

Transformational leadership practices and achievement motivation: towards a leadership athletic excellence program

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Abstract: This study assessed coaches' transformational leadership practices and student athletes' achievement motivation within the confines of Chengdu Sport University (CDSU), Chengdu, Sichuan, China. The respondents of the study were student athletes who compete in a variety of sports at Chengdu Sport University, specifically volleyball (men and women), swimming, athletics, aerobics, basketball (men and women), tennis, badminton, table tennis, football (men and women) and cheering squad. Based on the conclusions derived in this study, the following are the recommendations: The study suggests that coaches should tailor their strategies to meet the preferences of male student athletes aged 18-23, particularly in higher education settings. They should also encourage transformational leadership behavior, offering professional development opportunities and ongoing support. The study also suggests that a universal leadership approach promoting positive coaching styles can be effective across diverse athlete demographics. The study also suggests that achievement motivation among student athletes is high, and that coaches can use universally applicable motivational coaching strategies. The study also recommends ongoing feedback and communication between coaches and athletes, promoting a dynamic and adaptable coaching environment. The researcher is in favor of the LAE program primarily because it has the ability to strengthen coach abilities, foster a supportive team environment, and boost athlete motivation.

Keywords: Transformational leadership; Achievement motivation; Athletic.

1. Introduction

A person's capacity to lead and unite a group of people toward a common goal is essentially what is meant by the term leadership. In the world of sports, coach leadership is clearly defined as an interpersonal process that shapes an athlete's personality, with a big focus on the coach-player relationship (De Backer, 2022).

A transformational leader embodies the essence of motivation, propelling others to transcend their perceived limitations and reach greater heights (Ha-Vikstrom and Takala, 2016). In the realm of contemporary sports management, whether working with youthful athletes or seasoned adults, the role of a coach or transformational leader has grown notably demanding. They are not merely concerned with achieving objectives but actively seek avenues to elevate the self-assurance, resilience, and overall well-being of every team member, including the supporting staff. When a coach or leader excels in the art of inspiring their team, the result is a steadfast commitment that remains unwaveringly high among team members (Erikstad et al., 2021).

A significant and notable transformation has occurred with the emergence of transformational leadership as the predominant concept in leadership circles over the past 20 years (Sosik and Jung, 2018). As a result, it is not surprising that scholars as well as practitioners have shown a keen interest in exploring the transformation of leadership theory and its application, given the significant effects these changes may have on both organizations and the people who work in them (Sahu et al., 2018).

Li (2019) highlights the prevalence of social interactions within competitive sports. Athletes not only constitute the

majority of training activities but also shoulder the responsibility for training and present the training outcomes within a sports training team. Coaches, on the other hand, are tasked with orchestrating and overseeing training activities, as well as devising training plans. This dynamic results in a multifaceted social interaction between instructors and athletes (Guo and Hu, 2011).

In the context of Chinese competitive sports, unique national circumstances, structures, and procedures may elevate the positions and roles of coaches above those in other nations (Chen and Chen, 2021). This distinction can be attributed to the traditional Chinese culture of paternalistic leadership. However, this leadership style, characterized by stringent player management, often leads to conflicts between athletes and coaches (Yang et al., 2020).

There is a knowledge vacuum about how transformational leadership approaches adapt to other cultures and geographical areas because most study on the subject concentrates on Western or particular cultural contexts. More specifically, established hierarchical systems, collectivism, and traditional Confucian ideals all have a significant influence on leadership in China. While transformational leadership is becoming more popular, authoritative leadership is still the most common type, with leaders combining inspiring traits with a more commanding and controlling manner.

Beyond the playing field, a coach's transformational leadership impacts an athlete's motivation in the most fundamental ways. As Liu et al. (2022) so beautifully put it, we come across a trinity of inspiration, vision, and empowerment within the context of transformative leadership. The motivation underlying a significant shift in the athlete's perspective and drive is these qualities of effective leadership.

When coaches embody these transformational traits, the effect on athlete motivation is nothing short of profound. The athlete is not merely led; they are elevated, invigorated by a newfound sense of purpose and possibility. This transformational approach transcends the realm of sport, for it is rooted in genuine care for each athlete's personal growth and well-being, as noted by Shanmuganathan-Felton (2022).

