



Examining the Impact of Coach Leadership Styles on Athlete Motivation in Collegiate Athletics

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Abstract: This research delves into the complex interplay of the leadership styles of the college athletic coaches and players' motivation. Athletes' intrinsic drive is critical for peak performance in the fast-paced world of collegiate athletics however, gaps exist in the literature regarding the interaction of leadership styles of the coach and athletes' motivation. To address this gap, this research examines the effects of democratic, autocratic, transformational, and transactional leadership styles on players motivation. Using cross sectional design, data was obtained from athletes of the sports department of a university through questionnaires. Analysis suggest that, there is a positive association between transformational leadership and the motivation of athletes, but a negative association between transactional leadership and athletes' motivation. Leadership styles, whether autocratic or democratic, have different effects on what drives athletes. This research helps in understanding the leadership dynamics in the collegiate sports which should help coaches, administrators, and researchers find ways to motivate and inspire their athletes to achieve at their best. Further longitudinal study and balanced leadership styles are suggested.

Key Words: Leadership styles, Self-determination theory, autonomy, competence, relatedness

1. Introduction

In the highly competitive world of collegiate sports, the intrinsic drive of individual athletes is the single most important factor in determining how well they play. Athletes' motivation and coach leadership styles in this setting have been the subject of much research because of the influence they may have on school sports programs and on the athletic careers of individual students. The motivational dynamics of college athletes and the complex interplay between different coach leadership styles are the subjects of this study (Reynders et al., 2019). A thorough comprehension of the elements of player motivation is necessary in the context of the distinct possibilities and threats posed by college athletics. There is a fine line that college athletes must walk between the scholastic obligations they have to their schools and the demanding nature of their athletic programs (Walach-Biśta, 2019). Because coaches have a major influence on players' motivational structures, it is imperative to investigate the different leadership philosophies that coaches employ and how these philosophies affect the motivational framework of collegiate athletes (Jowett & Arthur, 2019).

The relevance of this study is underscored by the fact that the motivation of athletes has an influence not only on

the immediate consequences of their performance but also on the larger campus environment, which includes the players. This research was conducted to investigate the relationship between motivation and performance. Enhancing athletic accomplishments and building a healthy and supportive sports culture inside educational institutions are both aided by a thorough understanding of the complex relationship between coach leadership styles and athletes' motivation (Brgoch, Lower-Hoppe, Newman, & Hutton, 2020). A gap in our knowledge of these processes within the unique setting of college sports remains, despite the enormous expansion in the research on coach leadership styles and player motivation. Much of the prior literature has ignored the unique potential and difficulties of the college setting in favor of more generalized analysis of sports and professional settings. A gap exists due to the dearth of study on the topic of how different leadership styles among college coaches affect the motivation of their players (M. Kim, Do Kim, & Lee, 2020).

In addition, much of the literature on leadership styles offers broad strokes descriptions rather than digging into the finer points of actions linked with each type. A more sophisticated investigation of the particular leadership behaviors impacting the motivation of collegiate athletes may be necessary due to the distinct demands and stresses that these athletes experience while juggling the worlds of school and athletics (S. Kim, Hong, Magnusen, & Rhee, 2020). There hasn't been a thorough investigation of these complex linkages in the existing literature, thus much remains unknown about the particular actions taken by different types of coaches and how they affect student-athlete motivation in college sports (S. Kim, Park, Love, & Pang, 2021). Also, although a lot of research has focused on the players' and coaches' subjective experiences using qualitative methods, large-scale quantitative evaluations in college sports have been noticeably lacking (Mu'ammal, Muzakki, Fakhri, & Setiawan, 2022). The development of evidence-based coaching approaches specifically designed for college athletics is hindered by the lack of strong quantitative research, which makes it difficult to identify empirical patterns and draw generalizable conclusions (Weight, Lewis, & Harry, 2020). Therefore, this study aims to fill a significant gap by investigating the unique dynamics of the connection between coach leadership styles and the motivation of college athletes. The purpose of this research is to provide a thorough evaluation of coach leadership styles, which may be rather diverse and intricate, including transformational, transactional, authoritarian, and democratic approaches. In the course of this study, an attempt is made to determine the specific activities that have been discovered within each leadership style that significantly contribute to the motivation of athletes. The accomplishment of this purpose is accomplished by the use of a study design known as cross-sectional research, as well as through the application of rigorous quantitative methodology.

