In Search Of Demanded Team Orientation Between Sustainable Sports Leadership And Participation Motivation

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Abstract

Extant Sports play a huge role in many people's lives as people engage in sports in different capacities and generally, coaching is important since it boosts the team players' morale. An outstanding coach is known to have a high influence on all team members' general wellbeing, and through showing them what to do, they play and perform well since they have confidence in what they are doing. Taking a look at prior studies, we found out that a research gap exists on the impacts of team leadership (coaching) and team members' motivation levels. Most of the prior researches are generalized researches with generalized data on the topic. Therefore, this research should be included as research to cover the gap which most existing researchers cannot fill, adding team orientation variables as a mediating role between Coach's Sports leadership and Participation Motivation of sports team members. Based on 548 samples, the current research conducted the structural equation analysis and could conclude that the research gap can only be achieved by conducting numerous and wide research on team orientation factors and linking them to team leadership. If not, then the existing assumptions for the link between effective leadership and team cooperation are all vague, and they may be wrong.

Keywords: Sustainable sports leadership; Participation

1. Introduction

Extant Sports play a huge role in many people's lives as people engage in sports in different capacities. For instance, sports have fans, spectators, coaches, and players. Athletes of all ages are directed by their coaches, who give them direction and opportunities to better their performance. Sports are found to increase physical activity levels and improve the overall health of those taking part in sports. Therefore, coaches' sports leadership is the coaches' primary role in ensuring optimization of teams and individual athletes (Misasi, Morin & Kwasnowski, 2021). Coaches play a vital role to design and implement team's sports to achieve both healthy and high results while they play in a team. Coaches equip teams with knowledge and the required skills appropriate for designing and achieving sports goals through empowering inactive team members to engage in sports. Coaches focus on different roles like the physical, technical and tactical skills for helping a team performance throughout the year and beyond (Cruickshank & Collins, 2015). Coaching takes different styles and forms depending on the nature of the teams being coached, the participation levels and performance levels, the nature of sports, and the aim of coaching. Therefore, different teams are exposed to different coaching styles depending on the type of general aims of the coaching practice.

Generally, coaching is important since it boosts the team players' morale. A good coach is known to have a high influence on all team members' general well-being, and through showing them what to do, they play and perform well since they have confidence in what they are doing (Fox, 2006). Also, coaching improves work performance since coaches help team members improve on their performance by directing them on the relevant aspects to take part in. Here coaches help team members acquire technical, physical, and technical skills necessary for performance exemplary. Further, coaches are known to build effective communication skills for the team members to follow and communicate with each other, thus achieving the required goals. Coaches teach group members to communicate with the aim of success rather than being against each other. Coaching sports leadership offers directions for personal improvement within the team members. Each team member being coached develops a personal ability to improve on their goals.

Generally, coaching sports leadership offers an ideal platform for improving team members' physical and communication abilities, which helps them develop behaviours for successful engagement (Arthur & Bastardoz, 2020). Effective coaching sports leadership is beneficial to the team members and the community since the practice of

coaching leadership benefits and gives team players through teaching them the right behaviour to work with others which they apply in community work.

There are numerous studies that link sports coaching and leadership with participation motivation for the group members. The literature on leadership in sports, sports coaching analysis, the influences of coach's behaviors on the overall training process all offer insights on the role and essence of sports leadership (Trninić & Papić, 2009). The qualitative investigations focused on sports coaches' role in improving health through increased physical activities and detail the relationship between leadership and team performance due to motivations (Mansfield, Kay, Anokye & Fox-Rushby, 2018). Other literature on team leadership and motivation include studies on transformational leadership in connections to sports performance, the analysis on possible effects of ports and team performance. Also, a study on the relationships between leadership and motivation focuses on elementary schools since they are the best platforms where students are learning new things, thus focusing on the relationship between leadership and team motivation (Charbonneau, Barling & Kelloway, 2001). All the mentioned studies directly focus on detailing aspects within the topic of team leadership and motivation.

