



**PERCEPTION ON COACHES' LEADERSHIP STYLE AMONG  
UiTM SARAWAK TEAM SPORTS ATHLETES**

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## TABLE OF CONTENT

<b>LETTER OF TRANSMITTAL</b>		
<b>DECLARATION</b>		
<b>APPROVAL PAGE</b>		
<b>ACKNOWLEDGEMENT</b>		i
<b>ABSTRACT</b>		ii
<b>CHAPTER 1</b>	<b>INTRODUCTION</b>	<b>PAGES</b>
1.1	Background of study	1
1.2	Problem statement	3
1.3	Research questions	5
1.4	Research objectives	5
1.5	Significant of study	6
1.6	Limitation of study	6
1.7	Delimitation of study	7
1.8	Definition of term	7
<b>CHAPTER 2</b>	<b>LITERATURE REVIEW</b>	
2.0	Introduction	10
2.1	Leadership in sport	11
2.2	Leadership style and team success	12
2.3	Discovering coaching leadership	13
<b>CHAPTER 3</b>	<b>RESEARCH METHODOLOGY</b>	

3.1	Introduction	16
3.2	Research Design	16
3.3	Population	17
3.4	Sampling	17
3.5	Research Respondent	17
3.6	Instrumentation	18
3.7	Data Collection	19
3.8	Data Analysis	19
<b>CHAPTER 4</b>	<b>FINDINGS AND ANALYSIS</b>	
4.1	Introduction	20
4.2	Participant	20
4.3	Demographic factor	20
4.4	Perception of coaches leadership style	23
4.5	Differences perception between male and female	24
4.6	Differences perception between diploma and degree	25
<b>CHAPTER 5</b>	<b>DISCUSSION AND CONCLUSION</b>	
5.1	Introduction	26
5.2	Discussion	27
5.3	Conclusion	28
5.4	Recommendation	28

## **REFERENCES**

## **APPENDICES**

- Appendix 1A: Letter of Ethics Approval
- Appendix 2A: Letter of UiTM Approval
- Appendix 3A: Participants Consents Form
- Appendix 4A Leadership Sport Scale (LSS)

## LIST OF TABLES

<b>TABLES</b>		<b>PAGE</b>
Table 4.1 :	Gender distribution of participant	21
Table 4.2 :	Level of education distribution	22
Table 4.3 :	Perception on coaches leadership style	23
Table 4.4 :	Perception on coaches leadership style degree and diploma	25

## LIST OF FIGURES

<b>FIGURES</b>	<b>PAGE</b>
Figure 1 Research framework	15

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## ABSTRACT

The aim of this study is to know perception of coaches' leadership styles among UiTM Sarawak team sports athletes. Prior to this study, the researcher will know the the leadership style of coaches on different teams sports. The research design is quantitative research method that is survey method using questionnaire that is Leadership Scale for Sport (LSS) by Chelladurai & Saleh (1980). The LSS are provided with 40 questions checklist that determine five dimensions of leadership type: training and instruction (13 items), positive feedback (5 items), social support (8 items), democratic (9 items), and autocratic (5 items). Participant is given with five-point scale that contain at the extremes by 'never' (1) and 'always' (5). Beside that, stronger athletes' perceptions of coaches' leadership styles reflecting higher score. Total population of athlete team sports is 140 in different type of team sports.

*Keywords: leadership style of coaches, team sports, athlete perception, training and instruction, social support, democratic, autocratic, positive feedback.*

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of Study

Background of Study a leadership style is a leader's procedure of guiding a way, making a planning, and motivating people. Various researchers have suggested pin point numerous different leadership styles are shown by head in the political, business or other fields (Kevin wren, 2013). Leadership style, they may positively or negatively impact the team's success for decades, authentic leadership was widely considered by researchers as an extension theories of other leadership, majority primarily transformational leadership, as scholars believed it was a broader concept that encapsulated transformational and other forms of positive leadership (Lloyd-Walker & Walker, 2011).

Hollander (1978) and Northouse emphasized that the process of leadership is reciprocal, in that leaders need followers and followers need leaders. In this sense, a sports team is subject to various influences including individual differences among athletes (e.g., physical and mental skills, sports skills, psychological dispositions, etc.) and coaches' behaviour (Oades, & Crowes, 2013). Particularly regarding cooperation with the coach, contender show their collaborative behavior following instructions and with assist different from the trainer or coach in fitting to have an chance to get their target mission or goals, which is in part an direct or indirect discussion (Lameiras 2014).



Northouse (2004) definition of leadership is a procedure whereby a team of athlete to achieve their target and a common goal influences by individuals. Target to improve successfulness team, leaders team develop in many dissimilar behaviours considered to form the group or team, for helping group teammate increase their cooperative and willings to work with as a teammate and a group (Hoes, Wesselius, leeden,Brueklen& , 2010).

