

Research Paper

Assessing Coach's Personality and Transformational Leadership Behavior among Team and Individual Sports

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ABSTRACT

Leadership and personality have attributes that are essential to success in sports coaching. Personality is a combination of behaviour, emotion, motivation, and patterns of thought which defined an individual. Whilst, transformational leadership in a coach's behaviour led to a change in individuals and social systems that will inspire and create value in the athletes. Therefore, this study aims to examine the coach personality and transformational leadership behaviour among the team and individual sports. One hundred and fifty-two (n=152) athletes from team sport (n=76) and individual sport (n=76), were participated in this study. The ages of the athletes were range from 18 to 25 years old, and all of them represented in the university games. A 27-item of Differentiated Transformational Leadership Inventory (DTLI) and a 32-item of Myers Briggs Type Indicator (MBTI) personality, were adopted and used for this study. Results revealed that the component of transformational leadership indicated a significant difference between individual and team sports athletes. Also, there were significant differences shown in the component of personality between the individual and team sports athletes, except for "introverted thinking". In conclusion, the personality of the coach may influence the role of the coach's transformational leadership. Thus, playing a significant role in the growth of athletes, the coach's personality and leadership attributes become the key factors for an athlete's success and development.

Keywords: *Transformational Leadership, Personality, Team Sports, Individual Sports, Genders*

Personality can be characterized as the corresponding stable structure of the character, mental, and physical of a person that in a given situation as well forms the behaviour of the person. Getting various degrees of characteristics, the personality affected

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Received: June 16, 2021; Revision Received: August 04, 2021; Accepted: August 22, 2021

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thoughts, emotions, and actions proportionally. Human's personality would include emotions and motives, sociological styles, self-awareness, and self-control, which all make a significant contribution to behavioural consistency (Mayer et al., 2016). Past research provides evidence that personality traits can predict athletic performance and involvement in physical activity. In the context of sports performance, recent findings have shown that personality characteristics contribute to long-term athletic success, interpersonal relationships, and athletes' psychological conditions before, during, and after the competition (Allen, Vella, & Laborde, 2015). Individuals also vary in their personality types, desires, needs and demands, and instances of expressing their feelings. It describes how individuals consider moral decisions is critical, both theoretically and practically. According to Alghamdi, Aslam and Khan (2017), personality described as person dissimilarities in character trait way of thinking, sense, and tend to behave, is a significant predictor of emotional intelligence. Personality traits have the vital property of becoming stable over time and circumstances, which makes them attractive to each particular person (Bleidorn et al., 2013).

The persistent physical activity effect strengthened optimistic attitudes, perceptions, and feelings. This thereafter aligns with the core stable personality dimension (Pervin & Cervone, 2010). Previous researchers also examined correlations between personality traits and distinct athletic behaviours to better understand the mechanisms linking personality traits to athletic performance. It had been found that sport participants with high levels of conscientiousness used better preparation strategies (Woodman, Zourbanos, Hardy, Beattie, & McQuillan, 2010), take fewer reckless risks (Merritt & Tharp, 2013), and used more effective coping strategies (Kaiseler, Polman, & Nicholls, 2012) before and during athletic competitions. According to the NEO five-factor, professional athletes play with a fragmented obligation for success, which may suggest a low sense of conscience, because winning or obtaining a result personally is much more difficult and requires a lot of effort as well. The relationship between personality and sport participation is likely bidirectional (Allen & Laborde, (2014), Allen, Vella, & Laborde, (2015).

Whilst, Transformational leadership closely relates to the aim of various sports program, which was to empower members to become accountable for their decisions and actions. Previous research showed that transformational leadership practices were correlated with higher rates of trust. Cross-sectional work has shown that the supportive developmental experiences of young athletes are related to the transformational leadership actions of coaches (Vella, Oades, & Crowe, 2013). The role of the coach is to deliver quality coaching and a positive learning and performance environment, which is accomplished by teaching athletes sport, social, and leadership skills (Bucci, Bloom, Loughhead & Caron, 2012). According to Saybani, Yusof, Soon, Hassan and Zardoshtian (2013), transformational leadership style coaches can predict and enhance their followers' commitment. (Bass and Riggio, 2006) stated that transformational leadership required encouraging followers to contribute to a common vision and objectives for an organization or entity, challenging them to be creative problem-solvers, and building the leadership potential of followers through coaching, mentoring, and challenging and supporting delivery. Moreover, effective leadership was the positive impact that individuals can have on group dynamics relative to a team objective.

According to (Bolkan and Goodboy, 2009), transformational leadership was related positively to student learning outcomes, student participation, and the perceptions of teacher

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credibility. