

Team Sports Coaching and Performance in a Government University in Wuhan Province, China

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Abstract

This study will make assumptions about the relationship between transformational leadership, team performance and team cohesion on the basis of literature and conduct statistical analysis in combination with design scales to verify the assumptions. The study evaluated the team sports coaches' transformational leadership and team performance of selected team sports college from Wuhan Province, China. Using a quantitative research technique, the study is based on a descriptive-correlational design, and was conducted among 85 student athletes in Wuhan, China. Based on the study findings, the demographic profile of the student respondents revealed that majority of the student respondents are within the age range of 20 to 23 years old, are females in terms of sex, have been playing team sports for 3 to 4 years, and are involved with Basketball as their sports. The students' neutrality on the extent of coaches' transformational leadership, particularly in terms of individualized consideration, highlights the need for a more consistent and comprehensive application of transformative qualities. The neutrality of students regarding team performance, coupled with the occasional observation of team members' roles, suggests an opportunity for coaches to enhance team awareness and communication. Age significantly influences student athlete respondents' assessments of coaches' transformational leadership, while sex, length of playing team sports, and team position do not significantly impact these assessments in terms of charismatic influence, inspirational motivation, individualized consideration, and intellectual stimulation. The correlation analysis suggests that the perceived leadership qualities of Charismatic Influence, Inspirational Motivation, Individualized Consideration, and Intellectual Stimulation have significant relationships with various aspects of employee retention, as indicated by respondents' assessments of team member roles, inter-group relationships, passion, commitment, skills, and overall worker morale.

Keywords: team sports, coaching, transformational leadership, team performance, team cohesion, Wuhan province



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INTRODUCTION

Team sports, as they said, is extremely difficult to manage compared to individual and dual sports. It requires a different set of skills in terms of coaching and performance. Coaches require a great deal of abilities and capabilities in order to deliver positive results for the whole team. It requires a leadership skill and unique leadership styles. With the development of leadership theory, the traditional transactional leadership theory has gradually been replaced by the transformational leadership theory. The leadership theory has also been introduced from the original organizational management to various fields such as enterprises, education, military, sports, etc.

Anthea (2003) believes that the family environment can affect whether a person has a transformational leadership tendency. In the family environment, parents have a profound and long-term impact on the development of children's early leadership style. The key indicators of inspirational motivation are organizational vision, communication, challenge to workers encouragement, working with workers, and giving autonomy. These are the core values of inspirational motivation (Barine & Minja, 2014). According to Gaille (2022), an inter-grouped relationship has mission statement and provides team members with a common vision and team-specific goals to help them uphold values and support achieving goals and accomplishments. In the team, through the efforts of each member, the

established goal of the team is achieved, and certain results are achieved.

As far as the current research is concerned, the research on sports related transformational leadership started late and was weak. In the context of sports organization, the leadership behavior of coaches is crucial to collective events such as basketball, volleyball and football. The team's game performance and players' satisfaction are important indicators to measure a team, and also important as reference to measure team performance. In collective projects, team cohesion is not only a necessary condition to maintain the existence of the team, but also plays an important role in the development of the team's potential. This paper intends to use the variable of team cohesion as a mediator to conduct an in-depth study on the relationship between the transformational leadership of basketball coaches and team performance.

As the most important influencing factor of team performance, leadership behavior has been the research focus of Chinese and foreign scholars in the recent years. The most prominent among many leaderships' theory researches is the transformational leadership theory first proposed by Professor Burns in 1978. Bass (1985) formally proposed the transformational leadership theory on the basis of Burns' research theory. In the following decades, transformational leadership theory has occupied a central position in leadership research.

At present, there are few studies on the impact of transformational leadership on team performance in the sports context. This study will make assumptions about the relationship between transformational leadership, team performance and team cohesion on the basis of literature and conduct statistical analysis in combination with design scales to verify the assumptions. At the same time, this study also adds team cohesion, a mediator variable, to verify the hypothesis and make some contributions to the academic field.

