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**Perception of Players on the Coach Competence and Team
Performance in the Kenyan National Soccer and Volleyball Leagues**



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Perception of Players on the Coach Competence and Team Performance in the Kenyan National Soccer and Volleyball Leagues

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Abstract

Purpose: The purpose of the study examine whether perception of players on the coach competence predict team performance in the Kenyan national soccer and volleyball leagues.

Methodology: The study adopted Cross-Sectional survey design. The target population for the study included players and in the Kenyan soccer and volleyball national leagues in the 2020/21season. The population of the study was 878 players from the 53 teams including 288 females in the 16 teams of 18 players, and 168 males in the 12 teams of 14 players and 98 females in the 07 teams of 14 players in volleyball respectively. The study included players who were consistent in the respective leagues for the immediate last five years. The coaches and players were both male and female. The study used Statistical Package for Social Sciences (SPSS Version 22) for data analysis. Chi-Square and Fisher's Exact test were used.

Findings: Results above showed that soccer players perception on training and instruction had no significant effect on team ranking ($P=0.000$). In addition, volleyball players perception on training and instruction had no significant effect on team ranking ($P=0.000$). In addition, soccer players perception on democratic behaviour had no significant effect on team ranking ($P=0.354$). Further, volleyball players perception on democratic behaviour had no significant effect on team ranking ($P=0.095$). Further soccer players perception on autocratic behaviour had a significant effect on team ranking ($P=0.000$).

Unique contribution to theory, policy and practice: The study focused on the Kenyan national leagues which are composed mainly of African race players. There is need to conduct a similar study in other leagues like in North Africa and middle east which consists of players mainly of Arab race, Asian continent which consists of players of Asian descent and the European and American leagues composed of players of mixed descents including the Negroid, Caucasoid and the Mongoloids

Keywords: *Coach Competence, Team Performance, Players, Soccer, Volleyball*

1.0 INTRODUCTION

1.1 Background of the Study

Coaching is a multifaceted and mammoth undertaking which encompasses the principles of maximizing team or player performance. It also involves cognitive activities that enable decision making in the midst of dynamic situational factors and environmental setups (McAlpin & Vaagenes, 2016). In sports, coaches undertake professional courses for several reasons, including the development of skills and knowledge to enhance their coaching in team performance and competition (John et al., 2010). Coaching training programs for different levels in respective sports are available for coaches and do not make reference to the academic qualification. While it is mandatory in developed countries to have acquired a certain level of qualification to practice coaching, in most developing countries, Kenya included, such requirement may not be necessary (Nash et al., 2013). Nevertheless, there are coaches who have attained both academic and professional training in their respective sports. However, it has not been ascertained so far whether there is a relationship between the academic, age and professional qualification, competition and playing experience of a coach and the perception of players on the coaches' ability on the performance of a team in competitions. Such knowledge can provide insight on the role of coaches' education and the players' perception of the coaches' ability on team performance. In addition, the knowledge would stimulate discourse on role of the coach education in team performance especially in developing countries (Devine et al., 2013).

A review of literature attests to the importance of coach academic and professional qualification, coach competition and playing experiences and player's perception of the coach competence in team performance (Baker *et al.*, 2013; Bar-Bar-Eli *et al.*, 2011; Gould, 2016; Grace, 2014; Grundel *et al.*, 2013). Therefore, it would be prudent to determine whether these factors predict the performance of teams in competitions. For instance, (Grundel *et al.*, 2013), observed that in addition to developing through coaching experience, coaches' previous participation in sports as a player could be an added advantage. There is also the possibility that earlier participation as a player amplifies the expansion of skills essential for the expert coach. Bar-Bar-Eli *et al.*, (2011) further, noted that there could be differences between skilled and less-skilled players in some coaching components like; perception, knowledge, and decision-making and that could have some role in the development of a professional coach (Baker *et al.*, 2013). Gould (2016) observed that a coach has a role to play in determining the outcomes of players' participation by motivating them and influencing their emotional and moral development. According to the available literature, Stricker and Jason (2017) contend that formal education does not necessarily and adequately harness the coaches' core skills because the curricular lacks specific coaching content. Besides the formal courses, research has also pointed to a variety of approaches the sport trainers and coaches employ in the quest to gain knowledge of coaching. They include; previous coaching and playing experience, competition, peer interactions and observation (Stoszkowski & Collins, 2015). Therefore, the impact of the player's perception on the coaches' competence on team performance in competitions cannot be overstated. However, empirical evidence on the influence of these

factors on team performance in competitions is currently lacking not only in Kenya but the world over. It would, therefore, be imperative to seek through a scientific process whether players’ perception of the coaches’ competence can predict team performance in competitions.

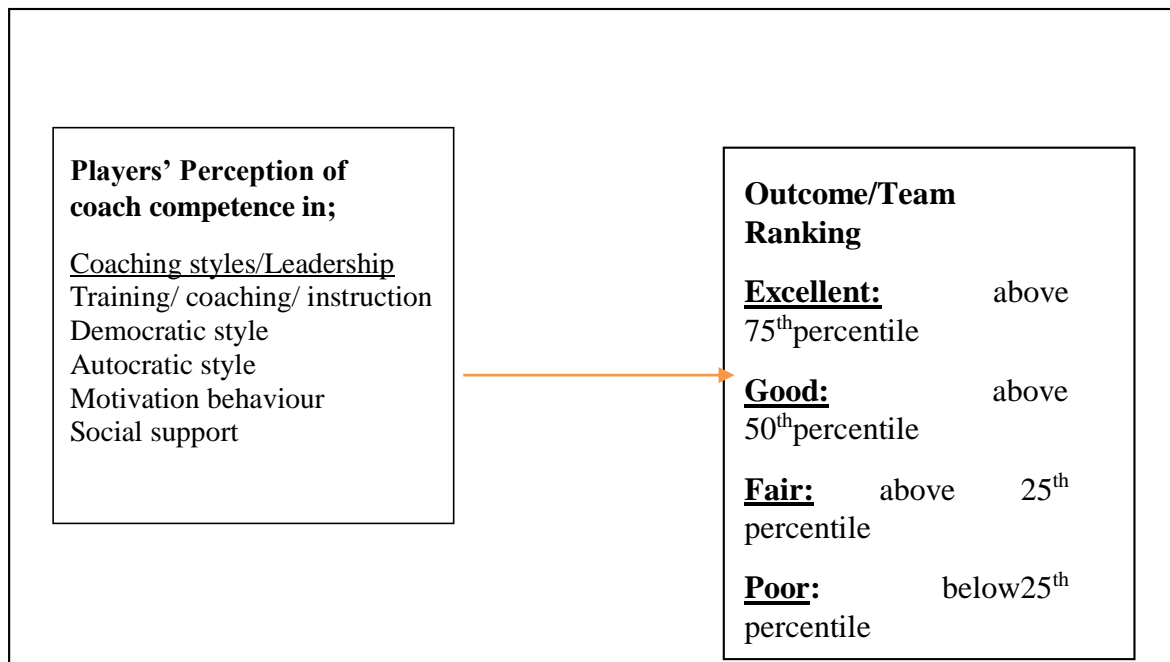
1.2 Problem Statement

In Kenya, like in many parts of the world, sport is a highly structured industry and boasts of competitive leagues and tournaments. Kenya has representation in competitions at regional, continental and world competitions in various sport disciplines for both gender (Science of sport, 2014). Many factors influence performance of teams in the competitions, among them being coach academic and professional qualification and the players’ perception of coach competences (Vella, Oades & Crowe, 2013). At present, there is scarcity of research on the aforementioned performance indicators in competitive sports. Knowledge of such aspects of performance would promote discourse on factors vital in enhancing team performance, help in formulation of policies for the different aspects of team performance and stimulate further research in coach education and player attitude on their coaches. Therefore it is necessary conduct a research on the indicators of team performance, especially the perception of players on their coach competence and their effects on the team performance in competitions.

