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Master's Thesis of Global Sport Management

Understanding Job Satisfaction among Flagship Sports Coaches in Indonesia

인도네시아 전문 스포츠 코치들의 직업만족도에
관한 연구

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Natashya Marcellina Ardiany



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Understanding Job Satisfaction among Flagship Sports Coaches in Indonesia

Advisor: KANG, Joon-ho

Submitting a master's thesis of Global Sport Management
August 2022

The Graduate School
Department of Physical Education
Seoul National University
Global Sport Management Major
Natashya Marcellina Ardiany

Confirming the master's thesis written by
Natashya Marcellina Ardiany

August 2022

Chair	<u>Kwon, Sun-Yong</u> (Seal)
Vice Chair	<u>Lee, Okseon</u> (Seal)
Examiner	<u>Kang, Joon-ho</u> (Seal)

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Abstract

Understanding Job Satisfaction among Flagship Sports Coaches in Indonesia

Natashya Marcellina Ardiany

Global Sport Management, Department of Physical of Education

The Graduate School

Seoul National University

The aim of the present study was to examine the influencing factors of job satisfaction among flagship sports coaches in Indonesia because the country has lack of coaches in several sports, which makes the process more challenging to improve international achievements. As a sports manager, recognizing the specific expectations of their employees and their industry is expected to help with employee performance outcomes. Where in this study is to develop the athlete's achievement by examining the factors influencing the job satisfaction of the coach.

Fourteen coaches participated in semi-structured interviews. The findings of the current study have proven that a multi-dimensional model in

coaching based on the Kano satisfaction model (1984) developed by Dixon & Warner (2010) only focus on the satisfaction area: performance-dependent factors (program building, flexibility & control, relationships with colleagues) and desirable factors (player-coach relationships, recognition, and social status) are influencing the job satisfaction among flagship sports coaches in Indonesia. Although, the findings showed a clear contradiction between the present study particularly in the theme of recognition and social status among coaches.

The results support the distinctiveness of job satisfaction as constructs, and also demonstrate a continued need examining job attitudes within context. As sport managers understand the particular expectations of their employees and their industry they can better diagnose and solve employee issues.

Keywords: *Job Satisfaction, Sport coach, Flagship sports, Indonesia*

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Chapter 1. Introduction

1.1. Background

The main purpose of this study is to examine that the factors influencing job satisfaction among flagship sports coaches in Indonesia.

The Ministry of Youth and Sports of the Republic of Indonesia (2021) has compiled a national sports grand design to improve national sports achievements at the international level. One of the contents of this grand design is to define the fourteen flagship sports that will be involved in international sporting events such as the Olympic and Paralympic Games.

Moreover, coaches are held responsible for ensuring the collective success of the athletes. Moen, F., Hoigaard, R., & Peters, D. M. (2014) stated that the primary role of the coach is to help his or her athletes to improve their performance. Likewise, job satisfaction is a key issue in any field, satisfied employees are more likely to stay longer in an organization and to refer to the organization as a place of work to their acquaintances (Silvestro, 2002). On the other hand, low job satisfaction could cause employees to quit their jobs, seek new jobs, or change their current jobs and careers (Turkyilmaz et al., 2011). Therefore, it is important to understand the experiences that are related with coaches' job satisfaction. The exploration of satisfaction is significant

not only for measuring attitudes toward work, but also as part of a larger picture of work implementation of both the individual and the organization. As such, it remains a critical path for examination in human resource management.

1.2. Statement of the problem

According to one of the five Missions of the President of Indonesia, the development of human resources (HR) will be the focus (Kompas, 2019). Sport is very closely related to support in building human resources. The implementation of support for human resource development is to achieve through one of the achievement sports which creates athletes who have world-class competitiveness so as to build a sense of pride for achievements and love for the homeland.

Indonesian National Sports Grand Design (2021) stated that there are several problems that Indonesia still needs to figure out among the stakeholders (either local and national), talent scouting system, how to implement the sports science and technology, big data analysis as well as the sport management. Meanwhile, in order to achieve high sports achievement, we are often taught instantaneously. Whereas, in the high achievements or elite sport level, it will be achieved through a long process of at least 8 years starting from talent scouting at an early age of 12-13 years and then being

furthered to reach golden age achievements (23 years old). (Indonesian National Sports Grand Design, 2021)

In addition to the problem of weak foundations concerning basic character and movements that must be formed at an early age, the athlete's "making" process itself unfortunately is not supported by resources and a well-structured coaching system.

Besides that, the Indonesian Minister of Youth and Sports, Zainudin Amali stated that Indonesia still lacks coaches in several sports, it makes the process more challenging to improve achievements on an international scale. (ANTARA News, 2020).

The Deputy for Improvement of Sports Achievement, Chandra Bhakti also stated that the number of coaches with a sports undergraduate education background was still not ideal. According to him, nationally, the minimum number of coaches who have a sports undergraduate education background in Indonesia must be around 30 percent.

In fact, "currently, only 21 percent of coaches have an undergraduate sports education background," said Chandra Bhakti during the socialization of Permenperin No. 1 of 2020. (TEMPO.CO, 2020)

According to the Presidential Regulation of the Republic of Indonesia Number 95 of 2017 about improving National Sport Achievements,

it will be seen thoroughly how the educational background of the coach is, what is the background of their capabilities, as well as their knowledge and experiences. Chandra stated that in the future sports coaches will become the pillar in coaching athletes, which is very important in advancing the sport as a whole. He hopes that this socialization can provide great benefits in the field of sports, especially for sports coaches.

According to Silvia Treľová et al, (2016) education is a process that not only increases the existing capabilities but also leads to the development of skills, knowledge, and attitudes. Meanwhile, an important role plays in the education of employees. By having an educational background which is linier with their work, in relation to the expected increase of employee productivity it is necessary to be considerate to the job satisfaction.

Moreover, the definition of job satisfaction is the positive feelings about an employee's professional life, based on expectation, experience, and options (Hülshager et al., 2013). Similarly, Kano (1984) has explained in his satisfaction theory that for some products or services, customer satisfaction level will be proportional to how much it meets customer expectations (or how functional the product is). If the product meets their expectations, customers will be satisfied, if it is not, they will be dissatisfied. This type of job or product element is important because its functionality, or equal to the

employee expectations, is directly proportional to satisfaction and dissatisfaction.

1.3. Significance of the study

The study will contribute to job satisfaction in sport management research. Results discovered what factors that will contribute to a coach's job satisfaction and how those factors will influence the coaches to work performances. Therefore, the outcomes to be considered of the following of this research will encourage the distinctiveness of job satisfaction as concepts, and also demonstrate a continued need for examining job attitudes within context.

As a sports manager, recognizing the specific expectations of their employees and their industry is expected to help with employee performance outcomes. Where in this study is to develop the athlete's achievement by examining the factors influencing the job satisfaction of the coach.

1.4. Research purpose

The purpose of this study is to examine the factors influencing job satisfaction among fourteen flagship sports coaches in Indonesia using Kano's satisfaction model (1984) developed by Dixon & Warner (2010) through conducting a series of interviews.

1.5. Research questions

Specifically, two research questions were developed:

- RQ1.** Do the performance dependent factors in Kano's satisfaction model influence job satisfaction among flagship sports coaches in Indonesia? (Program building, flexibility & control, relationships with colleagues)
- RQ2.** Do the desirable factors in Kano's satisfaction model influence job satisfaction among flagship sports coaches in Indonesia? (Player-coach relationships, recognition & social status)

Chapter 2. Literature Review

In order to establish an overview for the study at hand, a brief literature review will be done in order to job satisfaction of the coach. Then, there will be a brief discussion of how the coaching satisfaction among coaches consists of fourteen flagship sports stated by the Ministry of Youth and Sport of the Republic of Indonesia. Eventually, the current achievements of those sports will be introduced to provide the context for this study to happen.

2.1. Job satisfaction

According to Bhawna Sareen (2018), job satisfaction is the level of positivity that employees are having concerning their employment. It is related to those concerns that are mainly considerable to them. Job satisfaction can be categorized as an encouraging, passionate response from the assessment of a job (Locke 1976; Smith et al. 1969) or particular parts of job which can enhance performance of the employees as well as enrich the level of commitment of employees towards organization.

Job satisfaction is in regard to one's feeling or state-of-mind regarding the nature of their work. Job satisfaction can be influenced by a variety of factors, for example pay practice, quality of one's relationship with their supervisor, quality of the physical environment in which they work

whereby turnover refers to the characteristic of a given company or industry, relative to rate at which an employer gains and loses staff. For example, if an employer is said to have a high turnover, it means that employees of that company have a shorter tenure than those other companies in the same industry. Job satisfaction and turnover are basically related by which job satisfaction has a direct effect on the turnover. Moreover, job satisfaction is generally believed to be higher job satisfaction is associated with increased productivity, lower absenteeism, and lower employee turnover (Hackman & Oldham, 1975).

Otherwise, lack of job satisfaction resulted in high absence and staff turnover which have influenced various agencies. Very insufficient companies have taken job satisfaction as a priority, due to the let down to recognizing the unique chance that lies in front of them (Orute *et al.*, 2012). In general, job satisfaction is the attitude towards the job as a whole. Job satisfaction is a function of satisfaction with different aspects of a job, i.e., supervision, pay, work itself, co-workers, promotion, etc., and of the particular weighting or importance one attaches to these respective components. Employee job satisfaction was a much-popularized subject during the 1980's and 1990's, where much of the literature (Stoner & Wankel,

1986; Brewster et al, 2000), focused on the link between Employee Satisfaction and Employee Performance.

Stavrou-Costea (2005) also argued that effective human resource management can be the main factor for the success of a firm. As supported by Lee and Lee (2007) HRM practices on business performance, namely training and development, teamwork, compensation/incentive, HR planning, performance appraisal, and employee security help improve firms' business performance including employee's productivity, product quality and firm's flexibility.

Ruwan (2007) empirically evaluated six human resource (HR) practices (realistic job, information, job analysis, work family balance, career development, compensation and supervisor support) and their likely impact on the Marketing Executive Turnover. Results of regression showed that the HR practices on job analysis are strong predictors of Marketing Executive Turnover. Along the same line, there are two components of human resource (HR) practices namely, training and information technology have direct impact on organizational performance (Abang et al, 2009). In addition, Altarawmneh and al-Kilani (2010) examine the impact of human resource management (HRM) practices on employees' turnover intentions. The results

showed that job analysis had a significant effect of other HRM practices on employees' turnover intentions.

Various theories of job satisfaction have been developed by psychologists and management scholars. They tend to assign different degrees of importance to sources of satisfaction, which can be classified as either intrinsic or extrinsic. Intrinsic sources depend on the individual characteristics of the person, such as attitudes. Extrinsic sources are situational, and depend on environment, such as workplace climate. Theories which rely on extrinsic sources are more typically adopted by economists, although by reference to a different terminology, whereas intrinsic sources are more commonly associated with other social sciences (Luchak, 2003).

However, job satisfaction is part of Human Resource Management as the effectiveness of HRM, as well as Human Resource Management is concerned with planning, organizing, directing and controlling personnel functions. Elarabi et al, 2014 described HRM as a process that specializes in securing and increasing skills of individual employees and enhances communication and cooperation between them to support organizational development. Sharahki et al, (2011) outlined most important areas of HRM, inclusive of job design, teamwork, staffing, training, career management, performance appraisal and compensation.

2.2. The coaching context

According to Dixon & Warner (2010) coaching jobs require long, untraditional hours, and extensive travel. Coaches work to provide evening and weekend games and events that serve as entertainment for other members of their communities. Therefore, work often affects directly with the coaches' own leisure time and possibly family activities as well (Dixon & Bruening, 2007). While coaches understand and expect these working conditions, some coaches have reported that they accept these circumstances in large part because they are given flexibility with when and where they complete their work on the whole (Dixon & Bruening, 2007). Thus, there may be expectations in coaching not only regarding long hours but also regarding flexibility within those hours.