However, a research gap exists on the impacts of team leadership (coaching) and team members' motivation levels. Most of the prior researches are generalized researches with generalized data on the topic. Therefore, this research should be included as research to cover the gap which most existing researchers cannot fill. There is a need to investigate whether team orientation attributes play a mediating role between coaching leadership and participants' motivation levels. Limited studies are focusing on team orientation, covering all the aspects of team orientation like tea members decisions, the eagerness to seek for working with others with the link to them coaching leadership and team motivation. Developing research that links team orientation to coaching activities for motivations is vital since the coaches will understand the role of team orientation in team collaboration orientations.

2. Literature Review

According to Young, Duffy, Cote & North (2007), there are different definitions for sports coaching since most people

focus on successful coaching determined through team success as the basis for successful coaching. Therefore, there are still debate factors constituting coaching and focusing on excellence on the coach's missions. Besides, today sports have changed and become of professional status that coaches' roles have become complex to the extent that they engage in different roles apart from the traditional sports coaching role of physical coaching. However, as coaches' roles become complex, coaching roles in motivation have reduced due to the complex pedagogical, technical, and highly demanding nature of the coaching Job (Benishek & Lazzara, 2019, Johnson & Wojnar, 2021). The traditional role of sports coaches in the reviewed literature shows that coaches were focused on community, clubs, and teams work (Aldrin & Utama, 2019). Therefore, the definition of sporting coaching largely depends on the coaches' role and the various contexts in which the coaching occurs.

2.1. Leadership

Leadership is a vital aspect of sports performance as over the past 25 years, there have been numerous studies on the role of leadership in sports (Cotterill & Fransen, 2016; Woo & Kang, 2020). Besides, these studies highlight the role of athlete leaders as both formal and informal as they are motivators, cultural architects, and captains. Therefore, sports leaders significantly impact the range of team aspects such as team satisfaction, general team dynamic, and However, there is less information on how cohesion. scientists and researchers understand team leaders' role in bringing cohesion and motivation to their teams. Similarly, there is little information about particular leadership skills that sports leaders can adopt to be effective in team motivation (Syed Ahmad & Parnabas, 2020). A review of the differentiation theory states the role of instrumental and expressive leadership, which gives the leader specific functions. However, most researchers criticize the differentiation theory as they state within team playing. There is no specific role for one player or leader. Rather, all personnel can take different roles depending on the situation at hand.

Within sports leadership roles, there are task leaders who are in charge of the field and help the team focus on goals there raising the decisions. Second, motivational leaders are the biggest motivators who encourage their team members to go the extreme in an effort to win games. Third,

there are social leaders, who besides leading in the field they still encourage team members within the society to practice the taught behaviors at home. Fourth, external leaders are making a link between the people outside the club and the team members. Another vital distinction on the sports leadership types is formal versus informal leadership. The formal leaders have focused roles and are paid for the work of leading teams. They are subjected to certain roles and attentions, which they must fulfill to keep their jobs as employee coaches (Weer, DiRenzo & Shipper, 2015). However, informal sports leaders engage in other functions other than coaching teams at the field to engage with them at the community level.

Notably, there are three coaching leadership styles that most coaches use to make a difference in the coaching industry. For instance, coaches use transformational leadership where they change and use different leadership styles depending on their situations (Lee, Idris & Tuckey, 2018). For instance, under transformational leadership, the coach can apply democratic leadership styles when they agree with the team and when they want to include the team in the decision making thus making the team members motivated and free to be part of the team, club, community or organization for which they belong to. Similarly, the coaches use the athlete-centered leadership method by focusing fully on the athletes and making changes in the coaching exercises depending on the improvements. Athlete centered leadership method is beneficial to the athletes. It motivates them since they understand that the coach focuses fully on developing measures where all training aspects are focused on the specific athletes in question.

