



Comparison of Coach Leadership, Parental Involvement, and Athletes' Enjoyment in Indonesian and Malaysian Youth Training

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Abstract. The implementation of training at a young age involves the role of coaches, parents, and students/athletes, but the quality of these roles in enjoying the training process has not been presently evaluated. Therefore, this study aims to determine the relationship between coach leadership, parental involvement, and athletes' enjoyment in training. A descriptive quantitative method was used with the subjects being parents and students of Indonesian and Malaysian sports clubs. A total sampling technique was also carried out with parents and students (aged 13–18 years old) actively participating in football, volleyball, tennis, and archery. In this case, a questionnaire containing different items was used to obtain information, with the data analysis techniques being carried out through percentages. The results showed that no significant difference was observed in the leadership model, parental involvement, and athletes' enjoyment in Indonesia and Malaysia. These were useful in improving the policies and quality of youth training. Furthermore, comparative data between both countries are expected to be used by supervisors and administrators through considering the advantages and disadvantages.

Keywords: coach leadership · parental involvement · and enjoyment

1 Introduction

The development and modernization of unavoidable culture require the progression and prosperity of humans, whose activities are inseparable from the improvement of increasingly advanced science and technology. Most of these activities are presently carried out by machines, commonly leading to inadequate mobility or human misbehaviors. This is exacerbated by the development of gadgets, which render people lazy and vulnerable to dangerous eye features, thereby ensuring the reluctance to progress. Long-term immobility also affects the body, leading to weaknesses and decreased. To avoid these issues, humans need to maintain a healthy lifestyle by consuming nutritious foods and balancing with regular exercise.

Various forms of sporting activities are also recognized for the highest achievement of goals, such as educational, recreational, health, rehabilitation, and competitive sports (Kurniawan, 2013; Nopiyanto et al., 2019; Dhinisy, et al., 2022). Furthermore, some

existing sports activities have a relationship with one another, e.g., Indonesia acquired only one gold and two silver medals during the 2016 Olympics in Brazil. This was farther below the achievements of a country in the top three of the Olympic events. These results were in line with the Ministry of Youth and Sports (2018), where only 35.7% of the total Indonesian population was active in sports. This value was certainly very small for such an enormous country, indicating the need for an increase through the provision of appropriate sports programs. The results are expected to influence Indonesia's sports achievements. Coaching commonly starts from a general program of basic training, leading to the development of comprehensive sports efficiency and specialized sports training. Global sports experts have also supported the need for coaching stages to produce high sporting achievements. These stages include massing, breeding, and goal achievements (Amansyah, 2019; Hasyim Saharullah, 2019).

A maximum athletes' achievement requires adequately supported programmed, directed, and sustainable developments. It also requires intensive and continuous training, which often causes boredom and decreased achievement. This indicates that prevention is needed by planning and performing various exercises. In early childhood development, many factors are responsible for highly motivated practices, which are continuous until peak performance achievement. This shows that children need to be comfortable and happy (enjoyment) when performing exercise activities. Meanwhile, children often lose interest and elude sports when enjoyment becomes inadequate (Crane & Temple, 2015; Furusa et al., 2021). Parental involvement is one of the extrinsic sources affecting children's sports enjoyment. For example, positive parental support such as praise and encouragement is observed to increase a child's overall enjoyment (Sánchez-Miguel et al., 2013), although pressure through directive behaviors (e.g., criticism) leads to reduced comfort and interest (Holloway, Green & Stevenson, 2015). Irrespective of these positive and negative effects, parental involvement is still very complicated (Wu et al., 2020). For example, specific behaviors such as engagement, advice, skill acquisition assistance, encouragement, and emotional support, are often positive during children's early involvement in sports, although lead to conflict with coaches and athletes (Bateman & Jones, 2019). This specific 'good' or 'bad' behavior as a key element of optimal parental involvement, is the extent to which engagement and behavior are matched with children's preferences (Oo et al., 2018).