Further, the current climate of the coaching profession is that is a year-round vocation (Brown & Little, 2001). The extensive work hours exist not only during the playing season but for many coaches (especially at the college level) even into the months following the final game when the recruiting of new athletes is an essential part of the job (Dixon & Bruening, 2007). Such hours continue with off-season workouts, meetings, and summer sports camps in the weeks leading up to the beginning of the season. Coaches come to expect that their “busy season” extends well beyond the playing

season itself (Brown & Little, 2001; Dixon & Bruening, 2007). This type of work determines a subculture that the coach will be a “toiler”. Doherty (1985) argued a toiler is “one who engages in fatiguing, emotionally, stressful, and ever arduous work for long hours day after day” (p.11). Besides that, based on the meaning of “toiler” from the vocabulary it means a person who works strenuously. Therefore, coaches expect a climate of hard work and they usually demand such effort also from their staff and athletes.

Besides putting together a winning team, Dixon & Warner (2010) stated that coaches have other responsibilities that require time and energy. Coaches are many times a salesperson, as they sell themselves, the program, and the institution not only to future players and their families but to the community that surrounds their program. According to Hadi (2011), a coach must be able to determine the program and the training load in accordance with the needs of each individual athlete. He also consider several things to be able to build mental or character of athletes, such as 1) creating the best possibility of communication between the coach and the athletes, 2) understand each other's nature, each other's needs and athlete habits, 3) coach can be the motivator and, 4) coaches can help athletes solve problems. There is also another primary role of the coach that is to help athletes develop as people (Chalip, 1978; Martens, 2004; Weiss & Stevens, 1993). Doherty (1985)

also stated that coaches are often performing as parental figures as they have a primary concern for the athletes. The parental role is essential particularly for elite athletes which are often living in the training camp away from their home.

Dixon & Warner (2010) argued that as coaches operate in multiple roles with varying emphasis on each role according to coaching context, it is sometimes difficult to measure achievement and success. Is it measured by wins and losses? By an athlete or team improvement? By athletes' social responsibility? By the number and quality of newcomers? By the level of athlete enjoyment and retention? Difficulty in describing success and agreeing upon that definition between several stakeholders can be a source of prevention and conflict for coaches and may be an important surface impacting a coach's job attitudes.

Hughes & Coackley (1991) suggested that being an athlete or coach engages in making sacrifices for the game. The coach expected to love the game above anything else, and prove it by subordinating other interests for the sake of an exclusive commitment to the game that would encompass doing whatever is necessary to meet the demands of a team or competition. Sport cultivates the concept of sacrifice for success, where athletes and coaches are praised for sacrificing all other aspects of their lives in pursuit of achieving

their goals (Dixon et al., 2006). There is an implicit expectation that the hard work and sacrifice will pay off in terms of personal and/or team success, which leads to ego gratification for the coach (Chalip, 1978). In other words, we also agreed to this concept that there is no result that betrays your effort. However, such sacrifice may lead to pressure and anxiety within the coaching role, which may end in burnout and withdrawal (Inglis et al., 2000). It is within the coaching subgroup and against this scenery of expectations that coaches perform their jobs and live their lives. Considering the distinctions of this subgroup, the current study seeks to extend a more general theory on job satisfaction by placing it in the specific context of coaches (Geertz, 1973; Kano 1984).

According to Dixon & Pastore (2003), the role of human resource management practices on coaching satisfaction, commitment, tenancy and performance. It means that job satisfaction has a role in the work outcomes of coaches. Scholars have stated that coaches were generally very satisfied with their jobs, and human resource sophistication had little impact on job attitude.

2.3. Kano's satisfaction model

Kano (1984) Customer Satisfaction Model has been instrumental in extending Herzberg's theory and in addressing the limitation of overlapping

factors (see also Berger et al., 1993; Martensen & Gronholdt, 2001; Nilsson-Witell & Fundin, 2005). Kano developed a three-dimensional model of customer satisfaction, arguing that customers will have different reactions (satisfaction or dissatisfaction) to a product or service based on their expectations of that product or service and whether those expectations were met/fullfilled. Based on customer or employee reaction to various product or service elements, managers could make decisions about how to design, market, and/or package the product or service. Each of the three dimensions is explained below.

First, Kano has argued that for some products or services, the level of customer satisfaction will be proportional to how much the product or service can meet customer expectations (or how functional the product is); This dimension is called "One-dimensional." If the product or service meets their expectations, the customer will be satisfied, but if not, they will be dissatisfied. This type of work or product element is very important because it serves to determine whether or not it is in accordance with employee expectations, and is directly proportional to satisfaction and dissatisfaction.

Second, Kano also argues that some aspects of the product will cause customer dissatisfaction if the customer's expectations cannot be met (or the product does not function properly), but this will not lead to customer

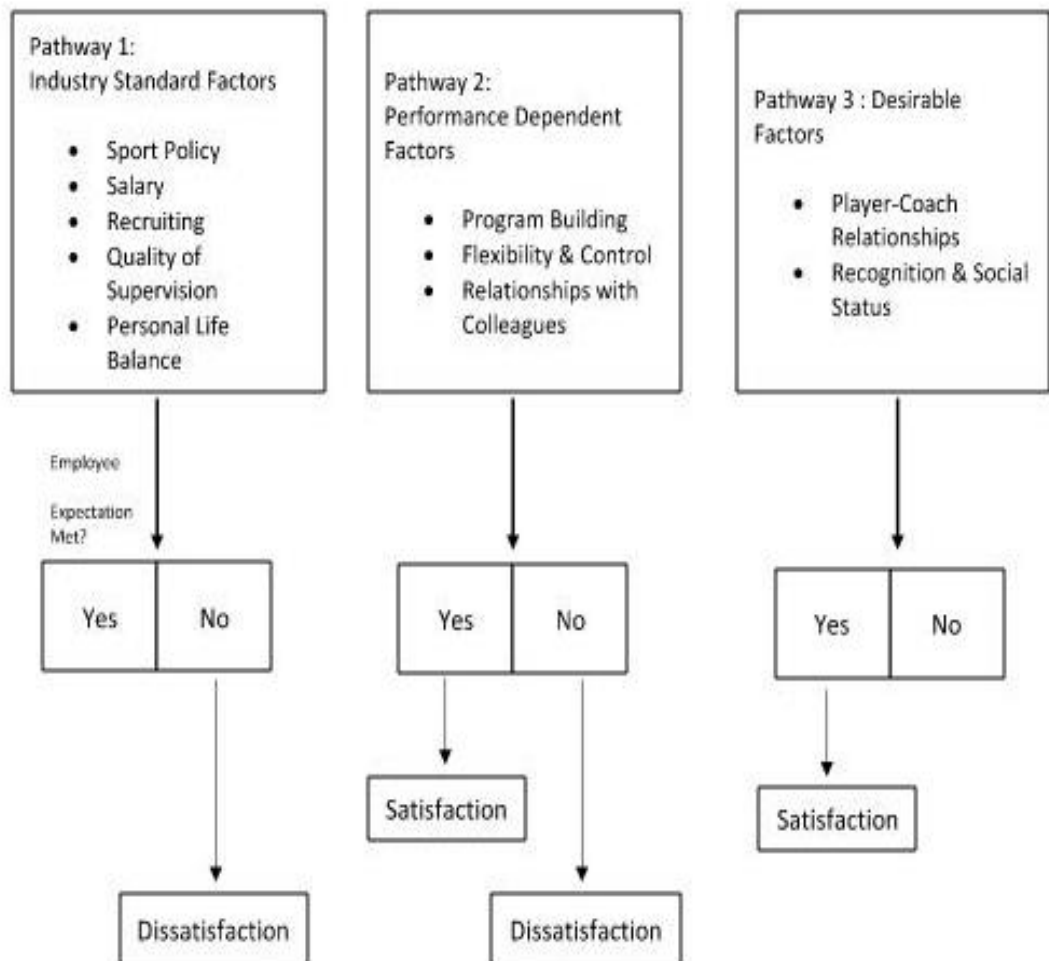
satisfaction even if it is fully met. An example of a must-be element is a trash can in a public facility. If there are no trash cans available, then the customer is most likely dissatisfied, but the availability of trash can does not always lead to high satisfaction. Must-be features are expected to be a standard part of a product or service. Because these features are important, often even designers or managers can focus on improving these features on the assumption that improvements will lead to customer satisfaction, when in fact these features should only be maintained to prevent dissatisfaction.

The third is that some features can lead to customer satisfaction if they meet expectations (or are functional), but will not cause dissatisfaction if those expectations cannot be met; this dimension is called "Attractive" and is similar to Herzberg's motivational factor. For example, if there is a sports stadium arena that offers covered parking, then the customer may be very satisfied, but if not, the customer need not be dissatisfied either as they usually expect to park outside. These types of elements may be important to distinguish a product or service, but they do not necessarily have to be part of a core service or product feature—they can increase satisfaction but not cause dissatisfaction.

And finally, some product elements will not lead to satisfaction or dissatisfaction regardless of expectations of functionality; this dimension is

called “Indifferent” and indicates that the customer does not really care if the product element is functional or not. For instance, having free coffee available for customers in a ticket office would probably not impact customer satisfaction in some way or another.

Figure 1. A multidimensional model of coaching satisfaction and dissatisfaction



Assembling from these data as well as Kano's Model, a three-factor coaching satisfaction model emerges (see Figure 1) that shows how various employment features in coaching relate to both satisfaction and dissatisfaction as they are filtered through employee expectations. That is, the relationship of specific job features to satisfaction seems to be dependent on the coaches' expectations of the job and on whether those expectations being met.

Nevertheless, in this study, we will only discuss the satisfaction area (see Pathway 2 and 3 in Figure 1). The second pathway describes types of job features that can lead to satisfaction dependent upon the coaches' expectations are met. Program Building, Flexibility and Control, and Relationships with Colleagues are all job features in coaching that seem to be performance-dependent, whereby coaches express satisfaction and loyalty to their current position or team if their expectations are met.

In addition, considering that coaches are part of human resources, their quality must be considered and quality improvement can be done by having a good and appropriate education background that is in line with the job. As explained in the background of this research, that the Indonesian government has realized the quality of human resources about the coaches in Indonesia, as it is said in the news that there are still many Indonesian coaches

who do not graduate from sports education or have an educational background from sport where the government believes and concerns by having sports education degree or as a background for coaches, then coaches can create better athletes because they understand what to do based on their knowledge from education as a reflection of their quality as coaches.

Further, while there often seems to be a perception that coaches only care about winning or losing, Dixon & Warner (2010) noted that the coaches in this study strongly emphasized that in addition to player-coach relationships, the team-building process is as important, if not more important than game outcomes. Their satisfaction stemmed from the coming together of a team, a sense that the team “understood” the goals or “united” in pursuit of something larger than their individual efforts. While there may be some greater sense of this team building principal in the particular sample, as it only included coaches of team sports, this finding points to the need for greater exploration of the processes in coaching rather than only results. The sport management literature has done little to examine how elements such as sport type, sport level, and performance management systems relate to coaches’ perceptions of the importance of process versus outcome and how that relates to how they feel about their jobs.

The third type of job feature that emerged from Kano's satisfaction model (see Figure 1) are "desirable job features." These features, when coaches' expectations are met, lead to satisfaction; when not met, they lead to neither satisfaction or dissatisfaction. That is, perhaps these are features where coaches usually expect some variation in fulfillment, such that when the job element is fully realized it noticeably adds satisfaction to their jobs.

Besides that, player-coach relationships and status and recognition operated as desirable factors. Interestingly, Herzberg et al, (1959) classified recognition as a pure motivator. Dixon & Warner (2010) also argued that it is operated similarly to a motivator, leading only to satisfaction, but not to dissatisfaction, which again points to the need for industry specific examinations. While this is not surprising given the importance of human resource management in order to develop people in some coaching subcultures, it certainly merits further exploration especially in comparison with other professions and perhaps even other more elite coaching contexts.

