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IMPACT OF LEADERSHIP QUALITIES ON SPORTS PARTICIPATION AMONG UNIVERSITY ATHLETES OF LAHORE

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Abstract

The research intends to focus on the perception of players regarding the impact of leadership qualities on the sports participation among university athletes. The purpose of this research was to investigate that how different dimensions of leadership behavior can help in increasing the sports participation of university athletes. By applying the simple random sampling and using survey methodology, a total of 214 university athletes (male/female) was selected. These athletes belong to sports sciences departments of different universities of Lahore. For this study, adapted questionnaires of *Leadership Scale for Sports Guidance Scale (LSS)* developed by Chelladurai & Saleh (1990) and *Sports Participation questionnaire 'Ungt folk a Islandi'* (2010) have been used to get the opinion of the participants. Results of the study demonstrated that there is a positive relationship of training and instruction, democratic behavior and positive feedback with sports participation of university athletes. On the basis of results, it can be said that designed hypotheses of this research have been proved. However, the regression analysis shows that the relationship of sports participation with the dependent variables is significantly positive. Overall this study can be concluded that leadership qualities promote all type of positive participation in sports persons and individuals.

Key Words: Domestic, Behavior, Regression, Analysis

Introduction

Sports activities are considered to affect the values, attitudes and behaviors of the members through learning processes. Almost all companies around the world, multi-sport should play an important role in doing a positive personal characteristic such as leadership among the students in the building. In this respect, the role of sport cannot be ignored; is a dynamic, powerful and extremely popular. Leadership Dobosz and Beaty (2010) argue that the ability to lead to the achievement of other common goal. (Dobosz & Beaty, 2010), the company is a leading provider of professionalism. In addition, the contestant sports many competitors to compete for leadership tasks such as captain student group or student government election search (Dobosz & Bits, 2010). It has been found that athletes show relatively better leadership qualities than those who do not take part in sports activities (Cruz et al., 2014). This is reflected by the research that companies help physical exercises, sports and recreational activities to improve leadership skills (Ekeland & Grøttland 2015). The study of the Andre (2007) represents a correlation between sports and physical activity with the development of "a higher degree of leadership." Studies that show the effect of improving participation in sports leadership among athletes to verify and argue that sport had improved the participation of the level of leadership skills (Al-Ansari, 2011). Leadership is an important and complex concept. It is believed that skilled executives increase employee productivity and improve organizational output (Al-Ansari, 2011). This important concept was established as the basis of several leadership theories in addition, researcher sports development theory, which would make the idea of a more effective leadership. Most researchers in the sport (Chelladurai & Saleh, 1980) studied leadership which supports that

investment in the training of executives early in life can provide benefits to the athlete and is now (Dorrance, 1996; Simon & Martens, 1979; Shields & Bredemeier, 1995). However, despite the more recent (1975-2001) very interdisciplinary approach to understanding the theory and practice of leadership remained of fundamental importance in context related todominant sport. The evidence research strongly supports the idea that there is a direct link between the behavior trainer / guide and athlete performances and behaviors (Moen, Hoigaard and Peters, 2014)

In this context, behavioral sequence consists of certain behaviors that were important in helping to develop effective leadership skills. To be an effective coach, you need to be a member of a team. These professionals strive to provide experience in solving a problem directed learning and looking for practical solutions. There are many skills in one of the skills involved including those who have learned or acquired. Trainers need to recognize that groups work more effectively when the leadership is appropriately shared. Most athletes are accustomed to participate in a process in which the coach takes on a very dominant role of the leader. To be effective in practice or at buses participants need to know the talent when, why, who you call. If the preference can be a supervisory philosophy that points to the personal preferences of supervision and guidance, the understanding of follow-up is of fundamental importance for the overall success of the leadership role in the next generation of athletes.

Statement of the Problem

The present research will be able to explore the connection between the variables of participation in sports activities and leadership skills among the athletes.

Significance of the study

The leadership is one of the key factors to bring all the efforts together as to achieve a peak performance goal. The present research is focused on the skills that not only enhanced the sports participation but also help to measure the impact of leadership skills. It also quantify the impact of training and instruction on sports participation. The results will not help in the enhancement of sports promotion but also help increase performance and presentation of other disciplines.

Hypothesis

H1: There will be a positive relationship between leadership skills and sports participation.

H2: Training and instruction have positive impact on sports participation.

Objectives

1. To measure the impact of leadership skills on sports participation.
2. To quantify the impact of training and instruction on sports participation.