According to Foulds, et al. (2019), transformational coaches invest invaluable time, offer unwavering support, and provide expert guidance, cultivating not just skill but character. This investment in the athlete's development lays the foundation for a coach-athlete relationship characterized by strength and dependability, where the athlete is not just a player on a team but a vital part of a shared journey towards excellence.

2. Statement of the Problem

To ascertain the impact of coaches' transformational leadership practices on student athletes' achievement motivation, the researcher formulated effective solutions to address the following key issues:

1. What is the profile of the student athletes in terms of the following variables?

- 1.1. Sex
- 1.2. Age
- 1.3. Sports Area

2. What is the student athletes' assessment of their coaches' transformational leadership practices based on the following:

- 2.1. Modelling the way
- 2.2. Inspiring a shared vision
- 2.3. Challenging the process
- 2.4. Enabling others to act
- 2.5. Encouraging the heart

3. Is there a significant difference in the student athletes' assessment of their coaches' transformational leadership practices when their profiles are taken as test factors?

4. What is the student athletes' assessment of their achievement motivation in terms of

- 4.1. Achievement
- 4.2. Power
- 4.3. Affiliation

5. Is there a significant difference in the student athletes' assessment of their achievement motivation when their profiles are taken as test factors?

6. Is there a significant relationship between the coaches' transformational leadership practices and student athletes' achievement motivation?

7. What program may be proposed based on the result of the study?

3. Hypotheses:

This study considered the following null hypotheses:

Ho1. There is no significant difference in the assessment of student athletes of their coaches' transformational leadership practices when their profiles are taken as test factors.

Ho2. There is no significant difference in the assessment of student athletes of their achievement motivation when their profiles are taken as test factors.

Ho3. There is no significant relationship between the coaches' transformational leadership practices and the athletes' achievement motivation.

4. Research Design

This study primarily relied on descriptive cross-sectional design research methods. This design, in particular, is designed to investigate whether there was a connection between specific variables within a population. These studies sought to ascertain whether variations in certain characteristics within a population could be attributed to the presence or absence of a significant event in a natural setting.

The research findings were substantiated using adapted questionnaires sourced from original materials pertaining to coaches' transformational leadership practices and athletes' achievement motivation. The study's primary objective was to investigate the extent of the relationship between these two central variables. To achieve this, the questionnaire responses underwent thorough analysis through quantitative survey methodologies, aiming to identify connections and associations between the research variables.

5. Sampling Method

The study focused on student athletes who compete in a variety of sports at Chengdu Sport University, specifically volleyball (men and women), swimming, athletics, aerobics, basketball (men and women), tennis, badminton, table tennis, football (men and women) and cheering squad. Participants were all chosen or totally enumerated.

Table 1 The diagram presented below illustrates the distribution of student-athletes based on their sports area:

SPORTS AREA	NUMBER OF STUDENT-ATHLETES
1. Men's Volleyball	14
2. Women's Volleyball	14
3. Swimming	12
4. Athletics	30
5. Aerobics	15
6. Men's Basketball	14
7. Women's Basketball	14
8. Tennis	12
9. Badminton	12
10. Table Tennis	12
11. Men's Football	24
12. Women's Football	24
13. Cheering Squad	18
TOTAL	215

6. Locale

The oldest sports university in China is Chengdu Sport University (CDSU), which was established in 1942. CDSU is located in the city proper of Chengdu, Sichuan, adjacent to the Wuhou Temple, a world-famous historical attraction, covering a total area of 480,000 square meters, with a beautiful environment and picturesque scenery. After nearly

80 years of development, CDSU has now become a nationally renowned and distinctive sports college. At present, CDSU is taking the opportunity of the construction of a national central city in Chengdu to contribute to the building of a famous international competition city, a regional sports industry hub, and a world-class sports rehabilitation center, and is going all out to promote the construction of a new campus. In the near future, a modern, beautiful, open and intelligent new campus that covers an area of more than 1,500 mu (100 hectares) and integrates physical education, sports industry and sports social services will take shape on the bank of Sancha Lake, the "Pearl of Tianfu".