However, the developing model of coaching satisfaction extends previous contentions that satisfaction and dissatisfaction are not necessarily opposite ends of the same variety. That is, while Herzberg suggested that job features lead *only* to satisfaction or dissatisfaction, our findings later are more compatible with Kano (1984) where some job features only lead to

satisfaction, some only to dissatisfaction, and some to either/or. The evidence that satisfaction is not always opposite indicates the need to include measures of satisfaction in examining employee attitudes. It also points to the need to further examine the relationship of each construct to employee behaviors.

Besides that, sport management scholars have inclined to confine leadership research to conventional organizations (e.g., Welty Peachey et al, 2015), the field has traditionally focused on athletic coaches due to their impacts on organizational quality and effectiveness (e.g., Hill & Sotiriadou, 2016; Soebbing & Washington, 2011).

From a practical human resource management perspective, hopefully later these findings are important because they help managers (especially athletic directors) better diagnose and solve employee issues (Matzler et al., 2004). As Matzler et al., (2004) and Martensen & Gronholdt (2001) pointed out, understanding employee needs and wants from their perspective helps managers focus on the job element that most contributes to positive employee outcomes; and how can one know which elements are important without asking the employees themselves. It also shows managers how expectations can change and that they need to maintain tracking tools to monitor coaches' expectations and the various job elements that are important to them.

However, according to Dixon et al., (2006) argued sport, as a social institution, is subject to similar cultural and social strains as other organizations.

2.4. Sports in Indonesia

The history of national sport development in Indonesia cannot be separated from the leadership of the first President and his vision of a new world order. The first president of Indonesia was Mr. Soekarno which has very huge impact on the country. His determination was to build a world with a 'new order' that would aim 'to break down imperialism and colonialism and to reconstruct'.

However, the role of every President or leader in Indonesia surely has a big impact for sport in Indonesia as well as the sport policies in Indonesia until now. The National Sports System Law in 2005 stated that the scope of the sports system in Indonesia is divided into three components, they are: Educational Sport, Recreational Sport, and Elite sport. Since 2015 to 2019, related to the sports development in those five years, Amung Ma'mun (2014) has identified on his own paper that the system of sports elite development is not yet well managed as the consequence of not being standardized, not being integrated of the policy of sports development between those in the national government and local government, not being well organized of the young

level development, limited numbers of the qualified sports human resource, limited numbers of sport facilities for the training camps in all region level, not being well organized of the competition system and its sport industry, as well as not being optimized of the sports science and technology implementation; poor percentage of the participation level of the society in sports (unhealthy lifestyle) as the consequence of the absenteeism of systematic, structured, and broadly implemented “sports for all” program.

Meanwhile, according to H. Y. Muslih (2015) argued that recently, the progress of the sports achievement in Indonesia is at a low level. However, the latest achievement of the Indonesia team which has completed the competition at the 2020 Tokyo Olympics finished in 55th place with five medals. The 55th place made Indonesia not reach the target at the 2020 Tokyo Olympics. The target set by the Ministry of Youth and Sports is to rank in the top 40. However, the number of medals won by Indonesia increased from the 2016 Rio Olympics. At that time, Indonesia won three medals, which gold and two silver so that it was ranked 46th. (Kompas.com, 2021)

This condition can be caused by several factors. The major factor can be because of the lack of empowerment of the human resources. This lack of empowerment can be seen from the process of coach recruitment, or the sport

resources that are very principal with the involvement or the relationship between them. (H. Y. Muslihin, 2015)

In the process of management in the elite sport, one of the indicators of the accomplishment is the athlete. That is, the empowerment of the coach is an essential thing that should be fulfilled in the sport management. The empowerment of the coaches that have undergone the process of development will help the process of outstanding achievement. As an effect, it can accelerate the goal of the organization in athlete management. Empowering leadership involves sharing power with a view toward enhancing employees' motivation and investment in their work (Kirkman & Rosen, 1997, 1999; Thomas & Velthouse, 1990), there are major reasons to expect empowering leadership to have a positive impact on creativity (Amabile, 1988; Amabile, Conti, Coon, Lazenby & Herron, 1996; Amabile et al., 2004; Thomas & Velthouse, 1990; Zhou, 1998).

Nonetheless, coaches are considered the most vital and valuable human resource of any sport organization: their satisfaction plays a critical role in an organization's success and effectiveness. To improve aspects of sport performance, much attention has been given globally to the role coaches include in the training process, because empowerment plays in improving job satisfaction and performance (Carless, 2004; Kahreh et al., 2011;

Charalabidis et al., 2012). Numerous studies have indicated that human resources empowerment contributes to the feasibility and profit increase of sport organizations (Kriemadies and Papaianou, 2006). Thus, these studies concluded that the human resource strategy of empowerment is a significant factor in improving work situations and employee satisfaction (Cai & Zhou, 2009).

Likewise, the Minister of Youth and Sports, Zainudin Amali stated that improving the quality of coaches is important. According to him, coaches have a role and produce the quality of athletes, so that they have an important part in improving Indonesian sports achievements. (Detiksport, 2020).

Yet, according to Ministry of Youth and Sports of the Republic of Indonesia [KEMENPORA RI], (2021) they have compiled a grand design for national sports in order to improving national sports achievements at the international level. One of the contents in the grand design is to define the fourteen flagship sports that will be included in the international sporting events of the Olympic and Paralympic Games.

KEMENPORA RI, (2021) revealed that the fourteen flagship sports were determined based on a study in which the sport was preferred and adjusted to the objective capabilities of Indonesians who rely on technique and accuracy. (VOI.ID, 2021)

However, the fourteen flagship sports of Indonesia are chosen based on their accomplishments and also their opportunity in the international competition particularly at the Olympic Games and international scale event. Although there are also sports that have not been competed in the Olympics yet, they are the flagship sports that are competed in the international scale championships such as the SEA Games, Asian Games and any single event or world championships. And for further explanation about each sport, it will be explained below.

2.1.1. Fourteen flagship sports in Indonesia

a) Badminton

Badminton is arguably Indonesia's most successful sport described by the New York Times as "part of the national identity". Indonesia has won gold medals in badminton almost in all Olympic Games since the first sport debuted at the Olympics in 1992 except in the 2012 Summer Olympics. Indonesia badminton regularly participates in the Thomas Cup, Uber Cup, Sudirman Cup, All England and many prestigious international events in the world. The latest result of the Olympic Games was in Tokyo 2020, Indonesia won the gold medal in the women's double team.

b) Weightlifting

In Indonesia, weightlifting is part of the PB PABBSI (Union of Weightlifting and Bodybuilding All Indonesia) and the international body that oversees the sport of Weightlifting is the IWF (International Weightlifting Federation). Several Indonesian weightlifting athletes have achieved world achievements with various championship titles ranging from Asian championships, world championships and medals in the Olympics. According to the TEMPO 2020, five Indonesian weightlifters have qualified for the Summer Olympic Games in Tokyo. However, based on the Olympian Database, there are 43 athletes registered in the database, overall Indonesia has won 7 silver medals

c) Sport climbing

Sport Climbing is one of the flagship sports in Indonesia which has many achievements for Indonesia. According to CNN Indonesia, Indonesian sport climbing athletes have won the world championship in Switzerland in 2021. And there are many other news articles that have also covered the achievements of Indonesian athletes in this sport.

d) Archery

Archery is a sport that contributed to the first Olympic medal for Indonesia. At the 1988 Olympics in Seoul, South Korea, the Indonesian women's team won a silver medal and became the pride and history of Indonesia in participating in the Olympics. In addition, this sport has also made achievements at the local, national and international levels, although they have not been able to repeat their medals at the Olympics yet. However, according to the Indonesian NOC (National Olympic Committee) at the 2020 Tokyo Olympics, Indonesia has sent four athletes.

e) Shooting

Being a sport where there are representative athletes from Indonesia who can compete in the Olympics is the main reason for becoming a top sport achievement. As reported by Liputan 6 Indonesian News (2019), Vidya Rafika managed to get a ticket for the Tokyo Olympics for the women's 10-meter air rifle at the 2019 Qatar Asian Shooting Championships. Vidya Rafika has made history as the first Indonesian shooting athlete to qualify for the 2020 Tokyo Olympics through the qualifying round. Besides that, Indonesia has also made remarkable achievements in the 2019 SEA Games by obtaining fifteen medals and becoming the overall champion in the shooting sport.

f) Wushu

Wushu is a martial art that originated in China. Wushu is one of the branches relied on by Indonesia in the SEA Games, Asian Games, World Championships and others to get gold medals. One example of a gold medal donated from the wushu branch was at the 2018 Asian Games last year in the Taolu Putri Taijiquan number which was obtained by Lindswell Kwok. Although this sport has not yet been competed in the Olympics, Indonesia has made quite a number of achievements in this sport including the SEA Games and Asian Games as well as in world championships.

g) Karate

Karate in Indonesia is not brought by the Japanese army but by Indonesian students who return to their homeland, after completing their education in Japan. In 1963, several Indonesian students, namely: Baud AD Adikusumo, Kariato Djojonegoro, Mochtar Ruskan and Ottoman Noh founded a Dojo in Jakarta. It was they who first introduced karate (Shotto-kan school) in Indonesia, and then they formed a forum which they called the Indonesian Karate Sports Association (PORKI) which was inaugurated on March 10, 1964 in Jakarta. Moreover, in Kompas.com, there are five alumni of the 2019 National Student Sports Olympiad (O2SN) who made remarkable

achievements in karate at "The Coupe Internationale De Kayl 2019" in Luxembourg on 15-21 October 2019.

h) Taekwondo

According to sports.okezone (2019), the taekwondo sport took advantage of two silver medals and seven bronze medals at the 2019 SEA Games which took place at Ninoy Stadium in the Rizal Memorial Sport Complex area. Indonesian Taekwondo won 2 silver medals. In addition, Indonesia has also won a gold medal at the 2018 Asian Games and various other international competitions.

i) Cycling

In addition to the rise of people who like cycling, Indonesia also has many achievements from the sport of cycling. One of them is based on news on CNN Indonesia (2019), Indonesia won a gold medal in the bicycle sport. And of course Indonesia also has various achievements at local, national and international levels including SEA Games, Asian Games and other international Championships.

j) Track and field

According to sports.okezone (2020), one of the great achievements that are still remembered in the minds of the people is the achievement of Lalu Muhammad Zohri. He is a 19-year-old runner who made a phenomenal

achievement when he won a gold medal as well as the world champion in the men's 100 meters at the 2018 Junior Athletics world in Tampere, Finland. Besides Zohri, there are also several athletic athletes who have also made other international achievements. Likewise, Indonesian athletes further achieved the entry standards, either by qualifying time or by world ranking, in the following track and field events. Indonesia has sent two qualified athletes to compete in the 2020 Tokyo Olympics.

k) Swimming

Indonesia received a universality invitation from FINA to send two top-ranked swimmers (one per gender) in their respective individual events to the Olympics, based on the FINA Points System of June 28, 2021. Indonesia has sent two qualified athletes to compete in the 2020 Tokyo Olympics. In addition, Indonesia has also had many achievements in swimming, including SEA GAMES and other international championships.

l) Rowing and canoe

Indonesia qualified one boat in the women's lightweight double sculls for the Games by finishing fourth in the A-final and securing the last of three berths available at the 2021 FISA Asia & Oceania Olympic Qualification Regatta in Tokyo, Japan. Indonesia has sent two qualified athletes to compete in the 2020 Tokyo Olympics. Besides that, according to TEMPO

(2019), the rowing sport reaped remarkable achievements at the 2019 SEA Games by winning 10 gold medals from 19 events contested which included Canoeing, Kayak, Rowing, and Traditional Boats (TBR).

m) Gymnastics

Gymnastics is a sport that includes physical exercises requiring balance, strength, flexibility, agility, coordination, and endurance. The movements involved in gymnastics contribute to the development of the arms, legs, shoulders, back, chest, and abdominal muscle groups. According to CNN Indonesia (2019), Indonesia has won a gold medal in artistic gymnastics at the 2019 SEA Games. In addition, the sport of gymnastics has also given Indonesia achievements in various other international championships as well.

n) Pencak silat (Indonesian martial arts)

Pencak silat is Indonesian martial arts whichs recognized as a Masterpiece of the Oral and Intangible Heritage of Humanity from Indonesia by UNESCO in December 2019. Pencak silat is included in the SEA Games and other region-wide competitions. Pencak silat first made its debut in 1987 SEA Games and 2018 Asian Games, both held in Indonesia. As a sport from Indonesia, of course, it is hoped that it will become Indonesia's top sport achievement as well as the identity of the country. The medal

gain in the Pencak Silat sport at the 2018 Asian Games was incredible, where Indonesia won fourteen medals out of sixteen.