Review of Leadership and Sport Literature

[Gordon \(2005\)](#), believes that effective leadership is the positive impact that people's relationships with group dynamics tend to have the goal of employees. [Weinberg and Gould \(2003\)](#), noted that the leaders usually have two functions: First, to meet the requirements of its group meeting objectives efficiently and secondly to ensure organization to ensure that the needs of the members of the group in a positive manner are satisfied. In this regard, the same people have been responsible for the appointment of managers / managers to ensure that the qualities of the leader and the group members (players) do not seem to be inadequate goals and visions are a potential leader of a club game. Some early studies on the effectiveness of different drivers. [Horn \(2002\)](#), the research has been carried out on the effective professional assessment outside the military settings such as sports or education. In the pursuit of this he followed the approach of the

function of effective leadership based on personality's congenital tendencies to reject the hypothesis that great leaders are born and not made exclusively. [Weinberg & Gould \(2003\)](#), found that the investigation of behavior outside of the sport was able to classify what leaders do two areas; Initiate structure and consideration. This study reflects the relationship between the leader and followers include factors such as friendship, mutual trust, communication and warm. To build a valid structure based on the rules, regulations, and operating systems. Studies show [\(Pratt and Eitzen, 1989\)](#), in non-sport seems that most executives fail to take into consideration and initiate upon reaching realistic goals structure. Modern sport specific research has reported moderate levels of consistency and the behaviors of successful coaches. In this regard, in recent era, [Boyd \(2016\)](#) used special techniques to investigate a case study, the behavior of coaches and administrators' basketball elite. They found that these managers and coaches were giving instructions, strength and encouragement effort. Researchers [\(Salmela, Trudel, Baria & Russell, 1995\)](#) focused on feedback support, technical repairs, and presented more qualitative research using 17 elite gymnastics instructors in depth interviews and managers. Finally, researchers like [Curtis \(1979\)](#) focused on the leadership phenomenon that can be learned through workshops to improve positive behavior among coaches to reduce their negative behavior when players are exercising. Based on these findings, they have shown a direct correlation between movement behaviors and reactions assessment of the players. Many theories have been constructed to explain the leadership phenomenon. Some significant theories have been discussed below:

The Supervisory Behavioral Continuum (SBC)

In this theory, [Gordon and Yukl \(2004\)](#), have highlighted a valid standard

which identifies on the use of different approaches to supervise the leadership phenomenon. In this way, coach with a variety of athletes with different types of skills and a wide range of skills. In this regard, the trainers and the guide have the awareness to sharpen skills of both parties, games. According to [French and Gordon \(2019\)](#), due to the need for this diversity leadership, the ability to access and vary in different regions. As theorists such as French and Gordon (2019) notes, the goal is to assess where the athlete is and to monitor the level to develop an independent, reflective athlete and instructors to initiate various forms of development instruction.

There are different subgroups in this continuum. The first was "teaching method" that offered blessed coach statements and suggestions directly to the athletes during encouragement. With this approach, Feedback between Trainers must be an athlete. The decisions about the trainers make the responsibility changes carried out to determine the appropriate action plan ([Stroot et al., 1998](#)). For those who work at a low level of development, you need direct supervision of this approach is widespread [French and Gordon \(2019\)](#).

Transformational Approach to Leadership

According to the transformation approach, everyone has the potential to be a leader to be formal leadership (position) and informal (not location) contexts. Transformational leader is charismatic provides an intellectually stimulating, inspiring, and growing individual aspect for each topic. Leader encourages the members of the company's vision to help and share with a sense of purpose ([Bycio, Allen & Hackett, 1995](#)) by promoting internal motivation and providing trailer responsibility to the leadership.

Interactional Approaches to Leadership

[Pollack. \(2020\)](#), is of the view that some leaders strive to keep their focus entirely on the issue at hand, others embrace the theory approach to spend some time thinking about how the employees can interact with each other on the environment. This theory argues that the way employees are interacting in a business environment is of great importance as these interactions the climate has a great impact on the success factors directly related to the business, including job morale and productivity. In this case, who prioritize coach-role performance goals to develop through positive interpersonal relationships can be more effective leaders than a coach's orientation to avoid within a team fighting relegation. Another interesting approach limited by Grusky's study of sports management (1963). Model group structure offered by Grusky (applied first professional baseball) offered players who occupied key so that more tasks were performed, regardless of coordination, interaction with others, were more likely to develop leadership skills is essential, and in the end was more manager to be, But as [Age \(2000\)](#) suggests, the work did not achieve much on Grusky's original proposals.