In recent years, with the goal of building a world-class sports university, CDSU has been focusing on the school-running orientation of "building a world-class characteristic sports university with multi-disciplinary integration and applied research". CDSU features a sport-oriented school-running system with sport-medicine combination and sport-literature integration, and a discipline pattern with "physical education as the mainstay, sports medicine as the focus, and multi-disciplinary coordinated development as the supplement".

7. Research Instruments

The study assessed coaches' transformational leadership practices and athletes' achievement motivation using questionnaires that were modified and adapted. These questionnaires had been employed in previous research and were nearly identical, ensuring their validity and reliability.

For the first questionnaire, the model used the Leadership Practices Inventory (LPI), which was created by James M. Kouzes and Barry Z. Posner in the early 1980s. The LPI is based on The Five Practices of Exemplary Leadership, originally outlined in their widely acclaimed book, "The Leadership Challenge." The LPI assesses the frequency of thirty specific leadership behaviors using six behavioral statements for each of The Five Practices: modeling the way, inspiring a shared vision, challenging the way, enabling others to act, and encouraging the heart. Respondents rate these behaviors on a 4-point scale.

Across a very broad spectrum of sample populations, internal reliability for the LPI has also been found to be quite strong. They represent a wide range of professions, disciplines, positions, levels of hierarchy, businesses, and organizations. The fewer errors contained, the more reliable the instrument, and instrument reliabilities above 0.60 are considered good, and above 0.80 to be very strong (Posner, 2016). Cronbach alpha coefficients show that the LPI's reliabilities are regularly high and above this standard. For instructors, it ranged from 0.78 to 0.95. In this study, coaches are compared to teachers who can instruct student athletes.

The Unified Motive Scales (UMS), created in 2012 by Schonbrodt and Gerstenberg, are used for the questionnaire's second section for assessing explicit motives (achievement, power, or affiliation). It is based on a part of David McClelland's 1961 book "The Achieving Society," in which McClelland outlined three underlying motivations that he thought all people possess: the motives for achievement, power, and connection. The taught Needs Theory is a term that refers to McClelland's contention that these motivators are taught.

In comparison to current motive scales, the UMS showed

increased reliability for a number of outcome criteria. According to the PsycTests Database Record of the 2020 American Psychological Association, the alpha values for the UMS 14, UMS 10, UMS 6, and UMS 3 scales ranged from .61 to .92.

8. RESULTS AND DISCUSSIONS

The data collection, its findings, and the researcher's analysis are all shown in this section in accordance with the problem statement. There will also be an explanation of his deductions and interpretations based on factual evidence and personal experience.

1. The profile of the student athletes in terms sex, age and sports area

Table 2 Frequency Distribution of the Student Athlete Respondents' Profile

Profile	Frequency	Percentage
Sex		
Male	110	51.2%
Female	105	48.8%
Total	215	100%
Age		
18-20 years old	107	49.8%
21-23 years old	106	49.3%
24-26 years old	2	0.9%
Total	215	100%
Sports Area		
Men's Volleyball	14	6.5%
Women's Volleyball	14	6.5%
Swimming	12	5.6%
Athletics	30	14.0%
Aerobics	15	7.0%
Men's Basketball	14	6.5%
Women's Basketball	14	6.5%
Tennis	12	5.6%
Badminton	12	5.6%
Table Tennis	12	5.6%
Men's Football	24	11.2%
Women's Football	24	11.2%
Cheering Squad	18	8.4%
Total	215	100%

The data indicates that a predominant portion of the participants is male (51.2%), with a notable concentration in the age brackets of 18-20 years old (49.8%) and 21-23 years old (49.3%). These respondents represent various sports categories, among which athletics holds the highest percentage at 14%.

2. The student athletes' assessment of their coaches' transformational leadership behavior based on modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart

Table 3 Student Athlete Respondents' Assessment of their Coaches' Transformational Leadership Practices in Terms of Modelling the Way

Modelling the Way My coach. . . .	Mean	SD	Qualitative Description	Interpretation	Ranking
Sets a personal example of what he/she expects of others.	3.27	0.71	Agree	Highly Manifested	1
Spends time and energy making certain that the people he/she works with adhere to the principles and standards that we have agreed on.	3.15	0.77	Agree	Highly Manifested	4
Follows through on promises and commitments he/she makes.	3.13	0.87	Agree	Highly Manifested	6
Asks for feedback on how his/her actions affect other people's performance.	3.14	0.80	Agree	Highly Manifested	5
Builds consensus around a common set of values for running our organization.	3.20	0.78	Agree	Highly Manifested	3
Is clear about his/her philosophy of leadership.	3.23	0.83	Agree	Highly Manifested	2
Composite Mean	3.19	0.60	Agree	Highly Manifested	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/Lowly Manifested; 1.00-1.50 Strongly Disagree/Very Lowly Manifested

Student athlete respondents agree that their coaches set a personal example of what they expect of others with the highest assessment of 3.27 interpreted as highly manifested. Likewise, they also agree that their coaches follow through on promises and commitments they make, however, it was given the lowest assessment of 3.03 also interpreted as highly manifested. The result indicates that the transformational leadership practices of coaches are highly manifested in terms of modelling the way based on the assessments of student athlete respondents, with a composite mean of 3.19.

It appears that coaches that set a good example for their players have a big impact on student athletes. This shows that one effective way to communicate expectations is to model the actions and ideals that are expected of you. Coaches set a real and motivating example for their squad when they model the traits they desire in their athletes. Coaches can be seen by athletes as role models, mentors, or even parents, especially when they offer assistance at trying times. This kind of support has the potential to improve athletes' connections with their peers, increase their drive, and promote acceptance of others. Athletes who are more motivated are probably going to work harder and persevere longer, which will improve their performance (Newland et al., 2015).

Table 4 Student Athlete Respondents' Assessment of their Coaches' Transformational Leadership Practices in Terms of Inspiring a Shared Vision

Inspiring a Shared Vision My coach. . . .	Mean	SD	Qualitative Description	Interpretation	Ranking
Talks about future trends that will influence how our work gets done.	3.18	0.85	Agree	Highly Manifested	3
Describes a compelling image of what our future could be like.	3.15	0.81	Agree	Highly Manifested	4
Appeals to others to share an exciting dream of the future.	3.12	0.82	Agree	Highly Manifested	6
Shows others how their long-term Interests can be realized by enlisting in a common vision.	3.14	0.82	Agree	Highly Manifested	5
Paints the "big picture" of what we aspire to accomplish.	3.19	0.85	Agree	Highly Manifested	1.5
Speaks with genuine conviction about the higher meaning and purpose of our work.	3.19	0.82	Agree	Highly Manifested	1.5
Composite Mean	3.16	0.60	Agree	Highly Manifested	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/Lowly Manifested; 1.00-1.50 Strongly Disagree/Very Lowly Manifested

Student athlete respondents agree that their coaches paint the "big picture" of what they aspire to accomplish, and that they speak with genuine conviction about the higher meaning and purpose of their work with the highest assessments of 3.19 respectively interpreted as highly

manifested. Likewise, they also agree that their coaches appeal to others to share an exciting dream of the future, however, it was given the lowest assessment of 3.12 also interpreted as highly manifested. The result indicates that the transformational leadership practices of coaches are highly manifested (3.16) in terms of inspiring a shared vision based on the assessments of student athlete respondents.

According to the student athletes, coaches excel at instilling a sense of purpose, indicating the effective

communication of the team's aspirations or goals. This successful conveyance of a collective vision serves to inspire teamwork toward a shared objective, reinforcing the athletes' sense of purpose. The coaches not only excel at setting standards but also appear adept at fostering a shared sense of purpose among the athletes.

Chen et al. (2018) define inspirational motivation as the leader's ability to present a compelling vision that motivates

followers through high standards, optimism about future goals, and contextualizing the current activities. Idealized influence underscores the importance of a shared sense of purpose, emphasizing leaders who are admired, respected, and trusted. Kouzes and Posner (2017) describe inspiring a common vision as envisioning exciting future possibilities and attracting others by tapping into shared ambitions.

Table 5 Student Athlete Respondents' Assessment of their Coaches' Transformational Leadership Practices in Terms of Challenging the Process

Challenging the Process My coach. . . .	Mean	SD	Qualitative Description	Interpretation	Ranking
Seeks out challenging opportunities that test his/her own skills and abilities.	3.14	0.86	Agree	Highly Manifested	3
Challenges people to try out new and innovative ways to do their work.	3.08	0.84	Agree	Highly Manifested	6
Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do.	3.14	0.84	Agree	Highly Manifested	3
Asks "What can we learn?" when things don't go as expected.	3.10	0.85	Agree	Highly Manifested	5
Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs we work on.	3.15	0.84	Agree	Highly Manifested	1
Experiments and takes risks, even when there is a chance of failure.	3.14	0.84	Agree	Highly Manifested	3
Composite Mean	3.13	0.60	Agree	Highly Manifested	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/Lowly Manifested; 1.00-1.50 Strongly Disagree/Very Lowly Manifested

Student athlete respondents agree that their coaches make certain that they set achievable goals, make concrete plans, and establish measurable milestone for the projects and programs they work on with the highest assessments of 3.15 respectively interpreted as highly manifested. Likewise, they also agree that their coaches challenge people to try out new and innovative ways to do their work, however, it was given the lowest assessment of 3.08 also interpreted as highly manifested. The result indicates that the transformational leadership practices of coaches are highly manifested (3.13) in terms of challenging the process based on the assessments of student athlete respondents.

The implication here is that the coaches endorse creativity and are open to novel ideas, suggesting a coaching style characterized by dynamism and flexibility. This willingness to embrace change and question existing systems can lead to progress and advancement. Furthermore, it appears that the coaches are not hesitant to introduce some variety or innovation.

In the realm of sports, coaches hold a significant leadership role, contributing to the creation of a secure social atmosphere and the implementation of effective coaching strategies (Gosai et al., 2021). Leadership behaviors are significantly influenced by the context, and it has been consistently shown that contextual factors play a crucial role in modifying the observed frequency or base rates of leadership variables and influencing the nature of investigated interactions (Oc, 2018).

Table 6 Student Athlete Respondents' Assessment of their Coaches' Transformational Leadership Practices in Terms of Enabling Others to Act

Enabling Others to Act My coach. . . .	Mean	SD	Qualitative Description	Interpretation	Ranking
Develops cooperative relationships among the people he/she works with.	3.20	0.79	Agree	Highly Manifested	1
Actively listens to diverse points of view.	3.19	.79	Agree	Highly Manifested	2
Treats others with dignity and respect.	3.18	0.82	Agree	Highly Manifested	3
Supports the decisions that people make on their own.	3.14	0.82	Agree	Highly Manifested	6
Gives people a great deal of freedom and choice in deciding how to do their work.	3.17	0.81	Agree	Highly Manifested	4
Ensures that people grow in their jobs by learning new skills and developing themselves.	3.11	0.84	Agree	Highly Manifested	5
Composite Mean	3.17	0.58	Agree	Highly Manifested	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/Lowly Manifested; 1.00-1.50 Strongly Disagree/Very Lowly Manifested

Student athlete respondents agree that their coaches develop cooperative relationships among the people they work with which was given the highest assessments of 3.20 interpreted as highly manifested. Likewise, they also agree that their coaches support the decision that people make on their own, however, it was given the lowest assessment of 3.14 also interpreted as highly manifested. The result indicates that the transformational leadership practices of coaches are highly manifested in terms of enabling others to act (3.17) based on the assessments of student athlete respondents.

The coaches seem to be promoting active involvement and

initiative among their athletes, emphasizing participation rather than mere obedience. Cultivating a sense of responsibility and independence within the team is a commendable leadership quality. People often exhibit enhanced performance and motivation when given a sense of empowerment. These coaches are creating an environment where athletes feel competent and motivated to take proactive steps.

To "Enable Others to Act," as outlined by Vince Wilczynski, Deputy Dean of the Yale School of Engineering & Applied Science, a leader must encourage teamwork and empower individuals. This approach, according to Khalid et al (2023), is grounded in the understanding that a leader cannot achieve everything alone. The concept of enabling others is fundamental to effective leadership and relies heavily on the development, sustenance, and support of a cohesive team.

Table 7 Student Athlete Respondents' Assessment of their Coaches' Transformational Leadership Practices in Terms of Encouraging the Heart

Encouraging the Heart My coach. . . .	Mean	SD	Qualitative Description	Interpretation	Ranking
Praises people for a job well done.	3.19	0.83	Agree	Highly Manifested	1
Makes it a point to let people know about his/her confidence in their abilities.	3.14	0.87	Agree	Highly Manifested	4
Makes sure that people are creatively rewarded for their contributions to the success of projects.	3.11	0.84	Agree	Highly Manifested	6
Publicly recognizes people who exemplify commitment to shared values.	3.16	0.83	Agree	Highly Manifested	2.5
Finds ways to celebrate accomplishments.	3.16	0.83	Agree	Highly Manifested	2.5
Gives the members of the team lots of appreciation and support for their contributions.	3.13	0.83	Agree	Highly Manifested	5
Composite Mean	3.15	0.63	Agree	Highly Manifested	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/Lowly Manifested; 1.00-1.50 Strongly Disagree/Very Lowly Manifested

Student athlete respondents agree that their coaches praise people for a job well done with the highest assessments of 3.19 interpreted as highly manifested. Likewise, they also agree that their coaches make sure that people are creatively rewarded for their contributions to the success of projects, however, it was given the lowest assessment of 3.11 also interpreted as highly manifested. The result indicates that the transformational leadership practices of coaches are highly manifested in terms of encouraging the heart (3.15) based on the assessments of student athlete respondents.

It seems that the coaches prioritize not only the athletic performance of the players but also their emotional well-being and motivation. Beyond the game itself, these coaches

are focused on creating an environment that fosters emotional support and encouragement. Recognizing and appreciating efforts, celebrating achievements, and cultivating a supportive team atmosphere can significantly impact motivation and team morale. The emphasis appears to be on the overall welfare and enthusiasm of the athletes, going beyond the sole focus on winning games.

According to Albaradie's findings in 2014, leaders aiming to inspire the heart should express genuine concern for their team members while keeping the ultimate goal, results, in mind. Establishing clear standards and maintaining high expectations are crucial aspects of caring for the team. Leaders are encouraged to be attentive, offer personalized praise, share success stories, value team achievements, gather for celebrations, and set an exemplary standard for others to follow.

Table 8 Summary of the Student Athlete Respondents' Assessment of their Coaches' Transformational Leadership Practices

Transformational Leadership Practices	Mean	SD	Qualitative Description	Interpretation	Ranking
Modelling the Way	3.19	0.60	Agree	Highly Manifested	1
Inspiring a Shared Vision	3.16	0.60	Agree	Highly Manifested	3
Challenging the Process	3.13	0.60	Agree	Highly Manifested	5
Enabling Others to Act	3.17	0.58	Agree	Highly Manifested	2
Encouraging the Heart	3.15	0.63	Agree	Highly Manifested	4
Over-all Mean	3.16	0.56	Agree	Highly Manifested	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/Lowly Manifested; 1.00-1.50 Strongly Disagree/Very Lowly Manifested

The result shows that modelling the way was the most highly manifested transformational leadership practices of coaches according to the student athlete respondents as this ranked first among the five identified indicators. Enabling others to act was also found to be highly manifested and ranked second, inspiring a shared vision ranked third, while encouraging the heart was ranked fourth. While challenging the process was also observed as highly manifested, it gained the lowest assessment from the respondents. The over-all result shows that transformational leadership practices were highly manifested among the coaches as assessed by the student athlete respondents.

According to the student athletes, the coaches are effectively embodying key aspects of transformational leadership, such as inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. Positive outcomes associated with this leadership style, including enhanced motivation, collaboration, and overall satisfaction, seem to be prevalent. It is evident that these

coaches are actively nurturing a team culture that is both supportive and growth-oriented, going beyond the scope of instructional guidance.

Berg and Karlsen (2016) argue that many successful leaders attribute their achievements to possessing the requisite knowledge and expertise to guide their team members. They assert that building trust and equipping individuals with essential skills benefit not only the team members but also the entire organization. The researcher strongly asserts that these principles are applicable not only in professional settings but also in sports teams. Additionally, Liu et al. (2023) contend that players' perceptions of coaches exhibiting transformative leadership significantly and positively impact their well-being. There is a notable correlation between increased athlete well-being and coaches who consistently demonstrate transformational leadership qualities.

3. The difference in the student athletes' assessment of their coaches' transformational leadership behavior when their profiles are taken as test factors.

Tables 9 - 10 present the assessment of the respondents on their coaches' transformational leadership practices when their sex, age and sports area are taken as test factors.

Table 9 Differences in the Assessment of Student Athlete Respondents of their Coaches' Transformational Leadership Practices when their Sex is Taken as Test Factor

Transformational Leadership Practices	Sex	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
Modelling the Way	Male	3.10	0.63	-2.20	0.09	Accepted	Not Significant
	Female	3.28	0.54				
Inspiring a Shared Vision	Male	3.08	0.66	-1.96	0.06	Accepted	Not Significant
	Female	3.24	0.53				
Challenging the Process	Male	3.04	0.63	-2.08	0.08	Accepted	Not Significant
	Female	3.21	0.56				
Enabling Others to Act	Male	3.09	0.62	-1.90	0.06	Accepted	Not Significant
	Female	3.24	0.53				
Encouraging the Heart	Male	3.04	0.67	-2.51	0.08	Accepted	Not Significant
	Female	3.26	0.56				
Over-all	Male	3.07	0.60	-2.30	0.08	Accepted	Not Significant
	Female	3.25	0.50				

As shown in Table 9, modeling the way obtained a computed t - value of -2.20 with a significance value of 0.09. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their sex is taken as a test factor.

Inspiring shared vision obtained a computed t - value of -1.96 with a significance value of 0.06. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their sex is taken as a test factor.

Challenging the process obtained a computed t - value of -2.08 with a significance value of 0.56. Since the significance value is more than 0.08, the null hypothesis is accepted which

means that there is no significant difference in the assessment of the respondents when their sex is taken as a test factor.

Enabling others to act obtained a computed t - value of -1.90 with a significance value of 0.06. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their sex is taken as a test factor.

Encouraging the heart obtained a computed t - value of -2.51 with a significance value of 0.08. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their sex is taken as a test factor.

The overall result shows that having obtained a computed t - value of -2.30 with a significance value of 0.08, there are

no significant differences in the assessment of the student athlete respondents on their coaches' transformational leadership behaviors in terms of modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart which means that male and female student athletes have relatively the same assessments on the transformational leadership behavior of their coaches.

According to a study conducted by Liu et al. in 2023, the results reveal that the relationship between coaches'

transformational leadership and athletes' well-being is not influenced by gender. Essentially, both male and female student athletes provide similar ratings for their coaches' transformational leadership traits. This finding emphasizes a universal perception of coaches' qualities, indicating that gender does not significantly impact how these attributes are evaluated by players. It suggests a consistency in the way athletes perceive their coaches, regardless of the gender of the players involved.

Table 10 Differences in the Assessment of Student Athlete Respondents of their Coaches' Transformational Leadership Practices when their Age is Taken as Test Factor

Transformational Leadership Practices	Age	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
Modelling the Way	18-20 y/o	3.26	0.61	1.77	0.17	Accepted	Not Significant
	21-23 y/o	3.11	0.58				
	24-26 y/o	3.50	0.71				
Inspiring a Shared Vision	18-20 y/o	3.19	0.65	0.20	0.82	Accepted	Not Significant
	21-23 y/o	3.14	0.56				
	24-26 y/o	3.25	0.35				
Challenging the Process	18-20 y/o	3.21	0.66	2.09	0.13	Accepted	Not Significant
	21-23 y/o	3.04	0.54				
	24-26 y/o	3.17	0.47				
Enabling Others to Act	18-20 y/o	3.23	0.61	1.22	0.30	Accepted	Not Significant
	21-23 y/o	3.11	0.55				
	24-26 y/o	3.00	0.47				
Encouraging the Heart	18-20 y/o	3.19	0.69	0.64	0.53	Accepted	Not Significant
	21-23 y/o	3.10	0.57				
	24-26 y/o	3.34	0.47				
Over-all	18-20 y/o	3.21	0.61	1.15	0.32	Accepted	Not Significant
	21-23 y/o	3.10	0.51				
	24-26 y/o	3.25	0.49				

Table 10 shows that the behavior of modeling the way obtained a computed F- value of 1.77 with a significance value of 0.17. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their age is taken as a test factor.

Inspiring shared vision obtained a computed F - value of 0.20 with a significance value of 0.82. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their age is taken as a test factor.