However, according to Presidential Regulation of the Republic of Indonesia Number 95 of 2017 concerning Improving National Sports Achievement, the one who able to participate in a candidate for coach of athletes with achievement at least meet the following criteria: (a) physically and mentally healthy, (b) have competence, certificate, and experience as a coach at the national and/or international level; and (c) have a high commitment and motivation to train outstanding athletes.

Likewise, according to the Presidential Regulation Number 11 of 2014 concerning the Position Structure and Work Procedure of the National Accreditation Board for Sports, sports personnel are people who have qualifications and certificates of competence in the field of sports

Chapter 3. Method

3.1. Research design

This study used qualitative research because it wanted to provide an accurate finding regarding job satisfaction among flagship sports coaches in Indonesia. By talking with the coaches themselves, we captured more specific information regarding the facts in the coaching world, which may be similar or different to other employment settings.

3.1.1. Qualitative research

According to Saldana (2011), qualitative research is an umbrella term of a wide variety of approaches to and methods for the study of natural social life. Qualitative analysis categories exist in nice variety, and plenty of wonderful texts function guides to their assumptions and approaches.

However, many qualitative researchers, despite their varied method stances, tend to espouse some common values and enact a family of procedures for the conduct of a study. They're interested by the complexity of social interactions expressed in the way of life and by the meanings the participants themselves attribute to those interactions.

They're additionally delicately aware that they add and through interpretations—their own and others —layered in advanced theology circles. These interests take qualitative research researchers into natural settings,

instead of laboratories, and foster pragmatism in using multiple methods—
“a wide range interconnected interpretive practices” (Denzin & Lincoln, 2005,
p.4)—for exploring a topic.

3.2. Data collection

3.2.1. Sample

Prior to the selection of the sample, the population of this research is developed to all the coaches in every top sport in Indonesia. In order to examine the factors influencing job satisfaction using Kano’s satisfaction model, this research needs a very relevant interviewee to further be interviewed regarding their experiences as a coach.

Therefore, we applied purposive sampling as a way to select the interviewee. While preventing any unnecessary information, this purposive sampling process is intended to select a productive sample to fulfill the research question (Marshall, 1996).

Specifically, this study attempts to interview among flagship sports coaches in Indonesia such as badminton, weightlifting, sport climbing, archery, shooting, wushu, karate, taekwondo, cycling, track and field, swimming, rowing and canoe, gymnastic, pencak silat (Indonesia’s martial art).

The interviewee for the first and second research questions will be chosen carefully and highly qualified in the sense that they must have experience, involved in a project or training program at the international level for more than 1 year as a coach. Data gathered from fourteen flagship sports coaches in Indonesia as shown in the Table 1 below:

Table 1. Participant background information

Coach name (pseudonym)	Gender (F/M)	Years in coaching	Employment status (full-time/ part-time)	Coaching background (Former athlete/ non athlete)	Education Background
Adi	M	14	Full-time	Athlete	High school
Amir	M	18	Full-time	Athlete	Doctor
Ibram	M	25	Part-time	Athlete	Bachelor
Uki	M	9	Part-time	Athlete	Bachelor
Adri	M	15	Part-time	Athlete	Bachelor
Ibnu	M	8	Part-time	Athlete	Bachelor
Beni	M	8	Part-time	Athlete	Bachelor
Charles	M	11	Part-time	Athlete	Bachelor
Didit	M	16	Part-time	Athlete	Bachelor
Krisna	M	15	Part-time	Athlete	High school
Okta	M	13	Part-time	Athlete	Bachelor
Lala	F	6	Part-time	Athlete	Master
Leo	M	27	Part-time	Athlete	Bachelor

Zizi	F	19	Part-time	Athlete
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3.2.2. Procedure

For the interviews, the respondents were contacted by email or personal message services (WhatsApp). Written contact was made with the participants and they are given a brief description of the study before the interview (See Appendix 1). We also distributed the informed consent which was obtained according to the code of ethics of the Seoul National University and also the permission letter to conduct interview to the participants (See Appendix 4).

After receiving the agreement towards the informed consent from the interviewee, both researcher and interviewee discussed the possible and convenient time to conduct an interview.

3.2.3. Interview

Qualitative semi-structured interview is one of the most dominant and widely used methods of data collection within social sciences (Bradford & Cullen, 2012). They are valuable because they allow researchers to explore subjective viewpoints (Flick, 2009) and to gather in-depth accounts of people's experiences.

Using semi-structured interviews provides insights on the matter at hand. They are more flexible than a structured questionnaire and allow for more in-depth focus with each respondent (Malhotra, 2008). When trying to understand the job satisfaction of coaches, the researcher found it useful to allow the sample to have room and time to think and develop their answers in order for data to be more rigorous.

In addition, we provided the informed consent before starting the interview in order to maintain confidentiality and anonymity of the research. A written informed consent which entails research information made directly to the participants. This provided participants with complete information to understand the purpose of and his role in this study (Best & Khan, 2006).

The research used pseudonyms to ensure anonymity and privacy of all participants. Thus, information regarding participants preserved and held in high regard. While the research followed to the laid down ethical considerations at the Seoul National University, integrity and professionalism will be ensured to maintain high standards.

Interview questions (see Appendix 2) adapted from Herzberg et al., (1957); Dixon, M. A., & Warner, S. (2010) were used as the basis for inquiry with the coaches. All questions were asked of each participant, yet following a semi structured approach, the researcher and participant were allowed to

deviate from these exact questions or question order (Neuman, 2006). This approach allows for a more balanced exchange between researcher and respondent and opens the way for participants to express the information in their own terms and to expand on areas of importance to them (Neuman, 2006). Using this method, the interview is an active, emergent process whereby the researcher can more concretely understand (rather than necessarily explain) the social world of the respondent (Fontana & Frey, 2000).

3.3. Data analysis

Once the interviews were transcribed, the data was analyzed by realizing a thematic analysis of the interviews. The data will be coded and categorized into themes in order to draw conclusions upon it. As far as the interviews were concerned, they were transcribed and coded upon completion. Thematic analysis is important in this context because at times, respondents and documents may refer to the same concepts in different ways.

Thematic analysis, according to Clarke, Braun and Hayfield (2015, p. 225) is a way of “systematically identifying, organizing and offering insight into the patterns of meaning (themes) across a data set” in order to answer the research questions. This type of analysis is accessible and flexible for the researcher and makes sure the findings are appropriate and open for

easier interpretation of the researcher (Clarke et al., 2015). The six-phase approach to thematic analysis as described by Clarke et al. (2015) was used for the analysis of this study. Guidelines for the thematic coding analysis for this research will be as follows (Table 2):

Table 2. Guideline for thematic analysis

No.	Steps	Details
1.	Familiarization with data	This has been done by transcribing data, reading and re-reading the data, taking notes and writing memos about ideas for formal coding and initial thoughts about themes.
2.	Generating initial coding	organizing data collected from the entire study and coded in a systematic fashion, with similar extracts given the same code. Open coding methods, where relevant statements are organized under appropriate codes, will be utilized (Gratton & Jones, 2010). Axial coding method used to link together categories developed from open coding.
3.	Identifying themes	The codes extracted from open and axial coding, were collated into potential themes. The themes identified and checked in relation to the coded extracts and the entire data set.
4.	Constructing thematic networks	Themes will further be put into main themes and sub-themes in relation to the research questions of the study. While the main theme represents a network of various sub-themes about coded data from study, sub-themes are basic themes which offer elaborations about main themes (Robson, 2011). This served the basis of developing a thematic map of analysis.
5.	Integration and interpretation	This section involved cross case comparison (Yin, 2009) between the different aspects of data using display techniques such as tables and networks. Exploring, describing, summarizing and interpreting patterns of data collected will be highlighted.

3.4. Trustworthiness

The validity of the study was following Lincoln & Guba (1985) which recommend member checking as a means of enhancing rigor in qualitative research, proposing that credibility is inherent in the accurate descriptions or interpretations of phenomena.

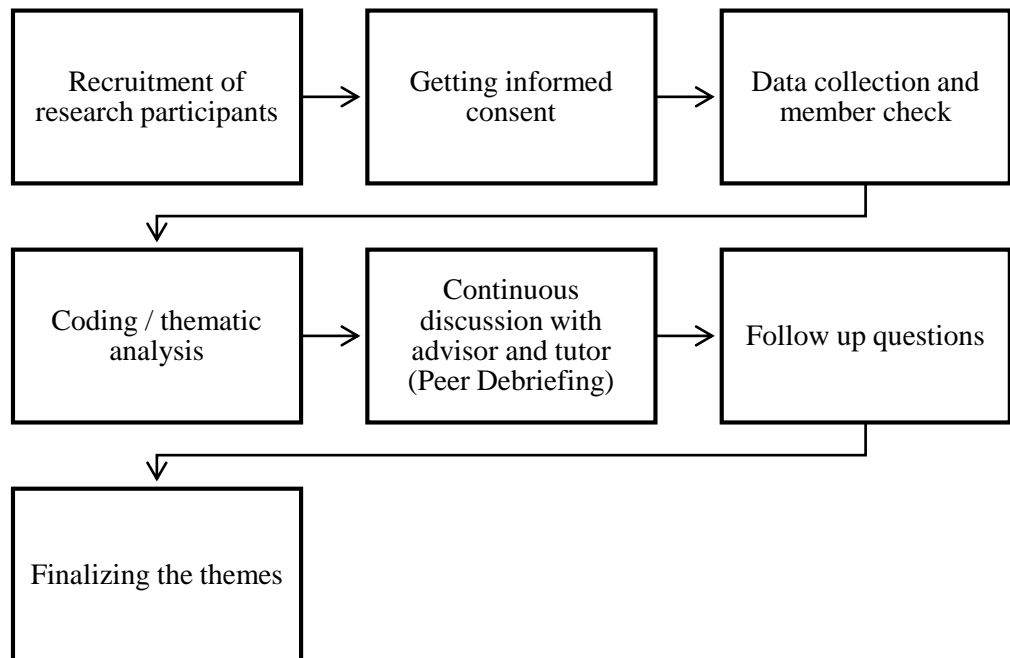
The interviews were transcribed within a 24-hour frame from their completion. The researcher then sent the transcription to each of the participants to member check and validate that the information was true and in accordance with what was discussed in the interview. Alternatively, the researcher can undertake analysis on the individual participant's data, and the emerging findings might foreground the member check interview (Harvey, 2015).

All participants responded positively and allowed the transcriptions to be used for the data analysis process. Interviews were also reviewed by the researcher's tutor and peers in case of any misunderstanding while protecting the anonymity of the participants at all times.

Furthermore, to increase the level of accuracy of the result, the researcher received guidance from her advisor who is an expert in this research study. Peer debriefing also applied as during the process of peer examination the researcher discusses her research process and findings with

a neutral individual that have expertise in the method (Lincoln & Guba, 1985). The interviews were conducted via telephone or video messages platforms such as Zoom Meeting. All interviews were voice recorded with the consent of the interviewee for further analysis.