Furthermore, and in various generous condition, the trainer or coach will use appliance other types of leadership that include interpersonal and technical components: training and instruction (coach give a direct task, such as assisting athletes in developing skills and learning the tactics of the sport); social support (trainer or coach's capability to fulfilling the relational that been needed by the participant or athletes, making or creating a supportive aura or feeling between the teammate); feedback positive (trainer or coach's capability to allow or realize and indicate gratitude or thanks of teammate commendation performance and efforts); democratic behavior (essentially athlete oriented, supportive, giving instruction and willing to strengthen and to giving positive feedback knowledge that provide to their athletes); and autocratic behaviour (mainly task-oriented, just give less supportive to their athlete, not so much instruction and not so much give a rewar) (Chelladurai, 2001).

## 1.2 Problem Statement

Perception of team athletes towards their coaches' leadership styles are found to give an impact to various aspects of the team athletes such as the athletes' teams' success and performance. For instance, a study found that a more democratic leadership style will increase the athlete performance because they can cooperate with their coaches (Crowe 2013). Furthermore, there are studies found that gender may influence student team athletes' perception towards leadership styles (Todd 2004). A study finding out that male athletes more likely to choose or prefer autocratic and social support coaching behaviors of their trainer or coaches style while female athletes more likely to choose and prefer democratic behavior and participatory style of coaching (Wilson, 2004).

In addition, years of sport involvement also may play an important part or character which needs to be investigated. Therefore, based on the above discussion, further investigation needed for the perception that team athletes have towards their coaches as it may provide various impacts and consequences (chelladurai 1980).

Other studies have found a that female more on democratic style while male is more on autocratic style of leadership ( Conroy & Coatsworth, 2007). It is designate that the teams sport athlete are satisfy with their partner or teammate and focus on the same goal (Asiah & Rosli,2008).

From the previous study, more democratic leadership style will

increase the athlete performance because they can cooperate with the coaches. From the past analyst finding that while male athletes more likely to prefer autocratic and social support coaching behaviors of their coaches, female athletes more likely to preferred democratic behavior and participatory style of coaching( Wilson, 2004).

Depend on sport sometime, for example football or futsal is more autocratic because athletes must follow the tactical and technical of the coaches to achieve the goals. UiTM Sarawak team sport usually involve in karisma, sukipt but doesn't show a good result .Thus, there's need a study to be done in athlete performance and leadership style among the perception of coaches leadership style among UiTM Sarawak team sports athlete.

### **1.3 Research Questions**

1. Is there any difference between leadership styles of coaches among university team sports athletes?
2. Is there any difference between leadership styles of coaches among male and female in team sports athletes?
3. Is there any differences between leadership styles of coaches among diploma and degree students who involved in team sports?

### **1.4 Research Objectives**

To investigate the perception of coaches' leadership style among team sports university athletes.

To identify whether there are differences perceptions of leadership style among female and male team sports athlete.

To examine the differences perception of coaches leadership style among diploma and degree students athlete in team sports.

## **1.5 Significance of Study**

Lack of study about perception of leadership style among coaches being doing on UiTM team sports most of them focusing on karisma and sukipt. Currently, UiTM Samarahan team athletes' thinking about coaches' leadership style is unknown. The results from the study may contribute an initial understanding beneficial to the practice of sports. Coaches, parents, counsellors and athletes may not have an understanding of leadership style within and beyond the context of sport participation, and therefore this study may be beneficial for increasing understanding about sports and off the field leadership style. Furthermore, future researcher can use the data to conduct more intensive research in this field.

## **1.6 Limitation**

Limitations are the particular of a researcher need study which investigator cannot control constitute imperfection that to the result of study and maybe give negative affect to the upcoming. This study is involves surveys research as it collect data from a illustrative of individuals through their feedback to the questions given (Ponto, 2015). To answers the questionnaire, while there are innumerable element that can affect the analysis of the study. For example, in this study, the limitations were;

- 1.6.1 It is assumed that all the participants comply with the study have accurately and honesty responded to the questionnaire.

1.6.2 Large scale of respondents makes the researcher hard to monitor them. In results, they will have one objective that is finish the survey quick. The researcher must balance the total of respondents so that the results will be precise.

## **1.7 Delimitation**

According to Carl Franklin in 2016, delimitations are the things that researcher can control in order to reduce the amount of time or effort in certain unnecessary to the study. For example, the delimitations for this study are;

1.7.1 For example, the delimitations for this study are; This study will be conduct in theUiTM Kota Samarahan, Sarawak that specific towards its students. Furthermore, researcher is also students at the institutions.

1.7.2 The questionnaire will be distributed to the students' team sport athlete and the student team sport athlete will answer the questionnaire in time

## **1.8 Definition of Term**

### **1. Leadership**

Leadership is both a practice expertise skill surround or encloses and research area the capability of an particular person or organization to "conduct" or show other individuals, teams, or entire organizations. (Chin

roger, 2015).

## 2. Leadership style

A leadership style is a leader's procedure of provide a ways to target goals, administer plans, and motivating people. Various researchers have preferred identify innumerable different leadership styles as reveal by header in the political, business or other fields. (Kevin wren,2013).

## 3. Coach's leadership.

Coach leadership is the most efficient in positions where upcoming or outcome must increase. They help others to increase their performance; they remake bench power, and giving a innumerable of advice. The coach leadership dimension or style is the best solution to achieve goal when the coach or header are more knowledge, involvement, and enjoyable. (Daniel Goleman 2002).