Leadership Sports and training whether as a coach, manager or his teammates, demand effective leadership to increase performance is phenomenon constant field of sports [Weese \(1991\)](#), determined that any specific game, athletes rising leader and can motivate and organize its team members play as Grade cohesive. [Mosher \(2008\)](#), suggested that athletes of sports teams are not utilized to their full potential and that potential realization could mark significant changes in athletic performance. Although the literature sports leaders' athletes can recognize in the increase in the performance of employees play a central role, research focused primarily on the investigation of the training of executives ([Cote, Salmela, Trudel, Baria, &](#)

[Russell, 1995](#)). Like other areas, most leadership research focused on older leaders such as trainers, with different styles and techniques to improve their skills and examine the factors that can contribute to the development of youth leadership.

Multidimensional Model of Leadership (MML)

Herald Leader behaviors are specific situations that include features of a leader and elemental characteristics. MML, such as LSS, plays a significant role in the exercise of sporting leadership, because it can consider the relationship between the leader and the members taking into account the context of a role of leadership. MML has a fixed size when leadership in sports is due to its frequent use of the discussion ([Chelladurai, Imamura, Yamaguchi, Oinuma & Miyauchi, 1988, Dwyer & Fisher, 1990, Reimer & Chelladurai 1995 Serpa, 1999](#)). Although most of the victories, LSS of Chelladurai and MML did not test beyond the sports training of executives. In addition, LSS and MML do not depend on how people develop skills that enable them to become an effective trainer. The results showed that the member and coach of the ratings of sports management tendencies were most closely linked to the level of skills of the athletes. Larger areas are listed below:

1. Training and instruction :Coaching is a behavior that aims to help athletes perform better by focusing on and facilitating challenging training, teaching athletes sport-specific skills, strategies, and tactics, defining the relationships between players, and organizing and managing the athletes' activities. Performing training programmers created to enhance athletes' performance under challenging and demanding training; Athlete Teacher skills, strategies, and sport tactics; Explain the dynamics between the athletes and the planning and coordination of the athletes.

2. Democratic coaching: Coaching style that encourages greater athlete involvement in selection of group objectives, training regimens, and game tactics and plans.

3. Autocratic behavior: Coaching conduct that places a strong emphasis on personal power and independence in decision-making.

4. Social support: Coaching behavior defined by consideration for each athlete's welfare, a supportive environment within the group, and good relationships with teammates.

5. Positive feedback: Coaching techniques that support athletes by praising and applauding their efforts.

Table 1: Dimensions of the LSS

Dimension	Description
Training and instruction behavior	Behavior aimed at athletes' performance by emphasizing and facilitating hard and strenuous training; instructing them in the skill, techniques, and tactics of the sport; clarifying the relationship among the members; and structuring and coordinating the members' activities.
Democratic behavior	Behavior that allows greater participation by the athletes in decisions pertaining to group goals, practice methods, and game tactics and strategies.
Autocratic behavior	Behavior that involves independent decision making and stress personal authority.
Social support behavior	Behavior characterized by a concern for the welfare of individual athletes, positive group atmosphere, and warm interpersonal relations with members.

Lindberg (2008)

Recently, researchers [Harris and Ostrow \(2008\)](#), explore using LSS decision-making types of coaches (Leader). While both types of autocratic democratic decision-making powers have inherent limitations, [Harris and Ostrow \(2008\)](#), stressed that a proper democratic or autocratic style with a set of state of the problem. Additionally, research has shown that mixtures of autocratic and democratic styles are possible and it is not implausible that the designs are adaptable and independent of the director of the conditions. Marking styles assume absolute numbers that there is no middle ground. Since [Harris and Ostrow \(2008\)](#), point out those democratic styles are less effective for longer-

term, more complex problems, it is likely that the more autocratic form will need to be dominant in professional football where big cells of players mix. According to [Martens \(1987\)](#), who maintained a nuanced stance on leadership theories and studies, there are four elements to effective leadership: personal traits that make a leader, leadership philosophies, follower traits, and official situational traits. These variables work together to create a four-effective impact, Nibaim Lombardi had a tremendous grasp of his players, according to [Kramer and Crespy \(1968\)](#), and he knew which players needed more encouragement and which responded better to harsher criticism.



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Instructional Leadership

Instructional guidance is defined as the management of curriculum and instruction by the principal in general. This term has turned out to be the result of the research for an effective school of the year 1980 on the movement-related increased by this key runs a successful book in the role of the manager. The concept of teaching leadership, however, recently emphasized stretched models extend more distributed authority among workers distributed and shared by the school, for the distributed leadership eg, joint leadership and transformation leadership.