Figure 2. Steps taken for thematic analysis



3.5. Research timeline

In order to conduct this study within the given period of approximately 10 (ten) months, the researcher arranged the timeline as follows: (1) Research proposal submission: background, literature review and method (January – February 2021), (2) Research method preparation (March – July 2021), (3) Research proposal approval by the Committee (August 2021), (4) Research data collecting (September 2021), (5) Research analysis (October 2021), (6) Thesis final submission (November 2021) and, finally (7) Thesis oral defense and complete thesis submission (December 2021).

Table 3. Research timeline

Research Timeline (2021)												
	J	F	M	A	M	J	J	A	S	O	N	D
Research proposal submission: topic background, literature review and methodology	X											
Research method preparation		X										
Research proposal approval by the committee			X	X	X	X	X	X				
Research data collection									X			
Research data analysis										X		
Thesis final submission											X	
Thesis oral defense												X
Complete thesis submission												X

Chapter 4. Findings

Upon the complete interview with the coaches, the interviews were all recorded and transcribed. The research findings are based on the analysis through interviews conducted and codified using thematic analysis in order to try to provide answers to the research questions stated in the introduction of this paper.

Data collection was grouped under two main categories which are aligned to the 2 research questions of this study and the researcher also found some additional influencing factors to job satisfaction. See the summary in the Table 3 below:

Table 4. Summary of categories aligned to RQ

Research Questions	Categories	Themes
1	Performance dependent factors	Program building
		Flexibility & control
		Relationships with colleagues
2	Desirable factors	Player-coach relationships
		Recognition & social status
Additional Influencing Factors		Comment/thoughts

4.1. Influence of performance dependent factors to job satisfaction

As mentioned previously in the literature review, this study will only concern the satisfaction area according to Kano's satisfaction model (1984) developed by Dixon & Warner (2010) (see Pathway 2 and 3 in the Figure 1).

The second pathway describes types of job features that can lead to satisfaction dependent upon the coaches' expectations are met.

There are three themes in the performance dependent factors, those are program building, flexibility & control, and relationships with colleagues. Those themes are all job features in coaching that might express satisfaction and loyalty to their current position if their expectations are met.

4.1.1. Influence of program building to job satisfaction

According to Dixon & Warner (2010), the program building was acknowledged as a factor important to job satisfaction. The theme of program building captures both the process and the results coaches strive for in accomplishing success in their careers. While it is not surprising that coaches would indicate that winning would increase their satisfaction, the coaches in this study conveyed that the process of program building was as principal as winning outcome and also a challenge for their job.

The analysis from the transcribed interviews produced program building as the main theme with six sub-theme which consisted of:

(a) satisfied, (b) passion, (c) challenge, (d) responsibility, (e) essential and, (f) process.

Table 5 Thematic analysis for program building

Theme	Sub-themes	Frequently answer (n=14)
Program building	Satisfied	11
	Passion	11
	Challenge	8
	Responsibility	10
	Essential	7
	Process	11

▪ **Satisfaction and passion in relation to the program building for job satisfaction**

In these sub-themes, both of satisfied and passion are related. All the interviewees provided answers that they are mostly satisfied with because they mentioned that this job is their passion. For example, coach Leo mentioned that in the Program Building, it was very hard in the beginning even in the whole process, but he said he's not giving up, whether we may like it or not, whether we win or lose, we still not giving up, because we love it. He mentioned that he loves it as well as the meaning of his passion. But he also adds that if he brings the athletes to win, they will be definitely more satisfied. Below are the extractions from the interview:

“We don't give up easily, whether we may like it or not, whether we

win or lose, we still are not giving up. Because we love it. But we will surely more satisfied if we win the games.” – Coach Leo

Apparently, some interviewees were former athletes from the sport that they are coaching right now with remarkable achievements. That’s why they also mentioned that they are doing this job with their soul because already part of their life, for instance coach Adri with his fifteen years of experience as a coach mentioned in the extraction below:

“I enjoy it and am satisfied from the bottom of my heart, because this sport including how to build the program, team and all the journey in this sport is already part of my life.” – Coach Adri

▪ **Challenge in program building in relation to the job satisfaction**

In this sub-theme, some interviewees also mention that they perceive program building as a challenge or risk. There are eight coaches who mentioned this job in the program building as a challenge. For example, coach Adri mentioned that being a coach is like doing a challenge in his life.

“I feel satisfied with this job, but I may also say this is a challenge of life that I took. Because I involve myself to other people’s life.” - Coach Adri

Therefore, another perspective about the challenge came from coach Okta. He mentioned that in the Program Building the challenge is not always about how to build a training program, he said that it is very easy to learn, and we

can learn it everywhere. But his concerns are more about when dealing with the individuals either with the athletes or colleagues. He stated that our psychology must be applied there, for example where we must understand the condition of each athlete with all differences of the characters and personalities. Sometimes it's such a pressure to him but that's the challenge and for him that is the uniqueness and art of this job:

“Well, in my opinion, what becomes my concern or what is more challenging is when we are dealing with individuals. I think our psychology must be applied here. But I love it, it's very unique and artsy.” – Coach Okta

▪ **Responsibility for program building in relation to the job satisfaction**

In this sub-theme, coach Uki mentioned that for him being a coach in order to build a program is a challenge as well as the responsibility. Because in this part is involved the whole of this job's picture and which is related with the job's outcomes:

“For me I see this part as a challenge and responsibility as a coach. Because the athlete's achievement can be assumed to be fairly determined from how the program is built by the coach.” – coach Uki

One the other hand, it is interesting that coach Didit considers that as a coach, it's not about how we are enjoying or not, but it's about our commitment that must be done by the coach. Some extractions from the interviews are:

“As a good coach, how to build or make a program is the first thing that we should know. And for me it is not about whether we enjoy it or not, but it’s about the responsibility of the coach.” – Coach Didit

▪ **Essentiality and process of program building in relation to the job satisfaction**

In these sub-themes, both essential and process are related. Interviewees provided answers that they consider this program building as the essential part and also part of the process. For example, coach Lala has mentioned it and as a coach they also need to formulate for plan for the best but also prepare for the worst for their athletes:

“I think in the program building part is very essential and it’s part of the process of the journey either for the athlete and the coach. In this part, as a coach I need to always plan for the best but also prepare for the worst. – Coach Lala

On the other hand, coach Zizi stated that in the program building is the most crucial part together with another 7 coaches in the interviews also mentioned it. Below are the extractions of from the interview:

“Even though this is the most crucial part, I really enjoy doing it. That’s why I’m still here.” – Coach Zizi

In addition, the viewpoint about program building in order of part of the process, coach Adi also mentioned that for him in the Program Building is how to successfully make something from nothing. This sub-theme was also mentioned by other 10 interviewees so in total eleven people agreed including coach Adi.

“For me being a coach is like making something. How to successfully make something from nothing. That’s the important part and valuable.”– Coach Adi

4.1.2. Influence of flexibility and control to job satisfaction

It was obvious, based on the interviews, that time and schedule flexibility as well as the freedom to control one’s own team were fundamental job features related to coaching satisfaction. The analysis from the transcribed interviews produced flexibility and control as the main theme with only one sub-theme which consisted of satisfied.

Table 6. Thematic analysis for flexibility & control

Theme	Sub-theme	Frequently answer (n=14)
Flexibility & control	Satisfied	12

- **Satisfaction in relation to the flexibility and control of job satisfaction**

In fact, 12 of the 14 coaches mentioned that they are satisfied with the flexibility and control as an important job component of coaches. The preference for time and schedule flexibility was noticeable in almost every interview. One coach explained this by comparing his current position to a former position he had held in another country. Some extractions from the interviews are:

“Compared to my coaching experience in another country before, it was different and I am more satisfied here because we have our own place for training, so we can freely set the schedule, we manage and control everything.

– Coach Adi

According to Dixon & Warner (2010), in addition to flexibility & control in controlling their own schedule, freedom to direct, control, and independently deal with matters related to their own team was also an important job satisfaction factor. However, coach Charles has mentioned that it is true that as a coach we can freely control the schedule, but we still need to consider our responsibility as a coach so it should be done objectively and well discussed with other stakeholders:

“Yes, it is true that as a coach we are able to control the training schedule more or our working hours. But for me, I still always remember to consider

my responsibility as a coach that will communicate with my athletes and my colleagues objectively.” – Coach Charles

But apparently, some of the coaches are satisfied with the flexibility & control, especially their freedom to set a schedule due to have another job, they can match the schedule in terms of they are not consider this job as their main profession. For example, some extractions from the interviews are:

“I'm satisfied, since I also have another job. I still consider this job can't be the one and only job. Meanwhile, I could check my other job from the training place. So, it's quite flexible.” – Coach Ibram

4.1.3. Influence of relationships with colleagues to job satisfaction

Relationships with colleagues was another job feature that was shown from the interviews. The coaches indicated that coordination and sense of community within their department could serve as a source of satisfaction.

The analysis from the transcribed interviews produced relationships with colleagues as the main theme with five sub-theme which consisted of: (a) satisfied, (b) communication, (c) adaptable, (d) respect and, (e) trust.

Table 7. Thematic analysis for relationships with colleagues

Theme	Sub-themes	Frequently answer (n=14)
Relationships with colleagues	Satisfied	11
	Communication	12
	Adaptable	6

Respect	6
Trust	8

▪ **Satisfaction in relation with colleagues to job satisfaction**

In fact, 11 of the 14 coaches mentioned that they are satisfied with the relationships with colleagues as an important job component of coaches which will be related to the outcomes. Some extractions from the interviews are:

“I think it’s getting better and better, I hope it will be better, because if we feel satisfied, I believe we can get better outcomes too.” – Coach Ibnu

However, another statement from another coach in the job feature of relationship with colleagues stated that in this era is getting better and more enjoyable. With his sixteen years’ experience in coaching, Coach Didit has mentioned that: *“I think in the current era, it’s much more enjoyable.” – Coach Didit*

▪ **Communication, adaptability, respect, and trust in relationships with colleagues to job satisfaction**

In these sub-themes, communication, adaptability, respect and trust are connected. Interviewees provided answers that they believe in the relationship with colleagues those factors must be there. As well as Coach Amir has mentioned that the successful teams must be solid and have good relations

with each other including communication, also respect each other because we are not perfect. Some extractions from the interviews are:

“A successful team must be solid and have good relations with each other. The good thing is that I prioritize having frequent communication. As for me, the coaches didn't say I was better than others, all of us are not perfect.”

– Coach Amir

This perspective is also agreed by another coach, such as Coach Okta, by having eleven years of coaching experience that as a coach should be mindful of the goal. Some extractions from the interviews are:

“For my relationship with colleagues, I will give an example with the fellow coaches. I am so glad because I trust them and they trust me too. Because we are aware and on the same page in order to achieve the goal as well as the athlete's achievements, I consider that coaches must have good cooperation and trust.” – Coach Okta

Clearly, Coach Lala also added that in this job feature it's also about dealing with lots of people, lots of characters and the point is to cooperate.

Some extractions from the interviews are:

“This job is about dealing with lots of people, lots of characters. Their point is to cooperate, of course some of us are selfish, idealistic, and many more.”

– Coach Lala

4.2. Influence of desirable factors to job satisfaction

The third pathway of job features in the Kano's satisfaction model that emerged from our data are "desirable factors". There are two themes in the desirable factors, those are player-coach relationships and recognition and social status.

According to Dixon & Warner (2010), these features, when coaches' expectations are met, lead to satisfaction; when not met, they lead to neither satisfaction or dissatisfaction. That is, perhaps these are features where coaches usually expect some variation in fulfillment, such that when the job element is fully realized it noticeably adds satisfaction to their job.

4.2.1. Influence of player-coach relationships to job satisfaction

The potential to influence and impact players, serve as a role model, as their parents, brother or sister. To build meaningful relationships with players were also important factors related to the coaches' satisfaction levels. Fourteen coaches which all of them agreed that their most satisfying moments in coaching occurred when they helped the players on or off the field of play, develop, and mature. It was common for coaches to indicate the relationship with their players as a motivation for staying at their current institution.