## 4. Perception

Perception is the operation, explanation, and exposition of sensory information in order to represent and know the presented knowledge, or the territory (Goldstein 2009).

## 5. Training and instruction

Instruct, or improving in themselves or teammates are in the Training

and instruction, any skills and knowledge that relate to specific useful competencies.

Training has particular target goals of increase one's capability, capacity, productivity and performance.( jeff 2004).

6. Democratic behaviour

Included a team command by a header or coach where all teammate or particular person are included in the making a decision process to decide the target and how to achieve the target goal.

7. Autocratic behaviour

The autocratic leadership process generally entails one person making all strategic decisions for subordinates.

8. Positive feedback

Usually given by the teacher or coach when the player is praised following a successful outcome.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

Research shows that different forms of leadership are correlated to and influence variables of performance and success. Leadership could be defined as 'a process whereby an individual influences a group of individuals to achieve a common goal' (Northouse, 2001). Chelladurai and Saleh, (1978), the multidimensional leadership model for sports was developed to identify the leadership styles preferred by athletes, the leadership styles required by athletes, and the actual leadership styles used by coach.

Chelladurai and Saleh progress a five dimensional explanation of the leadership styles that would assist for this research project. The five dimensions including training and instruction, other than that autocratic behavior, third dimension is democratic behavior, social support, and positive feedback. Therefore, the researcher would determine coaches of leadership style especially among team sports athletes UiTM Kota Samarahan students in Sarawak. This study will determine either demographic factors including gender, year involvement in sports and level of education have significant difference on coaches leadership style among UiTM kota samarahan team sports athletes.

## **2.1 Leadership in sports**

Sport has always had leaders who practice leadership. The literature review includes pertinent details about the sport industry and an analysis of how the growth and culture of sport organizations is attracting an increasing number of leadership studies due to the collection and availability of high quality quantitative data. Sport team success is defined and evaluated.

The sport industry is an environment where the rules of performance are strict, and noncompliance is immediately flagged with consequences for each nonperforming action. Success in the sport industry is widely measured by winning; the sport industry is built to ensure the winner is always clearly determined. The result of this clarity has allowed researchers to consider how a sport team's winning percentage is influenced by or correlated to the behaviors of leaders.

Researchers in sport psychology utilize several leadership definitions; however, these definitions follow similar lines. Furthermore a total of leadership definitions being based on various perspectives in mainstream psychology, sport leadership definitions generally have four common components (Northouse, 2004).

These four components central to leadership are: (a) leadership as a process, (b) leadership involving influence, (c) leadership occurring within a group context, and (d) leadership involving goal attainment. The commonly used instance definition (Brotman et al., 1998; Kampa- Kokesch & Anderson, 2001; Kilburg, 1997; Richard, 1999) constitute in expert evaluation is Kilburg's (1996) the meaning of decision making coaching which reveal:

decision making coaching is meaning as a helping connection form among a coach who has manage domination and supervise in an association and a advise who uses a variance of respons techniques and sequence to help the athlete to get a target that been identified set goals to increase his or her professional result or upcoming and personal happines and, other than that, to increase the advantages of the athlete association within a coaching agreement formally defined.

## **2.2 leadership style and team success**

According to Rego et al. (2015), that leadership must be more than just effective to increase performance. The scholars believe that it must also be good and enhance the quality of the “moral fabric” of the organization. They point out that authentic leadership is considered both effective and good (Avolio, 2010; Avolio & Mhatre, 2012), which supports the theoretical and empirical evidence in the literature.

Rego et al. (2015) acknowledge the limited studies assessing group performance even though studies have shown authentic leadership to influence followers’ behaviors and performance. In the 1920s researchers considered leadership as a treat which a person had or did not have. According to Goul and Weinberg (1999), leadership traits were considered to be relatively stable personality character, such as brilliant, self-confident, strong-willed and dominant. A good or victorious coach or header was particular person who had these character or persona characteristics.

## **2.3 Discovering Coaching Leadership**

Coaching Leadership There are innumerable types of leadership style behaviors that a discovering strength and conditioning or fitness coach can produce from that are responsive to the condition, sport and/or activity, and expertise skill of the athlete or fitness component of the athlete. Six reaction dimensions of leadership existence, include autocratic, democratic, Positive Feedback, Social Support, training and instruction, and situation that consider (Zhang 1997).

### **2.3.1 Autocratic leadership**

Autocratic leadership Autocratic leadership has the level the contribution of its team sports athlete in making the decision. Are usefully as is the prescription of planning and things for activity the use of demand and punishments (Zhang 1997). With a coach or trainer will seeking out a planning with very less idea logy from the participant or particular people. The Autocratic Behaviour dimension type is a major advantage of a coach or trainer giving the athlete or client what the coach or trainer thinks she/he needs.

### **2.3.2 Democratic leadership**

Democratic leadership empowers for the allowing or involvement of athletes or particular person involve in making decisions, and coaches are give advantages of their choose decisions (Zhang 1997). Under this dimension or type leadership, athletes or particular person are giving advantages to make their own goals or target and are willingly to give an idea about their game conclusion or idea. According to Coach Wooden, coaches should “consider the benefit or advantages of particular athletes before own feelings and the feelings of others before own rights” (ESPN 2010). This type of dimensions of leadership enable the athletes or particular person that they are involve with decisions, making them usefully and needed in a team or group (Zhang 1997).