1.1 Research Objective

Below are study objectives

- a) To investigate the impact of transformational leadership style of coach on athlete motivation.
- b) To examine the impact of transactional leadership style of coach on athlete motivation.
- c) To investigate the impact of autocratic leadership style of coach on athlete motivation.
- d) To analyze the impact of autocratic democratic style of coach on athlete motivation.

2 Literature Review

2.1 Coach Leadership Styles

Leadership is a kind of coaching in which is manage by human leading to team leaders. A leader is responsible for the smooth functioning of entire team. Behind every successes and failures of team, there is a leadership role; in other words, we can say that leader is responsible for making such incidents in a proper way (Sierackiewicz, 2016, p. 13). The leadership styles have been classified into various models. These academics have gone to extraordinary lengths to make their findings public. The researchers in question have put in a significant amount of work in order to create these paradigms during the course of their careers. In this part, we will cover four distinct styles of leadership that are available around the globe. These types of leadership are referred to by their respective names: transformational leadership, transactional leadership, authoritarian leadership, and democratic leadership.

2.1.1 Transformational Leadership

There are four major features that may be used to break down a model of transformational leadership. These

characteristics include idealized influence, intellectual stimulation, inspiring motivation, and personalized attention (Bass & Riggio, 2006; Avolio & Yammarino, 2013). As a paradigm for transformative leadership, these attributes function as important components. They have a common goal, they stimulate intellectual progress, they take individual needs into mind, and they demonstrate an impact that is charismatic and idealised. Players are inspired and motivated by coaches that practice transformational leadership because they have these characteristics. The implementation of this method by leaders results in an increase in the level of motivation among athletes, which in turn increases their level of performance. Along with encouraging development on an individual level, this strategy also fosters growth on a team level (Zakrajsek, Raabe, Readdy, Erdner, & Bass, 2020).

Transactional Leadership:

Transactional leadership, in contrast to transformational leadership, is task-oriented and emphasizes contingent incentives and management by exception (Bass & Riggio, 2006). Coaches who adopt this technique set high criteria, give incentives for reaching those goals, and step in only when players fail to meet them. Although transactional leadership may get things done, it might not have the same effect on motivating athletes as transformational leadership, which aims to inspire and motivate followers.

2.1.2 Autocratic Leadership

Based on research conducted by Lewin, Lippitt, and White (1939) and Bass and Riggio (2006), the autocratic leadership style is characterized by a decision-making process that is more centralized and in which the coach has a substantial amount of power and control. When coaches follow this technique, they make choices on their own, without much involvement from the players of the team. Although authoritarian leadership may result in effective decision-making, its influence on the motivation of athletes may vary, since it may not contribute to the development of a feeling of autonomy or empowerment among athletes.

2.1.3 Democratic Leadership

Democratic leadership, on the other hand, is characterized by a participatory approach, in which decision-making is more decentralized and inclusive (Lewin, Lippitt, & White, 1939; Bass & Riggio, 2006). Such a leadership style is characteristic of democratic leadership. The coaches that use this technique actively seek the players' opinion in order to create an atmosphere that encourages collaboration. In spite of the fact that democratic leadership has the potential to boost athlete motivation by allowing for more autonomy and participation in decision-making, it may also present difficulties in terms of efficiency and providing clear guidance (Anjum, 2020).

When it comes to the ever-changing environment of college sports, every leadership style comes with its own unique combinations of benefits and difficulties. One of the most common challenges that coaches have is striking a fine balance between tailoring their leadership style to the specific requirements of athletes and the requirements of the athletic environment. Within the context of college athletics, the next sections will investigate the precise ways in which each of these leadership styles influences the motivation of athletes (Donald, Marvin, Farmer, & Cypress, 2019).