Statement of the Problem. The study will assess the team sports coaches' transformational leadership and team performance of selected team sports college from Wuhan Province, China. Specifically, it will find answers to the following questions:

1. What is the profile of the student athlete respondents in team sports in terms of the following:
 - 1.1. Sex;
 - 1.2. Age;
 - 1.3. Team position; and,
 - 1.4. Length of playing team sports?
2. What is the assessment of the student athlete respondents in team sports on the extent of coaches' transformational leadership to level the performance in terms of the following:
 - 2.1 Charismatic Influence;
 - 2.2 Inspirational Motivation;
 - 2.3 Individualized Consideration; and,
 - 2.4 Intellectual Simulation?
3. What is the assessment of student athlete respondents in team sports on their team performance in the following area:
 - 4.1 Team members' role;
 - 4.2 Team members' inter-group relationship;
 - 4.3 Team members' passion and commitment; and,
 - 4.4 Team members' skills and learning?
4. Is there any significant difference in the assessment of student athlete respondents in team sports on the extent of coaches' transformational leadership to level the performance when students are grouped by profile?
5. Is there any significant difference in the assessment of student athlete respondents in team sports on the level of their team's performance when their profile is taken as a test factor?
6. Is there any significant relationship between the assessment of the student athlete respondents in team sports on the extent of coaches' transformational leadership to

level the performance and the assessment of student athlete respondents in team sports on their team performance?

METHODOLOGY

Research Design. The research is based on a descriptive-correlation design. The purpose of this study is to determine and describe the assessment level of the transformative coaching and team performance of team sports coaches and players of team sports in a selected university in Wuhan China, and to find out the path to improve team performance. In order to achieve this goal, researchers will use quantitative research methods. The data collection of this paper will be in the form of questionnaire survey. A certain number of questionnaires will be distributed offline. Then finally, the data will be collected to provide data samples for empirical research. Through quantitative analysis, the research results will be objectively analyzed and compared with the research assumptions to draw conclusions.

Population and Sampling. This study was participated in by 85 student athletes on a team sport from selected team sports in Wuhan Institute of Physical Education in Wuhan Province, China.

Instrumentation. The development of this questionnaire adopted and crafted too the Four l's of transformational leadership and Team Effectiveness Questionnaire of China use to assess the effective performance of the team sports members.

This study used the questionnaire method to measure the variables of team sports coach's transformational leadership and team performance, so as to obtain the latest actual data. The design of the questionnaire was mainly divided into three (3) parts. The first part mainly involves the relevant basic information of all the surveyed players, including four items such as sex, age, team position and length of years playing team sports. The second part is the core of the questionnaire, which is divided into two parts. The first part provides a total of 20 items assessment about on attribute or

characteristics of transformative coaching of team sports coaches, which are used to measure the transformational leadership of team sports coaches. The second parts will provide a total of 20 items for measuring the level of team performance. The questions of the questionnaire are scored by Likert scale of 1 to 4. The main reference object will be to score each question according to the actual situation of the team sports members participating in the survey. The score ranges from 1 to 4 with verbal description.

Table 1
Likert scale with Corresponding Verbal Description

Mean Range	Verbal Description
4.51 - 5.0	Strongly Agree/Always
3.51 - 4.50	Agree / Often
2.51 - 3.50	Neutral /Sometime
1.51 - 2.50	Disagree/Rarely
1.00 - 1.50	Strongly Disagree / Never

Statistical Treatment. In terms of data processing, after obtaining the sample data, this paper used SPSS20.0 software to conduct data statistics and analysis on the questionnaire results. The researcher made use of means, standard deviation, and t-test or ANOVA. This was used to find if there is significant difference among group means. The researcher also made use of Pearson's correlation to calculate a linear relationship between the given variables.

RESULTS AND DISCUSSION

1. The Profile of the Student Athlete Respondents in Team Sports.

Table 2 shows the demographic profile of the student respondents in terms of their age, sex, length of playing team sports, and team position. In terms of age, fifteen (15) or 17.6% of the student respondents are within 16 to 19 years old, thirty-nine (39) or about 45.9% of the student respondents are within 20 to 23 years old, and the remaining thirty-one (31) or about 36.5% of the student respondents are within 24 to 27 years old. This means that majority of the student respondents are within the age range of

20 to 23 years old. This may be taken to mean that the students are in the appropriate grade level for their age.