### **2.3.3 Positive Feedback**

Positive Feedback is based upon a behaviourist approach and is also known as positive reinforcement (Zhang 1997). Coaches and personal trainers will compliment or reward their athletes or a client on their successes, which maintains motivational levels (Mageau 2003; Zhang 1997). The athlete or client will be rewarded for a good performance or effort (Zhang 1997).

#### **2.3.4 Social Support**

Social Support the dimension of Social Support, which is a psychologist dimensions, satisfying the relational what be needed of athletes or particular person by endure or remain sensitivity to the particular person and helping them with their personal problems (Zhang 1997). A towering level of emotional intelligence (Goleman 1998), clearly defined or identified or having the process to comprehend or grasp the emotional makeup of the person and well treat them following to their feeling or emotional response, will be provided to usefulness carry out this dimension (Zhang 1997; Goleman 1998).

#### **2.3.5 Training and instruction**

Training and instruction another type of leadership dimension, training and instruction, is take advantages to strengthen the athlete's or client's expertise the skills. Here a conditioning trainer or coach may improve to reuse an athlete's Olympic lifting technique or a personal trainer may guide his client through some potency drills or flexibility exercises that were just introduced. This dimension or leaders focuses on explaining the techniques of the exercises and the tactics of the drills, provides rationale as to why these new concepts are being implemented (Mageau 2003), and clarifies training priorities to be worked on (Zhang 1997).

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 Introduction

In this chapter, the studies discuss in detail the research plan of this study. To ensure that useful and reliable data collect, certain procedures will be adhered and deemed necessary in the selection of the sample population and in the information of the questionnaire.

#### 3.2 Research Design

The research design is a quantitative research method, which is survey research that appropriate for the purpose of determine the leadership style of coaches among the team sports athletes in UiTM Kota Samarahan. This study is on survey using written questionnaire. The type of questionnaire will be use self-administrated questionnaire.

In this study, the dependent variable is the leadership style of the coaches and the independent variable is the demographic factors. Therefore, the leadership style of coaches is dependent on demographic factors. The demographic factors that are included in this study are gender and level of education. Prior to the study, the procedures and guidelines will be present orally and in written form. The respondent will answer the entire questions in the questionnaire form, which is section A is a demographic factors data and section B is the type of leadership styles of coaches using leadership scale for sports (LSS).

### 3.2.1 Conceptual framework

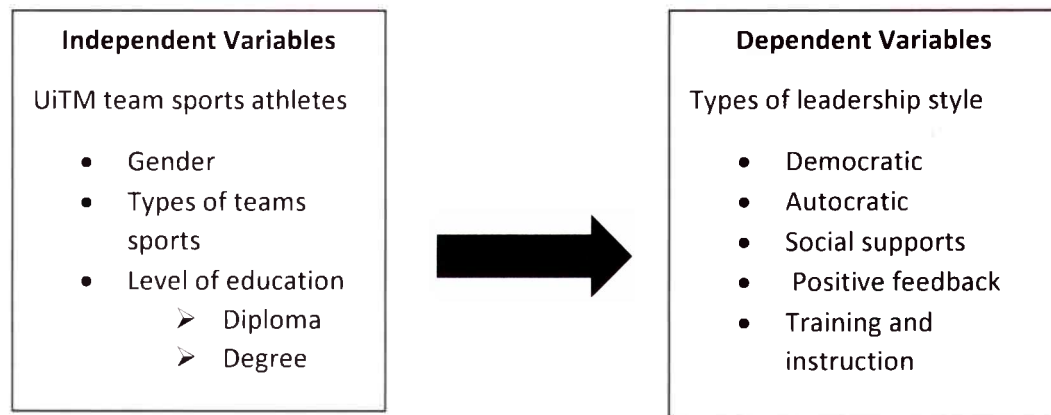


Figure 1: Research Framework

### 3.3 Population

The target population for this study is (n=140) students teams sports athletes of UiTM Kota Samarahan, Sarawak. The students are from various teams sports in the institutions.

### 3.4 Sampling

Fulltime diploma and degree student's team sports athletes will be randomly assigned into each group. The group will be their sports that they participate.

#### 3.4.1 Sampling Technique

The research aims to investigate the leadership style of coaches among teams sports athletes in teams sports athletes in UiTM Kota Samarahan. Consecutive sampling techniques are used as the sampling unit in this study



non-probability sampling. The stratification variables for this study are type for their sport (Krejcie and Morgan, 1970).

Figure 2: Below are the sampling techniques by the (Krejcie and Morgan, 1970)

Example;

$$F_{sr} : 300 \text{ students}$$
$$S = F_{sr} \text{ student} / \text{total population} \times n$$
$$5000 = 357 + 20\% \text{ of } n$$

Example; 8 faculties

Total of 8 faculties is 5000 students

### 3.5 Instrumentation

In this study, the instruments that will be use are Leadership Scale for Sports (LSS). It is tool determine the type of leaderships among the coaches. There are five types of leadership style that can be examine that is training and instruction, positive feedback, social support, democratic and autocratic.

