches' capacity to be the leaders and act as models for their athletes to commit. The clear communication of the coach's strategy motivated the athletes to commit. The coaches in UP Diliman inspired their athletes to commit by challenging them to constantly improve their skills. Coaches communicated to their athletes the meaning of commitment by

regularly attending their training, along with non-verbal gestures during training, which were considered important.

Results show, all the coaches pointed out that they expected more from their non-roster student-athletes because they give them chances, which do not happen very often: *“Our coach still motivates us so we’ll be ready for next year,”* said a member of the UP Lawn Tennis varsity team.

Most of the athletes’ responses did not mention how their coaches expected a lot from them, which meant that the coaches did not effectively communicate this to their non-roster student-athletes. Every time coaches tried to inspire their non-roster student-athletes to commit, according to the athlete respondents, they all found it to be negative motivation. *“There was support to improve from our coaches, but it wasn’t enough,”* said a member of the UP Badminton varsity team. *“They were focused on everyone, but the ones not included in the line-up would still have to be tuned up to play,”* said a member of the UP Lawn Tennis varsity team.

5. Intellectual Stimulation

When it came to how the coaches encouraged their athletes to think and solve the team's problems, the respondents pointed out that the main problem of the team was the number of slots for the season’s line-up. Most of the teams have an average of three (3) non-roster student-athletes because the team’s line-up was already complete. *“The team’s number is a pressing concern for the coach. We understood that we are 15 to 16 in the line-up, and there’s only him coaching us,”* said a member of the UP Lawn Tennis varsity team.

Most of the athletes pointed out that financial issues posed as a big problem for the teams. According to them, there was not enough support from the coaches to help all their athletes in solving these problems. Some respondents said that while coaches called for meetings to hopefully solve these problems, they would usually end up not resolving them at all, thereby making the meetings ineffective. *“Up to now, he just tells us to be one but that’s that,”* said a member of the UP Baseball varsity team. *“Nothing has happened. Even until the end, it’s still the same empty promises,”* added a member of the UP Table Tennis varsity team. A member of the UP Badminton team even said that, *“he’s always absent so we really don’t see his role in any issue. There’s not much communication going on.”*

As for the coaches, they encouraged their athletes to solve this problem as a family because they were all in *“the same boat”*. When it came to helping each other out during the games in UAAP, only one coach said that they were allowing the non-roster student-athletes to coach their fellow athletes during the game. The coach's job was to help the non-roster student-athletes so they will have a chance at joining the roster for the next season. However, only two coaches said that they trained their non-roster student-athlete separately from those in the roster because they were working on different levels. For the non-rosters student-athletes, this method was effective for them. *“We join the team’s official training and they still let us play in the sparring practices so we were still be able to share what we know to those in the line-up,”* commented by a member of the UP Badminton varsity team.

6. Individualized Consideration

The last factor that helped the researchers in achieving the objective was the factor of individualized consideration. This concerned the capacity of the coach to act as a model for the non-roster student-athletes to commit themselves by having the individual consideration to achieve their fullest potential to succeed and become part of the UAAP roster for the next season (Yammarino & Bass, 1990). According to all the respondents, during preparation for the UAAP, the coaches did not provide equal treatment to their athletes.

This was the reason why the non-roster student-athletes surmised that the motivation being forwarded to them by the coaches were general, and did not specifically address their needs. Most of the respondents said that during training, they were the always the last priority, receiving the and the least intention to be communicated with by the coach. *“Maybe they talk to us as a team, but at the individual level, the motivation is different. When it comes to the team, you’ll hear what you only need to hear,”* said a UP Lawn Tennis varsity team member. Another table tennis player added that *“those who weren’t in the line-up end up assisting in practices.”*

As for the coaches, all of them emphasized that having an open communication line with their athletes was the most important relationship that should be developed. Coaches should not be limited in training the athletes inside the court. More importantly, they must also make themselves available to them even outside of it. *“We only get to talk during training. Nothing before and after. We only talk during the season, when we really need their help. But during the off-season, no communication occurs.”* This was from a member of the UP Badminton varsity team.