1.3 Conceptual Framework

Based on the experiential learning theory a conceptual framework that link variables of this study was generated. The conceptual framework shows how the variables interact to bring out the outcome which was the ranking of teams in the respective National Leagues. The independent variables which were the players’ perception of coach competence were analysed against outcome in the league ranking as the dependent variable.

Figure 1.1 Players’ Perception of coach competence and Team Performance



2.0 LITERATURE REVIEW

According to the studies on the coach trust and team performance, Kao, Hsieh and Lee (2017) studied 438 basketball players from 34 teams by asking them to rate their trust on the coach questionnaire and coaching competency scale. The findings showed that individual and group level evaluations of character-building, game-strategy, technique and motivation, the four coaching competency scale dimensions associated with high levels of trust in the coach were the most influenced by group-level coaching. It was reported that athlete trust coaches who demonstrate improved psychological and tactical skills than the ones who with skills to detection abilities. Also athletes submitted to coaches who fulfil their commitments to coaching relationship and who improve their performance. Furthermore, coaching competency is related to the perceptions of the capacity of coaches to influence athletes' perceptions, beliefs, and attitudes (Kao, Hsieh, & Lee, 2017; Mach, Dolan, & Tzafrir, 2010).

The present study extends the literature on coach–athlete trust relationships in that the evaluation of coaches' ability is a trustworthy characteristic for athletes toward coaches. Zhang and Chelladurai demonstrated that the competence of the coach is an antecedent of athletes' trust in the coach. Coaching competency appears to signal to athletes that the coach is reliable, respectable, and trustworthy (Kao, Hsieh, & Lee, 2017; Mach, Dolan, & Tzafrir, 2010) demonstrating the strengths of coaching competency–trust in the coach–athlete relationship as well as the manifestations of team-perceived coaching competency.

This study provided empirical evidence that the relationship between the four dimensions of coaching competency and trust in the coach is stronger at the group level than at the individual level. These results extend the findings of the study by (Myers et al., 2005) who examined the relationship between coaching competency and athlete satisfactions in only two dimensions of coaching competency (motivation competency and technique competency). Accordingly, group evaluations of the four coaching competencies (motivation, game strategy, technique, and character building) are highly influential across the group for building a sense of trust in the coach. It could however be concluded that data from the 34 teams included in this study was inadequate for testing the construct validity through multilevel structural equation modelling, thus necessitating further investigation. Therefore, confirmatory factor analyses supporting the different coaching competency and trust in the coach dimensions at the individual level did not indicate whether these dimensions existed at the team level. Further research was recommended to determine the construct validity and the strength of the relationships between the coach competency and athlete trust at the group level. Furthermore, motivation climate is the theoretical construct that may clarify the relationship between coaching competency and trust in the coach. Motivational climate is the situational goal structure of social environment created by the coach. The development of a task-involving motivational climate (i.e., emphasizing role importance, cooperation, and improvement) or an ego-involving motivational climate (i.e., emphasizing punitive responses to mistakes, rivalry, and unequal recognition) influences the perceptions of the coach–athlete relationship and may moderate the relationship between coaching competency and

trust in the coach. Finally, a previous study indicated that team winning–losing percentages affect athletes’ perceptions of their coaches. Thus, winning–losing percentages may influence athletes’ evaluation of coaching competency and their trust in the coaches (Olympiou, Jowett & Duda, 2008).

The results of the study presented crucial implications for coach education. First, several Cs of coaching practical guidelines have proposed enhancing coaching effectiveness. The C guidelines are useful for facilitating coaches’ trustworthiness. For example, the importance of coach education training for improving coaches’ coaching efficacy and athletes’ perceptions of coaches’ related behaviours was shown to improve coaches’ coaching efficacy by increasing athletes’ evaluation of their coaching competency. Therefore, coaches are encouraged to behave and reflect on commitment, communication, concentration, control, and confidence – the 5Cs of coaching efficacy to improve their coaching behaviours and strategies. Such improvement may facilitate evaluations of coaching competency by athletes and help them develop more trust in their coach. Second, the results highlighted the individual- and group-level impact of coaching competency on athletes’ trust in their coach. Therefore, coaches must focus on having a collective sense of motivation, game strategy, technique, and character-building competency. Both individual- and group-directed coaching competency behaviours was found to positively influenced team and the athlete trust in their coach. In particular, group-directed coaching competency behaviours can instil trust in the coach for the athlete.

Several limitations are associated with the current studies. First, the designs surveys and cross-sectional precludes conclusion of the causal sequence nature. Particularly, interpersonal trust develops over time. Future research can consider applying longitudinal designs to examine the development of the coaching competency–athlete trust relationship. Second, only basketball, a team sport was used to provide respondents for the study. However, the research offers empirical support for the positive relationship between coaching competency and trust in the coach and serves as a reference for future research on coach competence athlete trust relationships.

3.0 METHOD AND MATERIALS

3.1 Research Design

The study adopted Cross-Sectional survey design. Cross-Sectional survey design enables the use of quantitative-based information to make measurable inductions about population of interest and to look at subgroups inside the population. It is useful as it applicable in both descriptive and analytical and for population-based studies because it is relatively fast and inexpensive. This study aims to assess the influence of the coach academic and professional status, past playing and competitive experience on team performance in competitions. The data of all the variables of interest will be collected and measure in one investigation but multiple outcome recording was possible. This design was also useful in generating both qualitative and quantitative data without need for manipulation of the variables of interest (Sudan, 2014).

3.2 Measurement of Variables

The dependent variable was team ranking which was determined by the independent variables including; players perception of Coach Competence. The independent variables were measured using the highest certificate awarded in respect of each variable. The dependent variable, team ranking was measured based on the final outcome of team placement in respective national leagues and ranked on above 75th, above 50th above and below 25th percentiles.

3.3 Target Population

The target population for the study included players and in the Kenyan soccer and volleyball national leagues in the 2020/21season. The population of the study was 878 players from the 53 teams including 288 females in the 16 teams of 18 players, and 168 males in the 12 teams of 14 players and 98 females in the 07 teams of 14 players in volleyball respectively.

