

# Impact of Coaches' Leadership Styles on Sports Performance of Football Athletes in China

Xinmin Wu \*

Master of Arts in Education, Adamson University, Manila, Philippines

\* Corresponding author Email: 1004808965@QQ.com

**Abstract:** Effective leadership is essential in setting a clear vision and goals for a sports organization or team. A strong leader can articulate a compelling vision for the future, inspire team members to work towards a common goal, and develop a roadmap for achieving success. Leadership is the art of guiding, in an organized manner, a diverse group to achieve a common goal. This can be both emotional and rational. An effective leader always knows the strengths and weaknesses of his team as well as being attentive to threats and opportunities of sporting activities. Therefore, the role of the leader in sports is vital.

**Keywords:** Impact of Coaches' Leadership; Sports Performance; Football Athlete.

## 1. Introduction

Styles of leaderships and prototypes in sports are not one-size-fits-all. Diverse situations and contexts may require diverse practices and skills to motivate, inspire, and guide athletes and sport staff. Sports play an immense and noteworthy role in the lives of many. Athletes of all ages have direct influenced by coaches, giving them a significant impact on the athletes. However, the level of impact is unknown, along with the expectations of what athletes want from coaches and how do coaches perceive themselves. The coaches' job responsibility is considered to be a highly complex activity. Coaches in school settings must complete a variety of assignments such as forecasting and game strategies, organizational tasks and mentoring athletes which does in fact include more than teaching fundamental skills and tactics.

Effective leadership is essential in setting a clear vision and goals for a sports organization or team. A strong leader can articulate a compelling vision for the future, inspire team members to work towards a common goal, and develop a roadmap for achieving success.

Leadership is the art of guiding, in an organized manner, a diverse group to achieve a common goal. This can be both emotional and rational. An effective leader always knows the strengths and weaknesses of his team as well as being attentive to threats and opportunities of sporting activities. Therefore, the role of the leader in sports is vital.

## 2. Presentation, Analysis, and Interpretation of Data

### 2.1. Profile of the Respondents

Table 1 presents the profile of the respondents as to sex, age and grade level. As to sex, majority of the student-athlete respondents are male, followed by female. As to age, the majority of them was in the age bracket 20-21, followed by 18-19. As to grade level, the majority of the student-athlete respondents was grade level 2, seconded by the grade level 3.

**Table 1.** Presents data on the profile of the respondents in terms of sex, age and Grade Level

	Profile	Frequency	Percent
Sex	Male	179	63.90
	Female	101	36.10
Age	18-19	119	42.50
	20-21	161	57.50
Grade Level	1	58	20.70
	2	107	38.20
	3	61	21.80
	4	54	19.30

#### 2.1.1. Sub-section Headings

Assume that the corresponding authors grant us the copyright to use.

### 2.2. Respondents' Assessment of the Coaches' Leadership Styles

**Table 2.** Vision of the Coaches as Perceived by the Respondents

	Vision	Mean	Descriptive Equivalent
1	Shows optimism and confidence concerning my future in sports	2.34	Disagree
2	Points out an interesting future for me in sports	2.25	Disagree
3	Defines a positive vision for my future in sports	2.38	Disagree
4	Expresses optimism about my future in sports	2.34	Disagree
5	Creates an environment where I can pursue my passion in sports and achieve athletic excellence	2.28	Disagree
Grand Mean		2.32	Disagree

Presented in table 2 are the vision of the coaches as perceived by the respondents. It presents that all indicators are assessed as disagree. The results indicate that the trainee and the coach have conflicting viewpoints or approaches in terms of how they see the sport, activity, or training process. The trainee doesn't resonate with or agrees with the coaching style, tactics, or overall vision that the coach is promoting.

**Table 3.** Inspiration of the Coaches as Perceived by the Respondents

	Inspiration	Mean	Descriptive Equivalent
1	Encourages me to work the best I can	2.41	Disagree
2	Sets challenging goal for me	2.30	Disagree
3	Promotes my will of achievement and being successful	2.35	Disagree
4	Promotes my desire to push myself more and more	2.34	Disagree
5	Fosters growth and imparting wisdom, and instilling confidence for me	2.32	Disagree
Grand Mean		2.35	Disagree

Presented in Table 3 are the inspiration as exuded by the coaches as perceived by the respondents. It presents that all indicators are assessed as disagree. The results suggest that the way the coach is providing inspiration or motivation is not resonating well with the trainee. The trainee might not find the coach's motivational style effective or personally meaningful.

**Table 4.** Technical Instruction of the Coaches as Perceived by the Respondents

	Technical instruction	Mean	Descriptive Equivalent
1	When calls me to attention, gives me examples on how to correct the situation	2.25	Disagree
2	explains to me what should be done and what should not be done	2.32	Disagree
3	Tells me what to do and how to do it	2.35	Disagree
4	Appreciates well-structured training methods	2.44	Disagree
5	breaks down complex movements, demonstrating correct forms and offering constructive feedbacks	2.28	Disagree
Grand Mean		2.33	Disagree

Presented in Table 4 is the assessed technical instruction of the coaches as assessed by the respondents. It presents that all indicators are assessed as disagree. The results indicate that the way the coach is delivering technical instructions or teaching specific skills is not resonating well with the trainee. The trainee might find the instruction difficult to comprehend, uncomfortable to execute, or simply incompatible with their learning style.