Results show that the coaches were perceived to be weak in giving importance to their non-roster student-athletes which could have really helped them in being motivated to train even harder with the hope of joining the line-up or at least contribute to the team's efforts during the training. This may come in the form of even just a simple but meaningful cheer that came from the heart, or the sharing of strategies that may help their teammates in improving themselves. All these could have affected their performance because they would know that they have helped the team even if they were not playing inside the court.

7. Standard Obligations of a UP Student-Athlete

According to the UP Varsity Athletic Admission System (UP VAAS) contract, the standard obligations of a student-athlete were: a) to attend team practices and other official team functions; b) comply with the team rules set by their respective coaches; c) comply with the rules and regulations of participation in competitions; and d) be a regular member of a varsity team for at least four (4) years for incoming freshmen. Transferees, on the other hand, were expected to remain with the team for the whole duration of their stay in the university for a maximum of four (4) years.

Student-athletes were also expected to seek permission from the coach when joining university recognized organizations and submit to any disciplinary measures, which the VAAS Committee or any of its authorized officials may deem proper for any failure as a VAAS awardee.

8. Performance beyond obligations

In looking at the coach's leadership style, the study was guided by the Transformational Leadership Theory. This involved the interaction between the coaches and athletes, specifically the non-roster student-athletes.

Most of the non-roster student-athletes considered that their contributions to the team were in the form of their assistance in mapping out their game strategies, promoting behavior during games and sharing pointers with their teammates without being asked. *"They expected us to also guide them,"* said a member of the UP Basketball varsity.

Most of the respondents acknowledged that they have received some form of motivation to perform beyond their obligations as a varsity player. Their coaches would always tell them to "break their limits" to constantly improve. *"The coaches told me that it was okay even if I was not able to finish on time because I did my job with all my heart. This is better than finishing on time without exerting much effort,"* said a football player.

Similarly, the non-roster student-athletes understood what their coaches told them about sports as being physically demanding and that every athlete has their own limits. They have also reminded the athletes to exert extra effort in training because every time you hit those limits they extend and improve their skills and capabilities. On the other hand, even though they have already improved and excelled in what they did, they must still remember to be humble and kind. *"All sports are physically demanding. Everyone has his or her breaking point. Once you reach it, the breaking point creates a new standard of physical limit. And once you improve, stay humble and down to earth,"* said a Judo athlete.

CHAPTER VI. SUMMARY AND CONCLUSION

A. Summary

Summing up the results of the study, for the *idealized influence*, the coaches wanted the non-roster student-athletes to have the discipline to attend training and meetings that were essential for the team's improvement. Coaches influenced them how to show respect and trust with their way of leading the team by following his or her beliefs that they must first validate themselves. If the coaches found that it would be beneficial for them, then the non-roster student-athletes would follow. Non-roster student-athletes said that they respected their coaches since they were the ones who taught and improved their skills and capabilities during training and games while, at the same time, they trusted their coaches in the sense that they believed and even put their confidence in their coaches' instructions during training and games. Most especially, they trusted that the coaches were the ones who could really see and assess their skills and capabilities, which made them want to get the coach's approval.

For *inspirational motivation*, however, non-roster student-athletes said that the coaches slacked in providing individual motivation. The non-roster student-athletes, who were found to be under-qualified for the line-up for the UAAP, found that it was not sufficient when the coaches just simply motivated them as a team. Furthermore, they said that during the UAAP season, the coaches focused more on the athletes in the official line-up; leaving the non-roster student-athletes to just assist and spar by themselves during practices and games. Non-roster student-athletes argued that coaches motivated them to improve their performance during training, but then, they felt that sometimes they were always behind and less prioritized in training. There were still non-roster

student-athletes who, even if they were just told to go there to help in the improvement of the lined-up teammates, were still motivated with the belief in mind that they would still do their best to improve in hopes of being put into roster next UAAP season. Still, the feeling that they were less prioritized ultimately left the non-roster student-athletes feeling down and less-motivated during practices.

For the *intellectual stimulation ability* of the coaches to help think and solve problems that their team may encounter, coaches called for meetings to talk to the team. It was pointed out, though, that the coaches did not treat their problems individually unless the non-roster student-athletes themselves approached their coach about it. However, even though most of the non-roster student-athletes said that they did not approach their coaches often to talk about their personal problems, most still believed that their coaches were approachable. They explained that it may be due to their personal nature and attitude, and that they would only approach their coach if they really needed something. These approaches usually occurred during the UAAP season, according to non-roster student-athletes. Majority of the non-roster student-athletes said that their coaches tried to help them solve such problems encountered by the team yet it was insufficient and was even inefficient. There were even times where it was all talk which ended with failure to apply and execute solutions for the problems they had talked about.

As for the *individualized consideration* of the coaches, most non-roster student-athletes said that the coaches failed in this area. Though still motivated by their coaches, this was only on a team basis. The individual athletes' concerns regarding motivation were not addressed due to the fact that the team is comprised of many members. The coaches may have had difficulty in handling them and focusing on each athlete in every

training, which led to them to focus more on the lined-up athletes since they were the ones whose performance were needed before and during the actual games. Their contributions were deemed more significant because they directly contribute to the school's team standing in the UAAP. Non-roster student-athletes believed that the coaches focused less on them since they were not competing in the official line-up. They were motivated, but not as much as the lined-up athletes. This concern should be addressed early on because should this phenomenon continue to exist within the UP varsity program, it may eventually impact on the team's performance as a whole. As one of respondent from the UP Lawn Tennis team said:

During practices, sometimes only the better players are focused on, leaving the players in the lower level not having chances to improve. The better turns into the best, while the others remain the same. The coach has to be fair, but then, we also understand that there is usually just one coach for 15 to 16 players

In the case of *performance beyond obligations* of the non-roster student-athletes, they said they thought of it as something that you would do and perform in training and games, with the support of the coach in making them believe that they can give more despite their physical limits. With motivation, their limits can extend and improve, which will set another benchmark physical limit for them in the future. Another point they raised regarding *performance beyond obligations* was that even though non-roster student-athletes were not always required to attend training during the UAAP season to focus more on the line-up, they still showed up and helped the official team in training and games express support. The non-roster student-athletes identified sharing knowledge

in game strategies that could help them improve as a behavior that was performed beyond their obligations.

B. Conclusion

Based on the study's findings, the researchers concluded that the coaches of the various UP Diliman varsity teams failed to motivate their athletes to improve and perform beyond their obligations as varsity player. Though the non-roster members considered the existence of some form of motivation, this was often done as a team and not on an individual level. It was discussed and admitted by the non-roster student-athletes that it could have been due to the fact that they were a large team, with only a limited number of coaches. Therefore, the personal resources may have not been enough for the team's members. The non-roster student-athlete likewise felt that they are being separated from the roster athletes, most especially during training and games both during the UAAP season and the off-season.

Despite all these, the study found out that undeniably, the coaches of the UP Diliman varsity athletics program have shown a semblance of motivating their non-roster student-athletes. Some of them shared stories of their coaches driving and motivating them to perform beyond their obligations, encouraging them to go beyond their limits.. Coaches still assigned them tasks, and at the same time influenced them to keep on working for the benefit of the team. On the other hand, most of the non-roster student-athletes found their coaches' push as not enough, lacking most especially at the individual level, with some even rendering their motivation as inefficient and ineffective.

Based on the study's results, the message strategies of the coaches were always addressed as a team. When communicating motivation on other pressing issues that the team and its members are experiencing, the coaches were not able to reach an acceptable level of understanding, especially on the personal and individual level. Hence, it was not effective enough to motivate their non-roster student-athletes to contribute to their team on their free will alone. The non-roster student-athletes still contributed and did whatever the team needed, but this was not due to passion or want, but more as routine compliance to their obligation as varsity members that they were only required to accomplish.

