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ABSTRACT

This study aims at identifying the constructs in the Leadership Scale for Sport (LSS) from the perspective of Malaysian football players. To date, empirical study of factor analysis on coaching leadership style construct in a sports setting is limited. There are 330 professional football players from the Malaysian Super and Premier League who were involved in this study. Leadership Scale for Sport (LSS) by Chelladurai and Saleh (1980) was used, and the exploratory factor analysis was done to obtain information on this current study. The findings showed that from 40 items that measure the five constructs of a coach's style, only 24 items had been formed. However, the five constructs remain. The extraction revealed the five constructs gave a higher eigenvalue than 1, and cumulatively contributed approximately 70.44% overall variance changes for the coach's leadership style variable. Through the rotated sums of squared loadings analysis, the five constructs predicted as much as 77.47% overall change of variance for the variable coaching leadership style are Factor 1=17.36%; Factor 2=16.09%; Factor 3=14.56%; Factor 4=11.88% and Factor 5=10.55%.

Keywords: *Coaching leadership style, Exploratory Factor Analysis, Leadership Scale for Sport*

INTRODUCTION

Leadership style is a combination of task, and behavioural relationships that are used to influence a subordinate to achieve set goals (Martin & Bateson, 1986) and a leader is an individual who can move a group of individuals towards the same goals (Kassin et al., 2011). Leadership in the context of sports is based on the leadership style that is closely related to the performance and effort of the actions by the coach to influence the athlete's psychology and emotional well-being such as happiness, satisfaction, self-appreciation, efficiency, and performance (Mata & Rui Da Silvagomes 2013). Leadership style in sports also involves the decision-making process, giving feedback, forming interpersonal relationships, and giving confident instructions to the team (Weinbeg & Gould, 2003). Good leadership in sports is linked to social in giving motivation to the athletes to increase performance influence (Avilio, 2011; Northouse, 2013). According to Karim et al. (2018), the performance of the athletes is indirectly affected by the coach's attitude towards his roles and responsibilities.

In the sport of football, the coach's role is to understand the player's behavioural tendencies, which will give an impact on maintaining or increasing their satisfaction and performance (Reddy et al., 2013). A successful football coach who can help his players increase their playing skills from the aspect of mastering basic skills, technical, tactical and psychological. The coach is responsible for influencing behaviour and acting wisely toward different players in the team so that they may compete in the tournament. Coaching leadership style and effectiveness of the message delivery needs to be suited to each player in the team (Karim & Ismail, 2019). A good coach is able to produce a good athlete team. According to Karim et al. (2017), coaching knowledge encompasses a broad range of information that can develop and improve the players skill level. Bass et al. (2012) stated that the role of the coach is to understand and fulfil the needs of the athlete through the leadership style and the practice given will increase the athlete's satisfaction and performance. Coaches that are not satisfied with the training process practised can cause the training process to be weak and subsequently give a negative impact on the athlete.

Research done by Ziad (2003), based on the effects of a coach's behaviour on the athlete's satisfaction and burnout shows that a coach's leadership style plays a vital role in determining the athlete's success and satisfaction. The study by Karim et al. (2019) indicates that feedback given by coaches gives the players the opportunity to learn something. Furthermore, Lameiras et al. (2017), stated that coaching behaviours congruent with the athletes' individual needs and adapted to the situational demands may promote prosocial behaviour. According to Vahdani et al. (2012), the need and role of a coach are not only focused on the physical skills but also the mental skills of the individual athlete and team. Fulfilling team athletes' needs until it reaches an increase in the players' satisfaction and performance is part of the effectiveness and efficiency of a coach.

In the sports industry, five main coaching leadership styles have been identified based on the Leadership Scale for Sports (LSS) (Chelladurai, P. & Saleh, 1984). The LSS model is often used in research in sports management whether it is individual sports (Khalaj et al., 2011; Yeganeh et al., 2014) or team sports (Mohamad Nizam et al. 2009; Hassani Sangani et al., 2013; Ali Gouya et al., 2014). LSS comprises five dimensions of coaching leadership assessment which are training and instruction; democratic behaviour, autocratic behaviour, social support, and positive feedback. These

dimensions are related to motivation according to different situations. Training and instruction are a coaching style that strives to increase player performance. Social support explains the coach's style that is linked to their interpersonal relationships with the athletes, the athlete's welfare and the creation of a positive environment. Positive feedback is a behaviour that requires a high level of observation to identify athletes that show excellent achievement and give commendation for their effort. Democratic behaviour, however, involves making fair and effective decisions by involving the athlete deciding for the team. On the other hand, autocratic behaviour is to make decisions by using personal power without internal team discussions.