The LSS is a 40-item inventory that assesses five dimensions of leadership type: training and instruction (13 items), positive feedback (5 items), social support (8 items), democratic (9 items), and autocratic (5 items). Responses are provided on a five-point scale anchored at the extremes by 'never' (1) and 'always' (5). Thus, higher scores reflect stronger athletes' perceptions of coaches' leadership styles. Leadership Scale for Sport (LSS) by Chelladurai & Saleh (1980),

The Leadership Scale for Sports (LSS) instrument has been validated severally with high and acceptable psychometric properties (Alfermann, 2005). In support of previous studies, our data also produced high Cronbach reliability coefficients; democratic behavior=.74, autocratic behavior=.84, social support=.83, and positive feedback=.85.

### **3.6 Data collection**

The researcher distribute questionnaire to the UiTM athletes. The researcher will explained one by one together with the respondents while they answered the questions. Therefore, no data will leave blank. The respondents are allowing to asking question if they did not understand about the questions given in the questionnaire. The data will be collect by the researcher and the respondent took approximately about 30 minute to fill in the questionnaire.

### **3.7 Data analysis**

All the data analyze using the statistical Package of Social Science (SPSS) version (22.0) program. A descriptive statistics about the respondent demographic data will be analyzed such as gender and level of education will be analysed. The researcher used the independent sample t-test in order to determine the comparison between two variables.

## **CHAPTER 4**

### **METHODOLOGY**

#### **4.1 Introduction**

The objective of this chapter was to analyze all the data from the questionnaires that had been distributed, and included then percentage of the respondents who answered each question in this study. The quantitative results have been done to this study in order to investigate the leadership style of coaches among the team sports athletes in UiTM Kota Samarahan.

The statistical Packages for Social Sciences (SPSS) version 22.0 was a tool that used to interpret all the data to get the result from this study.

#### **4.2 Participant**

There were 140 questionnaires were distributed among the participant. There were 65 male athletes and 75 female athletes with different level of education which are from diploma and degree with 48 and 92 respectively.

#### **4.3 Demographic information.**

##### **4.3.1 Gender**

Table 2 represents the gender of respondent involved in this study whereby the highest group is Female with 51.8% (n=75), followed by Male with 44.8% (n=65).

Gender		
	Frequency	Percent
Male	65	51.8
Female	75	44.8

Table 2

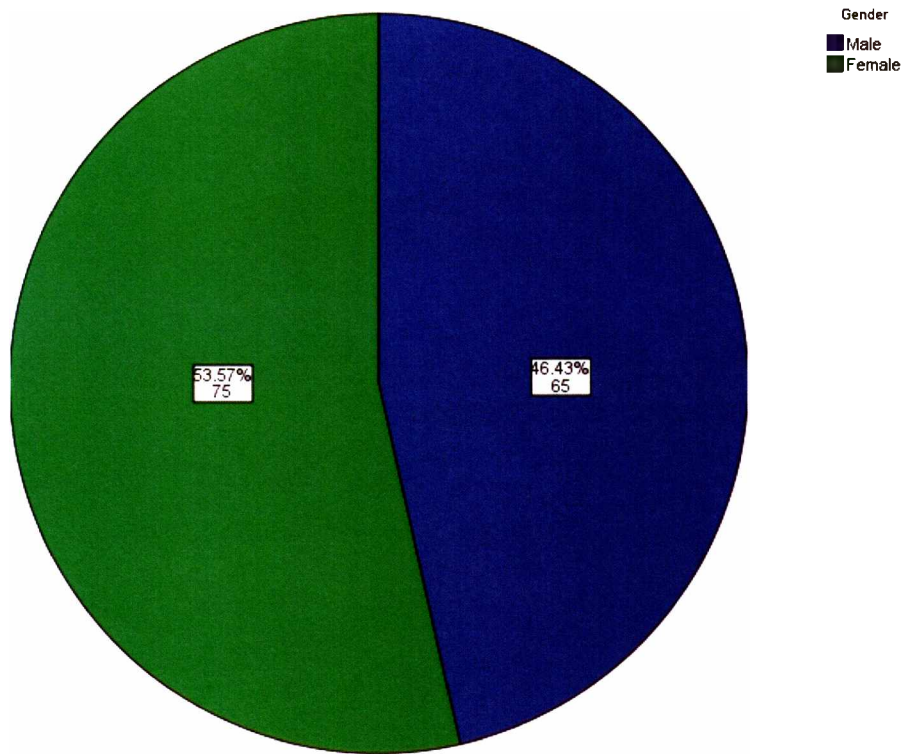


Figure 4.1: Gender distribution of participants.