The analysis from the transcribed interviews produced player-coach relationships as the main theme with four sub-theme which consisted of:

(a) satisfied, (b) risk, (c) communication, and (d) respect.

Table 8. Thematic analysis for player-coach relationships

Theme	Sub-themes	Frequently answer (n=14)
Player-coach relationships	Satisfied	14
	Risk	3
	Communication	10
	Respect	11

▪ **Satisfaction in relation to player-coach relationships to job satisfaction**

When asked about job factors that motivate her, Coach Zizi admitted,

“By seeing our athletes become champions, have good character and behavior, it becomes an additional satisfaction for us as coaches.” – Coach Zizi

Coach Okta also added his viewpoint along with his story:

“Who I am right now is just who was my coach before. I did what she just did to me, took care of me and was there for me anytime and in any role that I needed since I’m far away from my family. I’m so satisfied to see my athletes now and I could do what my coach has done to me before.”

– Coach Okta

- **The risk in relation to player-coach relationships to job satisfaction**

In fact, there are three coaches mentioned about risk. Coach Ibram stated that being a coach is also a risk. Some extractions from the interviews are:

“Being a coach is also a risk. We took a risk to involve other people’s life.”

– *Coach Ibram*

- **Communication in relation to player-coach relationships to job satisfaction**

In this sub-theme, some interviewees also mention that they perceive player-coach relationships as well as their relationship with colleagues which communication is the key. Coach Zizi noted that her relationship with the athletes can be positioned as brother or sister but still there is possibility arguing. Some extractions from the interviews are:

“My relationship with the athlete can be positioned as brother or sister. Although there is still a possibility that we can fight each other because it is for their good. But we always respect each other and have good communication as well as cooperation, coordination, and solidarity.”

Coach Zizi

- **Respect in relation to player-coach relationships to job satisfaction**

Another sub-theme that is frequently mentioned by the coaches is respect. There are eleven coaches who were considered respected as a part of player-coach relationships. They believe that besides to have good communication, to achieve the goals together, respect is also important. By respecting each other, especially between player and coach, they will be able to work together and accomplish their goals. Some extractions from the interviews are:

“When we work together, we respect each other, we support each other, we can create a good environment and atmosphere. When the atmosphere is good, winning the game will be for us.” – Coach Beni

4.2.2. Influence of recognition and social status to job satisfaction

Recognition from administration and peers and the social status from working in the coaching profession was the final theme to emerge from the interviews before ending up with additional questions. It was apparent that the coaches expected any external feedback or to be recognized for their efforts, by the appreciation in any acknowledgment from institutional representatives or coaching peers. Telephone calls after a big win, emails and notes of appreciation, along with conference coaching awards all served as an unexpected yet welcomed job feature which contributed to a coach feeling

satisfied. But they also added that they hoped that they would receive more appreciation.

Moreover, Coach Adi noted and shared his opinion that when talking about public, specifically in the social media, when we're winning something, they will praise us momentarily, but when we're lose, they said this is the coach's fault and some of them also said that the coach should be step back, they couldn't work well. How come it is so easy to say that without knowing the real situation? But well, I just got used to it and still focus on my goal to see my athlete's success. Another coach also gave an illustration regarding this, he shared:

“To be honest, being a coach is just like sugar. For example, when you are drinking coffee, and you want your coffee to become sweet, what are you looking for? It will be sugar for sure. Then after you added the sugar to your coffee, what would you say about your drink? The coffee is good or the sugar is good? I guess you will probably say the coffee is good, not the sugar.”

– Coach Adi

The analysis from the transcribed interviews produced recognition and social status as the main theme with three sub-themes which consisted of: (a) different appreciation with the athletes, (b) uncertainties of welfare, and (c) satisfied.

Table 9. Thematic analysis for recognition & social status

Theme	Sub-themes	Frequently answer (n=14)
Recognition & social status	Different appreciation with the athletes	12
	Uncertainties of welfare	12
	Satisfied	7

▪ **Different appreciation with the athletes and uncertainties of welfare
in relation to recognition and social status to job satisfaction**

In those sub-themes, we consider that different appreciation with the athletes and uncertainties of welfare are related. Surprisingly, there are twelve coaches which is almost all of them mentioned a different appreciation with the athletes and the uncertainties of welfare are part of the recognition and social status to job satisfaction. Coach Didit with his sixteen years coaching experience and was an athlete stated that if we talk about how big it is, he agreed that the coach couldn't be compared with the athletes. Some extractions from the interviews are: *“If we talk about how big it is, it is true that until now the coach is not that big if compare with the athletes.” – Coach Didit*

Also, Coach Zizi agreed that the appreciation for the coach is still not stable until now, specifically when it comes to the retirement thing.

“In my opinion, actually appreciation for the coach is still not stable until now. Especially about their retirement or life after sport. – Coach Zizi

Coach Amir with his enormous achievements while he’s still an athlete and also while in his coaching journey until now admitted:

“It’s true the welfare of the athletes is important but in my opinion the welfare of the athletes has been already met, but not for the coaches.” – Coach Amir

He was saying that coaches are also human, they leave their family, maybe a job to involve other people’s life. If the coaches are more prosperous, Coach Leo believes that the coaches will produce more outcomes.

“It’s not because of money but we’re human, we need money, we leave our family to be focus. If we can get more prosperous and better recognition, I think it will be developing our job performance.” – Coach Leo

Athletes' welfare is surely necessary, but not so does coach. The negligible thing is that in Indonesia, coaches are still as a side job not the only job because they can't become the main profession yet if just with that salary. Coach Uki also mentioned about his thought:

“Recently, I think that financial appreciation has been good enough, there have been significant changes from the previous era, but there is a special

concern for coaches, being a coach, there is a time to retire as well, for athletes they can get civil servants from the government for their future work as a gift because they are still young enough, but how about the coaches?” – Coach Uki

Most of the coaches were satisfied, in terms of appreciation but still not enough. They consider this is one of the reasons of what makes us still far from the best achievement. Because mostly the coaches are not 100% focus on their job as a coach. For example, Coach Charles mentioned about the salary standards between national and regional level are not much different. Perhaps, some coaches may feel that is enough, but there will also be those who feel that they are not enough and seems unfair even though the pressure given is different.

“Unfortunately, the salary standard between national and regional level is not much different.” – Coach Charles

Coach Okta admitted it's a problem for him. He shared if comparing with another country, his level can get salary around USD 1000, in fact he has nine years in the national training already, he also had an enormous achievement while he's an athlete including in the SEA Games for Indonesia but he needs to accept the fact that his salary just the same with the coach who just came to the team or the new coach.

“Let's say if maybe if I work in another country my salary is around USD 1000, in fact, I have 9 years in the national training, I have won dozens of medals from athletes for the SEA Games for this country but I have to accept that my salary is the same as a junior coach who just came to the team.” – Coach Okta

He also stated that he loves this job but sometimes it's difficult to accept, it seems unfair but that's what happened. And he also believes that many coaches are thinking as well as him because they also have family to support financially. Some extractions from the interviews are:

“So, in my condition, I have to accept it because I love this sport. But I believe there will be many coaches who cannot focus on this job because they must thinking about other jobs, we also have families that need financial support based on our salary. So that's why our job performance cannot be 100%.” – Coach Okta

In fact, some sports also have foreign coaches with fairly large salary which still not including the accommodation and other facilities. Meanwhile, the local coaches are treated extremely differently. So, it's very lame, even though some coaches consider that the foreign coach is not always that much better than them. But why the appreciation is completely different. Some extractions from the interviews are:

“We also have foreign coaches with different management with the local coaches. Especially the different gap between our salaries and another facility. Even though, we believe that our coaching quality are not that much different. But why the appreciation and the treatment so much different?” – Coach Ibnu

In the end, coaches felt that at this point, maybe it's better if they should just rely on a foreign coach, so they can take care of other things. And that's what happens in most sports in Indonesia, and I think perhaps in the Southeast Asia region except for Singapore. As we know that in Singapore, the policy is quite good. Some extractions from the interviews are:

“I think it's better just rely on the foreign coach, so we can do another thing to fulfil our needs from another job, but yes that's true that we might not focus on the job performance. I believe this is happened in most sports in Indonesia also in the Southeast Asia excluding Singapore.” – Coach Krisna

▪ **Satisfaction in relation to recognition and social status to job satisfaction**

However, there only half of the participants or seven from fourteen which is reported that they had received such recognition or satisfied. Coach Zizi has mentioned that she is satisfied including from the government and federations. Some extractions from the interviews are:

“I’m satisfied with it. Besides that, the appreciation from the government and the federation also quite good.” – Coach Zizi

And also, another point of view of recognition from Coach Ibram about his satisfying with his twenty-five years of coaching experience. Some extractions from the interviews are:

“Hm... yes satisfied. I am so grateful people around me also recognized me as their senior, they respect a lot. They accept me as a coach and as a human. So, I’m satisfied with it. Besides that, the appreciation from the government and the federation also quite good than before even still far from the athletes.”
– Coach Ibram

4.3. Additional influencing factors to job satisfaction

In the final interview, participants were asked if they had final comment or thoughts related with their job satisfaction. The analysis from the transcribed interviews produced the additional comments/thoughts as the main theme with five sub-themes which consisted of: (a) qualified sports science staff, (b) equipment and facility, (c) sponsor, (d) sport promotion, and (e) better sport policy.

Table 10. Thematic analysis for additional influencing factors

Theme	Sub-themes	Frequently answer (n=14)
Additional influencing factors	Qualified sports science staff	14
	Equipment and facility	11
	Sponsor	10
	Sport promotion	9
	Better sport policy	14

- **Qualified sports science staff**

In fact, all the participants were mentioned about qualifying of the sport science staff. Some extractions from the interviews are:

“I hope the government can provide more a qualified sports science staff, where now everything is all about sport science to develop our sport. With better sport science, it will help our performance too.” – Coach Leo

- **Equipment, facility and sponsor**

Both of those sub-themes are related, eleven participants were admitted about the equipment and facility and nine participants mentioned about sponsor. Some extractions from the interviews are:

“Because without good equipment and facility it will be hard for us. And also, we need another supports from the society and also sponsor to support us. Because if we just wait from one sector, it will need more time and usually not sufficient. – Coach Uki

“I hope with better equipment in this sport, so we can create more champions from Indonesia. And surely all we need is the financial support or sponsor.” – Coach Zizi

- **Sport promotion**

In this sub-theme, there are nine people mentioned about sport promotion. They believe that to find next future athletes, the sport promotion should go well. Some extractions from the interviews are:

“Hopefully in the future there will be more people wanted to try and join this sport with more promotion. We can also find the next future generations of the athletes.” – Coach Charles

- **Better sport policy**

In this last sub-theme of additional influencing factors, there are fourteen or all of the participants mentioned about sport policy. They consider that the sport policy in Indonesia still need to improve more and more fairer system, not just focused on multi-events but also single event. Some extractions from the interviews are:

“Hopefully in the future, the government will provide or make a much better and fairer system or policy. The competition for all sports is not only based on certain events. But will recognized including the single event which is also prestigious as well as the multievent.” – Coach Adi

Chapter 5. Discussion and Conclusion

5.1. Discussion

The overriding purpose of the study is to examine the factors influencing job satisfaction among flagship sports coaches in Indonesia by conducting a series of interviews.

The fourteen flagship sports of Indonesia are chosen based on their accomplishments and also their opportunity in the international competition, particularly at the Olympic Games and other international scale events. Although there are also sports that have not been competed in the Olympics yet, however they are the flagship sports that are competed in the international level of championships such as the SEA Games, Asian Games, and any single event or world championships.

The findings of the current study use the development of a multi-dimensional model in coaching based on the Kano satisfaction model (1984) developed by Dixon & Warner (2010). Further research directions will be suggested here as the final part of this research and will include outlining the influencing factors of job satisfaction, practical implications, research contributions, and suggestions for future studies in the field.

