

COACHING

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The Correlation between Leadership Coaching Style and Satisfaction among *University Silat Olahraga* Athletes

Submission: 4.02.2015; acceptance: 20.02.2016

Key words: leadership coaching style, athletes' satisfaction, *silat*, martial arts, combat sports

Abstract

Background. The word *silat* means a type of sport or game, which consists of quick movements in attacking and defending [Anuar 1987]. *Silat olahraga* is a sport that existed at the center of the development of thousands of silat schools in the Malaysian Archipelago [Anuar 1993].

Aims. The main purpose of this study was to identify the correlation between coaches' behaviors and the degree of satisfaction experienced by *silat olahraga* athletes at the Universiti Teknologi MARA. The perceptions of both male and female athletes on leadership coaching styles and levels of satisfaction were identified in the research.

Methods. A total of 132 respondents, all *silat olahraga* athletes who were involved in *silat olahraga* national university competitions were selected in this study. Two questionnaires were used in this study, the Leadership Scale for Sports (LSS) by Chelladurai and Saleh [1980] and the Athlete Satisfaction Questionnaire (ASQ) by Riemer and Chelladurai [1998].

Results. The study provided evidence that female athletes had a higher level of leadership coaching style (training and instruction and democratic behavior) preference compared to male athletes. However, there was no difference between male and female athletes' levels of satisfaction for all satisfaction factors.

Conclusions. This study concluded that there was positive correlation between coaching leadership styles (training and instruction, democratic and social behaviors) and athlete satisfaction among university *silat olahraga* athletes.

Introduction

This study was carried out to find the correlation between leadership coaching style and satisfaction among the Universiti Teknologi MARA *silat olahraga* athletes. Study about leadership coaching style and athletes' satisfaction has much to offer in sport psychology [Chelladurai, Saleh 1980]. Nowadays, many studies have been done in the sport psychology because it is one of the important aspects to enhance the sports performance [Sarpira *et al.* 2012]. Since leadership has an effective role in the effectiveness of individuals and group, it was considered an important process in human resources management. The effective leadership [Afsanepurak *et al.* 2012; Kavoura *et al.* 2012] improves performance [Nikaien *et al.* 2013], motivates subordinates [Vidic, Burton 2011], and gives them sports satisfaction [Rajabi 2012].

Martial arts are a combat system of traditions and practices, which made for a variety of reasons: self-de-

fense, spiritual development, competition, physical health and fitness, entertainment, and mental and physical [Anuar 2007]. Although martial arts have long become associated with many fighting arts in East Asia, they were originally used in the system to combat Europe since the 1550s [Anuar 1993]. The 1639, British fencing manuals used a term that refers specifically to the “Science and Art” of the game opponents [Anuar 1987]. The term was ultimately derived from Latin and means “the art of Mars,” in which Mars was the Roman god of war [Anuar 1993].

Leadership, as a process, is making use of influence, without force, to guide and coordinate the activities of members in order to achieve a defined goal [Sapira *et al.* 2012]. The most important aspect of effective leadership is to improve performance, motivate athletes, and give them sports satisfaction. Effective coaching behavior varies across specific contexts as the characteristics of athletes and the prescribed situation change.

To understand the meaning of leadership, the leader and the members of the group need to integrate.

Satisfaction was an integral part of sport participation and enjoyment. Without satisfaction, the athletes' performance will be decreased [Khalaj, Khabiri, Sajjadii 2011]. Satisfaction in sports had been extensively studied with some of variables, most of the variation was leadership. Riemer and Chelladurai [1998] stated that athletes should be satisfied with their work or performance outcome. In the multidimensional model, the factor which influenced the level of satisfaction most was the leadership behavior. And the model also has shown that the difference between perceptions and the athlete leadership style also will influence the level of satisfaction [Aoyagi *et al.* 2008]. The coaches should plan out and shared the team view, goal and all aspects related to the satisfaction of athletes [Nizam *et al.* 2009]. The coach or the parties involved need to be more focused on the satisfaction level of their athletes because the athletes' satisfaction could affect their performance in sports.

Knowledge of the psychological demands of *silat olahraga* athletes can help to facilitate the development of specialized training programs for optimal performance in this sport. Currently, there are few research regarding the leadership coaching style of university *silat olahraga* coaches. It has yet to be determined which leadership style correlates to *silat olahraga* athletes' perceived on the basis of on the Leadership Scale for Sport (LSS) questionnaire.