### 4.3.2 Level of education

Table 3 represents the level of education of respondent involved in this study whereby the highest group is Diploma with 33.1% (n=48), followed by Degree with 63.4% (n=92)

Gender		
	Frequency	Percent
Diploma	48	33.1
Degree	92	63.4

Table 3

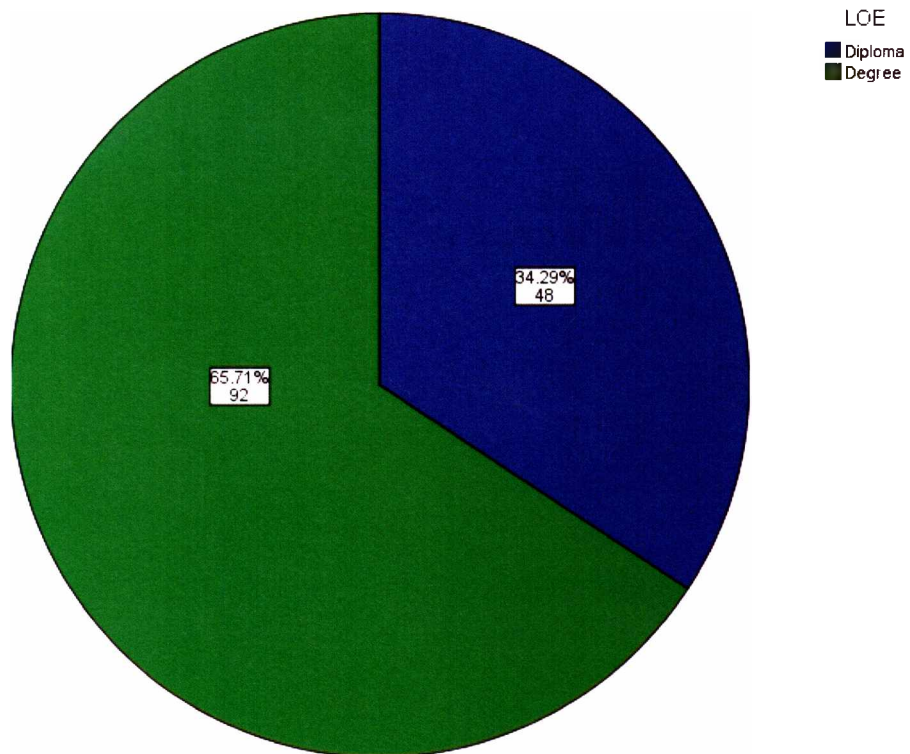


Figure 4.1: Level of education distribution of participants.

#### 4.4 The perception of coaches' leadership styles among UiTM team sports athletes

Table 4 shows the results of perception of coaches' leadership styles among UiTM team sports athletes with the total score for democratic style 422.56, autocratic style is 433.80, social support is 516.57, positive feedback is 463.20 and training and instruction is 395.92. Highest sum of mean is social support of coaches' leadership style and the lowest sum of mean is training and instruction of coaches' style.

	Mean	Sum of Mean
Democratic style	3.018	422.56
Autocratic style	3.098	433.80
Social support	3.689	516.57
Positive Feedback	3.308	463.20
Training and instruction	2.820	395.92

Table 4.2

#### 4.5 Difference in the perceptions of leadership styles between male and female

##### UiTM team sports athletes

Table 5 represent the mean for training and instruction male 2.8320 – female 2.8246 , democratic style male 3.0462 – female 2.9941 , social support male 3.7341- female 3.6541, autocratic style male 3.1169- female 3.0827 , positive feedback male 3.3262- female 3.2933. The table 5 shown there was slightly significant different in the perceptions of leadership styles between value male and female UiTM team sports athletes.

Leadership style	Gender	Mean
Autocratic	Female	3.0827
	Male	3.1169
Democratic	Female	2.9941
	Male	3.0462
Positive feedback	Female	3.2933
	Male	3.3262
Social support	Female	3.6541
	Male	3.7341
Training and instruction	Female	2.8246
	Male	2.8320

Table 4.3

#### 4.6 Difference in the perception of coaches' leadership styles among UiTM diploma and degree team sports athletes

The table 6 shows the mean for training and instruction diploma 2.7532 – degree 2.8671 , democratic style diploma 3.0185 – degree 3.0181 , social support diploma 3.6875- degree 3.6910, autocratic style diploma 3.1458- degree 3.0739 , positive feedback diploma 3.3375- degree 3.2935. The table shown that there was slightly significant difference between perception of coaches' leadership styles among UiTM diploma and degree team sports athletes.

Leadership style	Level of education	Mean
Training and instruction	Diploma	2.7532
	Degree	2.8671
Democratic	Diploma	3.01855
	Degree	3.0181
Social Support	Diploma	3.6875
	Degree	3.6910
Autocratic	Diploma	3.1458
	Degree	3.0739
Positive feedback	Diploma	3.3375
	Degree	3.2935

Table 4.4



## CHAPTER 5

### DISCUSSION, CONCLUSION AND RECOMMENDATION

#### 5.1 Discussion

The overall total of UiTM team sport athletes involved in this study were (N=140) represented by all the UiTM team sport student-athletes from University Teknologi Mara(UiTM) Kota Samarahan Sarawak. There were 140 questionnaires were distributed among the participant. There were 65 male athletes and 75 female athletes with different level of education which are from diploma and degree with 48 and 92 respectively.

Most of UiTM Kota Samarahan team sports prefer social support coach leadership style. The purpose of this study is to identify the perception of coaches' leadership styles among UiTM team sports athletes. The present study focused on comparing leadership style with demographic factor such as gender and level of education.