The study included players who were consistent in the respective leagues for the immediate last five years. The coaches and players were both male and female.

3.4 Sampling Procedure and Sample Size

The study applied purposive sampling in selection of players' to take part in the study. According to Mugenda and Mugenda (2019), purposive sampling is a technique allowing a researcher to select respondents who will provide the required information with regard to study objectives. The total study sample size was therefore 500 (56.95%) players from soccer and volleyball teams.

3.5 Research Instruments

Data collection instruments were; Leadership Scale for Sport questionnaire (LSS) and two self-administered questionnaires, one for the coaches and another for the players. The Leadership Scale for Sport questionnaire (LSS) was used to capture player's perception on coach competence. The coaches' questionnaire was divided into sections which captured demographics, past playing and competition history, academic background and professional coaching qualification. The player's questionnaire had two sections which captured the bio data and coaches' competence attributes.

3.6 Data Collection Procedure

Research assistants were trained on the collection data procedures. The researcher sought consent for data collection from club managers, coaches and players. The questionnaires were mailed to teams, dropped at the training venues and collected on an agreed day between the researcher and respondents while others were filled under supervision of the researcher and assistants subject to the teams' schedules. Ample time was given for the filling of the questionnaire. Data collection was done between august 2020 and March 2021.

3.7 Data Analysis Technique

The study used Statistical Package for Social Sciences (SPSS Version 22) for data analysis. Information was organized and presented using descriptive statistics and was analysed at 0.05 significance level. Multiple regression analysis was used for the perception of players about coach competencies. Chi-Square and Fisher's Exact test was used to determine the influence of coach academic status, professional coaching qualification, past playing and competition experiences on

the team's performance. Data was projected in figures and tables and relevant discussions were made.

4.0 DATA ANALYSIS

4.1 Kenyan Soccer and Volleyball National Leagues Players' Demographics

4.1.1 Age

Table 1 show the player's age by sport in the Kenyan national soccer and volleyball leagues.

Table 1: Players Age by Sport

Category	Soccer	Volleyball
16 - 19 years	6 (2.3%)	0
20 - 23 years	18(7.0%)	6(4.7%)
24 - 27 years	43(16.7%)	37(28.9%)
28 - 30 years	80(31.0%)	41(32.0%)
Over 30 years	111(43.0%)	44(34.40%)
Total	258(100%)	128(100%)

Table 1 indicate that of that 6(2.3%) of the soccer players were between 16 – 19 years while no volleyball players were between 16 – 19 years. In addition, 18(7.0%) of the soccer players and 6(4.7%) of the volleyball players were between 20 – 23 years. Further, 43(16.7%) of the soccer players and 37(28.9%) of the volleyball players were between 24 - 27 years. In addition, 80(31.0%) of the soccer players and 41(32.0%) of the volleyball players were between 28 - 30 years. Lastly, 111(43.0%) of the soccer players and 44(34.40%) of the volleyball players were more than 30 years.

4.1.2 Players Experience in the National League by Sport

The players were further asked to indicate their experience. Table 2 shows the players' experience in the Kenya National League.

Table 2: Players' Experience in the League by Sport

	Sport		Total
	Soccer	Volleyball	
0-4 years	11(4.3%)	0	11(2.80%)
5 - 7 years	33(12.80%)	13(10.20%)	46(11.90%)
8 - 10 years	76(29.60%)	31(24.20%)	107(27.70%)
11 - 13 years	42(16.30%)	42(16.30%)	84(21.80%)
14 - 15 years	29(11.30%)	16(12.5%)	45(11.70%)
above 15 years	66(25.70%)	26(20.30%)	92(24.1%)
Total	257(100%)	128(100%)	386(100.0%)

Table 2 shows that 11(4.3%) of the soccer players playing in the national league had a 0 – 4 years' experience. Further, 33(12.80%) of the soccer players and 13(10.20%) of the volleyball players had 5 – 7 years' experience. In addition, 76(29.50%) of the soccer players and 31(24.20%) of the volley ball players had 8 – 10 years' experience. Results also showed that 42(16.30%) of the soccer players and 42(16.30%) of the volleyball players had 11 – 13 years' experience. In addition, 29(11.30%) of the soccer players and 16(12.5%) of the volleyball players had 14 – 15 years of experience. Further, 66(25.70%) of the soccer players and 20.30% of the volleyball players had more than 15 years of experience.

4.2 Players Perception on Coaches' Competence and Team Performance

4.2.1 Players' Perception of Training and Instruction on Coach Competence

Training and instructions was the perception of players on the behaviour of the coach that was presented in the training for the improving the team performance in the competitions. For the purposes of interpretation of the study results, 1 and 2 (strongly agree and agree) were grouped together as agree, 5 and 4 (disagree and strongly disagree) were grouped as disagree while 3 was not sure. Findings on player training and instructions perception of coach competence are presented in Table 3.

Table 3: Soccer Players' Perception of Training and Instructions on the Coach Competence

Statement	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree		Mean	SD
	N	%	N	%	n	%	n	%	N	%		
ensures players work to his capacity	194	75.20%	56	21.70%	3	1.20%	2	0.80%	2	0.80%	1.29	0.61
explains techniques and tactics to each player	131	50.80%	118	45.70%	4	1.60%	3	1.20%	2	0.80%	1.55	0.67
pays attention to correcting players	161	62.40%	85	32.90%	8	3.10%	3	1.20%	1	0.40%	1.44	0.65
makes sure that his part in the team is understood	115	44.60%	128	49.60%	9	3.50%	4	1.60%	2	0.80%	1.64	0.7
instructs every player individually on the skills of the sport	128	49.60%	82	31.80%	16	6.20%	26	10.10%	6	2.30%	1.84	1.07
figures ahead what to be done	101	39.10%	121	46.90%	23	8.90%	8	3.10%	2	0.80%	1.76	0.82
explains techniques and tactics to each player	117	45.30%	105	40.70%	18	7.00%	11	4.30%	3	1.20%	1.71	0.88
expects players to complete assigned duties	127	49.20%	102	39.50%	15	5.80%	9	3.50%	1	0.40%	1.62	0.8
points out players weaknesses and strengths	87	33.70%	101	39.10%	28	10.90%	32	12.40%	10	3.90%	2.14	1.13
gives each players instructions on what to do in each situation	92	35.70%	110	42.60%	26	10.10%	20	7.80%	7	2.70%	1.96	1.03
sees to it that efforts are coordinated	98	38.00%	101	39.10%	28	10.90%	12	4.70%	4	1.60%	1.75	0.99
explains how each player contributes to the total picture	100	38.80%	95	36.80%	28	10.90%	24	9.30%	9	3.50%	2	1.1
specifies whats expected of players	101	39.10%	117	45.30%	17	6.60%	14	5.40%	7	2.70%	1.85	0.96
Average											1.73	0.88

The results showed that 195(75.2%) of the respondents strongly agreed while 56 (21.7%) agreed with statement that their coach ensures players work to their capacity. Further, 131(50.8%) of the respondents strongly agreed while 118(45.7%) agreed with the statement that their coach explains techniques and tactics to each player. In addition, 161(62.4%) of the respondents strongly agreed while 85(32.9%) agreed with the statement that their coach pays attention to correcting players. Results also indicated that 115(44.6%) of the respondents strongly agreed while 128(49.6%) agreed with the statement that their coach makes sure that his part in the team is understood. Results also exhibited that 128 (49.6%) of the respondents strongly agreed while 82(31.8%) agreed with the statement that their coach instructs every player individually on the skills of the sport. Further, 101(39.1%) of the respondents strongly agreed while 121(46.9%) agreed with the statement that their coach figures ahead what's to be done. Further, 117(45.3%) of the respondents strongly agreed while 105(40.7%) agreed with the statement that their coach explains to all players what they should and shouldn't do. In addition, 127(49.2%) of the respondents strongly agreed while 102(39.5%) agreed with the statement that their coach expects players to complete assigned duties.