Coaches and administrators need to be concerned with athletes' satisfaction in order for the athletes to perform better in competitions. The measurement of leadership coaching style or behavior was an important to the establishment of a great team cohesion among the athletes, coaches and administrative members. In addition, there was also a lack of information relating leadership coaching style and athletes' satisfaction such as the impact of coach's behavior on athletes' satisfaction. Furthermore, the coaches' competency level did not differ significantly in relation to gender, but it differed significantly regarding the type of sport, between team and individual sports [Lim *et al.* 2013]. Nowadays, most leaders are not that concerned with their leadership coaching style, and this can affect athletes' satisfaction and performance.

Material and Method

The sample consisted of 132 respondents, *silat olahraga* athletes from the Universiti Teknologi MARA, Malaysia that were involved in *silat olahraga* competition in Karnival Sukan Mahasiswa. Based on the gender, there were 78 males and 54 females.

The researchers used two questionnaires in this study, the Leadership Scale for Sports (LSS) by Chelladurai and

Saleh [1980] and the Athlete Satisfaction Questionnaire (ASQ) by Riemer and Chelladurai [1998]. The data was analyzed using software Statistic Package for the Social Science (SPSS) version 20 through the findings of each part of questions that related to the objectives, including descriptive statistics, Independent – Samples T Test and Pearson Correlation. The Independent – Samples T Test and Pearson's Correlation Coefficients were significant at the 0.05 level.

Results

Respondents' Profile

Table 1 shows that the respondents' profile according to gender, age, marital status and years of participation in *silat olahraga*.

Correlation between Athlete Preferred Leadership Coaching Style and Satisfaction in University *Silat Olahraga* Athletes

Table 2 shows Pearson correlation between athletes' preferred leadership style and athletes' satisfaction in university *silat athletes*. The correlations were moderate and positive indicating substantial relationship for training and instruction ($r = 0.478, p = 0.001$) and democratic behavior ($r = 0.472, p = 0.001$). However, the correlation was low and positive relationship for social behavior ($r = 0.207, p = 0.017$).

Leadership Coaching Style Preferred by Athletes

Table 3 shows that females have the highest level of preferred coaching style compared to male athletes in the training and instruction, $t(130) = -1.984, p < 0.05$ and democratic behavior, $t(130) = -2.002, p < 0.05$. However, there were no significant differences ($p > 0.05$) between male and female *silat olahraga* athletes on autocratic behavior, social behavior and positive feedback coaching styles.

Athletes Satisfaction in University *Silat Olahraga* Athletes

According to the results in Table 4 that there were no significant differences in factors that affecting satisfaction between male and female athletes *silat olahraga* athletes (all, $p > 0.05$).

Discussion

The findings were discussed according to the following headings: the correlation between leadership coaching style and athlete satisfaction, leadership coaching style and athletes' satisfaction in university *silat olahraga* athletes.

The results obtained indicate that there was a positive correlation between coaching leadership styles (training

Table 1. Respondents' Profile

Characteristic	Frequency	Percentage (%)
<u>Gender</u>		
Male	78	59.1
Female	54	40.9
<u>Age</u>		
16-20 years old	79	59.8
21-25 years old	44	33.3
26-30 years old	7	5.3
> 31 years old	2	1.5
<u>Marital Status</u>		
Bachelor	127	96.2
Married	5	3.8
<u>Years of participation</u>		
1 – 2 years	45	34.1
3 – 4 years	51	38.1
5 – 6 years	22	16.7
> 6 years	14	10.6

N = 132

Table 2. The Correlation between Athlete Preferred Leadership Coaching Style and Athletes' Satisfaction in University *Silat Olahraga* Athletes

Athletes' Satisfaction	Leadership Coaching Style	Pearson Correlation (r)
	Training and Instruction	0.478**
	Democratic Behavior	0.472**
	Autocratic Behavior	0.158
	Social Behavior	0.207*
	Positive Feedback	0.136

* $p < 0.05$; ** $p < 0.001$ **Table 3.** The Preferred Leadership Coaching Style between Male and Female Athletes