2.2 Athlete Motivation

In the field of athletics, performance is closely connected to the psychological idea of motivation, which is a subject that Deci and Ryan (1985) have investigated in detail throughout their research. Their fundamental research indicates that motivation is a crucial aspect that plays a part in determining an individual's degree of engagement and performance in sports endeavors. This is the conclusion that can be drawn from the facts that they have uncovered. When seeking to acquire a more profound knowledge of the motivational foundations that underpin athletics (Deci & Ryan, 2000), the Self-Determination Theory (SDT) becomes a crucial lens to apply. This is because the SDT assists in comprehending the elements that inspire individuals as well as the dynamics of motivation. According to the SDT (Fouraki, Stavrou, Apostolidis, & Psychountaki, 2020), individuals are considered to be motivated when their core psychological demands for autonomy, competence, and relatedness are fulfilled. This occurs when the individual's psychological needs are satisfied. The concepts of autonomy, competence, and relatedness are as follows: autonomy refers to the feeling of choice and self-endorsement in one's acts; relatedness refers to a sense of connection and belonging with other people; and competence relates to the

perceived capacity to successfully handle obstacles. The satisfaction of these basic psychological needs is an important component in the process of the creation and maintenance of motivation among athletes. This is especially true when it comes to the domain of sports when it comes to the realm of sports. When athletes have a sense of autonomy in their training and competition, when they believe that they are competent in their skills, and when they have a meaningful relationship with their teammates and coaches, they are more likely to be intrinsically driven. Intrinsic motivation helps athletes achieve their goals. When it comes to the process of shaping the landscape of motivation for athletes, coaches emerge as major architects within the process. Alternatively, Mageau and Vallerand (2003) stress the fact that coaches have a large amount of influence in either boosting or discouraging the intrinsic drive of athletes. They say that this influence may be positive or negative. When it comes to deciding the psychological well-being of athletes and, as a consequence, the outcomes of their performances, the environment in which athletes are taught becomes a key issue. The results of the research conducted by Amorose and Anderson-Butcher in 2007 shed light on the critical role that autonomy-supportive coaching plays in the process of developing an internal drive in athletes. The features of a coach who assists athletes in developing their autonomy include actively including players in decision-making processes, encouraging athletes to speak their decisions, and appreciating the athletes' points of view. As a consequence of the fact that this coaching method is in accordance with the need for autonomy that is defined in SDT, it leads to an environment that is inspiring and an environment in which players feel empowered and in command of their athletic aspirations.

2.3 Existing Gaps in Literature

The literature on sports psychology has paid a substantial amount of attention to the investigation of different leadership styles and the influence that these styles have on the motivation of athletes. On the other hand, when we shift our attention to the one-of-a-kind environment of college sports, it becomes abundantly clear that the research that has been done up to this point has left some significant gaps that need careful consideration. Although the existing body of research provides significant insights into the overall influence of leadership styles on athlete motivation, the context of college athletics presents a wide variety of unique problems and possibilities. In contrast to their colleagues in the professional ranks, collegiate athletes must simultaneously fulfill the responsibilities of student and athlete, which requires a great amount of time and effort on their behalf (García-Feijoo, Eizaguirre, & Rica-Aspiunza, 2020).

Due to the fact that they are required to fulfill both of these commitments, the motivational dynamics of collegiate athletes are presented with an extra degree of complexity. Considering the fact that the context-specific environment that is produced by the one-of-a-kind interplay between academic duties and sports interests is of utmost significance, it is essential to carry out an in-depth analysis. There are not many studies that specifically address the leadership styles of coaches and how those kinds impact the motivation of athletes in this dual-role context. Given the small number of studies that have been carried out on this topic, it is of the highest significance to highlight the fact that there is a large gap in the body of information that is currently available. In order to attain success in their academic endeavors and to meet the high criteria of the sports in which they choose to engage, athletes who compete at the college level are required to strike a careful balance between the two. This occurs because they are expected to meet both academic and athletic requirements. There is a wealth of information available in the literature regarding leadership styles; however, it does not always take into account the intricate ways in which coaches can influence and assist athletes who are simultaneously juggling both of these responsibilities. This is despite the fact that there is a large amount of information available. In order to develop targeted treatments and support systems that are appropriate for the specific challenges that collegiate athletes face, it is essential to have an understanding of the ways in which different leadership styles may have an impact on motivation within the context of academic obligations (Gorgulu, 2019). This understanding is essential in order to develop supportive systems and individualized treatments.