METHODOLOGY

The study design was a survey research design and quantitative methods of analysis for cross-sectional data. The survey approach was adopted to obtain an accurate explanation of individual characteristics in a group that was involved directly or indirectly in the sports-related activity.

Sample of Study

The study design was a survey research design and quantitative methods of analysis for cross-sectional data. The survey approach was adopted to obtain an accurate explanation of individual characteristics in a group that was involved directly or indirectly in the sports-related activity. Data were gathered through the questionnaire. According to Babbie (2001), it was more appropriate to use the questionnaire to get the data desired because it was easy to administer at such a low cost. Besides, data and information could be obtained from a high number of respondents more quickly.

Table 1: Frequency Distribution of Respondents by Football Clubs and States

Team	No Players (N)	Percentage (%)
Angkatan Tentera Malaysia FA	25	7.6
Felda United FC	20	6.1
Johor Darul Ta'zim FC (JDT I)	25	7.6
Kelantan FA	11	3.3
Sime Darby FC	13	3.9
Perak FA	19	5.8
Polis DiRaja Malaysia FA	15	4.5
Selangor FA	14	4.2
Terengganu FA	13	3.9
Johor Darul Ta'zim (JDT II)	25	7.6
Kedah FA	15	4.5
Perlis FA	20	6.1
Negeri Sembilan FA	26	7.9
PKNS FC	20	6.1
Sabah FA	11	3.3
KL SPA FC	21	6.4
T-Team FC	18	5.5
UiTM FC	19	5.8

Instrument

The Leadership Scale for Sport (LSS) questionnaire shown in Figure 1 had developed by Chelladurai and Saleh (1980). This instrument was used to measure the five dimensions, which are training and instruction, democratic behaviour, positive feedback, social support and autocratic behaviour. A total of 40 items are used and measured based on the Likert scale. Subjects had to answer every question by using the five-point Likert scale between 1 (never) and 5 (always). Leadership Scale for Sport is an established measurement instrument, and the five coaching leadership styles are frequently used in team sports such as football (Hassani Sangani et al., 2013; Mohades et al., 2015)

1	2	3	4	5
never	seldom	occasionally	often	always

My Coach....

		1	2	3	4	5
1.	Sees to it that every player works to his capacity	1	2	3	4	5
2.	Explains to each player the techniques and tactics of the sport.	1	2	3	4	5
3.	Pays special attention to correcting player's mistakes	1	2	3	4	5
4.	Makes sure that the coach's function on the team is understood by all the players	1	2	3	4	5
5.	Guides/teaches every player individually on the skills of the sport	1	2	3	4	5
6.	Controls what players can and cannot do	1	2	3	4	5
7.	Explains to every player what he should and what he should not do	1	2	3	4	5
8.	Expects every player to carry out one's assignment to the last detail.	1	2	3	4	5
9.	Points out each player's strengths and weaknesses	1	2	3	4	5
10.	Give specific instructions to each player as to what he/she should do in every situation	1	2	3	4	5
11.	See to it that the efforts are coordinated	1	2	3	4	5
12.	Explains how each player's contribution fits into the total picture	1	2	3	4	5
13.	Specify in detail what is expected of each player	1	2	3	4	5
14.	Asks for the opinions of the players 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 players share in decision making	1	2	3	4	5
17.	Encourages players to make suggestions on 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 players try their own way even if they make mistakes	1	2	3	4	5
20.	Asks for the opinion of the players on important coaching matters	1	2	3	4	5
21.	Lets players work at their own speed	1	2	3	4	5
22.	Lets the players decide on the game styles to be used in a game	1	2	3	4	5
23.	Works relatively independent of the players	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 him/herself	1	2	3	4	5
27.	Speaks in a manner not to be questioned	1	2	3	4	5
28.	Helps the players 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 players	1	2	3	4	5
31.	Fulfill players' personal favours	1	2	3	4	5
32.	Expresses any affection felt for the players	1	2	3	4	5
33.	Encourages the player to confide in him	1	2	3	4	5
34.	Encourages close and informal relations with players	1	2	3	4	5
35.	Invites the player to his home.	1	2	3	4	5
36.	Compliments player for his performance in front of others	1	2	3	4	5
37.	Tells player when he/she does a particularly good job	1	2	3	4	5
38.	Sees that player is rewarded for a good performance	1	2	3	4	5

39.	Expresses appreciation when a player performs well	1	2	3	4	5
40.	Gives credit when is due	1	2	3	4	5

Figure 1: Instrument of Leadership Skill For Sport (LSS) Questionnaire

Data Collection

Questionnaires were distributed to 330 professional football players from 24 football clubs and state associations involved in the Malaysian Super and Premier League. The data collection method was self-administered as it was deemed more appropriate, and the locations of every club and state association were already identified. Players were given 20 minutes to answer the questionnaire, and the researcher monitored it. Every state and club team would receive an official letter from Football Association Malaysia (FAM) to authorise the football players to answer the questionnaire. FAM also gave the assurance that the feedback from the players would be kept confidential. The football clubs and state associations selected in this study were teams that very active due to their participation in the Super and Premier League.