Finally, coaches use the autonomy leadership style whereby they give athletes the freedom to make decisions themselves for them to feel that they are in charge and work towards their success, despite the methods shortcoming where it can lead to cases where the athletes get lazy and not achieve their goals since the coach does not fully follow the athlete from time to time. Therefore, coaches as leaders use different leadership styles depending on their situation (Marcone, 2017, Daniel & Sarah, 2010). All the mentioned leadership styles used in coaching motivate the team players since they engage with the coach and form a bond that they use to improve on the sports capabilities. Sports leadership is encouraged and directed by a team's coach through

effective communication (Jurma, 1979). Most of the coaches in the spotting scope were former high-performing athletes. Therefore, they provide motivation to the current team players since they are a reference for the sports. Therefore, coachers as team leaders themselves are a source of motivation to the players since they are experts in the sports they are coaching, and with years of experience, they understand a lot about the games.

2.2. Trust

There is a direct connection between the role of the team orientation (trust) to the team's overall performance and the impacts on the leadership (Rahman, Rehman, Imran & Aslam, 2017). Besides, today sports is business, and the team members must trust the coach and vice versa for better results and mutual coexistence. Thus the team must trust the coach and leadership for motivation to archive the set goals. Trust is one attribute that makes the individuals within the organization act with full engagement to implement specific team objectives (Gulak-Lipka, 2017). Similarly, with trust, people understand the need to have leaders in sports since sports are competitive, and leaders act as decision making characters. Understanding the role of trust in a team is achieved through observation, where one can see that team leaders are not engaging well with team members. Therefore, trust is one of the attributes which must be ensured for both motivation and team participation (Kang & Hwang, 2017).

Coaches are important to support givers and providers of social support for players. However, little research has covered checking and measuring social support and understanding how athletes understand and achieve the available social support. Although there is limited research on coaches as support givers, the available research on coaches' social support to team players shows that coaches use different strategies to ensure social support depending on the player's social, economic, and political background (Teck Koh, Kokkonen & Rang Bryan Law, 2019). Apart from the coaches' role in social participation, they as well motivate and mediate between players' well-being, which motivates the players to keep working hard both in the field and at the community social level (Super, Verkooijen & Koelen, 2016). However, team orientation is the basis of participation, which helps team members engage in different roles as they respect the coach leadership decisions, which is a

motivational factor for players to engage well with each other (Alcaraz, Torregrosa & Viladrich, 2015, Yi Huang, Huang & Chang, 2017). Therefore, without proper team orientation then even coaching becomes problematic.

2.3. Coaching

Notably, sports coaching means different things; to some people, sports coaching is a job, and to some, it is a pastime activity that people engage involuntarily. Similarly, it is challenging to define sports coaching since some people engage in sports coaching just to get knowledge and teach others or sometimes benefit themselves. Thus since sporting coaching definition is problematic, it is vital to narrow down the definition and understand it at the point of one word at a time. First, sports are defined as a team's function, such as Soccer, Hockey, Golf, badminton, Rugby, and others (Found Sport Coaching Unit, 2021). Still, sports definition is accompanied with physical fitness, having necessary skills, involving in a competition where one can either lose or win, and the sports are played according to the set rules to avoid confusion. Thus after linking sports to coaching, one can define sports coaching as the ability to help and guide a sports team to achieve set goals for certain. Thus a coach is responsible for team member's failures.

Still, another study shows that despite coaching being part of people's daily activities like going to defied and others going to the gym. Therefore defining sports coaching remains to be part of subjectivity where one can define sports coaching depending on the coach's duties. Similarly, vagueness persists in sports coaching since sports are bought about coaching and not the other way round (Loudcher, 2017; Kim & Kang, 2022). Therefore, as it is challenging to determine the impacts, more research in the overall coaching definition section should be made to develop a comprehensive way to define sports coaching leadership. There are numerous benefits of sports coaching since the coach assumes a leader's role within the sports team. Sports coaching is proven to have numerous advantages, which mostly benefit the team members (Dohsten, Barker-Ruchti & Lindgren, 2018). First, sports coaching leadership follows the ethical and philosophical rules within teamwork; a coach understands the benefits and ways to deal with ethical issues arising within a team. Coaches establish team cultures and philosophies which teach team member the safe and moral activities to follow which in a group setting. Establishing

teamwork orientation benefits the team and personal players, too (Mustafa, Glavee-Geo & Rice, 2017). Besides, within a team, there must be conflicts resulting from engagement; thus, when team members understand the ethical conduct, they will follow them and establish an ideal environment for the team member to engage and share the right activities and avoid conflicts.

Coach sports leaders work to prevent injury, which might affect players' general well-being and sports profession. Coaches are trained to understand the extent to which one may be affected and exposed to chances of being injured. Therefore, coaches act to eliminate the extent to which the team members get injuries; when the team members are not injured, they get motivated and play more since they are in a safe environment which the couch focuses on avoiding cases of injuries which reduces team members courage and motivation to play with other team members (Fatih Kucukibis & Gul, 2019). Similarly, coaches know how to respond to emergencies that might cause fatalities at the training and games sessions. Such roles give coaches high recognition due to their work for saving people's lives and health wellness.

2.4. Communication

Further, sports coaches ensure teaching and communication where they teach team members how to communicate well and with fellow team members to avoid conflicts that may derail the expected results. Coaches ensure that all team members focused strictly on the training sessions in that they help team members to have a healthy competition which raises high scores and improvements. Another vital role and importance of coaches towards team motivation is their ability to evaluate the team results ad develop a contingency plan for development and eventual improvements. Coaches have the ability and skills to access each player's athlete capabilities while considering the sports rules, the inclusions, and training programs progress. Another study indicates that effective sports coach develop tactics and sports skills which motivate players to engage in collaboration to enable team members to have needed tactics and sports skills which are practically done to team members thus motivation them since they understand that they will still win the games if they follow through with the lessons given by the coach. (Shah., Fransen, Slater, & Barker, 2023; Choi, Jeong, & Kim, 2020; Athanasios, 2005).

2.5. Team Orientation

Social Another study on the relations between sports participation motivation and selection shows that players are motivated with particular sports that they select. Most likely, they are influenced by other external factors like the relationship with the coaches in those games (Moradi & Hatami, 2017). Therefore, situational factors like friends' and parents' roles and relationships with trainers are essential motivators in achieving high results in games and act as an eventual motivation for team players to participate in the games. The study links trainers, parents, friends as a motivational factor for developing the games.

Finally, the whole analysis shows a gap in research regarding understanding the exact link between coaching and team motivation. However, the existing research literature shows that team orientation with aspects such as trust is the basis for effective leadership and motivation within the team (Berg & Karlsen, 2016; Kang & Hwang, 2017). Therefore, more research should be done to understand team orientation's role in sports leadership and motivation to keep participating in the team. Another team orientation attribute that supports leadership is understanding the reason for team engagement which allows the team's coaches. However, the existing literature supporting the assumption is based on limited information and little research that cannot apply to all situations and cannot be generalized. For instance, the researchers use studies from certain places that cannot be generalized and formulate a comprehensive study topic (Kang & Lee, 2020; Sindze, Nantharath, & Kang, 2021). Based on the literature review, this study could figure out three hypotheses to maximize participation motive of sport players as following the next section.

3. Methodology and Finding

3.1 Research Model and Hypotheses

As mentioned earlier, a research gap exists on the impacts of team leadership (coaching) and team members' motivation levels. Most of the prior researches are generalized researches with generalized data on the topic. Therefore, this research should be included as research to cover the gap which most existing researchers cannot fill. There is a need to investigate whether team orientation attributes play a mediating role between coaching leadership and

participants' motivation levels. Limited studies are focusing on team orientation, covering all the aspects of team orientation like tea members decisions, the eagerness to seek for working with others with the link to them coaching leadership and team motivation. Developing research that links team orientation to coaching activities for motivations is vital since the coaches will understand the role of team orientation in team collaboration orientations.

Figure 1 indicates the research model of this study.

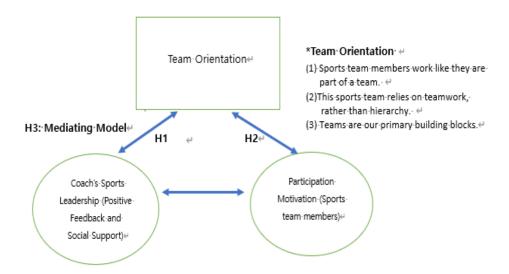


Figure 1. The research model of the present study

Based on the strong relationship between sports leadership and participation motivation, this study might offer a source of information for current team management executives that the sports team strategy with sustainable team practices might include team orientation factors. As a result, the hypotheses associated with the research question are:

- H1: Coach (Instruct)'s Sports Leadership (Positive Feedback) is optimally supported with Team orientation attributes.
- H2: Team Orientation attributes are optimally supported with Participation Motivation of sports team members
- H3: Team Orientation attributes play a mediating role between Coach's Sports leadership and Participation Motivation of sports team members

3.2. Variables

The questionnaire's total questions that are used to gather variable values from the participants were 39 questions. The survey instrument included 12 main questions regarding SL to test the hypotheses and also contained the 3 questions regarding the Team orientation. Furthermore, participation motivation questions is made up of 11 items. All survey questions were based entirely on prior studies. Variables about Sport leadership were borrowed directly by prior study (Chiu, Hsu & Wang, 2006), and the part of the SSC on the instrument were based totally on the study of three prior studies (See Table 1).

Table 1. Variables that come from past literature

Main factor	Number of Questions	Sources	
Sports Leadership	12		
Positive Feedback	4	Lee (2021), Kim & Kang	
Communication	4	(2022), Seong (2020)	
Social Support	4		
Team Orientation	3	Rahman et al. (2017), Ginanjar et al. (2019)	
Participation Motivation	3	Moradi et al. (2020), Gill et al. (1983)	

3.3. Data Analysis

The statistical processing and analysis methods to achieve the purpose of this study are as follows. First, statistical processing of collected data was analyzed using IBM SPSS statistics 24 and AMOS 24.0 programs. First, to verify the reliability of measuring tools for three main factors, internal consistency was examined through Cronbach's a value. Second, Pearson correlation analysis was conducted to confirm the correlation coefficients between the sports leadership, team orientation and participation motivation values. Third, confirmatory factor analysis was conducted to measure the validity of the measurement model composed variables of three factors. While confirming this structural equation research model's suitability. Lastly, a structural equation model analysis was conducted to examine the structural relationship between the three main factors to measure this research hypothesis.

3.4. Data Collection

The current research conducted IBM SPSS statistics 24 and AMOS 24.0 program and obtained data from social sports

participants located in Seoul and the metropolitan area. The data collection process took place between May 2, 2023, and July 17, 2023, and questionnaires were distributed in person or sent online. A total of 500 survey papers were distributed and, out of which, 352 sets were returned. However, 43 sets of questionnaires had to be discarded because more than 20% of the questionnaires' questions were not answered by the participants (Nazarian, 2013; Hair et al., 2010). For this reason, 309 sets of the questionnaire were used for the final study analysis. To ensure that participants who answer the survey will provide trustable data, the author assured study participants through a cover letter that this survey is an anonymous survey whereby all responses will remain confidential and analyzed at an aggregate.

Table 2. The Information of Total Collected Data

	Total	Percentage (%)
Questionnaires Distributed	500	100
Uncollected	500	100
	148	29.6
Questionnaires	352	70.4
Collected Questionnaires		
Discarded Questionnaires	43	8.6
Discarded Questionnaires	309	61.8
Usable Questionnaires	303	01.0

3.6. Demographic Characteristics

The general characteristics of the subjects who participated in this study and responded are as shown in Table 3. Looking at the characteristics, the gender was 181 male and 128 female. In terms of age distribution, 73 people in their 20s, 91 people in their 30s, 61 people in their 40s, 80 people in their 50s. All participants in the current research have been in at least one sports team and they join their team in the community at least two times per week. Table 3 indicates detained information of demographic characteristics for final sample.

Table 3. Demographic Characteristics for Final Sample (Social Sports League Participants)

Profile	Frequency	Percentage (%)
Gender		
Male	181	58.6
Female	128	41.4
20s	73	23.6

30s	91	29.4	
40s	65	21	
50s	80	25.9	

3.7. Findings (Reliability analysis)

This part presented the results of a statistical analysis based on the collected main dataset (N=408). The data were analyzed with SPSS software version 24.0 and AMOS 24.0 to measure between three main factors. All statistical findings were displayed in tables with interpretations provided in the text. To measure the reliability of three main factors, Cronbach's alpha value was used to measure an internal consistency. That is, how closely related a set of items are as a group. It is considered a measure of scale reliability, and a generally accepted rule is that α of 0.6-0.7 indicates an acceptable level of reliability, and 0.8 or greater an exceptionally good level (Kang & Lee, 2020; Nunnally, 1978). Table 4 indicates the result of analyzing the question composition and reliability of the measuring tool for main factors. Table 4 showed that all three sub-factors of sports leadership had Cronbach's α values of 0.8 or higher. And both the factor of team orientation and participation motivation had over 0.7, confirming high internal consistency (See the table 4).

Table 4. The Results of Reliability Analysis

Sub-Factors	Question Number	Cronbach's α
Sports Leadership	12	0.822
Positive Feedback	4	0.817
Communication	4	0.826
Social Support	4	0.803
Team Orientation	3	0.734
Participation Motivation	3	0.772

3.8. Findings (Confirmatory Factor Analysis)

The current research also conducted a confirmatory factor analysis (CFA) to measure conversion validity and confirm whether three main measurement variables reasonably explained the latent variables. Prior studies has indicated that conversion validity tries to investigate the measurement items consistently measure the constituent concept and can be known as the factor load between the latent variable and the observed variable, and usually, if the factor is .5 or more, it can be said that there is validity (Baistaman et al., 2020;

Bashir et al., 2020). Table 5 shows that the value of average variance extracted (AVE) is more than .5, which means that all measurement variables can be regarded as having conversion validity since they revealed more than the corresponding reference value (.5). Also, all values of critical ratio indicate more than 1.96 so that all variables can be proved that they are significant statistically (See the Table 5).

Table 5. The Results of Confirmatory Factor Analysis

	Unstandardized	Standardized				Construct
Items	Factor	Factor	S.E.	Critical	AVE	Reliability
	Loadings	Loadings		Ratio.		Reliability
SL1	0.95	.82				
SL2	1.04	.88	.05	17.26***		
SL3	1.00	.86	.05	19.37***		
SL4	.93	.80	.05	17.47***		
SL5	.98	.85	.05	20.22***		
SL6	.89	.77	.05	18.63***		
SL7	.94	.82	.05	18.92***	.759	.833
SL8	.88	.76	. 05	21.36***		.033
	.90	.79	.05	19.51***		
SL9	.86	.73	.05	20.98***		
SL10	.96	.84	.05	19.17***		
SL11	.87	.72	.05	19.93***		
SL12	1.00	.87				
TO1	0.92	.78	.06	17.68***	.681	764
TO2	0.94	.80	.06	17.26***		.761
TO3	1.00	.88				
PM1	0.86	.73	.06	17.76***	.695	704
PM2 PM3	0.89	.75	.06	17.83***		.784

Fitness Index: χ 2=236.27, df=95, p=.000, RMR=.016, TLI=.932, GFI=.929, CFI=.949, RMSEA(90% CI)=.055(.048 $^{\sim}$.067), ***p < .001

3.9. Research Model Verification

To determine the research model's fit, $\chi 2$, RMR, TLI, GFI, CFI, and RMSEA were used as indicators. For model fit, the absolute fit ($\chi 2$, RMR, GFI, RMSEA, etc.) and incremental fit (TLI, CFI, etc.) were used. As can be seen in Table 6 ($\chi 2$ =216.48(df=95, p<.001), RMR=.017, GFI=.916, TLI=.941, CFI=.955, RMSEA=.061(90 % CI: .048 to .067) and a result of the final analysis of the path coefficient of the research model, the Sport leadership had a significantly positive effect on team orientation (β =.27, p<.001). Also, team orientation had a connection statistically with participants motivation

(β =.41, p<.001) as shown Table 6. Therefore, the current research agrees with previous studies in determining that sports leadership can enhance the impact of team orientation which is also proven the association with participation motive. As a result, both H1 and H2 can be accepted statistically.

Table 6. The Result of the Research Model

Path	Unstandardized coefficients	Standardized coefficients (β)	S.E.	Т
SL — TO	0.31	0.27	0.7	7.52***
TO → PM	0.36	0.41	0.6	6.29***

***p<.001, R² for SSC= .54, χ^2 =216.48(df=95, p<.001), RMR=.017, GFI=.916, TLI=.941, CFI=.955, RMSE=0.061

Finally, to analyze the third hypothesis of the research, the mediating effect of 'Team Orientation' between 'Sports Leadership' and 'Participation Motive', a bootstrap methodology was conducted. Bootstrap is a method of generating the distribution of parameters based on sample data without knowing the distribution of the population and then estimating the parameters. In this case, a total of 309 samples were used, and 0 is not included in the 95% confidence interval of the indirect effect. Otherwise, the mediating effect can be considered as a significant value. As can be seen in the below Table 07, the mediating effect was strong because the 95% confidence interval was not contained 0 for the indirect effect of 'Team Orientation' between 'Sports Leadership' and 'Participation Motive'. This is because 'Sport Leadership' itself has a significant positive effect on the 'Participation Motive' (direct effect), however, It can be interpreted that 'Team Orientation' as a mediating variable provides more strong indirect effect (H3) that has a positive effect on the 'Participation Motive'.

Table 07. The main result of the research model.

Path	Indirect Effect	S.E	95%CI (Bias-corrected bootstrap)
SL — TO	0.13	0.07	(0.09 – 0.19)
TO VI	0.13	0.07	(0.03 0.13)

4. Conclusion, Discussion, and Implications

4.1. Conclusions

The assumption that Coach (Instruct)'s Sports Leadership (Positive Feedback) is optimally supported with Team orientation attributes is supported by the research through an emphasis on teams attributes of "trust." Trusts play a vital role in engaging the different players to believe in what the coach believes about them. The literature shows that with trust, the team players get motivated with the coaches' leadership practices, which also help them understand reasons to play together. Therefore, the assumption is directly answered in that trust as a team attribute is directly connected to positive feedback. Similarly, players' attributes of disciplined behaviours are directly connected to the team ability for effective leadership and motivation, which still ensure that the coaching is ensured and players benefit from the overall practice.

The second assumption, "Team Orientation attributes are optimally supported with Participation Motivation of sports team members," is supported in existing literature in that team attributes are developed and come after players are motivated and play as team members. One of the vital roles of sports leaders is their ability to ensure effective communication. Team leaders communicate to players and act as mediators for the players and link them to each other. Apart from communication as a tool for supporting and motivating team players, coaches boost players' morale by encouraging them to work together for the set goals. Therefore, it is ideal to note that coaches as team leaders motivate team players, thus forming an attribute of working together that is still supported by the team players. Good coaches are known to have a high influence on the team; thus, they direct players to what to do and which behaviours to emulate. Therefore, team players gain the set attributes which motivate them to work hard and attain high goals according to the set team decisions. However, the literature shows different leadership styles supported by the different coaches. Depending on behaviours, the leaders can engage with players and achieve set goals, which allow them to work hard and make a difference in players' lives as far as physical and tactical assessments are concerned. For instance, leaders who use democratic, transformational, and athletecentred leadership styles are more likely to have engaged with players and help them understand the essence of such leadership styles, which they still apply in their daily work both at the community and field levels. Therefore, the ways

teams think, understand, and behave about the coaching practice relates to how they engage with the coaches and achieve certain results.

The third assumption, "Team Orientation attributes play a mediating role between Coach's Sports leadership and Participation Motivation of sports team members," is still supported by the team practices' attributes. For instance, the team orientation attribute of collaboration supports the coaches' ability to mediate with the team members; thus, when they work together, they motivate each other and collaborate with other people to achieve high goals. Another proven factor in the research is that when the team members understand their roles, they work well with the coaches, supporting their motivation to keep working and achieve their goals. Also, the research supports flexibility and engagement by checking on each play's roles and the coaches' ability to change their leadership styles to those friendly to the players; then, players are motivated fully. The three assumptions are all focused and supported by the literature review research, but the majority of the researches shows that there is a gap in the indifferent researches on the role of coaches' leadership, team orientation, and motivation. Therefore, understanding the roles of coaches, players, and societal members is a vital factor in deciding whether players' motivation and orientation are all related.

4.2. Implication

Numerous pieces of literature on sports coach leadership and its connection to team attributes indicates a huge gap in the available studies. The available studies do not reflect on the actual and generalized results, linking team orientation and coaching activities. Therefore, researchers should take part in conducting studies that link the leadership role for sports coaches and their team members' attributes. The gap creates inappropriate conclusions on the matter, thus resulting in generalized information about coaches and their roles in the team's attribution. However, the research sets an understanding of what sports coach leadership is, characteristics of sports culture, and how it is used and benefits in a group setting (Vesso & Alas, 2016, Frost, 2020, Kliethermes et al., 2018). As the analysis shows, team attributes are ideal for effective leadership since good teams are easy to manage and trust the leaders (Coaches). Besides, the research emphasizes that trust is an attribute that team member uses to support the coach since when team members trust the coach, they do according to the coaches' instructions. Thus, the cooperation of team members and the coaches is a mutual relationship that benefits both parties.

On the other hand, the research details that team coaching is due to competition in the sports section and other factors like the role of leaders in any given team. The research helps highlight the roles of sports coaches in team attributes, thus helping other researchers to link between coaches' leader's roles and other aspects which affect and impact leaders' roles in managing teams. Still, the research lays an understanding that there is a link between leaders' presence and roles within a team setting. Therefore, from the study, academicians understand the roles of team coach leaders and the relationship between the team members attributed to the efficiency of general coaching practice. Also, the research is an informative study that informs that there exists a gap in research on sports leadership and team attributes.

Besides, it is problematic to conduct researches to check the connection between coaches' leadership and team attributes. Lack of such critical information is a challenge to the academic scope since the academicians cannot educate people on team attributes' essence for effective leadership. Also, the researchers cannot inform about the link between the type of leadership styles that different coaches use and its link to team cohesion and integration. The research shows that good coaches are said to impact a team's relationship and collaboration positively. Similarly, the research is not basses on actual facts and doe research but rather on other studies and relationships' assumptions. Therefore, the academic implication of the lack of appropriate information connecting sports leadership and team performances is problematic due to its inability to make concrete conclusions.

Coaches have a huge role in ensuring the connection and influence between the team members and their roles in society (Kim & Cruz, 2016). The practical implication of the assumption "positive feedback brought by coaches leadership is supported with team orientation attributes" means that coaches have a role to play and adopt the best leadership practices to support positive feedback and encourage team members to engage with others accordingly. The different leadership styles employed by different coaches are the reason why team orientation

attributes grow (Lacerenza, Marlow, Tannenbaum & Salas, 2018). For instance, a coach who treats team members well will always support the team orientation attributes. Also, a team that ensures support for the coach and for other team members. Therefore, team orientation attributes and coaching practices are the determinants of the ways team members behave (Mathieu, Tannenbaum, Kukenberger, Donsbach & Alliger, 2014). However, there is limited research in the connection between the team member's attributes orientation and its connection to coaches' positive feedback, which means that the direct linkage of the team orientation supporting coaches' positive feedback cannot be comprehended fully.

Another practical implication of the research is that team success is determined by team attributes like good behaviors and collaborating with other team members. Therefore, team attributes must exist for coaching to exist and succeed (Serrano, Shahidian, Sampaio & Leite, 2013). Therefore, the research gap can only be reached by conducting numerous and wide research on team orientation factors and linking them to team leadership. If not, then the existing assumptions for the link between effective leadership and team cooperation are all vague, and they may be wrong. The practical implication of the research findings means that there must be a practical analysis of the research to get to the right conclusions, and still, the research must record the external factors which might affect the general results of the study. Sports are used as social interventions since they are based on integrating team members and keeping them together for success. Sports teams act as one team since they are based on working together for success. The research teaches that in working together, team members engage in successful working (Haudenhuyse, Theeboom & Coalter, 2012). Finally, sports are intervention measures for ensuring social interaction and togetherness.

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