

## LEADERSHIP STYLE DISCOVERY IN PERFORMANCE COACHING WITHIN SOCIAL CONTEXT

A. Naseer<sup>1</sup>, A.W. Mughal<sup>2</sup>, S. Javed<sup>3</sup>

### Abstract

**Background:** The purpose of the existing research was to examine the relationships of leadership styles, coaching strategies, and social support with sport achievements of players. **Methods:** The study was used a correlation design. The population of the research was consisted of 830 female players of Islamia university of Bahawalpur and Government College University Faisalabad. The data was collected through survey questionnaires with sample size of 240 respondents. Adopted and modified questionnaires were employed with the permission of parent authors. Various statistical techniques were utilized on collected data for the purpose of data analyses. The descriptive statistics was used to measure the demographic information through mean, standard deviation, and percentages, whereas, Pearson's correlation analysis and multiple regression analysis were employed to test the hypotheses. **Results:** The leadership styles, coaching strategies, and social support as predictors factors significantly influenced on the sport achievements of players. The findings revealed positive and highly significant relationships of leadership styles (autocratic and democratic), coaching strategies (social support and positive feedback), social support (parents, siblings, peers and sport teachers) with sport performance of players. **Conclusion:** Therefore, social support is also needed to players by their parents, siblings, peers, and sports teachers not only to get sport achievements but also for their appreciations either on their elite or worst performance. The implication of the existing research suggested

---

<sup>1</sup> Department of Physical Education & Sports Sci., Government College University Faisalabad, Pakistan. [abida.phd786@gmail.com](mailto:abida.phd786@gmail.com)

<sup>2</sup> Department of Sports Sci. and Physical Education, Sarhad University of Science & Information Technology Peshawar, Pakistan. [dean.ss@suit.edu.pk](mailto:dean.ss@suit.edu.pk)

<sup>3</sup> Department of Physical Education & Sports Sci., The Islamia University of Bahawalpur, Pakistan. [dr.saeed.javed@gmail.com](mailto:dr.saeed.javed@gmail.com)

*that coaches as leaders should prepare the athletes utilizing their expertise and boost them with their coaching strategies as well to gain their achievement level best in sports.*

**Key Words:** Leadership Styles, Coaching Strategies, Social Support, Sport Achievements

### **Introduction**

Society cannot gain its desired goals without developing wholesome surroundings for sports. Players are tent to achieve the performance. In case of failure, an athlete blames the outside conditions, whilst after gaining achievement, he/she claims that it was because of own merits. Achievement is peace of mentality which express results of self-assurance in knowing you made the effort to do the best of which you are skilled.

Sports performance is the result of a numbers of factors such as good leadership, coaching strategies and social support. Behavior of coaches individually prefer to leadership and training, feedback, social support and democratic and autocratic behaviours for the exercise and best performance of athletes. Leadership shows either sometime leader is appeared as a fellow of the team and involved in a part of the group's mission, on the other hand, sometime a leader is not become a fellow of the team and appeared separate from the team's everyday events as well (Morgeson, Derue, & Karam, 2010). The leadership style of a coach plays a vital role in the performance and achievement of the team (Mark, 2001). Five different styles of leadership such as social support, democratic, autocratic, positive feedback and training and instructions were employed through leadership scale of sport (LLS) by Chelladurai and Saleh (1980). Furthermore, these styles are found most useful and successful for sport performance (Nami, Mansouri, Dehnavi, & Bandali, 2013). Moreover, these behaviours stay typically also highly correlated with athlete happiness (Chelladurai & Reimer, 1998).

Autocratic leadership styles allowed players to obey the leaders and their

decisions. In this type of leadership style, players are not involved in decision making about team goals and issues and just obey the coaching instructions provided by the coach (Nami et al., 2013). Autocratic behaviour is considered one of the coaching behaviours which involves independent decision making by one person and players must obey the command of the coach (Horn, 2002). Democratic leadership style allows players to share their suggestions and participate in decision making of all matters being a team member (Nami et al., 2013). In democratic style of leadership, players share and participate in making decisions about team goals and decide how to achieve them collectively. This style described that decisions are not only made by coaches but players' ideas are also considered much important to determine all important issues.