5.1.1. Job satisfaction among flagship sports coaches in Indonesia

In relation to this study, results from the coaches' description of their job experience discover that coaching is a complex and multifaceted profession. Building these data as well as Kano's model which we only focus on the satisfaction. That is, the relationship of specific job features to satisfaction appears to dependent on the coaches' expectations of the job and on whether those expectations are met.

5.1.2. Influence of performance dependent factors to job satisfaction

In this section, their satisfaction strongly highlighted from coming together of a team, a sense that the team "understood" the goals or "united" in pursuit of something larger than their individual efforts.

According to the development of a multi-dimensional model in coaching based on the Kano satisfaction model (1984) developed by Dixon & Warner (2010), there are three themes in the performance dependent factors, those are program building, flexibility & control, and relationships with colleagues. As a group, underline the dynamic nature of satisfaction in that coaches' reactions to their jobs are mostly satisfied with their job since they are following their passion. Furthermore, they are also having experience in the same area which is an athlete with astonishing achievements for Indonesia. They dedicate their self to the sport which already part of their life and for the

beloved country. The participants agreed that building a program is part of their passion which more likely to enjoy the process like making something and the vibe of togetherness. They will not give up easily even not winning the game yet. Because they all believe that is part of the journey.

Although it is not surprising that coaches would reveal that winning would rise their satisfaction as well as Dixon & Warner (2010) stated, the coaches in this study conveyed that the process of program building was as principal as winning outcome and also a challenge for their job.

In the flexibility and control, that time and schedule flexibility as well as the freedom to control one's own team were fundamental job features related to coaching satisfaction. However, it should be noted that most of the coaches have another occupation since they cannot consider this profession as their main job. Consequently, in this area, the satisfaction not because they can work full-time but they can adjust the time with another work schedule that they may have before or after training schedule. Unfortunately, if the coaches not focus on their job as a coach, they could not fulfill the outcomes which the achievement of the athletes. This is occurred in the relation with the recognition and social status job features.

Then, in terms of relationship with colleagues, by build a good communication or teamwork with the colleagues is important. Most of them

also satisfied following the changing or the era. Though, all the coaches have more than five years' experience in coaching which at least they are all know one of leadership period of the institutions.

5.1.3. Influence of desirable factors to the job satisfaction

In answering the second RQ, in the development of a multi-dimensional model in coaching based on the Kano satisfaction model (1984) developed by Dixon & Warner (2010), there are two themes in the desirable factors, those are player-coach relationships and recognition and social status. In this part, all of the coaches agreed that their most satisfying moments in coaching occurred when they helped the players on or off the field of play, develop, and mature. This is the common reason for the coaches for staying at their current institution and their job.

At the same point, in the recognition and social status, the findings showed a clear contradiction between the literature review and the participants. Dixon & Warner (2010) stated that the coaches did not expect any external feedback to be recognized for their efforts, but did appreciate any acknowledgment from the institutional representatives or coaching peers.

Otherwise, the coaches mentioned that they are often experience conditions when the team win, they will be recognized temporarily. When it becomes to the appreciation, if compares to the athlete, it will dramatically

different between them. There are twelve coaches who agreed with that, meanwhile, the coaches sacrifice their time and energy, leave their families but still have responsibility for them. It is unfair if the appreciation with the athletes is too much different.

It is clear that the retirement of coaches still unsure, including their welfare after sport as a coach. In fact, for the Indonesian athletes, when they can achieve their best, the country will provide the awards, job and many things. We believe that athlete's welfare is surely necessary, but so does coach. It has to be acknowledged that the life after coach is still unsure. That's why they cannot consider this job as their main profession because the lack of welfare from this work. To add, there are also some foreign coaches in some sports, coaches feel that at this point, maybe it's better if they should just rely on a foreign coach, so they can take care of other things.

Apart from that, there are half of the participants satisfied with the recognition if compares with the previous era. Meanwhile, the coaches mostly believe if they can enhance the appreciation and welfare, they can more motivated and it will influence the job satisfaction in terms to increase the job performance to achieve the outcomes. The findings also showed the role of human resource management practices on coaching satisfaction. It means that job satisfaction has a role of work outcomes of coaches.

5.1.4. Additional influencing factors to job satisfaction

In this section, based on the findings reported, participants mentioned about qualified sports science staff, equipment and facility, sponsor, sport promotion, and better sport policy as their final comment or thoughts related with the job satisfaction. They consider by improve those influencing factors; it will support them to fulfilled their job performance.

On one hand, Matzler eat al., (2004) and Martensen & Gronholdt (2001) pointed out, through understanding the employee needs and wants from their perspective will helps managers focus on the job element that most contribute to positive employee outcomes. It also shows the managers about how the expectations can change and they need to sustain the following tools to monitor coaches' expectations and the various job features that are important to them.

It is obvious that coaches are considered the most vital and valuable human resource of any sport organization: their satisfaction plays a critical role in an organization's success and effectiveness.

Moreover, the Minister of Youth and Sports, Zainudin Amali stated that improving the quality of coaches is an important. He agreed that coaches have a role and produce quality of athletes, so that they have an important part in improving Indonesian sports achievements. (Detiksport, 2020).

5.2. Practical implications

In this section, based on the findings defined that we provide the following suggestion in order to strengthen the job satisfaction towards to the flagship sports achievement's coaches in Indonesia. From a practical human resource management perspective, these findings are important because they may help the managers to better identify and solve employee concerns (Matzler et al., 2004).

As indicated by Carless (2004); Kahreh et al., (2011); Charalabidis et al., (2012) mentioned that to improve aspects of sport performance, much attention has been given globally to the role coaches include in training process, because empowerment plays in improving job satisfaction and performance. On the other hand, there are possible practical solution to minimize the challenges encountered by the coaches such as:

5.2.1. More appreciation for coaches

Using the model developed in this study as a practical tool, it appears that coaches expect more appreciation and recognition. We showed that the coaches in the recognition and social status factors still not satisfied and most of the coaches are not consider this job as the main profession. Meanwhile, coaches are considered the most vital and valuable human resource of any

sport organization: their satisfaction plays a critical role in an organization's success and effectiveness.

Attention to these job factors will keep coaches from being dissatisfied and searching for other employment. Enhancing these elements, however, will probably not highly motivate coaches. By removing the barriers to make this happen could help attract and keep the coaches. Managers should thoroughly monitor employee expectations and reactions toward these elements as they can lead to large swings in satisfaction.

5.2.2. Policymaking for life after sport

Certainly, there is existence of support for the athletes, but not for the coaches. Almost all the reward goes to the athlete not including the coaches. Although all of the outcomes from the athletes is basically from the coaches. Based on the study, the respondent expressed if the government provide a job for example for the athletes, they can be a civil servant because their age still matches, but that's different condition with the coach.

Likewise, the coaches indicated pressure as they could not manage to satisfy each demand either especially from the federation, government and also from the society because they may just blame without knowing the situation.

As mentioned by Doherty (1985) argued this type of work determines a subculture that the coach will be a “toiler”. As a toiler is “one who engages in fatiguing, emotionally, stressful, and ever arduous work for long hours day after day” (p.11). Besides that, based on the meaning of “toiler” from the vocabulary it means a person who does very hard at low-paying jobs.

Therefore, coaches expect a climate of hard work and they usually demand such effort also from their staff and athletes. Dixon & Warner (2010) clearly stated that coaches have other responsibilities that require time and energy. Coaches are many times a salesperson, as they sell themselves, the program, and the institution not only to future players and their families but to the community that surrounds their program.

5.3. Limitations and future direction

In regards with the data collection, the online interview was used as in relation with current pandemic situation and respondent preference. For instance, using Zoom application for video conference and chatting services (WhatsApp). Nevertheless, there could be different result implied especially if the respondents were interviewed in face to face as there are other areas that could be recorded such as the observation of body language and feelings as aligned by Nam (2019).

On the other hand, the dropout rate of the participants was the main challenge at the preliminary stage as to look for the potential candidate meeting the criteria. However, it was resolved proficiently based on help and networking with the sport's governing bodies.

Nonetheless, in directing all of these challenges, the triangulation of data where peer debriefing and member check was applied. Besides that, with the help of the expertise in qualitative research was gathered in order to improve on the trustworthiness and avoid prospective bias.

As the current study more on the phenomenal study, there are few other areas that could be extended in the future research such as:

- The sample within this study provided in-depth information, yet was from a small number of coaches. Future study will need to expand the size and breadth of the sample. This will help to uncover job features that are huger and those that are industry-specific.
- This study is only focusing on the satisfaction pathways from developing Kano's satisfaction model in Dixon & Warner (2010) which there is also another pathway about the dissatisfaction model. Future studies will need to expand the examination of three pathways of Kano's both satisfaction and dissatisfaction.

As this particular research is significantly important in academic knowledge, the information gained from the study is unique, hence valuable for a variety of reason:

- Through the findings, it could increase the awareness especially in regards to the pathway through to the flagship sports coaches in Indonesia concerning the coaches' wellbeing and preparation for life after sports.

5.4. Conclusion

This current study has proven that the factors of a multi-dimensional model in coaching based on the Kano Satisfaction Model (1984) developed by Dixon & Warner (2010) is influencing the job satisfaction among flagship sports coaches in Indonesia. Although, the findings showed a clear contradiction between the present study in the theme of recognition and social status for the coaches. Among flagship sports coaches in Indonesia, they are expecting to receive greater appreciation which isn't that much different if compared with the athletes. At some point, being a coach, like many other jobs, is not always the job of a lifetime. Whether it's due to age, seeking a new challenge, or some other reason, sports coaches deserve a retirement too. However, a new problem arises because the coaching profession in Indonesia

does not have a pension guarantee. In the end, it all depends on the ability to manage the income earned while still working.

Therefore, many coaches in this study convey that this job cannot be the one and only. Because they have other responsibilities that must be fulfilled, such as their family's needs. Thus, by not focusing on this profession, we found that it is a problem to increase job performance which will also influence the achievements of athletes in Indonesia.

Moreover, this study contributes to the current literature review on job satisfaction of sports coaches as well as possibly usable in developing or utilizing the related policy in Indonesia. Though there are barriers and challenges which they have may face throughout the process, but it is different in each personal context and background. Future research should also suggest including the analysis of stakeholders such as the governmental bodies, and the team management or federations about the coaches' roles as well as getting the insight on how practical suggestion in this study is able to translate into future improvement.

Finally, based on the suggestion provided, it might ease the demand faced by the coaches. Hence, making the coaches enhance their appreciation, prepare for their retirements plans as their life after sports as a coach.

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Appendix 1. Participant information sheet

Study Title: Understanding Job Satisfaction among Flagship Sports Coaches in Indonesia

You are being invited to take part in a research project. Before you decided whether to take part in this study or not, it is important that you understand why the research is being undertaken and what it will involve. Please take your time to read the following information carefully. Feel free to ask the researchers to explain any of the information below.

What is the study about?

This study is about to examine the factors influencing job satisfaction among flagship sports coaches according to the Ministry of Youth and Sports of the Republic of Indonesia (*Kemenpora RI*).

Who is involved in the study?

This study is being undertaken by Natashya Marcellina Ardiany, a graduate student in Global Sport Management at Seoul National University, South Korea. The project is being advised by Prof. Kang, Joon-ho as thesis advisor and tutored by Sung, Hojun as a Ph.D. candidate at Seoul National University.

Why have I been chosen to participate?

You are invited to participate in this study as a coach from fourteen coaches representing the flagship sports as well as Badminton, Weightlifting, Sport Climbing, Archery, Shooting, Wushu, Karate, Taekwondo, Cycling, Track & Field, Swimming, Rowing & Canoe, Gymnastics, and Pencak Silat.

What will you be asked to do?

Should you agree to participate, you will be asked to participate in an interview lasting no more than one hour. With your permission, the interview will be audio recorded.

What are the benefits of being involved?

One of the aims of the study is to contribute to job satisfaction in sport management research. Results will discover does the factors influence to coaches' job satisfaction and how those factors will affect the coaches to their work performances.