Results also showed that 87(33.7%) of the respondents strongly agreed while 101(39.1%) agreed with the statement that their coaches points out player's weaknesses and strengths. Results also disclosed that 92(35.7%) of the respondents strongly agreed while 110(42.6%) agreed with the statement that their coach gives each players instructions on what to do in each situation. In addition, 98(38%) of the respondents strongly agreed while 101(39.1%) agreed with the statement that their coach sees to it that efforts are coordinated. Further, 100(38.8%) of the respondents strongly agreed while 95(36.8%) agreed with the statement that their coach explains how each player contributes to the total picture. Furthermore, 101(39.1%) of the respondents strongly agreed while 117(45.3%) agreed with the statement that their coach specifies what's expected of players.

Table 3: Volleyball Players' Perception of Training and Instructions on the Coach Competence

Statement	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree		Mean	SD
	N	%	N	%	n	%	n	%	N	%		
ensures players work to his capacity	95	74.20%	24	18.80%	0	0.00%	0	0.00%	0	0.00%	1.12	0.5
explains techniques and tactics to each player	63	49.20%	53	41.40%	2	1.60%	0	0.00%	0	0.00%	1.37	0.65
pays attention to correcting players	74	57.80%	43	33.60%	2	1.60%	0	0.00%	0	0.00%	1.3	0.62
makes sure that his part in the team is understood	51	39.80%	64	50.00%	2	1.60%	2	1.60%	0	0.00%	1.51	0.72
instructs every player individually on the skills of the sport	70	54.70%	39	30.50%	5	3.90%	4	3.10%	0	0.00%	1.4	0.82
figures ahead what's to be done	46	35.90%	63	49.20%	4	3.10%	2	1.60%	3	2.30%	1.62	0.91
explains techniques and tactics to each player	56	43.80%	50	39.10%	4	3.10%	3	2.30%	2	1.60%	1.48	0.92
expects players to complete assigned duties	55	43.00%	54	42.20%	4	3.10%	1	0.80%	2	1.60%	1.48	0.86
points out players weaknesses and strengths	37	28.90%	56	43.80%	1	10.90%	5	3.90%	3	2.30%	1.77	1.06
gives each players instructions on what to do in each situation	52	40.60%	60	46.90%	1	0.80%	3	2.30%	2	1.60%	1.54	0.87
sees to it that efforts are coordinated	32	25.00%	59	46.10%	1	12.50%	5	3.90%	2	1.60%	1.78	1.03
explains how each player contributes to the total picture	46	35.90%	56	43.80%	1	7.80%	4	3.10%	0	0.00%	1.59	0.88
specifies what is expected of players	39	30.50%	64	50.00%	1	9.40%	3	2.30%	0	0.00%	1.68	0.84
Average											1.61	0.82

The results showed that 95(74.2%) of the respondents strongly agreed while 24(18.8%) agreed with statement that their coach ensures players work to their capacity. Further, 63(49.2%) of the respondents strongly agreed while 53(41.2%) agreed with the statement that their coach explains techniques and tactics to each player. In addition, 74(57.8%) of the respondents strongly agreed while 43(33.6%) agreed with the statement that their coach pays attention to correcting players. Results also indicated that 51(39.8%) of the respondents strongly agreed while 64(50.0%) agreed

with the statement that their coach makes sure that his part in the team is understood. Results also exhibited that 70 (54.7%) of the respondents strongly agreed while 39 (30.5%) agreed with the statement that their coach instructs every player individually on the skills of the sport. Further, 46(35.9%) of the respondents strongly agreed while 63(49.2%) agreed with the statement that their coach figures ahead what's to be done. Further, 56(43.8%) of the respondents strongly agreed while 50(39.1%) agreed with the statement that their coach explains to all players what they should and shouldn't do. In addition, 55(43.0%) of the respondents strongly agreed while 54(42.2%) agreed with the statement that their coach expects players to complete assigned duties.

Results also showed that 37(28.9%) of the respondents strongly agreed while 56(43.8%) agreed with the statement that their coaches points out player's weaknesses and strengths. Results also disclosed that 52(40.6%) of the respondents strongly agreed while 60(46.9%) agreed with the statement that their coach gives each players instructions on what to do in each situation. In addition, 32(25.0%) of the respondents strongly agreed while 59(46.1%) agreed with the statement that their coach sees to it that efforts are coordinated. Further, 46(35.9%) of the respondents strongly agreed while 56(43.8%) agreed with the statement that their coach explains how each player contributes to the total picture. Furthermore, 39 (30.5%) of the respondents strongly agreed while 64 (50.0%) agreed with the statement that their coach specifies what's expected of players. Figure 4.6 shows the trend of players' perception of coach training and instruction competence on team performance.

4.2.2 Perception of Players on the Coach Democratic Style Competence

Democratic behaviour relates to how the coach allows players to participate in making decisions that are important to the performance of the team. The results were as represented in table 4.

Table 4: Soccer Player's Democratic Behaviour Perception on Coaches

Statement	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree		Mean	SD
	n	%	n	%	n	%	n	%	n	%		
asks for opinions on strategies for specific competitions	97	37.60%	111	43.00%	21	8.10%	21	8.10%	6	2.30%	1.92	1.01
gets groups approval on important matter	91	35.30%	103	39.90%	28	10.90%	24	9.30%	9	3.50%	2.02	1.09
lets players share in decision making	77	29.80%	86	33.30%	21	8.10%	47	18.20%	27	10.50%	2.46	1.36
asks players suggestions on how to conduct practice	50	19.40%	63	24.40%	23	8.90%	82	31.80%	37	14.30%	2.94	1.42
lets players try their own way even if they make mistakes	51	19.80%	78	30.20%	17	6.60%	64	24.80%	45	17.40%	2.86	1.46
asks players opinions on important matters	46	17.80%	68	26.40%	26	10.10%	65	25.20%	49	19.00%	2.97	1.46
lets players work at their own speed	35	13.60%	47	18.20%	21	8.10%	79	30.60%	74	28.70%	3.4	1.45
lets players set their own goals	26	10.10%	21	8.10%	24	9.30%	76	29.50%	11	4.30%	3.87	1.32
lets players decide on plays for a game	22	8.50%	25	9.70%	30	11.60%	99	38.40%	75	29.10%	3.62	1.36
Average											2.90	1.33

Results indicated that 97(37.6%) of the respondents strongly agreed while 111(43.0%) agreed with the statement that their coach asks for opinions on strategies for specific competitions. Further results exhibited that 91(35.3%) of the respondents strongly agreed while 103(39.9%) agreed with the statement that their coach gets groups approval on important matter. In addition, results showed

that 77(29.8%) of the respondents strongly agreed while 86(33.3%) agreed with the statement that their coach lets players share in decision making.