Besides this parental involvement, coaches are one of the factors determining children's exercise continuity. They are reportedly most successful when their coached athletes have good playing quality. The improvement of a team's quality is also influenced by the coach's training program, which needs to be adequately adjusted for teaching effectiveness. Coaches should subsequently have a unique training style, leading to the requirements for suitable staff members. According to Su'ud (2017), leadership styles were grouped into four different categories of command and support behaviors, namely authoritarian, democratic, people-centred, and task-oriented styles. Donie (2013) also stated that coach leadership style played a role in influencing the athletes' life. From this context, transformational leadership (TFL) is observed as a very positive and effective authoritative style, where the followers' higher needs were prioritized for self-actualization or potential realization. The leadership style also contributes to various positive outcomes in physical activity and sports.

2 Method

This quantitative descriptive study aims to determine the relationship between coach leadership, parental involvement, and athletes' enjoyment in Indonesian and Malaysian sports. The utilized variables are as follows, (1) coach leadership, (2) parental involvement for young athletes, and (3) enjoyment for young athletes. Moreover, the operational definition was used to limit the interpretation of the utilized variables. These operational limitations are shown as follows:

1. Coach leadership is the behavior displayed by a trainer during training sessions or competitions.
2. Parental involvement emphasizes the patterns by which parents consider and meet the needs of athletes. This involves training support and encouragement, as well as the provision of supervision and direction about the importance of exercise.
3. The enjoyment of young athletes in sports is defined as a positive affective response to athletic experiences, which reflect general feelings such as pleasure, interest, and happiness. These feelings are capable of allowing athletes to carry out regular sports activities.

A total sampling technique was used to obtain the study population, which contained the parents and young athletes in the Indonesian and Malaysian sport clubs, including football, volleyball, tennis, and archery. The criteria involved were students active in practicing and aged 13–18 years old, while for parents focused on guardians, fathers, or mothers. The instrument used was a questionnaire containing questions to obtain information from the samples. Furthermore, data collection methods involved questionnaire and documentation describing coach leadership, parental involvement, and athletes' enjoyment. The steps carried out include 1) Asking for a list of athletes' names; 2) Counting the number of athletes; 3) Providing questionnaire and asking to fill it; and 4) Collecting the questionnaire after completion. Data analysis was also carried out through the tabulation of the participants' answers. This was accompanied by the calculation and analysis of the percentage.

3 Result

3.1 Coach Leadership in Youth Sport

The coach leadership model was determined for young athletes through the sport club managers in Yogyakarta and Selangor State in Indonesia and Malaysia, respectively. The directions were provided to athletes in filling questionnaires to obtain optimal and good results. The results showed a total of 231 Indonesian participants, with 98 males and 133 females. However, 87 Malaysian athletes contained 45 males and 42 females.

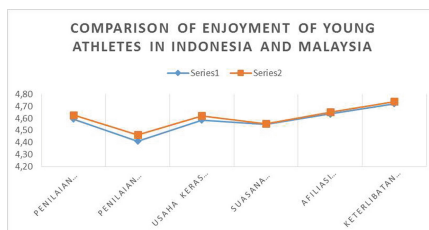


Fig. 1. Comparison of Youth Coach Leadership in Indonesia and Malaysia

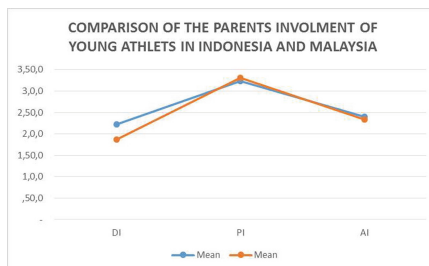


Fig. 2. Comparison of the Parents' Involvement of Young Athletes in Indonesia and Malaysia

The average ages of the Indonesian and Malaysian participants were 6.2 and 17.32, respectively. Based on these results, the coach leadership models in both countries' sports sectors were very similar, as shown in Fig. 1.

3.2 Parental Involvement in Youth Sport

In parental involvement, questionnaires were distributed to parents for the acquisition of optimal outcomes. The results indicated a total of 148 Indonesian participants, with 70 males and 78 females. Meanwhile, Malaysia had 86 participants, containing 50 males and 36 females. Based on these results, the parental involvement behaviors in both countries were not significantly different, as shown in Fig. 2.