CHAPTER VII. IMPLICATIONS AND RECOMMENDATIONS

A. Scope and Limitations

The demographics of the respondents were omitted from the focus interviews since the researchers found it not significant, as they focused more on the insights these respondents provided them. In turn, it would have went beyond the scope of the research objectives in determining whether demographics had an influence on how individual non-roster student-athletes perceived the leadership style of their coaches.

The non-roster student-athletes respondents in the study were all from the University of the Philippines without considering their length of stay as students. All were sampled within the prerequisite that they should be non-roster student-athletes from different varsity sport teams of the University of the Philippines that were competing in the UAAP.

Given that the study was qualitative in nature, the units of analysis were individuals who were not part of the official line-up of the sport teams that they belonged to. Hence, the gathered data were all based on their perceptions, with partial validation from different sport coaches from the University of the Philippines. Thus, the use of qualitative methods was limited only to focus interviews.

Another limitation of the study was that the researchers did not identify the reasons why they were considered as non-roster student-athletes. The researchers found through the focus interviews that there were at least two different scenarios as to why they did not reach the team 's line-up for the 76th season of the UAAP. The two scenarios were the following: First, the student-athlete did not meet the required skills and capabilities needed to perform in the UAAP season after losing in the ranking

competitions. Held within the team, these ranking competitions were used by the coaches to assess the athlete's level of performance. Second, the student-athlete failed to meet the required academic standing to join the UAAP.

B. Implications

This study challenges the usual scenarios being considered in determining who should remain in the team's non-roster line-up. Many may think that being on the sidelines of the court would have made them less pressured than the ones playing. Apparently, the non-roster student-athletes feel differently, especially during practice session as the teams prepare for their stints at the UAAP.

The lack of research studies on the predicament of the non-roster student-athletes showed the lack of attention put into their well-being, and the lack of knowledge on how to communicate with them. The sample size of ten (10) non-roster student-athletes interviewed belittle the fact that there are a lot of them in the campus. In fact, there were cases where the officially lined-up athletes and the non-roster student-athletes were equal in number. However, this was not studied because most of them found their status on the team as a sensitive issue, being either shy or embarrassed since they were not qualified to play in the UAAP. Thus, they wished to avoid being judged by talking about the issue of not making it to the official line-up. Another significant reason of refusal to be interviewed was because many were afraid that they would be identified in the interviews, that their answers could be taken against them by their coaches and their peers despite them being assured of full confidentiality with regards to their identity, and their answers were only used for the purposes of this study. The findings of the study also

implied that non-roster student-athletes accepted their fate of being put behind the line-up during training and games. Despite this, they still wanted to be treated equally by their coaches in order for them to find the push that they need to improve so that their chance of making it to next year's line-up will also improve.. Due to the large number of teams members, coaches were restricted to motivation the athletes as a team and not on the individual level.

C. Recommendations

As much as it would have helped the study if all non-roster student-athletes and coaches were interviewed during their season and off-season, the lack of manpower, time constraints, and conflict of schedules with the respondents limited the study's data-gathering process. These limits prevented the researchers from fully capturing and comparing the communication processes between coaches and athletes.

Future research on the subject of communicating motivation from the coaches to the non-roster student-athletes could take note of the results of the study to show that there is a prevailing trend in the lack of the motivational support for the non-roster student-athletes, especially during the UAAP season since the coaches tend to focus more on the roster's official line-up. The coaches continuously tended to give more attention in motivating them as a team, thus preventing avenues for motivations at the individual level, thereby undermining the non-roster student-athletes capability to perform beyond their obligations as varsity members.