Some researchers have sketched features and components of teaching leadership and learning. [Hellinger \(1996\)](#), conceptual model most commonly used empirical studies of teaching leadership. The authors suggested

that the key role of educational leaders in three dimensions:

- 1) The guiding principle of school setting
- 2) Management training program
- 3) A positive climate for learning schools.

These three dimensions, drivers have different functions. First, their operations focus on two roles to define the role of heads of mission schools: the design of school goals is clear, and the media school objectives are clear. Second, in management training, managers have three functions: the monitoring and evaluation of teaching, curriculum coordination and monitoring progress of the students. Third, for the managers positive climate of the promoting learning school has five functions: to protect teaching time, to promote career development, maintain high look, provide incentives for teachers, and provide incentives for learning.

Instructional Leadership Today

The focus of the teaching guide should shift from just "management" to work connected to the expansion of administrative activities, with an emphasis on leadership. A strong manager with sound ideas alone won't be enough to do this; the manager's position needs to be redefined for success. By putting less emphasis on structure and bureaucratic procedures, management impediments should be eliminated. Different leadership responsibilities in dramatic school teaching degree require an emphasis on creating a community of learners. Additionally, it necessitates decision-making and, in a way, going back to the beginning. This will include making the most of your time, getting expert training help, cultivating a moral environment, and utilizing a variety of learning strategies to support your resources.

Democratic Leadership (Participative)

According to Levine's research, democratic leadership also known as participatory leadership is typically the most

effective type of leadership. Democratic leaders give advice to the group's members while simultaneously participating in the group and allowing feedback from other participants. Democratic leaders frequently have faith in their followers since they are an integral component of the team and are dedicated to furthering the group's goals. Thus, the study provides a clear understanding of the methods and practices of the coaching case study by organizing the research findings into four categories: communication strategies, organizational structure, training, and strategic decisions and the environment. The study characterizes the first trainer democratically from the democratic leadership style to compare with other leadership styles. This thorough investigation of leadership styles has evolved into a contemporary framework. Goleman, Boyatzis and McKe. (2002), leadership philosophies can be categorized into the following groups based on his research:

- 1) Coercive: Requires instant compliance
- 2) Authoritative: Moves individuals in the direction of a self-created vision.
- 3) Affiliative: Style that fosters peace by communication, empathy and interpersonal relationships
- 4) Democratic: Establishes consensus through involvement and cooperation.
- 5) Pacesetter: Sets high hope for performance & expects team members to follow his lead.
- 6) Coaching: fosters the growth of others via empathy (Goleman, Boyatzis and McKe. 2002).

Current Leadership Styles and Functions of the Democratic Leadership Style Education Literature about leadership styles of the current practice are manifold and self-willed. A variety of sports that are out there makes it difficult to find styles that include sports specific training and a variety of different types of these athletes doing it a variety of

training styles. This literature has not been conclusive. One of the strategies I was trying to find for the literature on democratic leadership would also be organizational training athletes looking established in the literature, which defines the styles that these organizations advance. This supports the idea that the democratic trainers have characteristics making them the most successful. Another piece of the well-known scientific literature on leadership styles and coaching was developed by Chellandurai and Saleh (1978), to evaluate the Leadership Support Form (LSS) behavioral aspects of leadership trainers. Two of the five levels on this scale emphasize the importance of the coach's decision making style.

The Leadership Scale for Sport

Without acknowledging Chelladurai and Saleh's (1978), groundbreaking formulation of a leadership scale that is widely used in sports, it is difficult to evaluate sports direction (LSS), based on the house's way goal idea from 1971. Athletes prefer to adopt behaviors during practice and training, and LSS is used to identify features and behaviors. According to LSS, a leader's role is to increase operations in order to accomplish this aim while spotting and eliminating roadblocks along the way. The leader offers the researchers a technique of mine that use to guide the assessment & is frequently used to gauge and examine how the training practices employed in athletics affect sports (Hume, Hopkins, Robinson, Robinson & Hollings, 1993; Feng, Huang & Zhang 2016).