3.3 Athletes' Enjoyment

In athletes' enjoyment, questionnaires were distributed to athletes for the acquisition of optimal results. The results showed a total of 131 Indonesian participants, with 63 males and 68 females. Meanwhile, Malaysia had 128 athletes, containing 73 males and 55 females. The average ages of the Indonesian and Malaysian participants were 15.36 and 15.72, respectively. Based on these results, athletes' enjoyment in both countries was similar, as shown in Fig. 3.



Fig. 3. Comparison of athletes' enjoyment in Indonesia and Malaysia

4 Discussion

The notion of leadership is widely evaluated although rarely analyzed in the sports sector. According to Kinandana & Sudiro (2020), leadership was the relationship between a person and a group of people because of common interests. This relationship was represented by the directed and guided behavior of the ruling individual (leader) towards the group of people (followers). This was in line with Imawati (2017), where team sports appropriately represented formal organizations. In this context, the following characteristics were observed, (a) Clear identity, (b) List of members, including positions and statuses, (c) Programmed activities and divisions of labour, to achieve specific goals, and (d) Procedures for changing and transferring members from one position to another. Since team sports are analogous to formal organizations, the position of the coach is equated with management (Rohman, 2017). This explains the instability of a coach's management functions, including general and financial planning, managing training schedules, public relations, leadership, etc.

Bridgewater (2010) also indicated five coach leadership styles, namely (a) Builder, where the coach develops something from nothing in the early stages of club development, (b) Revitalizer, the coach restores the energy lost when the club loses momentum, (c) Accelerator, where momentum is continuously added to the change process initiated by others, (d) Turn-around, the coach involvement in a major change within some part of the club experiencing setbacks, and (e) Inheritor, the coach inherits the success of a club toward continuous prosperity.

Coach leadership behavior is commonly displayed during training or competition. This was in line with Tenenbaum & Eklund (2007), where the behavior contained three components, namely (1) Required behaviors, influenced by the characteristics of specific situations, (2) Preferred behaviors, expected by athletes due to individual characteristics, and (3) Actual behavior, affected by the characteristics of the coach. According to Chelladurai, the compatibility between these three behaviors influenced increasing athletes' satisfaction and team performance. A coach is also eligible to adopt transformational leadership toward the following, (a) Changing the characteristics of team pressure situations, and (b) Changing the characteristics of athletes, i.e., self-esteem and aspirations. The team's performance is also good when the preferred behavior is not congruent with the required and actual types, although causes athletes' dissatisfaction. Meanwhile, the team's performance decreases when the required behavior is not congruent with the preferred and actual types, and satisfaction is exhibited towards the displayed attitude.

Based on these descriptions, the coach leadership behavior was consistently displayed on and off the field to influence members toward the achievement of common goals.

In this case, the assessed atmospheric aspect was parental behavioral involvement, which influenced the development of young athletes in sports (Jacobs et al., 2017; Trudel, P., & Trottier, 2019). Hodge et al., (2016) also reported that parents actively contributed to their children's life skills, such as leadership and goal setting in sports-based programs. In addition, enjoyment was considered an important factor for adolescents' sports participation (McCarthy & Jones, 2007), whose inadequacy was often associated with quitting football (Crane & Temple, 2015). Some previous reports also showed that directive parental behavior produced negative outcomes in adolescent participants, such as increased anxiety or stress (Trudel, P., & Trottier, 2019). According to Teques et al., (2021), parents should provide some level of guidance or instruction to their children, during and after football training/games. These guides or instructions should subsequently be provided in low volume. Other reviews also stated that stress was a key parental behavior when considering participants' sports experience and development (Davis & Knight, 2019). For Tamm (2021) and Y. Ommundsen et al. (2006), pressure negatively affected the sporting experience of young athletes.

5 Conclusion

Based on the results, no significant difference was observed in coach leadership, parental involvement, and athletes' enjoyment in between Indonesian and Malaysian. In these countries, the social, economic, cultural, and educational levels, as well as the development of sports science were not highly different and expected to influence the profile of coaching young athletes. These results were useful in improving youth training policies and qualities. Furthermore, comparative data between both countries are expected to be used by supervisors and administrators through considering the advantages and disadvantages.

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