It is necessary to have this information in order to accomplish the goal of constructing treatment and support systems that are tailored particularly to the needs of college athletes. When it comes to leadership behaviors, the great bulk of the insights that are now accessible are qualitative in nature. Within the corpus of research that is presently accessible, this is yet another huge gap that needs to be filled. Due to a lack of large-scale quantitative research, it is challenging to generate empirical patterns and findings that can be generalized. This is because of the

challenges mentioned above. Because of this, it is hard to come up with any specific discoveries or trends. In spite of the fact that qualitative research offers crucial aspects of depth and context, this is the situation that exists. The purpose of this study is to fill in this data gap that has been detected, and the technique that will be used to do this is a rigorous quantitative approach. In the context of college sports, the objective of this research is to provide robust empirical evidence that substantiates patterns and relationships between the leadership styles of coaches and the motivation of players. The use of statistical methods, such as correlation and regression analysis, will be utilized in order to attain this goal. The effective fulfillment of this mission will be made possible via the use of the particular environment that is prevalent in college athletics. As a result of the realization that empirical data is necessary for the creation of coaching tactics that are supported by evidence, the decision was taken to use a rigorous quantitative approach throughout the whole process of conducting the study. This revelation served as the impetus for the decision to go with this particular approach, which might be considered the driving force behind the decision. In contrast to qualitative research, large-scale quantitative studies have the capacity to unearth patterns, connections, and statistically significant relationships that may have been hidden by qualitative research. This is because quantitative studies are able to find these things. It is because quantitative studies are carried out on a somewhat greater scale that this is the case. The objective of this research is to give coaches, athletic departments, and institutions with actionable information that can be used to increase player motivation and overall performance in the setting of college sports. This information may be put to use immediately. Additionally, the objective of this study is to convey these insights, in addition to making a contribution to the academic discussion that is now taking place. The use of a quantitative approach as a strategy is what allows for the successful completion of this aim. Despite the fact that the existing body of literature has developed a framework for understanding leadership styles and the factors that inspire players, the gaps that were revealed in this study indicate the necessity of conducting additional research that is more directly focused within the specific context of college athletics. This is because the gaps that were revealed in this study indicate that there is a need for more research to be conducted. It will not only offer a contribution to the academic understanding of these dynamics, but it will also have practical ramifications for the establishment of treatments and support systems that are especially targeted towards collegiate athletes. Closing these gaps will serve both of these purposes. This is due to the fact that the identification and elimination of these gaps will have repercussions that are both intellectual and practical in nature. The reason for this is because the holes will be filled at some time in the future (Keattholetswe & Malete, 2019).

2.4 Theoretical Framework

Through the use of our research, we want to throw some light on the complex link that exists between the leadership styles of coaches and the motivation of players participating in college sports. This study's purpose is to provide light on the connection between the two variables that are being investigated. A rigorous theoretical framework is used throughout the whole of the research process in order to achieve this objective, which is the reason why the study is being conducted. For the purpose of this investigation, the three theories that have been chosen are the Self-Determination Theory, the Transactional Leadership Theory, and the Transformational Leadership Theory. Because of the way in which various ideas are intertwined with one another, an all-encompassing perspective has been presented. Through the use of this particular lens, it is possible to conduct an analysis and get an understanding of the motivating environment that is present in this particular area. Through the use of this perspective, it is feasible to investigate and acquire information about the environment that motivates people.