Leadership Styles	Gender	Mean	Value <i>t</i>	Value <i>p</i>
Training and Instruction	Male	3.73	- 1.984**	0.049
	Female	3.81		
Democratic Behavior	Male	2.55	-2.002**	0.047
	Female	2.81		
Autocratic Behavior	Male	1.94	-1.093	0.277
	Female	2.13		
Social Behavior	Male	3.46	1.142	0.256
	Female	3.36		
Positive Feedback	Male	3.73	1.643	0.103
	Female	3.60		
** $p < 0.05$				

Table 4. The Level of Satisfaction between Male and Female Athletes

Athletes Satisfaction	Gender	Mean	Value <i>t</i>	Value <i>p</i>
Team Performance	Male	2.39	- 0.938	0.350
	Female	2.44		
Personal Treatment	Male	2.11	-0.960	0.339
	Female	2.18		
Training & Instruction	Male	2.22	0.468	0.641
	Female	2.17		
Individual Performance	Male	2.08	-0.180	0.857
	Female	2.10		

and instruction, democratic and social behaviors) and athletes' satisfaction in university *silat olahraga* athletes. This means that when the level of coaching leadership styles (training and instruction, democratic and social behaviors) goes up, the level of athletes' satisfaction increases. The result of this research consisted that of Asiah and Rosli [2009], where they found that athletes' satisfaction among hockey players increases when the level of leadership coaching style increases. Thus, it is important for *silat* coaches at a university level to choose appropriate coaching style since the performance of athletes depends on the level of satisfaction during the training session. The more the coach's behaviors match the coach's behaviors preferred by the athletes, the smaller the discrepancy the performance and satisfaction levels of the athletes will be [Riemer, Chelladurai 1998]. This is concurrent with Maghsoudi [2009] who reported the relation between coach and athlete was an important factor in team and athletes' success and satisfaction.

This study indicated that male and female *silat olahraga* athletes preferred training and instruction, and democratic coaching behavior. The university *silat* athletes preferred their coaches:

1. To work with their athletes, according to their capabilities.
2. To explain the techniques and tactics of the sport.
3. To pay attention to correct the inexperienced athlete (lack of understanding on *silat* techniques).
4. To ensure that their role in the team is understood by all athletes.
5. To instruct each athlete based on their preferred *silat* skills.
6. To plan the training session ahead of schedule.
7. To explain to the athletes the rules of *silat olahraga*.
8. To practice the routine of *silat* skills until the end of session.
9. To point out each athlete's strengths and weaknesses.
10. To give specific instructions to each athlete as to what he/she should do in every situation.
11. To check if the efforts are coordinated.
12. To explain how each athlete's contribution fits into the total picture.
13. To set targets for each athlete on skills and tournament performance.

Behavior of coaches in leadership style has a determining role in athletes' performance [Sarpira *et al.* 2012], so coaches can improve the performance by choosing an appropriate leadership style which consequently leads to success of athletes and achievement in competitions. Additionally, the leadership of coach behaviors can have an effect on player satisfaction as well [Heidary *et al.*, 2011; Shahab *et al.* 2011]. According to Chemers [2000], leadership is a process by which an individual is able to guide a group of other individuals toward a common goal, action or performance. Current study finding was

similar with Surujlal and Andile [2012] which indicated that the most preferred coaching behaviors were training and instruction and positive. Tharp and Gallimore [1976] stated that 10 categories of behavior that former UCLA basketball coach John Wooden exhibited in the most excellent coaching was by giving instruction (what to do and how to do it).

This study found that the female *silat olahraga* athletes had a significantly higher level of preferred coaching leadership style of training and instruction and democratic behavior compared to male athletes. Joel *et. al* [2004] examined the differences of the student athletes' preferred leadership behavior for their coaches based on gender and found that female student-athletes had significantly greater preferences for training and instruction and situational consideration. This information was useful for the *silat* coaches (at a university level) in order to have feedback from their *silat* athletes during the training session on the demand and intensity of *silat olahraga* sports [Shapie *et al.* 2014]. The coaches need to be focused on the satisfaction level of the athletes because the athletes' satisfaction could affect their performance in training and tournaments.

However, current study did not find any differences between the level of satisfaction among male and female *silat olahraga* athletes. The *silat* coaches successfully trained the university *silat* athletes and challenged both gender in the same manner without any discrimination or biased regarded any training situation.