Social support plays an important role in reducing the stress and achieving targets in players' careers by providing help and assistance from their parents, siblings, peers, and sports teachers particularly at the time when their performances are not up to the mark. The role of parents, siblings, peers, and sports teachers make a contribution relatively no longer simplest participation of successful athletes in sports but also in their achievements. Social support from parents, siblings, peers, and sports teachers is taken into consideration to have an effect on athletes' cognitive, emotional, and behavioral elements in a nice way (Rees, 2007). Social support is known as the social interaction aimed at inducing positive outcome (Bianco & Eklund, 2001). A number of parents take completely interest regarding their children's sporting activities whereas, rest of the others supposed that this is school's duty (Xhakaza, 2005).

For the purpose of enhancing the sports performance by social support, coaches develop good relationships with players and solve their personal problem. The coach has been personally supported to players who have some serious problems in their personal lives (Keshtan & Ramezaninejad, Kordashooli, & Panahi, 2010). In social support feedback to satisfaction of players, the coach efforts to create a friendly association along with players, investigate their problems and assist to

resolve their clashes among team followers. Therefore, social support develops interpersonal relationships amongst team members. The coaching behaviours associated with social support are highly correlated with athletes' satisfaction as well as their coaches and encouraged athletes' motivation (Amorose & Horn, 2000).

### **Objectives of the Research**

The follow objectives were developed for the existing research:

- i. To determines the relationship between leadership styles and athletic performance of players.
- ii. To examines the relationship between coaching strategies and athletic performance of players.
- iii. To determines the relationship between social support and athletic performance of players.
- iv. To examines the effect of leadership styles, coaching strategies and social support on athletic performance of players.

### **Methodological Procedures**

#### **Population**

The population of the research was consisted of 830 female players of Islamia university of Bahawalpur and Government College University Faisalabad belonging to Punjab Province.

#### **Sample Size and Sampling**

The data was collected through survey questionnaires with sample size of 240 respondents through random sampling technique.

#### **Instrument and Data Collection Procedure**

Adapted and modified questionnaires were employed with the permission of parent authors. The student athletes were approached through the department heads/chairmen and all were agreed to provide the desired information keenly. The survey questionnaires were

distributed and returned back after the completion.

### Data Analysis Approaches

Various statistical techniques were utilized on collected data for the purpose of data analyses. The descriptive statistics was used to measure the demographic information through mean and SD, whereas, Pearson's correlation analysis and multiple regression analysis were utilized in testing the purposed hypotheses.

### Data Analysis

A number of 240 student athletes belonging to Islamia University Bahawalpur and Government College University Faisalabad collectively participated in the existing study. The mean age of student athletes was 21.67 years whereas, standard deviation was found 1.887.

**Table 1** *Descriptive Statistics of Age Level*

	<b>n</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Age level	240	18	27	21.67	1.887

Results in Table 2 indicated that autocratic style was significantly and positively correlated with sports performance of student athletes ( $r=.518$ ,  $p=0.01$ ). The association was also found medium. Findings shown in Table 2 revealed that democratic style was found significant, strong and positive relationship with sports performance ( $r=.654$ ,  $p=0.01$ ).

**Table 2** *Correlation between Leadership Styles and Sports Performance (n-240)*

<b>Variable</b>	<b>Social Support</b>	<b>Positive Feedback</b>
Sports Performance	.518**	.654**
	.000	.000

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The findings described in Table 3 that there was strong, positive, and significant relationship existed between social support and sport

performance ( $r=.688, p=0.01$ ). Results revealed that positive feedback was significantly and positively correlated with sports performance ( $r=.560, p=0.01$ ) as well.

**Table 3:** *Correlation between Coaching Strategies and Sports Performance (n-240)*

Variable	Autocratic Style	Democratic Style
Sports Performance	.688**	.560**
	.000	.000

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The findings of Table 4 revealed that parents, peers, sport teachers, and siblings had positive and significant relationships with sports performance ( $r=.464, p=.000$ ), ( $r=.426, p=.000$ ), ( $r=.493, p=.000$ ), and ( $r=.609, p=.000$ ) respectively. Therefore, all variables had medium association with sports performance.