Data Analysis

The data obtained were analysed using the Statistical Package for Social Science (SPSS) version 17 to screen the data for the exploratory factor test. The factor analysis sought to identify, reduce also arrange the questionnaire item into certain constructs. This analysis was needed in this study where the variable measurement instrument was tested for the first time in the professional football industry in Malaysia.

FACTOR ANALYSIS

The factor analysis is a procedure that was often adopted by researchers to identify, reduce or extract the majority of questionnaire items into certain constructs. It served as an analysis that focused on the interdependence relationship between variables (Malhotra, 1993; Hair et al., 2010). In general, the factor analysis comprises the exploratory factor analysis and confirmatory factor analysis (Lameiras et al. 2017). Exploratory factor analysis is a factor analysis that seeks to identify factors, which comprise variables that correlate with a horizontal combination. It is often carried out at the early stage of scale formation. It detects similarities of variables intending to identify new concepts which are in the form of factors. Meanwhile, the confirmatory factor analysis is a factor analysis that was naturally oriented on hypothesis testing where there was previous analytical research for verification; that is if it was functioning as a valid variable measurement tool.

Exploratory Factor Analysis

In this study, the researcher carried out an exploratory analysis on the factors of football coaching leadership style as there was a lack of empirical evidence that supported the factor structure containing five constructs. The exploratory factor analysis was done to improve and add to the empirical evidence about the coaching leadership style constructs in football. Therefore, the exploratory factor analysis was done to identify and extract the items from the questionnaire of coach leadership style in certain

constructs—this analysis technique was adopted to reduce the items that overlapped with one another. In general, the factor analysis procedure involves three stages which are i) identifying the correlation among the factors ii) extracting the factors iii) rotating the factors.

FINDINGS

The first stage in the factor analysis is to identify the correlation between the factor (items) and coaching leadership style. The Bartlett's Test of Sphericity towards the 40 items of coaching leadership style is significant $p < .05$. Table 2 showed that the KMO value is 0.918. It shows that the 40 items to measure coaching leadership style can be used as factor analysis. It explains that the data did not have a severe multi-collinearity issue so these items will be suitable for the factor analysis.

Table 2: KMO and Bartlett Test of Sphericity for football coaching leadership

	Keiser-Meyer-Olkin (KMO) Bartlett Test of Sphericity	
Coaching Leadership Style	.918	5058.80 ($p = .000$)

$P < .05$

The second stage for the factor analysis is to exclude and extract the factors in certain constructs under the variable of coaching leadership style. This analysis is clarified through the total variance explained with the eigen value. The eigen value illustrates the proportion of the variance contribution of every factor extracted through the factor analysis. The same or higher eigen value than 1.0 in the principal component analysis based on Kaiser's rule (Hair et. al., 2010) will be extracted as a factor to the variable. Eigen that is less than 1.0 will be eliminated from the factor's list. For coaching leadership style, Table 3 shows the result that the extraction factor revealed five factors. All these five factors gave a much bigger eigen value than 1 and cumulatively contributed approximately 70.44% overall variance changes for the coach's leadership style variable (Factor 1=17.36%; Factor 2=16.09%; Factor 3=14.56%; Factor 4=11.88%; Factor 5=10.55%). Factor load for each factor has a value of more than 0.60. Cronbach alpha for each factor exceeds 0.80, showing high reliability.

The third stage of the factor analysis rotated the factors that had been extracted through the varimax rotation operation. The correlation between items and the individual factors in the coaching leadership style must fulfil the general requirement of minimum rotation loading of +0.33. The findings show overlapping items between factors are dropped, and the analysis factor is re-done twice until a clean factor is obtained. A total of 16 items was discarded (items 1, 2, 3, 4, 5, 6, 12, 13, 14, 15, 22, 28, 31, 32, 35, 37). The LSS instrument was used in various contexts to measure leadership in sports and the relationship between leadership and important aspects of sports. Among them are research on athlete maturity (Chelladurai & Carron, 1983), the difference between perception and chosen leader behaviour (Chelladurai, 1984), the athlete-coach relationship (Horne & Carron, 1985), and the relationship between perception similarity toward leader's behaviour (Laughlin & Laughlin, 1994). The instruments used not only have to assess the coach's leadership style but also involved the manager, team leader, peer leaders, as well as sports officers in the sports organisation and association (Crust & Lawrence, 2006; Loughhead et al., 2006). These elements are the probable cause of the dropping of a few of the variable items. However, the exclusion of these items will not affect the framework concept

of the coaching leadership style study because it is still sufficient and appropriate with a high trust value for each factor.