Further results showed that 82(31.8%) of the respondents strongly agreed while 37(18.3%) disagreed with the statement that their coach asks players suggestions on how to conduct practice. It was also shown that 51(19.8%) of the respondents strongly agreed while 78(30.2%) agreed with the sentiments that their coach lets players set their own goals. As well, outcomes exhibited that 46(17.8%) of the respondents strongly agreed 68(26.4%) agreed with the statement that their coach lets players try their own way even if they make mistakes. Results also showed that 79(30.6%) of the respondents disagreed with the statement that their coach asks players opinions on important matters. In addition, results exposed that 76(29.50%) of the respondents strongly disagreed while 111(43.0%) disagreed with the statement that their coach lets players work at their own speed. Results also revealed that 99(38.4%) of the respondents agreed with the statement that their coach lets players set their own goals. Results also revealed that 75(29.1%) of the respondents disagreed with the statement that their coach lets players decide on plays for a game.

Table 5: Volleyball Player's Democratic Behaviour Perception on Coaches

Statement	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree		Mean	SD
	n	%	n	%	n	%	n	%	n	%		
asks for opinions on strategies for specific competitions	37	28.90%	53	41.40%	17	13.30%	9	7.00%	1	0.80%	1.84	1.05
gets groups approval on important matter	30	23.40%	61	47.70%	19	14.80%	6	4.70%	1	0.80%	1.86	0.99
lets players share in decision making	40	31.20%	51	39.80%	11	8.60%	9	7.00%	5	3.90%	1.84	1.18
asks players suggestions on how to conduct practice	29	22.70%	65	50.80%	11	8.60%	9	7.00%	3	2.30%	1.9	1.07
lets players try their own way even if they make mistakes	39	30.50%	47	36.70%	19	14.80%	8	6.20%	4	3.10%	1.89	1.15
asks players opinions on important matters	26	20.30%	59	46.10%	6	4.70%	12	9.40%	14	10.90%	2.19	1.39
lets players work at their own speed	27	21.10%	42	32.80%	13	10.20%	21	16.40%	12	9.40%	2.3	1.47
lets players set their own goals	24	18.80%	51	39.80%	14	10.90%	15	11.70%	12	9.40%	2.25	1.39
lets players decide on plays for a game	17	13.30%	49	38.30%	18	14.10%	15	11.70%	18	14.10%	2.49	1.46
Average											2.06	1.24

Results indicated that 37(28.9%) of the respondents strongly agreed while 53(41.4%) agreed with the statement that their coach asks for opinions on strategies for specific competitions. Further results exhibited that 40(23.40%) of the respondents strongly agreed while 61(47.7%) agreed with the statement that their coach gets groups approval on important matter. In addition, results showed that 40(31.2%) of the respondents strongly agreed while 51(39.8%) agreed with the statement that their coach lets players share in decision making.

Further results showed that 29(22.7%) of the respondents strongly agreed while 65(50.8%) disagreed with the statement that their coach asks players suggestions on how to conduct practice. It was also shown that 39(30.5%) of the respondents strongly agreed while 47(36.7%) agreed with the sentiments that their coach lets players set their own goals. As well, outcomes exhibited that 26(20.3%) of the respondents strongly agreed 59(46.1%) agreed with the statement that their coach lets players try their own way even if they make mistakes.

Results also showed that 42(32.8%) of the respondents agreed with the statement that their coach asks players opinions on important matters. In addition, results exposed that 24(18.80%) of the respondents strongly disagreed while 51(39.80%) disagreed with the statement that their coach lets players work at their own speed. In addition, results exposed that 17(13.30%) of the respondents strongly disagreed while 49(38.3%) disagreed with the statement that their coach lets players work at their own speed.

4.2.3 Players' Autocratic Behaviour Perception on the Coach Competence

Perception of players to autocratic behaviour to authority and independence in decision making of the coach were investigated. The findings on autocratic behaviour were presented in table 6.

Table 6: Influence of Soccer Player's Autocratic Style Perception on Coaches

Statement	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree		Mean	SD
	n	%	n	%	n	%	N	%	n	%		
works relatively independent of the players	35	13.60%	47	18.20%	21	8.10%	79	30.60%	74	28.70%	3.4	1.45
refuses to compromise	26	10.10%	21	8.10%	24	9.30%	76	29.50%	11	4.30%	3.87	1.32
speaks in a manner not to be questioned	22	8.50%	25	9.70%	30	11.60%	99	38.40%	75	29.10%	3.62	1.36
doesn't explain his actions	29	11.20%	16	6.20%	31	12.00%	87	33.70%	85	32.90%	3.59	1.47
keeps to themselves	23	8.90%	29	11.20%	29	11.20%	80	31.00%	87	33.70%	3.58	1.47
Average											3.61	1.41

Further results showed that 79 (13.60%) of the respondents disagreed while 74(18.20%) strongly disagreed with the statement that their works relatively independent of the players. In addition,

results presented that 99(38.4%) of the respondents disagreed while 75(29.1%) strongly disagreed with the statement that their coach refuses to compromise. Additionally, results exhibited that 119(31%) of the respondents disagreed while 142(38.9%) strongly disagreed with the statement that the coach speaks in a manner not to be questioned. Further results showed that 87(33.7%) of the respondents who were strongly disagreed while 85(32.9%) with the statement that their coach doesn't explain his actions. Moreover, results exposed that 80(31.0%) of the respondents disagreed while 87(33.7%) strongly disagreed with the statement that their coach keeps to themselves.

Table 7: Influence of Volleyball Player's Autocratic style Perception on Coaches

Statement	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree		Mean	SD
	n	%	n	%	n	%	N	%	n	%		
works relatively independent of the players	12	9.40%	31	24.20%	25	19.50%	21	16.40%	27	21.10%	2.88	1.57
refuses to compromise	15	11.70%	20	15.60%	15	11.70%	31	24.20%	36	28.10%	3.16	1.66
speaks in a manner not to be questioned	16	12.50%	18	14.10%	19	14.80%	46	35.90%	28	21.90%	3.38	1.35
doesn't explain his actions	12	9.40%	10	7.80%	18	14.10%	41	32.00%	46	35.90%	3.75	1.32
keeps to themselves	14	10.90%	10	7.80%	7	5.50%	40	31.20%	56	43.80%	3.87	1.38
Average											3.41	1.46

Further results showed that 21(16.4%) of the respondents disagreed while 27(21.1%) strongly disagreed with the statement that their works relatively independent of the players. In addition, results presented that 31(24.2%) of the respondents disagreed while 36(28.1%) strongly disagreed with the statement that their coach refuses to compromise. Additionally, results exhibited that 46(35.9%) of the respondents disagreed while 28(21.9%) strongly disagreed with the statement that the coach speaks in a manner not to be questioned. Further results showed that 41(32.0%) of the respondents who were strongly disagreed while 46(35.9%) with the statement that their coach doesn't explain his actions. Moreover, results exposed that 40(31.2%) of the respondents disagreed while 56(43.8%) strongly disagreed with the statement that their coach keeps to themselves.