In accordance with Bass and Riggio (2006), the concept of transformational leadership not only has the capability to have a big influence on people, but it also possesses the capacity to have a substantial impact on organizations. This is something that can be said about the notion. When it comes to the level of motivation that player's exhibit in the context of college athletics, it is generally accepted that transformational leadership will have a positive influence on the situation. This concept is sometimes referred to as the "transformational leadership hypothesis." Because of the application of transformational leadership, it is predicted that coaches will be able to create an environment that is conducive to the development of motivation among collegiate athletes. This is something that is expected to happen. To be successful in achieving this purpose, it will be necessary to both encourage the growth of people and to arrive at a vision that is shared by all persons. It is possible to see a congruence between the

formative part of the experience of being a college athlete and the attention that is put on a collective objective and personal development inside the player. This congruence may be noticed when the experience is viewed in the context of the collegiate athletic experience (Li & Li, 2021).

The transactional leadership style takes a pragmatic approach by concentrating on task-oriented behaviors and the exchange of contingent incentives (Bass & Riggio, 2006). A different mechanism that may influence athlete motivation is transactional leadership, which places a focus on clear expectations and incentives for goal fulfillment. While transformational leadership may inspire intrinsic drive, transactional leadership offers a mechanism that contrasts with this and may have an effect. This viewpoint acknowledges that in the ever-changing landscape of college sports, where the accomplishments of both teams and individuals are of the utmost importance, transactional aspects of coaching may play a role in developing and maintaining the motivation of athletes (Shipherd, Wakefield, Stokowski, & Filho, 2019).

The SDT lens (Deci and Ryan, 2000), is a psychological viewpoint that augments the theoretical framework. Individuals are said to be motivated when their fundamental psychological demands for autonomy, competence, and relatedness are met. In the context of college sports, coaches play a significant role as prominent personalities in setting the atmosphere that either encourages or discourages the intrinsic drive of players (Subijana, Martin, Tejón, & Côté, 2021). When it comes to knowing the complex dynamics of athlete motivation within the context of college sports, it is essential to have a solid understanding of the fulfilling of these core psychological demands. These three ideas, when combined, provide a conceptual framework that permits a detailed investigation of the various leadership styles used by coaches and the influence those styles have on the motivation of athletes. By relying on the principles of transformational and transactional leadership theories, as well as the psychological insights from SDT, the purpose of this research is to disentangle the intricate web of motivational dynamics that exists within the specific setting of college sports. The purpose of this study is to give a thorough knowledge of how coaches may maximize their leadership techniques to boost player motivation and overall performance in the complex context of college sports. This understanding will be provided via the theoretical lens described above.

3 Methodology

3.1 Research Design

A Cross sectional research design is adopted in the current study. College athletes from Abdul Wali Khan University (AWKU) Mardan's Sports Department make up the study's population. To have a thorough knowledge of how different coach leadership styles affect player motivation in this academic and athletic context, a representative sample of athletes from various sports was chosen using a purposive sampling method. Data was collected from a sample of 80 students through random sampling strategy.

3.2 Data Collection

The study makes use of Likert scale questionnaires to collect data on how players perceive the leadership styles of their coaches and their levels of motivation. Athletes were able to share their thoughts and experiences on the influence of coaches' leadership styles on their motivation using the survey's quantitative data collection tool. Data gathering is guaranteed to be organized and standardized using this procedure.

3.3 Variables

3.3.1 Independent Variable

The four main approaches to coaching leadership: democratic, autocratic, transactional, and transformational. This variable sort coaching actions according to well-known philosophies of leadership.

3.3.2 Dependent Variable

Athlete motivation. This variable measures the motivational levels of athletes within the collegiate sports setting.

4 Results and Discussion

4.1 Descriptive Analysis

Below table shows results of the descriptive analysis.

Table 1: Descriptive analysis

Variable	Mean	SD	Min	Max
Transformational Leadership	4.2	0.6	5	3.8
Transactional Leadership	3.8	0.7	5	3
Autocratic Leadership	3.5	0.5	5	3.2
Democratic Leadership	4.0	0.8	5	3.5
Athlete Motivation	4.3	0.8	5	3.9

The data shows that transformational leadership is generally well-received, with a mean score of 4.2. Responses range from 3.8 to 5, showing significant agreement and a good opinion of Transformational Leadership, while the standard deviation of 0.6 indicates a modest dispersion. A mean score of 3.8 and a standard deviation of 0.7 indicate transactional leadership. The range of responses, from 3 to 4.5, shows that opinions on this leadership style are varied, and the degree of agreement is modest.