Conclusion

This study concluded that there was positive correlation between coaching leadership styles (training and instruction, democratic and social behaviors) and athletes' satisfaction in university *silat olahraga* athletes. This indicated a relationship between leadership coaching styles and athletes' satisfaction. This study also found that *silat olahraga* athletes preferred the training and instruction coaching behavior of their coach compared to other leadership coaching styles. The female athletes had a higher level of preferred leadership coaching style for training and instruction, and democratic behavior than male athletes had. However, there were no differences between the male and female *silat olahraga* athletes for all satisfaction factors.

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Korelacja pomiędzy stylem przywództwa w trenerstwie a poziomem satysfakcji wśród uniwersyteckich zawodników sztuki walki silat olahraga

Słowa kluczowe: styl przywództwa w trenerstwie, satysfakcja sportowców, silat, sztuki walki, sporty walki

Abstrakt

Tłó. Sztuki walki to system tradycji i praktyk walki, które wykształciły się z różnych powodów: dla samoobrony, duchowego rozwoju, konkurencji, ochrony zdrowia i sprawności fizycznej oraz rozrywki. Słowo *silat* oznacza rodzaj sportu lub gry, która składa się z szybkich ruchów w ataku i obronie. *Silat olahraga* to sport, który istniał w tysiącach szkół *silat* na Archipelagu Indonezyjskim. Według Anuara, *olahraga* oznacza zdolność do wykonywania podczas walki *silat* technik atakujących i defensywnych, takich jak: uderzenie, kopanie, rzucanie, chwytanie, odpieranie i blokowanie oraz innych umiejętności związanych z cichymi technikami.

Badanie dotyczące stylu zarządzania w trenerstwie i satysfakcji sportowców ma wiele do zaoferowania w dziedzinie psychologii sportu. Obecnie wiele badań zostało przeprowadzonych w dziedzinie psychologii sportu, ponieważ jest to jeden z najważniejszych aspektów w dążeniu do poprawy wyników sportowych. Przywództwo pełni ważną rolę w efektywności jednostek i grup; uważa się je za ważny proces w zarządzaniu zasobami ludzkimi. Skuteczne zarządzanie poprawia wydajność, motywuje podwładnych i daje poczucie satysfakcji. Przywódz-

two to proces oddziaływania, bez użycia siły, do prowadzenia i koordynacji działań członków w celu osiągnięcia określonego celu. Satysfakcja jest integralną częścią sportu. Bez niej wydajność sportowców zostaje obniżona. Zadowolenie w sporcie zostało wielokrotnie zbadane z użyciem różnych zmiennych. W dzisiejszych czasach większość trenerów twierdzi, że nie jest zainteresowana stylem zarządzania, a to może mieć wpływ na zadowolenie i wydajność sportowców.

Cel. Obecnie istnieje ograniczona liczba badań dotyczących stylów przywództwa trenerów *silat olahraga* w drużynach uniwersyteckich. Konieczne jest ustalenie, który styl przywództwa odnosi się do zawodników *silat olahraga*, opierając się na kwestionariuszu Skali Przywództwa Sportowego, który wyróżnia 5 wymiarów przywództwa: (1) Szkolenie i Kształcenie, (2) Zachowanie Demokratyczne, (3) Zachowanie Autokratyczne, (4) Pomoc Społeczna, oraz (5) Pozytywna Informacja Zwrotna. Dlatego głównym celem tego badania jest zidentyfikowanie związku między zachowaniem trenerów i satysfakcji zawodników *silat olahraga* z Uniwersytetu Technologii MARA. Praca dotyczy rodzaju przywództwa trenerskiego i poziomu zadowolenia wśród sportowców płci męskiej i żeńskiej.

Metody. W badaniu brało udział $N = 132$ respondentów, zawodników *silat olahraga*, uczestniczących w państwowym konkursie uniwersyteckim. Zastosowano dwa kwestionariusze: Skalę Przywództwa Sportowego Chelladuraia i Saleha oraz Kwestionariusz Zadowolenia Sportowego Riemera i Chelladuraia [1998]. Pierwszy z nich zawiera 40 pytań i stosuje 5 kryteriów dotyczących szkolenia i kształcenia, zachowania demokratycznego, zachowania autokratycznego, pomocy społecznej oraz pozytywnej informacji zwrotnej. Drugi kwestionariusz obejmuje 14 pytań dotyczących szkolenia, osobistego traktowania, wydajności zespołu i indywidualnych osiągnięć. Przeprowadzono także badanie pilotażowe dla rzetelności kwestionariusza. Wyniki. Częstotliwość i rozkład procentowy przedstawiono w Tabeli 1, która zawiera ogólne wyniki dot. profilu respondentów. Profil respondentów określa płeć, wiek, stan cywilny i lata praktyki. W badaniu brało udział 78 zawodników i 54 zawodniczek *silat*.