4.2.4 Motivation Perception

Perceptions of players to Motivation Perception by the coach were investigated. The findings on are presented in table 8.

Table 8: Influence of Soccer Player's Motivation Perception on Coaches

Statement	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree		Mean	SD
	n	%	N	%	n	%	N	%	n	%		
compliments players in front of team	75	29.10%	65	25.20%	30	11.60%	47	18.20%	32	12.40%	2.49	1.47
sees that players are rewarded for good performance	98	38.00%	106	41.10%	19	7.40%	20	7.80%	8	3.10%	1.89	1.07
gives credit when due	126	48.80%	91	35.30%	13	5.00%	14	5.40%	6	2.30%	1.68	0.99
tells players when they do a good job	123	47.70%	92	35.70%	14	5.40%	14	5.40%	6	2.30%	1.69	1
expresses appreciation when players perform well	86	33.30%	72	27.90%	57	22.10%	14	5.40%	22	8.50%	2.2	1.27
Average											1.99	1.16

Results presented that 75(29.1%) of the respondents strongly agreed and 65(25.2%) agreed with the statement that their coach compliments players in front of team. Further outcomes displayed that 98 (38.0) of the respondents strongly agreed while 106 (41.1%) agreed with the statement that their coach sees that players are rewarded for good performance. Additional results showed that 126(48.8%) of the respondents strongly agreed while 91(35.3%) were not sure about the statement that their gives credit when due. In addition, results exhibited that 123 (47.7%) of the respondents strongly agreed while 92 (35.7%) agreed with the statement that their coach tells players when they do a good job. Further results also demonstrated that 86 (33.3%) of the respondents strongly agreed while 72 (27.9%) agreed with the statement that their coach expresses appreciation when players perform well.

Table 9: Influence of Volleyball Player’s Motivation Perception on Coaches

Statement	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree		Mean	SD
	N	%	N	%	n	%	N	%	n	%		
compliments players in front of team	40	31.20%	50	39.10%	22	17.20%	9	7.00%	5	3.90%	2.09	1.09
sees that players are rewarded for good performance	55	43.00%	53	41.40%	8	6.20%	7	5.50%	1	0.80%	1.7	0.91
gives credit when due	52	40.60%	57	44.50%	8	6.20%	7	5.50%	3	2.30%	1.82	0.95
tells players when they do a good job	60	46.90%	43	33.60%	11	8.60%	8	6.20%	3	2.30%	1.77	1.03
expresses appreciation when players perform well	33	25.80%	21	16.40%	49	38.30%	13	10.20%	12	9.40%	2.61	1.24
Average											2.00	1.04

Results presented that 40(31.2%) of the respondents strongly agreed and 50(39.1%) agreed with the statement that their coach compliments players in front of team. Further outcomes displayed that 55 (43.0%) of the respondents strongly agreed while 53 (41.4%) agreed with the statement that their coach sees that players are rewarded for good performance. Additional results showed that 52(40.6%) of the respondents strongly agreed while 57(44.5%) were not sure about the statement that their gives credit when due. In addition, results exhibited that 60 (46.9%) of the respondents strongly agreed while 43 (33.6%) agreed with the statement that their coach tells players when they do a good job. Further results also demonstrated that 33 (25.8%) of the respondents strongly agreed while 21 (16.4%) agreed with the statement that their coach expresses appreciation when players perform well.

4.2.5 Social Support Perception

Perception of players to social support by the coach were investigated. The findings of social support are presented in table 10.

Table 10: Soccer Players Perception of Coach Social Support System Competence and Team Performance

Statement	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree		Mean	SD
	N	%	N	%	N	%	N	%	n	%		
helps players with personal problems	57	22.10%	63	24.40%	82	31.80%	33	12.80%	16	6.20%	2.48	1.22
helps settle conflict	80	31.00%	94	36.40%	47	18.20%	16	6.20%	10	3.90%	2.03	1.12
looks out for players welfare	54	20.90%	82	31.80%	63	24.40%	35	13.60%	15	5.80%	2.41	1.22
does personal favours for players	12	4.80%	91	35.30%	13	5.00%	14	5.40%	6	2.30%	1.68	0.99
expresses appreciation when players perform well	12	4.80%	92	35.70%	14	5.40%	14	5.40%	6	2.30%	1.69	1.12
encourages players to confine in them	75	29.10%	65	25.20%	30	11.60%	47	18.20%	32	12.40%	2.49	1.47
encourages close and informal relations	98	38.00%	106	41.10%	19	7.40%	20	7.80%	8	3.10%	1.89	1.07
invites players to their home	86	33.30%	72	27.90%	57	22.10%	14	5.40%	22	8.50%	2.2	1.27
helps players with personal problems	11	4.40%	126	49.60%	9	3.50%	4	1.60%	2	0.80%	1.64	0.7
Average											2.06	1.12

The results revealed that 57 (22.1%) of the respondents of the respondents strongly agreed 63(24.4%) agree with the statement that their coach helps players with personal problems. Results likewise indicated that 80(31.0%) of the respondents strongly agreed while 94(36.4%) agreed with the statement that their coach helps settle conflict. Further results showed that 54 (20.9%) of the respondents strongly agreed while 82(31.8%) agreed with the statement that their coach looks out for players welfare. Further results exposed that 126 (48.8%) of the respondents strongly agreed 91(35.3%) agreed with the statement that their coach does personal favours to players.

Further results exposed that 123 (47.7%) of the respondents strongly agreed 92(35.7%) agreed with the statement that their coach expresses appreciation when players perform well. Further results exposed that 75(29.1%) of the respondents strongly agreed 65 (25.2%) agreed with the statement that their coach encourages players to confine in him. Results also showed that 98 (48.0%) of the respondents strongly agreed while 106 (49.1%) agreed with the statement that their coach encourages closeness and informal relations. Additionally, results showed that 86(33.3%)

of the respondents strongly agreed while 72(27.9%) agreed with the statement that their coach invites players to his home. Further results exposed that 115 (44.6%) of the respondents strongly agreed 126(49.6%) agreed with the statement that their coach helps players with personal problems.