Challenging the process obtained a computed F - value of

2.09 with a significance value of 0.13. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their age is taken as a test factor.

Enabling others to act obtained a computed F - value of 1.22 with a significance value of 0.09. Since the significance value is more than 0.30, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their age is taken as a test factor.

Encouraging the heart obtained a computed F - value of 0.64 with a significance value of 0.06. Since the significance value is more than 0.53, the null hypothesis is accepted which

means that there is no significant difference in the assessment of the respondents when their age is taken as a test factor.

The overall result shows that having obtained a computed F- value of 1.15 with a significance value of 0.32, there are no significant differences in the assessment of the respondents as regards their coaches' transformational leadership behaviors in terms of modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart when age is taken as a test factor.

This indicates that irrespective of age, athletes' assessments of their coaches' transformational leadership show no significant variations. In this context, it seems that age has minimal influence on the evaluation of coaches' leadership behaviors.

9. Conclusion

The study's presented findings led to the researcher's formation of the following conclusions:

1. Drawing conclusions from the data, it is evident that males between the ages of 18 and 23 make up a sizable share of student athlete participants, with athletics being the most popular sport among them.

2. According to the responses from student athletes, the coaches' transformational leadership techniques were generally deemed to be highly manifested. This suggests that the key components of transformational leadership are being skillfully demonstrated by their coaches.

3. Students who participate in sports evaluate their coaches' transformational leadership techniques in essentially the same ways. This is consistent with variables such as sex, age, and sport. The data suggests that these demographic factors have no bearing on how student athletes view the transformative leadership abilities of their coaches.

4. The result shows that there was a high manifestation of achievement motivation among the student athletes. In conclusion, it is evident that these athletes consistently displayed a remarkable level of achievement motivation across the dimensions of achievement, power, and affiliation.

5. Based on the results, it can be concluded that the respondents' assessments of their achievement motivation, encompassing achievement, power, and affiliation, do not show significant differences when accounting for factors such as sex, age, and sports area. The data strongly suggests that these demographic variables do not play a considerable role in influencing how student athletes perceive and evaluate their achievement motivation.

6. The findings demonstrate a notable correlation between coaches' transformational leadership and the achievement motivation of student athletes in areas such as achievement, power, and affiliation. This emphasizes the pivotal importance of employing positive coaching methods, as athletes' motivation is significantly shaped by coaches who set an example, inspire, challenge, enable, and encourage.

10. Recommendations

The following recommendations are based on the findings of this research:

1. Given that a substantial proportion of student athletes participating in athletics are males aged between 18 and 23, coaches can enhance their effectiveness by tailoring their strategies to align with the preferences and characteristics of this demographic, particularly within a higher education setting.

2. Acknowledging the highly manifested transformational leadership behavior of coaches, the suggestion is to consistently foster and encourage these positive attributes. This includes offering coaches opportunities for professional development to augment their transformative skills and ensuring ongoing support to uphold this positive coaching approach.

3. The discovery that the evaluations of coaches' transformational leadership behavior by student athletes remain consistent across factors such as sex, age, and sports category suggests that a universal leadership approach aimed at promoting positive coaching styles can be effective across diverse athlete demographics.

4. Considering the high manifestation of achievement motivation observed among student athletes, the recommendation is to emphasize the use of positive coaching techniques to foster and sustain this motivation. This involves prioritizing coaching methods that encourage and support athletes, contributing to the ongoing development and maintenance of their heightened motivation levels.

5. Given the determination that variables such as sex, age, and sports area do not significantly impact achievement motivation scores, coaches and educators can employ motivational coaching strategies that are universally applicable. In this particular scenario, individual variations in these aspects may not require specifically tailored interventions, enabling the implementation of coaching approaches that are effective across diverse situations.

6. Strengthening the positive influence of transformational leadership on achievement motivation can be accomplished by cultivating a setting of ongoing feedback and communication between coaches and athletes. It is advised that coaches consistently evaluate and adjust their leadership styles based on athlete input, promoting a coaching environment that is dynamic and adaptable.

7. The researcher advocates for the adoption of the proposed Leadership Athletic Excellence Program (LAE) as it promises to equip coaches with advanced leadership skills and foster a positive team environment, thereby enhancing athlete motivation and contributing significantly to overall athletic excellence.

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