The researchers recommend that future studies regarding the coach-athlete communication of motivation should focus more on the factors affecting the coaches not

being able to meet the athlete's expected level of leadership from them. This is in accordance with the findings revealing the athletes' view that their coaches lack in executing such behaviors and actions that were needed in motivating them. Simply put, coaches tended to visualize themselves in leading the team to what they think is right and ideal for them, but were found lacking in implementing such beliefs.

The study finally recommends for varsity coaches to give extra effort in balancing their attention between the lined-up and non-roster student-athletes. The researchers found that because of the unequal attention, good athletes have become even better because of the focus given on their training while the non-roster student-athletes have become stagnant in terms of improving their skills and capabilities. More often than not, they are left to train on their own thus limiting their chance of improving at all. Thus, coaches should avoid showing their biases during practice sessions. They should strive to pull everyone up, pushing every team member equally, thereby motivating them to improve, not only individually but more importantly, as a team.

D. The Researchers

We, Antoinette Aquino and Mitzel Desiree Buiza, are fourth year BA Communication Research students, who took courses on quantitative and qualitative research, data interpretation and presentation. We are also a multi-awarded, record-holding varsity swimmer and badminton player that were part of the 5-peat Swimming Champion team, the U.P. Varsity Women's Swimming team, and U.P. Diliman Badminton team (a final four contender in the last UAAP season). Being involved with sports for ten (10) years now, we valued the relationship between coaches and athletes

and we have seen the importance of communication in sports. Thus, we believe that with our love of the game, and our knowledge of communication and research skills, we are fully-equipped to discuss this topic.

Being part of the varsity from the secondary level to the collegiate level, we considered the size of our network from which we got the informants. Moreover, since most of the informants were personally chosen, we were able to establish a rapport with them enough that they were able to talk about this topic comfortably and sensitively.. Thus, the research was easier than it could have been. Additionally, we have personal contacts with the different student-athletes from different team sports in UP Diliman that also helped us in linking with the other key informants.

APPENDICES

APPENDIX A

Interview Guide for Non-roster student-athletes

(Based on the Transformational Leadership Questionnaire)

Date:

Idealized Influence (Charisma):

1. How does your coach talk about his/her important values and beliefs with the team? How does it affect/ influence you as an athlete?
2. How does your coach's image affect you as an athlete?
3. How do you feel about working with your coach? Does he make you feel proud?
How do you show respect and trust to your coach?

Inspirational Motivation:

1. How does your coach encourage/ motivate you to perform the best and to improve more on your skills and capabilities in terms of your responsibility as an athlete?
2. How does your coach motivate you to perform beyond of what is expected of you?
3. How does your coach give credit and give meaning to your contribution with the team? How does it add to your motivation to contribute with the team?

Intellectual Simulation:

1. Kindly describe and identify the problems you encounter within the team?
2. How does your coach help you think about solutions to problems that the team may encounter? How does you coach provide you new ideas to solve the problem and such?

3. During practice sessions, how does your coach help you overcome your problems and help you think of what is needed to improve with your skills and capabilities? How does he have your own assessment with yourself and then consult it with him after?

Individualized Consideration:

1. How does your coach treat you emotionally? How do you think he/ she is being considerate of not only the physical needs but also the emotional needs of the team?
2. How does your coach give you attention? How do you think your coach gives personal attention to non-roster athletes? How does your coach treat you with individuality and not just as a team per se?
3. Describe how your coach assesses your contributions with the team.

APPENDIX B

Interview Guide for Coaches

(Based on the Transformational Leadership Questionnaire)

Date:

Idealized Influence (Charisma):

How do you influence your team into following you and serve as role model for them?

Describe you ways of leading your team.

Inspirational Motivation:

How do you motivate/ inspire your team especially the non- roster athlete to improve their skills and capabilities and also to continue contributing to the team's improvement?

Intellectual Simulation:

How do you stimulate the non- roster athlete's thinking intellectually to careful problem-solving, assessment of their skills and capabilities and the likes?

Individualized Consideration:

How do you treat and meet the emotional needs of your team? How considerate can you be with them?

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