Effects of Visionary Coaching Style on Goal Setting and Physical Conditioning of National Field Hockey Players

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Abstract

Coaches need to help teams develop a greater sense of purpose by linking efforts to successful outcomes and it is important that athletes responsible for goal setting and physical conditioning plan sessions that make effective use of the limited time with available resources. The main objective of this particular study is to find out the effects of visionary coaching style on goal setting and physical conditioning of national hockey players. The cross-sectional quantitative research study was conducted with 300 competitive respondents (200 male and 100 female field hockey players) aged between 16 to 30 years from the province of KPK and Punjab, Pakistan. The sample is drawn from the population using the Rao Soft formula with a non-probability convenient sampling technique. The adapted tool used for data collection of the independent variable "Visionary leadership/coaching scale" Followed by (Cascio, 2012), a Self-designed 5-point Likert scale tool with 20 items used for data collection of dependent variable goal setting and physical conditioning. Cronbach's α = level is 0.894. The appropriate statistical methods to test the hypotheses such as mean, SD, ANOVA, correlation, and linear regression analysis, to test the hypothesis on SPSS 17. Visionary coaching has positive significant effects on field hockey players for achieving goals and improving physical condition. Players' goal setting and physical conditioning are improved also by visionary coaching. Finally, coaches should be aware of the acquisition and sharing of knowledge between hockey players, and coaches should provide the motivation and support of optimal resources, with special skills for inspiring their players.

Keywords: Visionary coaching style, goal setting, physical conditioning.

Introduction

The potential for individual or team sporting success is multi-factorial. Major influences include genetics, coaching style, goal setting, athlete commitment, physical conditioning, technical skill, and time available for training. Coaches

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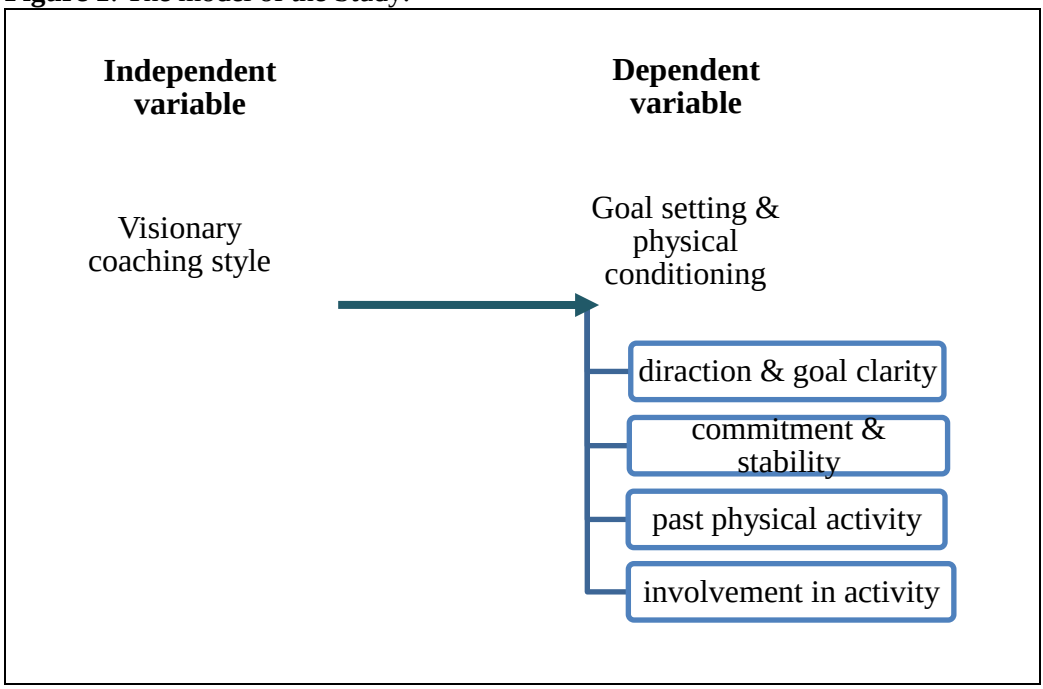
need to help teams develop a greater sense of purpose by linking efforts to successful outcomes and it is important that athletes responsible for goal setting and physical conditioning plan sessions that make effective use of the limited time with available resources. According to Bass in 1996, visionary coaching is a form of transformational coaching style that creates ways, despite complex and uncertain times, to provide a framework or plan that can become a touchstone for setting goals; determining priorities; aligning structures, policies, and beliefs with principles; and assessing progress for successfully achieving the target. Nanus was defined in 1992 as visionary coaching as the ability to create and articulate clear visions providing meaning and purpose to the work of an organization. Sashkin in 1992 defined in their study that visionary leaders or coaches develop their vision and then merge it into a shared vision with their colleagues or athletes. According to Sashkin in 2002, visionary coaches also display behaviours like confidence, pro-social power behaviours, motivation, and organizational capabilities that are "necessary for athletes themselves to have the knowledge, skills, and abilities" to achieve organizational goals (p. 129), In addition, visionary coaching theory offers an understanding of an athlete's visionary coaching style as it relates to the organizational context and effectiveness, Fenwick, F.J, 2008. Bass, 1985; Luhrmann, 2007; Martin, 2001 have examined "visionary" coaches who have been accountable for notable growth in the success of their team, these studies reported that well-respected and supportive coaches were perceived to have the ability to articulate visions or missions to their players, then inspire, motivate and empower those athletes to engage in and derive rewards from a change in team function and growth. Zaccaro, S.J. 2002, Visionary coaching style creates high levels of cohesion, commitment, trust, motivation, and goal setting enhanced the performance of athletes. According to Reilly, TT field hockey is a sport that requires significant levels of aerobic and anaerobic capacity and muscular strength and power (p.14). Spencer, M, e.tc, define in a 2004 study field hockey has been identified as involving a high number of repeated near-maximal efforts and it is similar in this respect to sports such as ice hockey, basketball, lacrosse, and rugby, these sports, when played at the elite level, have facilities and time available to construct effective conditioning programs for the professional or semiprofessional athlete. Boyle, PM, 11994 In contrast, amateur athletes often lack access to facilities and time for a comprehensive conditioning program to be implemented as such a primary goal of preseason training in field hockey is to increase overall fitness, developing players' aerobic and anaerobic capacity. Mahoney, CA, says that during the competitive season, the emphasis switches to tactical and technical work, with the physiological demand of match play eliciting a training effect that has been suggested to maintain aerobic power throughout the training year.

Figure 1: The model of the Study:



Objectives of the Study

1. To determine the relationship among visionary coaching style, goal setting, and physical conditioning of national field hockey players.
2. To analyze the effects of visionary coaching style, goal setting, and physical conditioning of national field hockey players.
3. To analyze the demographic difference according to visionary coaching style, goal setting, and physical conditioning of national field hockey players.

Hypotheses

H01-There will be a positive significant relationship among visionary coaching style, goal setting, and physical conditioning of national field hockey players.

H02-There will be no statistically significant effects of visionary coaching style on goal setting and physical conditioning of national field hockey players.

Methodology

The cross-sectional quantitative research study was conducted with 300 competitive respondents (200 male and 100 female field hockey players) aged

between 16 to 30 years from the 2 provinces (KPK and Punjab), Pakistan, who were selected for the study. The sample is drawn from the population using the Rao Soft formula with a non-probability convenient sampling technique. Researchers used a Self-designed demographical tool and an Adapted tool for the data collection of the independent variable "Visionary leadership/coaching scale" Followed (Cascio, 2012), a Self-designed tool with 20 items used for data collection of the dependent variable goal setting and physical conditioning, involved sub-domains (direction and goal clarity, commitment and stability, past physical activity, involvement in activity), Participants responded to each item using a 5-point Likert scale (1= strongly disagree, 5 = strongly agree). The Cronbach α test showed the construct had good reliability (Cronbach's α = 0.894). Used the appropriate statistical methods such as mean, SD, ANOVA, correlation, and linear regression analysis, to test the hypothesis on SPSS 17.

Results

Figure 2: Means, standard deviations, correlations, ANOVA, and linear regression analysis of the effect of visionary leadership on goal setting and physical conditioning and its elements.

Variables	**Mean**	**SD**	**Model summary**		**ANOVA**			**Correlation Coefficients**			
			R	**R^2**	**F**	**DF**	**Sig. F**	**B**	**SD**	**t**	**Sig. t**
Vl/CS	4.56	0.71	0.842	0.731	758.12	1	0.00	0.863	0.022	26.647	0.00
D&GC	4.08	0.75	0.847	0.630	664.25	1	0.00	0.765	0.028	21.180	0.00
C&S	4.01	0.73	0.739	0.548	576.15	1	0.00	0.656	0.012	23.841	0.00
PPA	3.22	0.53	0.842	0.755	784.34	1	0.00	0.757	0.039	25.248	0.00
IA	3.86	0.58	0.642	0.444	397.29	1	0.00	0.418	0.023	18.153	0.00

Vl/CS =Visionary leadership/coaching scale, D&GC = Direction & goal clarity, C&S= Commitment & stability, PPA= Past physical activity, IA= Involvement in activity.

In order to examine the study hypotheses that achieve the goals of this study we used the appropriate statistical methods to test the hypotheses such as mean, SD, ANOVA, correlation and linear regression analysis, to test the main hypothesis and sub-hypothesize using SPSS 17. Table 2 shows the results of ANOVA and linear regression analysis of the effect of visionary leadership/ coaching style on goal setting and physical conditioning and its domains.

Discussion

From Table 2, the results indicate that there is a statistically significant effect of visionary leadership style on goal setting and physical conditioning, where the correlation coefficient (R = 0.842), which indicates a statistically significant correlation relationship between the independent variable (visionary leadership/ coaching style) and the dependent variable (goal setting and physical conditioning). Moreover, it has been shown that the value of the determining coefficient (R2 = 0.731) indicates that the visionary leadership/ coaching style has explained 73.0% of the variation in goal setting and physical conditioning, while the rest is due to other variables that were not included in this model. Also, it can be seen that the variable F = 748.122 at sig. = 0.000; this confirms the significance of the regression at the significance level ($\alpha < 0.05$). Moreover, the table shows that B = 0.863 and t = 26.647 at sig. = 0.000 for goal setting and physical conditioning, which indicates that the effect of this dimension is significant and this means that an increase in visionary leadership by one unit leads to an increase in innovation by 0.863. These results agree with Bass in 1996; they found that visionary leadership/ coaching style has a positive influence on team goal setting and physical conditioning. These results agree with Nanus, 1992 who suggested that examining the relationship between visionary coaching and national field hockey players is important for understanding how leadership goal setting and physical conditioning are related. Ramsbottom 2001 Interestingly, research investigating interval-based training programs has invariably been conducted as comparisons between laboratory and field training; however, this situation neglects ‘‘real’’ team sport situations involving specific training, such as the ability of skills-based training to complement conditioning sessions. Astorino, TA 2004, Reilly, T, 1985 Monitoring physiological changes in field hockey players from preseason through to a competitive season is scarce. Laursen, PB 2002 these make effective use of amateur athletes’ available training time while adhering to the principles of physical conditioning training must incorporate sufficient stimulus for adaptation. Laboratory studies have elucidated that interval training allows for a greater volume of work to be completed at higher intensities in a shorter training session.

Conclusions

Our study has been conducted on the effect of visionary coaching style on goal setting and physical conditioning of national hockey players. First, our study suggests that visionary coaching has positive significant effects on field hockey players for achieving goals and improving physical condition. Second, the domains of players’ goal setting and physical conditioning (direction and goal clarity, commitment, and stability, past physical activity, and involvement in activity) are improved also by visionary coaching. Finally, coaches should be

aware of the acquisition and sharing of knowledge between hockey players, and coaches should provide the motivation and support of optimal resources, with special skills for inspiring their players.

Limitations

There are some limitations in this study. Our study data was collected from 2 provinces with a limited sample size from Pakistan. These results could be different in other visionary coaching style in Pakistan or other countries. Future research might be investigated for a wide selection of sample sizes or other provinces or countries.

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