In terms of sex, forty-two (42) or about 49.4% of the student respondents are male, while forty-three (43) individuals, making up 50.6%, are female. This means that the majority of the student respondents are females in terms of sex. This illustrates that there are more female students in the institution than male students.

Table 2
Frequency Distribution of the Student Respondents' Profile

Profile	Frequency	Percentage
Age		
16-19 years old	15	17.6%
20-23 years old	39	45.9%
24-27 years old	31	36.5%
Total	85	100%
Sex		
Male	42	49.4%
Female	43	50.6%
Total	85	100%
Length of Playing Team Sports		
1 - 2 years	18	21.2%
3 - 4 years	42	49.4%
5 - 6 years	25	29.4%
Total	85	100%
Team Position		
Basketball	41	48.2%
Volleyball	10	11.8%
Softball	7	8.2%
Football	27	31.8%
Total	85	100%

Concerning the length of playing team sports, eighteen (18) respondents, or 21.2%, have a playing experience of 1-2 years. A larger portion, comprising 42 individuals or about 49.4%, have been playing for 3-4 years. Additionally, twenty-five (25) respondents, accounting for 29.4%, have a playing history of 5-6 years. This means that majority of the student respondents have been playing team sports for 3 to 4 years. This may be taken to mean that the students are already adept in playing team sports given their experience.

In terms of team positions, basketball is the dominant sport among the respondents, with

forty-one (41) individuals or about 48.2% holding positions in this category. Volleyball follows with ten (10) respondents, representing 11.8%. Softball has seven (7) individuals or 8.2%, and football accounts for twenty-seven (27) respondents, making up 31.8%. This shows that the majority of the students are involved with Basketball as their sports. This illustrates that basketball is the most preferred sports by the students.

2. Assessment of Student-Respondents in Team Sports on the Extent of Coaches' Transformational Leadership to Level the Performance.

Charismatic Influence. The overall mean of 3.22 shows that the students are neutral on the extent of coaches' transformational leadership through charismatic influence. The neutrality of students on the extent of coaches' charismatic influence in team sports implies a certain degree of ambiguity or ambivalence in their perceptions. Transformational leadership, characterized by qualities such as inspiration, motivation, and individualized consideration, plays a crucial role in shaping team dynamics and performance. However, the fact that students are neutral suggests that there might be inconsistency or variability in the manifestation of these transformative leadership behaviors by coaches.

Inspirational Motivation. The overall mean of 3.28 shows that the students are neutral on the extent of coaches' transformational leadership and is interpreted as the coaches' transformational leadership as regards to their inspiration motivation. The neutrality of students on the extent of coaches' inspirational motivation in team sports points to a complex dynamic in the relationship between athletes and their leaders. Transformational leadership is a leadership style that emphasizes inspiring and motivating team members, fostering a collective vision, and encouraging individual growth. The fact that students' express neutrality suggests a certain level of ambiguity or variability in their perception of the coach's transformative qualities. This may indicate that the coaches' efforts to embody

transformational leadership are not consistently recognized or may be contingent on specific situations.

Individualized Consideration. The overall mean of 3.41 shows that the students are neutral on the extent of coaches' transformational leadership as regards to individualized consideration. The neutrality of students on the extent of coaches' transformational leadership, particularly in terms of individualized consideration, points towards a nuanced assessment of the coach's leadership style by the student athletes in team sports. Transformational leadership is characterized by several components, including individualized consideration, which emphasizes recognizing and addressing the unique needs of each team member. The students' neutral stance suggests that there may be variability in the perceived application of these transformative qualities across different athletes or scenarios.