The Roles of the Coach or Leader

The coach's role is more akin to that of a leader because the team as a whole is his or her duty. The leaders of the company must be sufficiently motivated about the prospects of establishing a coaching culture willing to commit to the process before players may become positive role models. As the leaders establish the culture, speed, and expectations

for inflation, they also first pass through their own personal transformation change chiefs people's chosen people before beginning the leading development process of this organization. Personal training contract exercises and working with a personal trainer are a few of the development elements that are included in each participant's authentic development process. Although some thinkers distinguish between a coach and one of the industry leaders by emphasizing the organizational

The Coach-Athlete Relationship

A coach creates an emotional contract with the ministry for their players when they establish strong coaching ties with them. Jose's emotional bond is built on a foundation of mutual respect and trust. This kind of connection is relational in nature, meaning it is founded on the mutual expectations of the trainer and the athlete's values and beliefs. In theory, if the athlete tells the coach, "This exercise is completed, then you are seat finished," and the coach responds, "Yes, you are seat finished," even after the training is over, then they have essentially met the emotional development of the contract. The agreement is based on trust. This is an easy illustration. To be honest, it will be more sophisticated yet often relates to trainers and sportsmen. An outstanding trainer should know the relationship between training and knowledge if he provides honest feedback and input. Thus, guide to improve the performance of their athletes. However, they decide not to use the ancient approach in the first instance as trainers-centered athletes recognize the importance of thinking as sportsmen. Similarly, stronger bonds and emotional contracts are also helpful in developing skillful communication. It has been compared to the possibility of asking questions and non-effective orientation learning with empathy. [Rimmer and Chelladurai \(1995\)](#), discovered that under this

situation, members' satisfaction in terms of social support for improvement depended on the coherence between the preferred and perceived leadership. The researchers did discover, however, that individuals who were observed (in reality) receiving executive coaching, counseling, positive feedback, a high degree of contentment, or a desired leadership or leadership was visibly preferred. As a result, it is expected that members will priorities purpose and performance objectives when leaders place a strong emphasis on training, counseling, and positive feedback. [Rimmer & Chelladurai \(1995\)](#), also noted disparities between offensive and defensive players' higher proportions of democratic conduct and social support. Athletes learn more about their sport as they gain experience and maturity along with their excellent coaching facilities.

Methodology

Methodology consists of the data collection tool, research design, ways to collect data, population, sample population and data analysis. The nature of this study is mixed method approach in which quantitative and qualitative method approach of research used. Results were given in numerical form. The population of this study consisted of players belong to different clubs of Lahore city. A sample of 214 university (male/females) athletes participated in this study. The sample of this study selected through non-probability sampling methods in which simple random sampling techniques was used. In this research data was collected by survey method and research instrument of this study was questionnaire. The statements of the questionnaire are designed on Likert scale with three statements agree, disagree and undecided. Questionnaire was consisted of 20 items. Validity of the research instrument was ensured by expert opinion. Reliability of the study was ensured with the statistical test Cronbach's Alpha through pilot

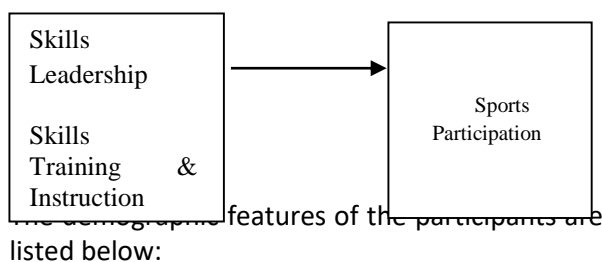
testing. Data was collected from respondents through personal visits of researchers. For this purpose, researchers had visited different clubs situated in Lahore city. Data was analyzed on SPSS (Statistical Package for Social Sciences) 26 version. Chi-square test was applied to see the distribution of responses.

$$n = N/1 + Ne^2$$

$$n = 400/1 + 400(0.05)^2$$

$$n = 214$$

Theoretical Framework



The demographic features of the participants are listed below:

Table 4.1

Descriptive Statistics of Demographic Characteristics of the sample (N=214)

Variables	f	%
Gender		
Men	114	56
Women	100	44
Qualification		
Matric	60	28
Graduate	120	56.1
Masters and Above	34	15.9
Flying Level		
Local	39	18.2
State	37	17.3
National	112	52.3
International	28	12.1
Stake Holder		
Coaches	18	8.4
Teachers	20	9.3

Table 4.2 depicts descriptive and reliability analyses were carried out for each assessment measure and their subscales.