Tabela 2 pokazuje korelacje między preferowanym stylem przywództwa i satysfakcją sportowców uniwersyteckich ćwiczących *silat*. Korelacje były umiarkowane, pozytywnie wskazywały na znaczną zależność szkoleń i instruktażu ($r = 0,478$, $p = 0,001$) oraz zachowania demokratycznego ($r = 0,472$, $p = 0,001$). Jednak korelacja była niska dla pozytywnego stosunku do zachowań społecznych ($r = 0,207$, $p = 0,017$). Tabela 3 wskazuje, że zawodniczki preferują przywódczy styl trenerski, w porównaniu do sportow-

ców płci męskiej, w szkoleniu i instruktażu, $t(130) = -1,984$, $p < 0,05$ i zachowań demokratycznych, $t(130) = -2,002$, $p < 0,05$. Nie było jednak istotnych różnic ($p > 0,05$) pomiędzy zawodnikami *silat olahraga* dotyczącymi autokratycznych zachowań, zachowań społecznych i pozytywnych informacji zwrotnych. Na podstawie wyników w tabeli 4, można stwierdzić, iż nie ma istotnych różnic w czynnikach wpływających na satysfakcję pomiędzy sportowcami *silat olahraga* płci męskiej i żeńskiej (wszystkie, $p > 0,05$). Dyskusja. Wyniki zostały omówione według następujących pozycji: korelacja między stylem przywództwa trenerskiego a satysfakcją sportowców, przywództwo trenerskie a satysfakcja uniwersyteckich zawodników *silat olahraga*. Na podstawie uzyskanych wyników stwierdzono pozytywny związek pomiędzy stylami przywództwa trenerskiego (szkolenia i kształcenia, zachowania demokratyczne i społeczne) a satysfakcją uczelnianych zawodników trenujących *silat*. Wraz ze rodzajem stylu przywódczego wzrasta poziom satysfakcji sportowców (np. wśród hokeistów). Dlatego ważne jest dla trenerów akademickich wybranie odpowiedniego stylu trenerskiego, ponieważ ma to wpływ na wydajność i poziom zadowolenia sportowców. W pracy Surujlala i Andile [2012] wykazano, że najbardziej korzystne zachowania trenerskie obejmowały szkolenia i instrukcje oraz informacje zwrotne, a najmniej preferowanym zachowaniem było zachowanie autokratyczne. Ponadto bieżące badanie udowodniło, że zawodniczki *silat olahraga* wybierały przywództwo trenerskie w czasie szkolenia i instruktażu oraz zachowania demokratyczne częściej w porównaniu do sportowców płci męskiej. Te informacje były przydatne dla trenerów *silat* (na poziomie uniwersyteckim), w celu uzyskania pełnej gotowości sportowej podczas treningu. Obecne badania nie potwierdziły żadnych różnic między poziomem satysfakcji wśród sportowców *silat olahraga* obojga płci. Trenerzy akademickiego *silatu* z powodzeniem przeprowadzali szkolenie w taki sam sposób dla zawodników i zawodniczek, bez jakiegokolwiek dyskryminacji lub uprzedzeń.

Wnioski. W badaniu stwierdzono, że istnieje pozytywna korelacja pomiędzy stylem przywódczym trenera (szkolenia i nauczanie, zachowania demokratyczne i społeczne) a zadowoleniem uniwersyteckich sportowców *silat olahraga*. Badanie to wykazało również, że zawodnicy *silat olahraga* preferują, w czasie szkoleń i kursów, przywódczy styl zachowania trenera. Wśród zawodniczek styl przywództwa trenera i zachowanie demokratyczne osiągnęły wyższy poziom preferencji niż u sportowców płci męskiej. Nie było jednak różnic pomiędzy zawodnikami a zawodniczkami *silat olahraga*, obejmujących czynniki satysfakcji.