Table 11: Volleyball Players perception of Coach Social Support System Competence and Team Performance

Statement	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree		Mean	SD
	N	%	N	%	N	%	N	%	n	%		
helps players with personal problems	20	15.60%	49	38.30%	39	30.5%	10	7.80%	6	4.70%	2.23	1.8
helps settle conflict	29	22.70%	56	43.80%	25	19.5%	11	8.60%	4	3.10%	2.43	1.43
looks out for players welfare	25	19.50%	41	32.00%	36	28.1%	18	14.10%	7	5.50%	2.52	1.14
does personal favours for players	17	13.30%	23	18.00%	35	27.3%	33	25.80%	18	14.10%	3.05	1.3
expresses appreciation when players perform well	14	10.90%	10	7.80%	7	5.50%	40	31.20%	56	43.80%	3.27	1.38
encourages players to confine in them	20	15.60%	49	38.30%	39	30.5%	10	7.80%	6	4.70%	2.03	1.83
encouragers close and informal relations	29	22.70%	56	43.80%	25	19.5%	11	8.60%	4	3.10%	2.13	1.84
invites players to their home	25	19.50%	41	32.00%	36	28.1%	18	14.10%	7	5.50%	2.12	1.14
helps players with personal problems	17	13.30%	23	18.00%	35	27.3%	33	25.80%	18	14.10%	3.05	1.3
Average											2.44	1.61

The results revealed that 20 (15.6%) of the respondents of the respondents strongly agreed 49(38.3%) agree with the statement that their coach helps players with personal problems. Results likewise indicated that 29(22.7%) of the respondents strongly agreed while 56(43.8%) agreed with the statement that their coach helps settle conflict. Further results showed that 25 (19.5%) of the respondents strongly agreed while 41(32%) agreed with the statement that their coach looks out for players welfare. Further results exposed that 33 (25.8%) of the respondents strongly disagreed 18(14.1%) disagreed with the statement that their coach does personal favours to players.

Further results exposed that 40 (31.2%) of the respondents strongly disagreed 56(43.8%) disagreed with the statement that their coach expresses appreciation when players perform well. Further

results exposed that 20(15.6%) of the respondents strongly agreed 49(38.3%) agreed with the statement that their coach encourages players to confine in him. Results also showed that 29(22.7%) of the respondents strongly agreed while 56 (43.8%) agreed with the statement that their coach encourages closeness and informal relations. Additionally, results showed that 25(19.5%) of the respondents strongly agreed while 41(32.0%) agreed with the statement that their coach invites players to his home. Further results exposed that 33 (45.8%) of the respondents strongly agreed 18 (14.1%) agreed with the statement that their coach helps players with personal problems.

4.2.6 Influence of Players Perception on Coaches' on Performance of the Team

The study sought to find the influence of soccer players' perception on the coaches' competence and team performance. Multiple regression model was adopted.

Table 12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.893a	0.798	0.794	0.21477

Table 12 shows that R was 0.893 implying that soccer players' perception on the coaches' competence had a strong correlation with team performance. In addition, the R square was 0.798. This means that soccer players' perception on the coaches' competence explain 79.8% of the variations in the dependent variable which is team performance.

The model in Table 13 was further examined for its significance in predicting effect of soccer players' perception on the coaches' competence on team performance using ANOVA. The results for ANOVA for were presented in Table 4.46.

Table 13: ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	45.33	5	9.066	196.556	.000 ^b
Residual	11.485	249	0.046		
Total	56.815	254			

Table 14 shows that F statistic of 196.556 and the associated P-value of 0.000 which is a value less than a p value of 0.05. This implies that the soccer players' perception on the coaches' competence have statistically significant effect on team performance at a 95% confidence level.

Table 14: Regression of Coefficient

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.224	0.073		3.072	0.002
Perceptions on Training	0.229	0.022	0.318	10.44	0.000
Perception on Democratic Behavior	0.033	0.036	0.061	0.928	0.354
Perception on Autocratic Behavior	0.107	0.032	0.216	3.371	0.001
Rewarding Behavior	0.254	0.023	0.365	11.049	0.000
Perception Social Support	0.214	0.023	0.336	9.478	0.000

Results above showed that soccer players perception on training and instruction had no significant effect on team ranking ($P=0.000$). In addition, soccer players perception on democratic behaviour had no significant effect on team ranking ($P=0.354$). Further soccer players perception on autocratic behaviour had a significant effect on team ranking ($P=0.000$). In addition, soccer players perception on social support had a significant effect on team ranking ($P=0.000$). In addition In addition, soccer players perception on rewarding behaviour had a significant effect on team ranking ($P<0.001$).

The study sought to find the influence of volleyball players' perception on the coaches' competence and team performance. Multiple regression model was adopted.

Table 15: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.883a	0.779	0.77	0.22143

Table 16 shows that the R was 0.883. This implies that volleyball players' perception on the coaches' competence had a strong correlation with team performance. In addition, the R square was 0.779. This means that volleyball players' perception on the coaches' competence explain 77.9% of the variations in the dependent variable which is team performance.

The model in Table 17 was further examined for its significance in predicting effect of volleyball players' perception on the coaches' competence on team performance using ANOVA. The results for ANOVA for were presented in Table 17.

Table 17: ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	20.776	5	4.155	84.748	.000b
Residual	5.884	120	0.049		
Total	26.659	125			

Table 18 shows that F statistic of 84.748 and the associated P-value of 0.000 which is a value less than a p value of 0.05. This implies that the volleyball players' perception on the coaches' competence have statistically significant effect on team performance at a 95% confidence level.

Table 18: Regression of Coefficient

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.25	0.115		2.172	0.032
Perceptions on Training	0.455	0.033	0.652	13.93	0.000
Perception on Democratic Behavior	0.043	0.041	0.081	1.052	0.295
Perception on Autocratic Behavior	0.118	0.04	0.219	2.975	0.004
Rewarding Behavior	-0.026	0.035	-0.033	-0.736	0.463
Perception Social Support	0.171	0.032	0.264	5.42	0.000

Results above showed that volleyball players perception on training and instruction had no significant effect on team ranking ($P=0.000$). In addition, volleyball players perception on democratic behaviour had no significant effect on team ranking ($P=0.295$). Further volleyball

players perception on autocratic behaviour had a significant effect on team ranking ($P=0.004$). In addition, volleyball players perception on social support had a significant effect on team ranking ($P=0.000$). In addition In addition, volleyball players perception on rewarding behaviour had no significant effect on team ranking ($P=0.463$)

5.0 DISCUSSION OF FINDINGS

5.1 Influence of Players' Perception on Coaches' Team Performance

H0₁: The hypothesis that players' perception on coach performance does not significantly predict team performance in the Kenyan soccer and volleyball leagues was rejected. The perception index consists of 40 items divided into 5 subscales consisting of the following; Training and Instruction, democratic behaviour, autocratic behaviour, social support and positive feedback.