Will my participation be anonymous and confidential?

Pseudonyms and other words disguising any interview details will be used to protect the identity of the participants. Extracts from the interviews maybe are directly quoted in the final study manuscript. The participants may communicate any hesitation to the researcher.

What happens if you change your mind about being involved?

Your participation in this study is completely voluntary and you are free to withdraw at any time.

Thank you for taking the time to read this. If you have any queries or questions, please do not hesitate to contact me.

Natashya Marcellina Ardiany (WhatsApp +6289-506-280-240)

natashya014@snu.ac.kr

Graduate Student of Global Sport Management

Seoul National University

Appendix 2. Interview questions to all participants

Introductory Statement:

We are asking you to contribute to this study as a coach among fourteen coaches representing the flagship sports in Indonesia such as badminton, weightlifting, rock climbing, archery, shooting, wushu, karate, taekwondo, cycling, track & field, swimming, rowing, gymnastics, and pencak silat. We would like to discuss do the performance dependent factors such as program building, flexibility & control, relationships with colleagues in Kano's satisfaction model (1984) influence job satisfaction developed by Dixon & Warner (2010) of flagship sports coaches in Indonesia and also do the desirable factors such as player-coach relationships, recognition & social status in Kano's satisfaction model developed by Dixon & Warner (2010) influence job satisfaction of flagship sports coaches in Indonesia. There are no right or wrong answers, so we would just like to hear your views on the questions that we ask. Our conversation is confidential and we will use pseudonyms in our study so what you say will not be disclosed to anyone.

<u>Section 1: Background</u>	
Could you tell me about yourself?	<ul style="list-style-type: none"> • Where are you come from?
	<ul style="list-style-type: none"> • How old are you?
	<ul style="list-style-type: none"> • What sport are you coach of?
	<ul style="list-style-type: none"> • What is your educational background?
Could you tell me a bit more about your job?	<ul style="list-style-type: none"> • How long have you been a coach?
	<ul style="list-style-type: none"> • Were you an athlete before?
	<ul style="list-style-type: none"> • Do you have other noncoaching position/other job? (If any)
<u>Section 2: Performance dependent factors</u>	
Program building	
<p>Program building is the process and achievement of success in developing a team or program. The job feature of Program building is not surprising in a coaching subculture where coaches expect to work hard and sacrifice</p>	

greatly to achieve success. For example, in team building and winning.	
Could you think of a time when you felt exceptionally good about your present job regarding the program building?	<ul style="list-style-type: none"> • Could you tell me about your experience? Are you satisfied?
	<ul style="list-style-type: none"> • What happened typically of what was going on at the time?
	<ul style="list-style-type: none"> • What did happen to affect how you felt about your job? (How strongly 1-10)?
Flexibility & control	
Flexibility & control is a freedom to control one's own schedule and matters related to their team. Could you think of a time when you felt exceptionally good about your present job regarding the flexibility & control?	
Could you think of a time when you felt exceptionally good about your present job regarding the	<ul style="list-style-type: none"> • Could you tell me about your experience? Are you satisfied?

flexibility & control?	
	<ul style="list-style-type: none"> • What happened typically of what was going on at the time?
	<ul style="list-style-type: none"> • How did these feelings affect the way you did your job? (How strongly 1-10)?
Relationship with colleagues	
Relationship with colleagues are about the affiliation and bond felt between fellow employees. For example, with the assistant coaches and other coaches in the department, organization/federation staff, etc.	
Could you think of a time when you felt exceptionally good about your present job regarding the relationship with colleagues?	<ul style="list-style-type: none"> • Could you tell me about your experience? Are you satisfied?
	<ul style="list-style-type: none"> • How do you manage to integrate or working together with them?
	<ul style="list-style-type: none"> • How long did this good

	feeling last?
	<ul style="list-style-type: none"> • What happened typically of what was going on at the time?
	<ul style="list-style-type: none"> • How did these feelings affect the way you did your job? (How strongly 1-10)?
<u>Section 3: Desirable factors</u>	
Player-coach relationships	
<p>Player-coach relationships is the potential to impact the players, serve such as a role model, and build meaningful relationships with players as well as an obligation to develop these young people as citizens and persons. The coaches may feel good about their jobs if they are doing well at developing humans (e.g., citizenship, maturity, education).</p>	
Could you think of a time when you felt exceptionally good about your present job regarding the Player-Coach Relationships?	<ul style="list-style-type: none"> • Could you tell me about your experience? Are you satisfied?

	<ul style="list-style-type: none"> • How do you manage to integrate or working together with them?
	<ul style="list-style-type: none"> • What happened typically of what was going on at the time?
	<ul style="list-style-type: none"> • How did these feelings affect the way you did your job? (How Strongly 1-10)?
Recognition & social Status	
Recognition & social Status is the external acknowledgment from supervisors, peers, colleagues, and society based on a coach's job title and performance. For example, external feedback recognized your efforts or appreciation.	
Could you think of a time when you felt exceptionally good about your present job regarding the Recognition & social status?	<ul style="list-style-type: none"> • Could you tell me about your experience? Are you satisfied?

	<ul style="list-style-type: none"> • What happened typically of what was going on at the time?
	<ul style="list-style-type: none"> • How did these feelings affect the way you did your job? (How strongly 1-10)?
<u>Section 4: Additional questions</u>	
Following this line of thinking, what things, in general, make you feel good about your present job?	<ul style="list-style-type: none"> • Can you please tell me why do you think so?
	<ul style="list-style-type: none"> • Can you please tell me what elements make you want to stay here?
Any final thoughts or comments?	

Appendix 3. Interview consent form

**Study Title: Understanding Job Satisfaction among Flagship Sports
Coaches in Indonesia**

Please mark X on the box(es) if you agree with the statement(s):

	I have read and understood the Participant Information Sheet and have had the opportunity to ask the questions about the study.
	I agree to take part in this research project and agree for my data to be used for the purpose of this study.
	I agree for the interview to be audio recorded.
	I understand my participation is voluntary and I may withdraw at any time without my rights being affected.
	I am aware that the interviewer will use pseudonyms to keep my privacy.

Name of participant.....
Date.....

Appendix 4. Letter of varication from DTM office



SEOUL
NATIONAL
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DREAM
TOGETHER
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Global Sport Management
Graduate Program

서울대학교 국제스포츠행정가 양성사업단 (151-742 서울특별시 관악구 관악로 1 우정면 153동 315호)
Division of Global Sport Management Talent Development Division,
Seoul National University Building 153, Room 315, 1 Gwanak-ro, Gwanak-gu, Seoul, 151-742, Republic of Korea
Tel. +82-2-885-2956, 2985 Email : snugsd@snu.ac.kr Homepage: <http://gpm.snu.ac.kr/DTM>

September 13, 2021

To whom may it concern,

This letter serves to confirm that Ms. Natashya Marcellina Ardiany is a student in Global Sport Management Graduate Program at Seoul National University.

As a requirement of the program, the student is expected to accomplish individual thesis research project. Ms. Natashya Marcellina Ardiany is currently in the process of carrying out her project titled *Job Satisfaction of Featured Sports Coaches in Indonesia / Kepuasan Kerja Pelatih Cabang Olahraga Unggulan di Indonesia* by conducting interviews (wawancara). I write to request your assistance to enable her to undertake the research for the master's thesis.

Kindly note that findings will be shared and all information collected will be treated in confidence and solely for academic purposes. I hope you find this in order and assist accordingly.

Best Regards,

Joon-ho KANG

Director & Professor, Dream Together Master
Global Sport Management Graduate Program
Seoul National University

Appendix 5. News coverage about vision of Indonesian President




GRAND DESIGN KEOLAHRAGAAN

VISI MISI PRESIDEN



Pencapaian visi 2045 melalui transformasi ekonomi yang didukung oleh hilirisasi industri dengan memanfaatkan sumber daya manusia, infrastruktur, penyederhanaan regulasi, dan reformasi birokrasi.

- 1 | Pembangunan SDM**
Membangun SDM pekerja keras yang dinamis, produktif, terampil, menguasai ilmu pengetahuan dan teknologi didukung dengan kerjasama industri dan talenta global.
- 2 | Pembangunan Infrastruktur**
Melanjutkan pembangunan infrastruktur untuk menghubungkan kawasan produksi dengan kawasan distribusi, mempermudah akses ke kawasan wisata, mendorong lapangan kerja baru, dan mempercepat peningkatan nilai tambah perekonomian rakyat.
- 3 | Penyederhanaan Regulasi**
Menyederhanakan segala bentuk regulasi dengan pendekatan Omnibus Law, terutama memberikan 2 undang-undang. Pertama, UU Cipta Lapangan Kerja. Kedua, UU Pemberdayaan UMKM.
- 4 | Penyederhanaan Birokrasi**
Memprioritaskan investasi untuk penciptaan lapangan kerja, memangkas prosedur dan birokrasi yang panjang, dan menyederhanakan eselonisasi.
- 5 | Transformasi Ekonomi**
Melakukan transformasi ekonomi dari ketergantungan SDA menjadi daya saing manufaktur dan jasa modern yang mempunyai nilai tambah tinggi bagi kemakmuran bangsa demi keadilan sosial bagi seluruh rakyat Indonesia.

Dari kelima Misi Presiden RI tersebut, olahraga sangat dekat dengan dukungan dalam membangun sumber daya manusia (SDM).

Implementasi dukungan pembangunan SDM tersebut dicapai melalui olahraga rekreasi yakni dengan menyiapkan SDM yang sehat dan bugar, dengan demikian produktivitas bangsa dalam menjalankan aktifitas dalam berbagai sudut kehidupan.

Implementasi dalam olahraga Pendidikan yakni dengan menciptakan SDM yang berkarakter khususnya bagi peserta didik pelajar maupun mahasiswa.

Implementasi dalam olahraga prestasi adalah menciptakan atlet yang memiliki daya saing tingkat dunia sehingga membangun rasa bangga atas prestasi Internasional Nation and Character Building

2

국 문 초 록

인도네시아 전문 스포츠 코치들의

직업만족도에 관한 연구

Natashya Marcellina Ardiany

글로벌스포츠매니지먼트 전공

체육교육과

서울대학교 대학원

본 연구의 목적은 인도네시아의 스포츠 코치 부족함이 국제대회의 성과 개선에 어려움을 주기에 대표적인 스포츠 종목 코치들의 직무 만족도에 영향을 미치는 요인을 조사하는데 있다. 스포츠 매니저의 관점에서 직원들과 그들의 산업의 구체적인 기대를 인식하는 것은 직원 성과 결과에 도움이 될 것으로 판단되었다. 본 연구에서는 코치의 직무 만족도에 영향을 미치는 요소들을 조사함으로써 선수의 성취도를 높이는데 이의를 두고있다.

연구방법으로는 14명의 코치가 반구조적 인터뷰에 참여했다. Dixon & Warner(2010)가 개발한 Kano 만족도 모델(1984)에 기초한 코칭의 다차원 모델은 성과 의존적 요인(프로그램 구축, 유연성 및 제어, 동료와의 관계)과 바람직한 요인(선수-코치 관계)에만 초점을 맞춘다는 것이 현재 연구의 결과로 입증되었다. 감독과 선수의 관계, 인지도, 사회적 지위)는 인도네시아의 대표적인 스포츠 코치들의

직무 만족도에 영향을 미치고 있다. 그러나, 연구 결과는 특히 코치들 사이의 인식과 사회적 지위라는 주제에서 현재의 연구 사이의 분명한 모순을 보여주었다.

연구결과는 구성 요소로서의 직무 만족의 구별성을 뒷받침하였으며, 맥락 내에서 직무 태도를 검토할 필요가 있음을 보여주었다. 스포츠 매니저들은 그들의 직원들과 산업 특별한 기대를 이해함으로써 그들은 직원 문제를 더 잘 진단하고 해결할 수 있다.

주요어: *직무 만족도, 스포츠 코치, 플레그십 스포츠, 인도네시아*

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