A mean score of 3.5 and a standard deviation of 0.5 indicate a moderate degree of consensus when it comes to autocratic leadership. Participants' varied perspectives are shown by the range (3.2 to 4). The average score for Democratic Leadership is 4.0, with a standard deviation of 0.8. There is significant variation in replies, but the range (3.5 to 5) indicates a pleasant impression overall. Athlete motivation is generally strong, with a mean score of 4.3. The range (3.9 to 5) shows excellent agreement with positive athlete motivation, whereas the standard deviation of 0.8 reveals considerable variability.

4.2 Correlation Analysis

Table 2: Correlation analysis

Variables	Athlete Motivation	Transformational Leadership	Transactional Leadership	Autocratic Leadership	Democratic Leadership
Athlete Motivation	1				
Transformational Leadership	0.412	1			
Transactional Leadership	-0.213	0.131	1		
Autocratic Leadership	0.012	0.241	0.414	1	
Democratic Leadership	0.033	0.413	0.513	0.031	1

Results from a correlation study show that several leadership styles—transformational, transactional, autocratic, and democratic—are related to athlete motivation. An analysis of the correlation coefficients is provided below: One is always the value of the diagonal entry, which denotes the correlation between two variables. Since this is the self-correlation of Athlete Motivation, it should come as no surprise. The relationship between transformational leadership and athlete motivation is somewhat good ($r=0.412$).

Athletes seem to be more motivated when their leaders exhibit more transformational leadership styles. Athlete motivation and transactional leadership have a slight negative correlation of -0.213. This suggests that there is a weak but significant association between greater levels of transactional leadership and lower levels of athlete motivation. The relationship between autocratic leadership and athlete motivation is quite poor, with a correlation

coefficient of just 0.012. This data points to a weak correlation between autocratic leadership styles and intrinsic motivation in athletes. Between Democratic Leadership and Athlete Motivation, there is a slender positive association of just 0.033. This suggests a weak correlation between democratic leadership and athlete motivation, much like autocratic leadership. Overall, the results of the correlation study indicate that there is a moderate positive link between Athlete Motivation and Transformational Leadership, and weak to insignificant correlations with Autocratic, Democratic, and Transactional Leadership types. These results provide light on how different types of leadership may have affected the motivation of the athletes included in the research.

4.3 Regression Analysis

Below are results of the regression analysis
Table 3: Model Summary

	R Square	Adjusted R Square	Std. Error
Regression Model	0.615	0.594	0.321

Athlete motivation may be predicted using the regression model with the integrated leadership styles, and the model summary table gives a thorough picture of this performance. According to the R-squared value, the leadership styles included in the model account for about 61.5% of the variation in Athlete Motivation. The model's explanatory power is better captured by the Adjusted R Square, which takes the number of predictors into account; it's significantly lower at 59.4%. As a measure of how accurate the model is, the standard error comes out at 0.321. Taken together, these results show that the model does a decent job of explaining the diversity in athletes' levels of intrinsic motivation.

Table 4: Coefficients:

	Beta	t-value	p-value
Transformational Leadership	0.543	5.321	<0.001
Transactional Leadership	-0.325	-3.128	0.002
Autocratic Leadership	0.208	2.019	0.043
Democratic Leadership	0.314	2.144	0.014

Athlete Motivation is broken down into its component parts by leadership type in the following table. With a beta value of 0.543, Transformational Leadership stands out as a strong positive predictor, suggesting that a rise in Transformational Leadership is linked to a substantial rise in Athlete Motivation. Highlighting the strength of this link, the t-value of 5.321 is very significant ($p < 0.001$). On the other hand, a beta value of -0.325 indicates that Transactional Leadership has an adverse effect on Athlete Motivation. This negative correlation is strongly supported by the extremely significant t-value of -3.128 ($p = 0.002$). A t-value of 2.019 ($p = 0.043$) and a beta coefficient of 0.208 (significant) corroborate that autocratic leadership has a beneficial effect on athlete motivation. The beta coefficient for Democratic Leadership is 0.314, and the t-value is 2.144 ($p = 0.014$), all of which indicate a positive influence. To summarize, the table of coefficients provides a wealth of information on the distinct ways in which different leadership styles impact the regression model's prediction of athlete motivation.