5.1.1 Training and Instruction Perception and Team Performance

H0_{1a}: The players' perception on the coach training and instruction does not significantly predict team performance in the Kenyan soccer and volleyball leagues was rejected owing to the multiple regression. This is because the soccer regression p value was less than 0.005 ($P=0.000$) indicating that soccer players perception on training and instruction had a significant effect on team ranking. Further, volleyball regression p value was less than 0.005 ($P=0.000$) indicating that volleyball players perception on training and instruction had a significant effect on team ranking. Table 3 shows that the mean of soccer players perception on training and instructions by their coaches was 1.73 implying that most of the respondents agreed with the statements on players' perception on training and instructions by their coaches. However, the answers were not varied from the mean with a standard deviation of 0.88. Table 3 shows that the mean of volleyball players perception on training and instructions by their coaches was 1.61 implying that most of the respondents agreed with the statements on players' perception on training and instructions by their coaches. However, the answers were not varied from the mean with a standard deviation of 0.82. These findings exposed that the both soccer and players were more inclined to these perceptions of their coaches, implying that they were more prevalent under training and instructions.

5.1.2 Democratic Behaviour Perception and Team Performance

H0_{1b}: The players' perception on the coach democratic behaviour does not significantly predict team performance in the Kenyan soccer and volleyball leagues was not rejected owing to the multiple regression. This is because the soccer regression p value was more than 0.005 ($P=0.354$) indicating that soccer players perception on democratic behaviour had no significant effect on team ranking. Further, volleyball regression p value was more than 0.005 ($P=0.295$) indicating that volleyball players perception on democratic behaviour had no significant effect on team ranking. Table 4 shows that the mean of perception of soccer players on democratic behaviour of coaches was 2.90 implying that most of the respondents were not sure with the statements on perception of players' democratic behaviour by their coaches. However, the answers were varied from the mean with a standard deviation of 1.33. Further Table 4 shows that the mean of perception of volleyball players on democratic behaviour of coaches was 2.06 implying that most of the respondents

disagreed with the statements on perception of players' democratic behaviour by their coaches. However, the answers were varied from the mean with a standard deviation of 1.24.

5.1.3 Autocratic Behaviour Perception and Team Performance

H0_{1c}: The players' perception on the coach autocratic behaviour does not significantly predict team performance in the Kenyan soccer and volleyball leagues was rejected owing to the multiple regression.

This is because the soccer regression p value was less than 0.005 ($P=0.001$) indicating that soccer players perception on autocratic behaviour had a significant effect on team ranking. Further, volleyball regression p value was less than 0.005 ($P=0.004$) indicating that volleyball players perception on autocratic behaviour had a significant effect on team ranking.

Table 5 shows that mean of soccer players perception on autocratic behaviour of coaches was 3.61 implying that most of the respondents disagreed with the statements on players' perception on autocratic behaviour of coaches. However, the answers were varied from the mean with a standard deviation of 1.41. Further Table 5 shows that mean of soccer players perception on autocratic behaviour of coaches was 3.41 implying that most of the respondents disagreed with the statements on players' perception on autocratic behaviour of coaches. However, the answers were varied from the mean with a standard deviation of 1.46

5.1.4 Rewarding Behaviour Perception and Team Performance

H0_{5a}: The soccer players' perception on the coach rewarding behaviour does not significantly predict team performance in the Kenyan soccer leagues was rejected owing to the multiple regressions however volleyball players' perception on the coach rewarding behaviour does not significantly predict team performance in the Kenyan volleyball leagues was not rejected owing to the multiple regressions.

This is because the soccer regression p value was less than 0.005 ($P=0.000$) indicating that soccer players perception on rewarding behaviour had a significant effect on team ranking. Table 6 shows that of soccer players' perception on rewarding behaviour of their coaches was 1.99 implying that most of the respondents agreed with the statements on players' perception on rewarding behaviour of their coaches. However, the answers were varied from the mean with a standard deviation of 1.16. Further, volleyball regression p value was more than 0.005 ($P=0.463$) indicating that volleyball players perception on rewarding behaviour had no significant effect on team ranking.

5.1.5 Social Support Perception and Team Performance

H0_{1e}: The players' perception on the coach Social Support Perception does not significantly predict team performance in the Kenyan soccer and volleyball leagues was rejected owing to the multiple regressions. This is because the soccer regression p value was less than 0.005 ($P=0.000$) indicating that soccer players perception on social support had a significant effect on team ranking. Further, volleyball regression p value was less than 0.005 ($P=0.000$) indicating that volleyball players perception on social support had a significant effect on team ranking. Table 7 shows the mean of perception of soccer players on social support of coaches was 2.06 implying that most of the respondents agreed with the statements on perception of players on social support of coaches.

However, the answers were varied from the mean with a standard deviation of 1.12. Table 8 shows the mean of perception of volleyball players on social support of coaches was 2.44 implying that most of the respondents agreed with the statements on perception of players on social support of coaches. However, the answers were varied from the mean with a standard deviation of 1.61.

5.1.6 Influence of Players' Perception of Coaches' Competence on Team Performance

Results above showed that soccer players perception on training and instruction had no significant effect on team ranking ($P=0.000$). In addition, volleyball players perception on training and instruction had no significant effect on team ranking ($P=0.000$). In addition, soccer players perception on democratic behaviour had no significant effect on team ranking ($P=0.354$). Further, volleyball players perception on democratic behaviour had no significant effect on team ranking ($P=0.095$).

Further soccer players perception on autocratic behaviour had a significant effect on team ranking ($P=0.000$). Further, volleyball players perception on autocratic behaviour had a significant effect on team ranking ($P=0.004$). In addition, soccer players perception on rewarding behaviour had a significant effect on team ranking ($P=0.000$). However, volleyball players perception on rewarding behaviour had no significant effect on team ranking ($P=0.463$). In addition, soccer players perception on social support had a significant effect on team ranking ($P=0.000$). Further, volleyball players perception on social support had a significant effect on team ranking ($P=0.000$).

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Conclusion

It was also established that perceptions of soccer players on the coaches training, rewarding behaviour, autocratic behaviour and social support predict team performance in the Kenyan national soccer leagues. However, a perception of players on the coaches democratic does not predict team performance in the Kenyan national soccer leagues.

Further, based on the study discoveries, it was also established that perceptions of volleyball players on the coaches training, rewarding behaviour and social support predict team performance in the Kenyan national volleyball leagues. However, a perception of players on the coaches democratic does not predict team performance in the Kenyan national volleyball leagues.

6.1 Recommendations

This study sought to determine the effect of players' perception of coach competence and their effect performance in the Kenyan soccer and volleyball league only. Other studies can consider other leagues in East Africa like the Tanzanian and Ugandan National leagues for purposes of comparison.

In addition, the study focused on the Kenyan National leagues leaving out on the lower level leagues. Therefore, studies should be done at lower level leagues, like the super league, Nationwide, Division one, universities, middle level colleges and secondary schools leagues.

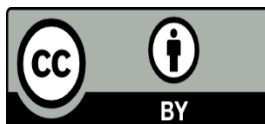
The study focused on the Kenyan national leagues which are composed mainly of African race players. There is need to conduct a similar study in other leagues like in North Africa and middle east which consists of players mainly of Arab race, Asian continent which consists of players of

Asian descent and the European and American leagues composed of players of mixed descents including the Negroid, Caucasoid and the Mongoloids

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