Intellectual Stimulation. The overall mean of 3.25 shows that the students are neutral on the extent of coaches' transformational leadership as regards to intellectual stimulation. and is interpreted as the coaches' transformational leadership, as assessed by the student athletes in team sports, to level the performance in terms of intellectual stimulation is only sometimes done. The neutrality of students regarding the extent of coaches' transformational leadership, specifically in terms of intellectual stimulation, reveals a nuanced perspective among student athletes in team sports. Transformational leadership is characterized by inspiring and intellectually stimulating team members to foster growth and development. The fact that students express a neutral stance implies that the application of these transformative qualities may not be consistently observed or appreciated across all athletes or situations.

3. Assessment of Student-Respondents in Team Sports on their Team Performance.

Team Member's Role. The overall mean of 3.04 shows that the students are neutral on their team performance in team sports as regards to

the team members' role. The neutrality of students regarding their team performance reveals a nuanced perspective among student athletes in team sports. Team performance is a multifaceted aspect influenced by various factors such as individual skills, strategy, teamwork, and coaching effectiveness. The neutral stance suggests that athletes may not uniformly perceive the overall success or challenges of their team. This neutrality could stem from diverse experiences within the team, varying expectations, or differing levels of engagement with the team's dynamics and goals.

Team Member's Inter-Group Relationship. The overall mean of 3.16 shows that the students are neutral on their team performance as regards to the team members' inter-group relationship. The neutrality of students regarding their team performance in team sports suggests a nuanced perspective among student athletes. Team performance is a multifaceted aspect influenced by various factors such as individual skills, strategy, teamwork, and coaching effectiveness. The neutral stance implies that athletes may not uniformly perceive the overall success or challenges of their team. This neutrality could stem from diverse experiences within the team, varying expectations, or differing levels of engagement with the team's dynamics and goals. The complex nature of team sports often involves a multitude of factors contributing to performance, and the students' neutral stance may reflect this intricate interplay.

Team Member's Passion and Commitment. The overall mean of 3.07 shows that the students are neutral on their team performance and shows that the student athlete respondents in team sports on their team performance sometimes observe the team members passion and commitment. The neutrality expressed by students regarding their team performance in team sports suggests a complex and nuanced perspective among the student athletes. Team performance is a multifaceted aspect influenced by various factors such as individual skills, strategy, teamwork, and coaching effectiveness. The neutral stance indicates that

athletes may not uniformly perceive the overall success or challenges of their team. This neutrality could be attributed to diverse experiences within the team, varying expectations, or differing levels of engagement with the team's dynamics and goals.

Team Member's Skills and Learning. The overall mean of 3.22 shows that the students are neutral on their team performance as regards to the team members skills and learning. The neutrality expressed by students regarding their team performance in team sports signifies a complex and varied perception among student athletes. Team performance is a multifaceted aspect influenced by individual skills, strategy, teamwork, and coaching effectiveness. The neutral stance suggests that athletes may not uniformly perceive the overall success or challenges of their team. This neutrality could stem from diverse experiences within the team, varying expectations, or differing levels of engagement with the team's dynamics and goals. The complexity of team sports often involves numerous factors contributing to performance, and the students' neutral stance may reflect the intricate interplay of these elements.

4. Significant Differences in the Assessment of Student-Respondents in Team Sports on the Extent of Coaches' Transformational Leadership to Level the Performance.

In terms of age, there is a significant difference in the assessment of the student athlete respondents in team sports on the extent of coaches' transformational leadership to level the performance in terms of charismatic influence, inspirational motivation, individualized consideration, and intellectual simulation when their age is taken as a test factor. This means that there is a difference in the assessment of the student athlete respondents in team sports on the extent of coaches' transformational leadership to level the performance in terms of charismatic influence, inspirational motivation, individualized consideration, and intellectual simulation with those whose age group is 24 to 27 years old having the highest assessment, as

indicated by the mean score of 3.44 and the lowest assessment coming from the 16 to 19 years old group as indicated by the mean score of 3.07. This may be taken to mean that the older students have a higher assessment of the student athlete respondents in team sports on the extent of coaches' transformational leadership to level the performance in terms of charismatic influence, inspirational motivation, individualized consideration, and intellectual simulation than the younger students.

In terms of sex, there is no significant difference in the assessment of the student athlete respondents in team sports on the extent of coaches' transformational leadership to level the performance in terms of charismatic influence, inspirational motivation, individualized consideration, and intellectual simulation when the respondents are grouped according to sex. This means that there is no difference in the assessment of the student athlete respondents in team sports on the extent of coaches' transformational leadership to level the performance in terms of charismatic influence, inspirational motivation, individualized consideration, and intellectual simulation although there is a difference in the sex of the students. This may be taken to mean that the male and female students have similar assessment of the student athlete respondents in team sports on the extent of coaches' transformational leadership to level the performance in terms of charismatic influence, inspirational motivation, individualized consideration, and intellectual simulation.

In terms of length of playing team sports, there is no significant difference in the assessment of the student athlete respondents in team sports on the extent of coaches' transformational leadership to level the performance in terms of charismatic influence, inspirational motivation, individualized consideration, and intellectual simulation when their length of playing team sports is taken as a test factor. This means that there is no difference in the assessment of the student athlete respondents in team sports on the extent of coaches' transformational leadership to level the performance in terms of charismatic influence, inspirational motivation,

individualized consideration, and intellectual simulation although there is a difference in the length of time that the student have engaged in team sports. This may be taken to mean that despite the students varying length of playing team sports, they have the same assessment of the student athlete respondents in team sports on the extent of coaches' transformational leadership to level the performance in terms of charismatic influence, inspirational motivation, individualized consideration, and intellectual simulation. In terms of team position, there is no significant difference in the assessment of the student athlete respondents in team sports on the extent of coaches' transformational leadership to level the performance in terms of charismatic influence, inspirational motivation, individualized consideration, and intellectual simulation when their team position is taken as a test factor. This means that there is no difference in the assessment of the student athlete respondents in team sports on the extent of coaches' transformational leadership to level the performance in terms of charismatic influence, inspirational motivation, individualized consideration, and intellectual simulation although there is a difference in the team position. This may be taken to mean that despite the different sports that the students are playing, they have the same assessment of the student athlete respondents in team sports on the extent of coaches' transformational leadership to level the performance in terms of charismatic influence, inspirational motivation, individualized consideration, and intellectual simulation.

5. Significant Differences in the Assessment of Student-Respondents in Team Sports on their Team Performance.

In terms of age, there is a significant difference in the assessment of student athlete respondents in team sports on their team performance in terms of the team member's role, inter-group relationship, passion and commitment, and skills and learning when their age is taken as a test factor. This means that there is a difference in the assessment of student athlete respondents in team sports on their team performance in terms of the team

member's role, inter-group relationship, passion and commitment, and skills and learning with those whose age group is 24 to 27 years old having the highest assessment, as indicated by the mean score of 3.31 and the lowest assessment coming from the 16 to 19 years old group as indicated by the mean score of 2.82. This may be taken to mean that the older students have a higher assessment of student athlete respondents in team sports on their team performance in terms of the team member's role, inter-group relationship, passion and commitment, and skills and learning than the younger students.

In terms of sex, there is no significant difference in the assessment of student athlete respondents in team sports on their team performance in terms of the team member's role, inter-group relationship, passion and commitment, and skills and learning when the respondents are grouped according to sex. This means that there is no difference in the assessment of student athlete respondents in team sports on their team performance in terms of the team member's role, inter-group relationship, passion and commitment, and skills and learning although there is a difference in the sex of the students. This may be taken to mean that the male and female students have similar assessment of student athlete respondents in team sports on their team performance in terms of the team member's role, inter-group relationship, passion and commitment, and skills and learning.

In terms of length of playing team sports, there is no significant difference in the assessment of student athlete respondents in team sports on their team performance in terms of the team member's role, inter-group relationship, passion and commitment, and skills and learning when their length of playing team sports is taken as a test factor. This means that there is no difference in the assessment of student athlete respondents in team sports on their team performance in terms of the team member's role, inter-group relationship, passion and commitment, and skills and learning although there is a difference in the

length of time that the student have engaged in team sports. This may be taken to mean that despite the students varying length of playing team sports, they have the same assessment of student athlete respondents in team sports on their team performance in terms of the team member's role, inter-group relationship, passion and commitment, and skills and learning.

In terms of team position, there is no significant difference in the assessment of student athlete respondents in team sports on their team performance in terms of the team member's role, inter-group relationship, passion and commitment, and skills and learning when their team position is taken as a test factor. This means that there is no difference in the assessment of student athlete respondents in team sports on their team performance in terms of the team member's role, inter-group relationship, passion and commitment, and skills and learning although there is a difference in the team position. This may be taken to mean that despite the different sports that the students are playing, they have the same assessment of student athlete respondents in team sports on their team performance in terms of the team member's role, inter-group relationship, passion and commitment, and skills and learning.

6. Relationship between the assessment of the student athlete respondents in team sports on the extent of coaches' transformational leadership to level the performance and the assessment of student athlete respondents in team sports on their team performance

Charismatic Influence exhibits a strong positive correlation with factors related to employee retention, including Team Member's Role, Inter-group Relationship, Passion and Commitment, and Skills and Learning, indicating that a charismatic influence is associated with positive perceptions of team dynamics and skills development in the context of employee retention. Similarly, Inspirational Motivation shows significant positive correlations across all dimensions, with the strongest association observed in the relationship between

Inspirational Motivation and Inter-group Relationship, suggesting that higher levels of inspirational motivation align with positive assessments of various aspects related to employee retention. While Individualized Consideration lacks significant correlations with certain dimensions, there is a positive correlation with Skills and Learning, indicating a link between perceived individualized consideration and opportunities for skills and learning in the workplace. Intellectual Stimulation displays significant positive correlations with all dimensions, emphasizing that higher levels of intellectual stimulation align with positive perceptions of team dynamics and skills development in the context of employee retention. Lastly, Overall, Worker Morale is significantly positively correlated with Over-all Financial Incentives, indicating that respondents associating higher overall worker morale are more likely to have positive assessments of financial incentives.

Conclusion. The demographic profile of the student respondents revealed that majority of the student respondents are within the age range of 20 to 23 years old, are females in terms of sex, have been playing team sports for 3 to 4 years, and are involved with Basketball as their sports. The neutrality of students on the extent of coaches' transformational leadership, particularly regarding Charismatic Influence, suggests a need for a more consistent and pronounced application of transformative behaviors. Aligning coaches' actions with the expectations of student athletes can contribute to a more cohesive and effective leadership approach, potentially resulting in enhanced team performance. The neutrality of students regarding team performance, coupled with the occasional observation of team members' roles, suggests an opportunity for coaches to enhance team awareness and communication. The correlation analysis suggests that the perceived leadership qualities of Charismatic Influence, Inspirational Motivation, Individualized Consideration, and Intellectual Stimulation have significant relationships with various aspects of employee retention, as indicated by respondents' assessments of team member roles, inter-group relationships,

passion, commitment, skills, and overall worker morale. These findings provide valuable insights into the potential impact of leadership styles on employee retention factors in the given context.

Recommendations. From the findings and conclusions of the study, the following recommendations are hereby given:

1. Considering the positive correlation between Charismatic Influence and various aspects of employee retention, organizations should invest in leadership training programs that cultivate charismatic leadership qualities among managers and team leaders. This can contribute to fostering positive perceptions of team dynamics and skills development, ultimately improving employee retention.
2. Building on the significant positive correlations observed with Inspirational Motivation, organizations should encourage leaders to adopt inspirational leadership practices. This could involve regular communication that inspires and motivates team members, creating a positive work environment that aligns with the goals of employee retention.
3. Recognizing the positive correlation between Individualized Consideration and Skills and Learning, organizations should focus on tailoring leadership approaches to individual team members. This personalization can extend to skills development programs, ensuring that employees feel supported in their unique learning and growth journeys.
4. Acknowledging the positive correlations between Intellectual Stimulation and various employee retention factors, organizations should encourage leaders to stimulate creative thinking and problem-solving. Providing opportunities for intellectual growth and skills development can positively impact team dynamics and overall employee retention.

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