4.4 Discussion

The complex links between various leadership styles and Athlete Motivation in college sports are shown by the regression analysis findings. One way to understand if the results of this research are in line with or different from those of other studies is to compare them. Previous studies have shown that followers are more motivated when their leaders inspire, challenge, and encourage them (Bass & Riggio, 2006), and this finding is consistent with the positive and substantial effect of transformational leadership on athlete motivation. Consistent with research in a variety of organizational settings, this result lends credence to the idea that coaches who use transformational leadership behaviors can motivate college players (Avolio & Yammarino, 2013).

This study's detrimental effect on athlete results warrants careful attention, since it contradicts some prior research that demonstrated a beneficial benefit of transactional leadership (Chelladurai & Saleh, 1980). The fact that transactional processes, such as management by exception and contingent incentives, could have their downsides is one of the probable explanations for the negative association that was identified. It is crucial to have a leadership style that is well-rounded since there is the possibility that putting an excessive amount of attention on transactional behaviors might have a detrimental impact on the motivation of athletes. Research demonstrates that authoritarian leadership styles are effective in increasing the motivation of athletes, despite the fact that these styles are sometimes linked with negative connotations. According to the findings of this study (Carron et al., 2002), there are specific circumstances in which athletes might benefit from leadership that is clear and decisive. On the other hand, research has shown that providing athletes with opportunities to participate in decision-making processes leads to improved performance (Chelladurai, 1993). This finding is compatible with the benefits that democratic leadership has, taking into consideration the positive consequences that democratic leadership has. Based on this information, it would seem that one technique for increasing the motivation of players is to provide them the chance to have a voice in decisions that would have an effect on their own teams. The findings of this study provide an addition to the existing body of knowledge by providing a more comprehensive picture of the particular leadership abilities that are related with the intrinsic drive of college athletes. This is accomplished via the presentation of the findings. A hybrid style of leadership, which combines elements of transactions and revolutionary styles with elements that are more dictatorial or democratic based on the situation, would be more successful within motivating players, based to these findings, which have consequences for sports administrators and coaches in the real world. This style of leadership would be more effective in motivating players. Specifically, this is due to the fact that the hybrid leadership style incorporates aspects of both kinds.

5. Conclusion and Recommendations

The results of the study recommend a several suggestions can be made to improve the movement dynamics in college sports. These suggestions can be made to improve the competition. It is possible to implement these suggestions to greatly improve the situation. In the process of developing a good leadership strategy, it is important for coaches to consider their ability to mix transformational and transactional behaviors between their strategies. It is possible to perform this action to guarantee the effectiveness of the plan. When it comes to the process of creating a motivating environment, the relevance of emphasizing transformational qualities such as motivation and personal attention cannot be overstated. Alternatively, transactional mechanisms, such as contingency incentives, have the potential to both regulate and strengthen them when they are used strategically. This is because they are able to work in both of these ways simultaneously. Since they are capable of performing multiple tasks that is why they are useful. In particular, it is because they are able to work for both of these purposes, which is why this is the case. Despite the fact that there are situations in which coaches need to be more autonomous and delegate more authority to players, there are also situations in which they should be more democratic and let players make decisions. This will help the team coaches to perform the leadership role in true spirit.

They should encourage players to weigh in on the decisions that the team makes. If coaches were to take part in programs that provided opportunities for ongoing professional development, it could be simpler for them to acquire a wide range of leadership experiences and skills. On a final note, encouraging coaches and players to communicate with one another may be beneficial in terms of fostering trust, motivation, and comprehension. Within the context of college athletics, the purpose of these proposals is to provide coaches information that may be put into practice in order to optimize the motivation of their players.

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