##### 5.1.1 The perception of coaches' leadership styles among UiTM team sports athletes

The present study shown the highest sum fall under social support dimension is 516.57, the lowest sum fall under training and instruction is 395.92. Therefore,UiTM team sport athlete more prefer social support type of leadership by the coaches'.This shows that indicate it coach is has good social support to their team sport athletes. The leadership styles of social support have been more applied by team coaches.

Salminen and Liukkonen, (2008) found that the social support style of leadership is correlated with the coaching behavior observed, and that coaches with higher attention to their own views and feelings can provide best behavior with their athletes.

### **5.1.2 Difference in the perceptions of leadership styles between male and female UiTM team sports athletes**

In the present study, it shows not much different in mean value between genders. The present results shown that slightly different between male and female in training and instruction dimension with male 2.8320 and female 2.8246. For democratic style the mean for male is 3.0462 and is female 2.9941. , for social support the mean for male 3.7341 and female 3.6541, for autocratic style the mean for male 3.1169 and female 3.0827 , for positive feedback the mean male 3.3262 and female 3.2933.

The present study findings are not consistent with the findings by Richard (2013) who found that female has the highest mean value than male. Furthermore, a study found that while male athletes perceived autocratic and social support coaching behaviors of their coaches, female athletes perceived and preferred democratic behavior and participatory style of coaching (Wilson, 2004).

## **5.2 Conclusion**

As conclusion, the present study show that most of the respondent fall under the social support leadership style. Moreover, gender and level of education has only slight significant difference mean value. Other than that diploma and degree also have a slight significant difference also.

By identifying the leadership style of coaches among the team sport at UiTM kota samarahan. The coach will able to know which type of leadership suitable to use for their team sport athlete. A good leadership style of coaches can motivate the athlete to work harder in training.

From the researcher review, the commonly type of leadership style that been used by the coach is social support. Hopefully, findings from this study can be useful as a guidance and more future study on type of leadership style is necessary not only for student-athlete but for student non-athletes.

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## **APPENDIX**





UNIVERSITI TEKNOLOGI MARA

Dear Respondent,

The purpose of the research is about the perception on coaches' leadership style among

This questionnaire consists of:

- Section A : Demographic factor
- Section B : Dimension leadership style

UiTM team sports athletes. All information given and collected is strictly confidential and only be used for academic purpose. I would like to appreciate your effort if you could kindly complete the questionnaire. I thank you in advance for your kind cooperation.

Kindly contact Nur Irsyad Asyraf Bin Jamahari (016-7155217) for further information.



Section A:

Please answer and complete the question below by ticking (/) in the boxes and provide relevant information in space given.

1. Gender :

Female

Male

2. Level of Education:

Diploma	<input type="checkbox"/>
Degree	<input type="checkbox"/>

Section B:

Instructions:

Using the following scale, please circle a number from 1 to 5 to indicate your level of agreement with each of the statements regarding your COACH.

1 = never

2 = seldom (25% of time)

3 = occasionally (50% of time)

4 = often (75% of time)

5 = always

	My coach...					
1	Sees to it that every athlete is working to his/her capacity.	1	2	3	4	5
2	Explains to each athlete the techniques and tactics of the sport.	1	2	3	4	5
3	Pays special attention to correcting athlete's mistakes.	1	2	3	4	5
4	Makes sure that his/her part in the team is understood by all the athletes.	1	2	3	4	5
5	Instructs every athlete individually in the skills of the sport.	1	2	3	4	5
6	Figures ahead on what should be done.	1	2	3	4	5
7	Explains to every athlete what he/she should and what he/she should not do.	1	2	3	4	5
8	Expects every athlete to carry out his assignment to the last detail	1	2	3	4	5
9	Points out each athlete's strengths and weaknesses.	1	2	3	4	5
10	Gives specific instructions to each athlete as to what he/she should do in every situation.	1	2	3	4	5
11	Sees to it that the efforts are coordinated.	1	2	3	4	5
12	Explains how each athlete's contribution fits into the total picture.	1	2	3	4	5
13	Specifies in detail what is expected of each athlete.	1	2	3	4	5
14	Asks for the opinion of the athletes on strategies for specific competitions.	1	2	3	4	5
15	Gets group approval on important matters before going ahead.	1	2	3	4	5
16	Lets his/her athletes share in decision making.	1	2	3	4	5
17	Encourages athletes to make suggestions for ways of conducting practices.	1	2	3	4	5