**Table 4:** *Correlation between Social Support and Sports Performance (n-240)*

Variables	Parents	Peers	Sport Teachers	Siblings
Sports Performance	.464**	.426**	.493**	.387**
	.000	.000	.000	.000

Note. \*\*. Correlation is significant at the 0.01 level (2-tailed).

The overall findings of Pearson's correlation revealed positive and significant relationships of leadership styles (autocratic and democratic), coaching strategies (social support and positive feedback), social support (parents, siblings, sport teachers, and peers) with sports performance of players.

The leadership styles, coaching strategies, and social support as predictors factors significantly influenced on the sport achievements of players. Multiple regression analysis was used to measure the effect of

coaching strategies, leadership styles, and social supports on sports performance. The results in Table 5 described the mean (48.21) and standard deviation (6.10) of sports performance, mean (49.30) and standard deviation (6.27) of coaching strategies, mean was (47.26) and standard deviation (6.22) of leadership styles, and mean (48.80) and standard deviation (6.54) of social support.

**Table 5: Descriptive Statistics (n=240)**

Variable	Mean	Std. Deviation
Sport Performance	48.2190	6.10534
Coaching Strategies	49.3066	6.27971
Leadership Style	47.2628	6.22763
Social Support	48.8000	6.54259

Results revealed that the value of  $R^2$  was .524 (Adjusted R Square .517) with Error of estimate was 4.24 and Durbin-Watson 1.65 that were found significant as shown in Table 6 below.

**Table 6: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.724 <sup>a</sup>	.524	.517	4.24460	1.659

a. Predictors: (Constant, Leadership Style, Coaching Strategies, Social Support)

b. Dependent Variable: Sports Performance

The ANOVA results described the value  $F(3,236)=73.69$  and  $p=.000$  that the values were found statistically significant as displayed in Table 7.

**Table 7: ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2655.201	3	1327.600	73.687	.000 <sup>b</sup>
	Residual	2414.230	236	18.017		

Total	5069.431	239
a. Dependent Variable: Sport Performance		
b. Predictors: (Constant), Leadership Style, Coaching Strategies, Social Support		

The results in Table 8 revealed the standardized coefficient of coaching strategies as  $\beta=.569$ ,  $t=7.15$ ,  $p=.000$ . Therefore, findings revealed the standardized coefficient of leadership styles as  $\beta=.207$ ,  $t=2.60$ ,  $p=.001$ . The results revealed the standardized coefficient of social support as  $\beta=.529$ ,  $t=7.18$ ,  $p=.000$ . All values were found at its highly significant level.

**Table 8: Coefficients**

Model	Unstandardized Coefficients		Standardize d Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	11.315	3.105		3.644	.000		
Coaching Strategies	.554	.077	.569	7.151	.000	.918	1.150
Leadership Styles	.203	.078	.207	2.604	.001	.742	1.090
Social Support	.213	.030	.529	7.18	.000	.889	1.340

a. Dependent Variable: Sports Performance

**Discussions and Conclusion**

The findings of the current research revealed strong relationships of leadership styles and coaching strategies with sports performance. The relationships were found highly significant ( $p=0.01$ ). Consistent with the findings of prior studies, Surujlal and Dhurup (2012) also confirmed the relationship between coach leadership and athletic performance (Sangani, Mohammadi, & Yektayar, 2013; Alemu & Babu, 2013). Results revealed that the relationship between social support and sports



performance was found positive and highly significant ( $p=0.01$ ). Both the constructs were mediumly associated. The reason of positive and significant relationships of leadership styles, coaching strategies and social support with sports performance may be that all independent constructs contributed to performance of student athletes in team sports much and without of these constructs, good and tangible sports performance may not be achieved. Previous research supported the results conducted by Gouya, Moslehi, and Dousti (2014) that social support had significant relationship with sports performance (Kumar, Lal, & Bhuchar, 2014; Karcher, 2005; Shariff, Javed, Salimin, & Majid, 2017).