Table 4.2

Cronbach's Alpha and descriptive Statistics of Leadership Styles and Sports participation (N=214)

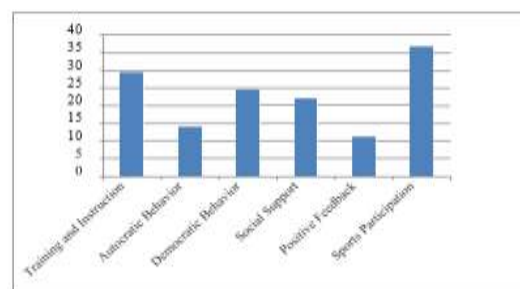
Variables	K	M(SD)	Min-Max	α
Leadership Style	40	-	-	-
Training and Instruction	13	29.30(9.02)	13.00-63.00	.84
Autocratic Behavior	5	13.97(3.59)	6.00-25.00	.71
Democratic Behavior	9	24.34(6.27)	12.00-45.00	.72
Social Support	8	22.07(5.80)	10.00-40.00	.68
Positive Feedback	5	11.11(3.90)	5.00-25.00	.79
Sports Participation	18	36.73(10.77)	19.00-86.00	.71

Note: K=Numbers of items, α =Cronbach's alpha reliability

This table showed the internal consistency of each scale, was found to be within accepted range .6 \geq In this table, Training & Instruction mean (9.02).

Figure 1

Bar Graph of the Means of Leadership Styles and Sports Participation



Pearson product moment correlation analysis was carried out to assess the relationship among study variables.

Materials & Methods

The present study is about leadership exploration through different variables and utilizing leadership scale for sports (LSS). The present research used simple random sample and survey research approach implemented along with questionnaires as a tool was utilized along with leadership scale for sports (LSS). The research Design was analytical in nature. 200 university athletes (male / females) who fulfill the criteria (HEC recognized universities of Lahore) will be included in the study by following Yaameen, (2012) formula:

$$n = N / (1 + Ne^2)$$

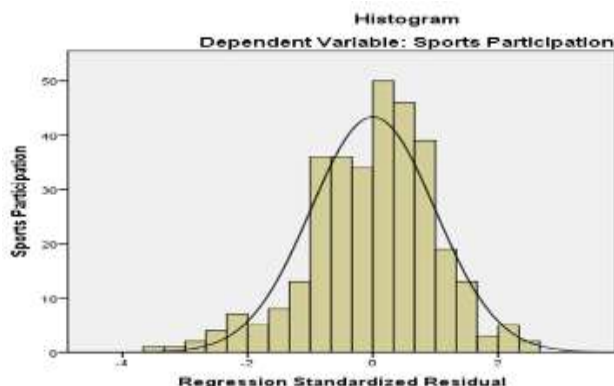
$$n = 400 / \{1 + N (0.05)^2\}$$

$$n = 200 / \{1 + 200 (0.025)\}$$

n = 200

The Leadership Scale for Sport (LSS)

Leadership Development of Sports (LSS) has been used for a variety of purposes. The Multidimensional sports management model developed by [Chelladurai & Saleh \(1978\)](#), to determine whether certain leadership theories gained from the sports environment. The purpose of the development of LSS ([Chelladurai & Saleh, 1980](#)) was to try to deal with specific questions about leadership within the framework of sports according to model with regard to multidimensional ([Salminen & Liukkonen, 1994](#)). The histogram will be shown in Figure 2.



Ethical Approval

The researcher took the signature on the informed consent from her respondents, which consisted of the following points. It was approved by the Ethical Committee of the University before conduction.

1. All data and information gathered will be kept private.
2. The subject will be informed that there are no risks or drawbacks to the study's methodology.
3. Study respondents and participants shall maintain their anonymity at all times.
4. All respondents will be asked for their written, informed consent.
5. They will also be made aware that they can out at any point while the data is being collected.
6. Study respondents and participants shall maintain their anonymity at all times.

Future Research Directions

Previous researcher clearly pointed out that a significant gap between the importance of sports leadership and theorists' struggle to comprehend it. Although there was no study assessed what was related to leadership and coaching perspective by referring to research Coaching is effective, this post is not enough to expand in terms of the knowledge domain. One can see that a number of studies that test this theory have tried to estimate models with particular reference to the sporting education In scientific knowledge about the link between leadership skills and participation in sports, which means it is room for researchers to answer any number of possible key areas.

Conclusion

Statistical analysis shows that majority of the students or sports persons agreed that sports qualities in individual. Sports promote all type of good qualities in sports persons and individuals like they promote the communication skill, they promote abilities to promote discipline qualities, they develop the self-efficacy in individuals, they enhance the concentration level in individuals etc. Our all sports develop the leadership qualities in sports person and leadership is very essential in sports field or other organization.

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