Consistency of items with the original instrument causes the names of each of the five factors to remain. Factor 1 under construct of 'autocratic behaviour' contains five items (items 23, 24, 25, 26, 27), Factor 2 under construct of 'democratic behaviour' contains six items (items 16, 17, 18, 19, 20, 21), Factor 3 under construct 'training and instruction' contains 5 items (items 7, 8, 9, 10, 11), Factor 4 the construct of 'positive feedback' contains 4 items (items 36, 38, 39, 40), and, Factor 5 under the construct of 'social support' contains 4 items (items 29, 30, 33, 34). Table 3 shows a summary of the exploratory analysis factor of 24 items for a coach leadership style.

DISCUSSION

This study of the exploratory analysis factor aimed to identify, reduce and extract the questionnaire items of coaching leadership style in certain constructs from the perspectives of the professional football players in Malaysia. This study employed a model that had been developed by Chelladurai and Saleh (1980), namely the Leadership Scale for Sport (LSS) comprising 5 constructs with a total number of items of 40. The findings showed that from 40 items that measure the five constructs of a coach's style, only 24 items had been formed. However, the five constructs remain. The drop of a few variable items was probably because the LSS questionnaire instrument was not only used to access on coaches leadership style but also involved the manager, team leader, peer leaders, as well as sports officers in the sports organisation and association (Crust & Lawrence, 2006; Loughead et. al, 2006). Through the rotated sums of squared loadings analysis, the five constructs predicted as much as 70.44% overall variance changes for the coach's leadership style variable with Factor 1=17.36%, Factor 2=16.09%, Factor 3=14.56, Factor 4=11.88% and Factor 5=10.55%. All five constructs had given a higher eigen value than 1.

Table 3: Factor Loading Coaching Leadership Style from an Exploratory Factor Analysis

Item	Factor 1 Autocratic behavior	Factor 2 Democratic behavior	Factor 3 Training & Instruction	Factor 4 Positive Feedback	Factor 5 Social Support
Autocratic behavior25	.893				
Autocratic behavior24	.881				
Autocratic behavior26	.873				
Autocratic behavior27	.862				
Autocratic behavior23	.818				
Democratic Behavior18		.783			
Democratic Behavior19		.762			
Democratic Behavior20		.761			
Democratic Behavior21		.685			
Democratic Behavior17		.673			
Democratic Behavior16		.655			
Training & Instruction8			.817		
Training & Instruction11			.783		
Training & Instruction10			.780		
Training & Instruction7			.744		
Training & Instruction9			.707		
Positive Feedback38				.815	
Positive Feedback39				.798	
Positive Feedback36				.748	
Positive Feedback40				.692	

Social Support33						.755
Social Support29						.736
Social Support34						.679
Social Support30						.628
Cronbach Alpha	.94	.90	.87	.85	.81	
N	329					
Eigen Value	4.17	3.86	3.49	2.85	2.53	
% of Variance	17.36	16.10	14.56	11.88	10.55	

CONCLUSION

To date, an empirical study on coaching leadership style constructs, especially in football is limited. Therefore, the study outcome should be able to help identify, reduce as well as re-arrange the questionnaire items of coaching leadership style deemed suitable to be used in the field of football under more precise and proper constructs. The study outcome will add to the empirical evidence of the exploratory analysis factor towards coaching leadership style, especially in the field of football, and it will also add to the research knowledge of sports management.

Conflict of Interest

The authors whose names are listed certify that they have no affiliations with or involvement in any organization or entity with any financial interest or non-financial interest in the subject matter or materials discussed in this manuscript.

Author's Contribution

Azlina Zid and Rozita Amiruddin conceived of the presented idea. Azlina Zid developed the theory and performed the computations. Rozita Abd Latif and Siti Aishah Wahab verified the analytical methods. Mohammad Adzly Rajli collecting data. Jamatul Shahidah Shaari and Maizan Mohd Nor analyse the result. Azlina Zid wrote the manuscript. All authors discussed the results and contributed to the final manuscript

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