The findings of the study revealed that leadership styles, coaching strategies, and social support regressed significantly the sports performance of student athletes. The results indicated that coaching strategies and social support contributed more to sports performance than leadership styles. The reason behind the more influence of these two constructs may be that without novel coaching strategies, team players cannot perform at its optimal and standard levels and social supports may be provided a moral support to team players upon their successes as well as good performances in sports. All three constructs (leadership styles, coaching strategies, and social support) have a great contribution to sports performance of athletes because due to them, athletes achieved their optimal levels of performance and got laurels in team sports.

The implication of the existing research suggested that coaches as leaders should prepare student athletes utilizing their expertise and boost them with their coaching strategies as well to gain their performance level best in sports. Therefore, social support is also needed to student players by their parents, siblings, peers, and sports teachers not only to get sport performance but also for their appreciations either on their elite or worst performance.

## References

Alemu, S. M., & Babu, M. S. (2012). The relationship between coaches' leadership styles, team cohesion and team success: The case of

- premier league soccer clubs in Ethiopia. *International Journal of Social Science & Interdisciplinary Research*, 1(11), 1-13.
- Amorose, A. J., & Horn, T. S. (2000). Intrinsic Motivation: Relationship with collegiate athletes' gender, scholarship status, and perception of their coaches' behavior. *Journal of Sport Exercise*, 3, 46-59.
- Chelladurai, P. & Riemer, H. A. (1998). Measurement of Leadership in Sport, In: Duda, J. L., Ed., *Advances in sport and exercise psychology measurement, fitness information technology*, Morgantown, pp.227-256.
- Chelladurai, P., & Saleh, S. D. (1980). Dimensions of leader behavior in sports: Development of a leadership scale. *Journal of Sport Psychology*, 2, 34-45.
- Horn, T. P. (2002). The application of coach leadership models to coaching practice: Current state and future directions. *International Journal of Sports Science & Coaching*, 5(3), 425-434.
- Karcher, O. C. (2005). Sampling in interview-based qualitative research: A theoretical and practical guide. *Qualitative Research in Psychology*, 11(1), 25-41.
- Keshtan, H., Remazaninejad, R., Kordashooli, S., & Panahi, M. (2010). The relationship between collective efficacy and coaching behaviors in professional volleyball league of Iran clubs. *World Journal of Sport Sciences*, 3(1), 1-6.
- Kumar, A., Lal, M., & Bhuchar, G. (2008). The motivating role of positive feedback in sport and physical education: Evidence for a motivational model. *Journal of Sport and Exercise Psychology*, 30(2), 240-268.
- Mark, A., (2001). *Sport psychology from theory to practice*. Tehran: Information.

- Morgeson, F. Derue, D. S., & Karam, E. P. (2010). Leadership in teams: A functional approach to understanding leadership structures and processes. *Journal of Management*, 36(5), 27-39.
- Nami, A., Mansouri, M., Dehnavi, A., & Bandali, E. (2013). Relationship between coaching leadership styles and athletic stress in team sports from universities of Tehran. *European Journal of Experimental Biology*, 3(2), 48-53.
- Rees, L.S. (2007). Effects of coaching behaviors on team dynamics how coaching behaviors influence team cohesion and collective efficacy over the course of a season. Miami University.
- Sangani, H. S., Mohammadi, S., & Yektayar, M. (2013). The relationship between leadership style of coaches and collective efficacy of players in football teams of Khorasan razavi premier league. *Asian Journal of Social Sciences & Humanities*, 2(4), 77-91.
- Shariff, A. R. M., Javed, S., Salimin, N., & Majid, N. A. (2017). Aggression in the sporting: Catharsis and social support. *Sci. Int. (Lahore)*, 29(1), 259-263.
- Surujlal, J., & Dhurup, M. (2012). Athlete preference of coach's leadership style: sport management. *African Journal for Physical Health Education, Recreation and Dance*, 18(1), 111-121.
- Khakaza, O. C. (2005). Sampling in interview-based qualitative research: A theoretical and practical guide. *Qualitative Research in Psychology*, 11(1), 25-41.