Presented in Table 5 is the assessed personal respect of the coaches. It presents that all indicators are assessed as disagree. The results indicate that the way the coach demonstrates personal respect is not aligning well with the trainee's expectations or values. The trainee might feel uncomfortable, undervalued, or misunderstood due to the coach's approach to showing respect

**Table 5.** Personal Respect of the Coaches as Perceived by the Respondents

	Personal Respect	Mean	Descriptive Equivalent
1	Treats me respect	2.17	Disagree
2	Behaves in order to respect my personal needs	2.24	Disagree
3	Demonstrates respect for my personal feelings	2.27	Disagree
4	Respects me as a person	2.36	Disagree
5	Encourages open communication and show genuine care for me	2.33	Disagree
Grand Mean		2.27	Disagree

### 2.3. Summary of Findings

1.The coaches' leadership style, which includes vision, inspiration, technical instruction, personal respect, personal support, positive feedback, negative feedback garnered a grand mean of 2.32, 2.35, 2.33, 2.27, 2.33, 2.42, 2.35, respectively, which are interpreted as disagree.

2.The respondents are excellent rebounds, feeds, and center pass but they are poor in terms of their goals scored, goals attempted, goal assists, and possession lost.

3.Most of the coaches' leadership styles do not show significant relationship with the respondents sports performances which means that the coaches' leadership styles are in no way related with the performances of the athlete-respondents. On the other hand, the coaches' inspirational style is related to the goal-attempts of the respondents while negative feedback is inversely related to their goal assists.

### 3. Conclusion

The assessment of the coaches' leadership style, encompassing various aspects such as vision, inspiration, technical instruction, personal respect, personal support, positive feedback, and negative feedback, reveals a consistent trend of disagreement. This suggests that there exists a misalignment or disparity between the coaches' leadership approaches and the preferences or perceptions of the respondents.

In terms of the respondents' sports performance, an analysis indicates a contrasting pattern. They demonstrate excellence in areas like rebounds, feeds, and center pass. However, their performance is notably lacking in goals scored, goals attempted, goal assists, and possession lost. This points towards areas that require attention and improvement to enhance their overall effectiveness on the field.

Moreover, a comprehensive examination of the relationship between the coaches' leadership styles and the respondents' sports performances reveals that most dimensions of leadership do not exhibit a significant correlation. This implies that the coaches' leadership styles may not play a substantial role in influencing the athletes' performance outcomes. However, there are noteworthy exceptions to this trend. Specifically, the coaches' inspirational style displays a positive correlation with the respondents' goal-attempts, indicating that inspiration can motivate athletes to undertake more goal attempts. Conversely, negative feedback demonstrates an inverse relationship with goal assists, highlighting that a higher

frequency of negative feedback is associated with a decrease in goal assists.

In summary, this study underscores the presence of a discrepancy between the coaches' leadership style and the preferences of the respondents, as well as areas of strength and improvement in the athletes' sports performance. While the majority of leadership dimensions do not significantly impact performance, the impact of inspiration on goal-attempts and the relationship between negative feedback and goal assists are notable findings that can guide coaches in refining their strategies to enhance athlete motivation and overall performance.

## References

- [1] Abernethy, B., & Wood, J. (2019). Do novice batters know where the gaps are in fielding arrangements? *International Journal of Sport Psychology*, 32(2), 193-209.
- [2] Achor, S. (2010). *The happiness advantage: The seven principles of positive psychology that fuel success and performance at work*. Random House.
- [3] Adzhar, R. J. I., Abd Aziz, S., Zakaria, J., Osman, N., & Azmi, S. H. (2019). Correlation between leadership style and athlete motivation among males and females' adolescents. *Malaysian Journal of Movement, Health & Exercise*, 8(2), 45-56. <https://doi.org/10.15282/mohe.v8i2.340>.
- [4] Allami, Fathil B. (2022), "Preferred Leadership Styles of Physical Education Teachers and Relationship with Athletes' Satisfaction". *International Journal of Instruction*, 15(2), 393-416. <https://doi.org/10.29333/iji.2022.15222a>.
- [5] Arthur, C. A., & Bastardo, N. (2020). Leadership in Sport. In Gershon Tenenbaum and Robert C. Eklund (eds.), *Handbook of Sport Psychology*, (Fourth Edition), Volume I. pp. 344–371. [doi:10.1002/9781119568124.ch16](https://doi.org/10.1002/9781119568124.ch16).
- [6] Berry, C. R., & Fowler, A. (2021). Leadership or luck? Randomization inference for leader effects in politics, business, and sports. *Science Advances*, 7 (4): eabe3404. DOI: 10.1126/sciadv.abe3404.
- [7] Caldwell, B.J. (2019) Visionary leadership in the search for certainty. *Australian Educational Leader*, 41(3), 12-15.
- [8] Carpentier, J., & Mageau, G.A. (2017). The role of coaches' passion and athletes' motivation in the prediction of change-oriented feedback quality and quantity. *Psychology of Sport and Exercise*, 15, 326–335. doi:10.1016/j.psychsport.2017.02.005.
- [9] Collins, J.C., & Porras, J.I. (2016). Building your company's vision. *Harvard Business Review*, 74(5), 68-79.
- [10] Fox, L.D., et al (2017) Effects of leadership style and group dynamics on enjoyment of physical activity. *American Journal of Health Promotion*, 14(5): p. 277-283,. DOI.org/ 10.4278/080-1171-14.5.287.
- [11] Fletcher, R. B., & Roberts, M. H. (2016). Longitudinal stability of the leadership scale for sports. *Measurement in Physical Education and Exercise Science*, 17, 89–104. DOI: 10.1080/1091367X.2013.761021.
- [12] Haugen, M.(2016) .The changing national and political role of Chinese sports 1949–2016. *Education About Asia*, Volume 21, Number 2.
- [13] Ismail, E., Razak, M. R. A., Bakar, A. Y. A., & Mahmood, H. N., (2020). The Leadership Style among Football Coaches in Iraqi's Public Universities. *International Journal of Academic Research in Business and Social Sciences*, 10(8): p. 153-161. DOI.org/10.6007/IJARBS/v10-i8/7513.