18	Lets the group set its own goals.	1	2	3	4	5
19	Lets the athletes try their own way even if they make mistakes.	1	2	3	4	5
20	Asks for the opinion of the athletes on important coaching	1	2	3	4	5
21	Lets athletes work at their own speed.	1	2	3	4	5
22	Lets the athletes decide on the plays to be used in a game.	1	2	3	4	5
23	Works relatively independent of the athletes.	1	2	3	4	5
24	Does not explain his/her action.	1	2	3	4	5
25	Refuses to compromise a point.	1	2	3	4	5
26	Keeps to himself/herself.	1	2	3	4	5
27	Speaks in a manner not to be questioned.	1	2	3	4	5
28	Helps the athletes with their personal problems.	1	2	3	4	5
29	Helps members of the group settle their conflicts.	1	2	3	4	5
30	Looks out for the personal welfare of the athletes.	1	2	3	4	5
31	Does personal favors for the athletes	1	2	3	4	5
32	Expresses affection he/she feels for his/her athletes.	1	2	3	4	5
33	Encourages the athlete to confide in him/her.	1	2	3	4	5
34	Encourages close and informal relations with athletes.	1	2	3	4	5
35	Invites athletes to his/her home.	1	2	3	4	5

36	Compliments an athlete for his performance in front of others.	1	2	3	4	5
37	Tells an athlete when he/she does a particularly good job.	1	2	3	4	5
38	Sees that an athlete is rewarded for a good performance.	1	2	3	4	5
39	Expresses appreciation when an athlete performs well.	1	2	3	4	5
40	Gives credit when credit is due.	1	2	3	4	5



UNIVERSITI TEKNOLOGI MARA

FACULTY OF SPORTS SCIENCE AND RECREATION  
UNIVERSITI TEKNOLOGI MARA SARAWAK

Application form for Ethics Approval

Ethics Committee of Research Project

Part A : Details of Research Project

Title of Research Project	:	Aggression Experience Among University Contact Sports Athletes
Name of Student	:	Nur Irsyad Asyraf Bin Jamahari
Matric no.	:	2016309661
Programme	:	Bachelor of Sports Science (Hons.)

Supervisor Approval of Research Project:

<input checked="" type="checkbox"/>	Agree to grant the Research Ethics Approval for the said study. Submission to the ethics committee is required.
<input type="checkbox"/>	Agree to grant the Research Ethics Approval for the said study with minor ammendments. Resubmission to the supervisor is required.
<input type="checkbox"/>	Disagree to grant the Research Ethics approval for the said study. Resubmission to the ethic committee is required.


  
Name of Supervisor and stamp

  
Signature

19/12/2018  
Date

Ethics Committee Approval of Research Project:

<input checked="" type="checkbox"/>	Agree to grant the Research Ethics Approval for the said study.
<input type="checkbox"/>	Agree to grant the Research Ethics Approval for the said study with minor ammendments and without resubmission.
<input type="checkbox"/>	Disagree to grant the Research Ethics approval for the said study. Resubmission to the ethic committee is required.

  
Signature

Chairperson of the Ethics Committee

1/1/2019  
Date

---

 Consent Form
 

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To become a subject in the research, you or your legal guardian is advised to sign this Consent Form.

I herewith confirm that I have met the requirement of age and am capable of acting on behalf of myself /\* as a legal guardian as follows:

1. I understand the nature and scope of the research being undertaken.
2. I have read and understood all the terms and conditions of my participation in the research.
3. All my questions relating to this research and my participation therein have been answered to my satisfaction.
4. I voluntarily agree to take part in this research, to follow the study procedures and to provide all necessary information to the investigators as requested.
5. I may at any time choose to withdraw from this research without giving reasons.
6. I have received a copy of the Participants Information Sheet and Consent Form.
7. Except for damages resulting from negligent or malicious conduct of the researcher(s), I hereby release and discharge UiTM and all participating researchers from all liability associated with, arising out of, or related to my participation and agree to hold them harmless from any harm or loss that may be incurred by me due to my participation in the research.

---

 Name of Subject/Legal Guardian

---

 Signature

---

 I.C No

---

 Date

---

 Name of Witness

---

 Signature

---

 I.C No

---

 Date

---

 Name of Consent Taker

---

 Signature

---

 I.C No

---

 Date





Surat Kami : 100-UiTMCS (HEA. 30/7)  
Tarikh : 28 November 2018

## KEPADA SESIAPA YANG BERKENAAN

Tuan/Puan

<u>BIL.</u>	<u>NO. PELAJAR</u>	<u>NAMA PELAJAR</u>
1.	2016309661	NUR IRSYAD ASYRAF BIN JAMAHARI

Sukacita sekiranya pihak tuan/puan dapat membantu dan memberi kerjasama kepada pelajar di atas dari Program **Sarjana Muda Sains Sukan (Kep)(SR243)** untuk membuat satu kertas projek bagi kursus **SRT606 (Research Methodology In Sport And Behavioural Sciences)**.

Maklumat-maklumat daripada jabatan/agensi/syarikat tuan/puan amatlah diperlukan bagi melengkapkan kertas projek tersebut. Semua maklumat yang tuan/puan berikan adalah untuk tujuan akademik sahaja.

Sila hubungi Penyelia Projek, **Cik Patricia Pawa Pitil** ditalian **0135633605** sekiranya pihak tuan/puan ingin mendapatkan maklumat lanjut berkaitan perkara di atas.

Kerjasama daripada pihak tuan/puan kami dahului dengan ucapan ribuan terima kasih.

Sekian.

Yang benar

**MOHAMMAD ARIF BIN SAHAT**  
Penolong Pendaftar Kanan  
Bahagian Hal Ehwal Akademik & Antarabangsa  
bp Rektor

/s/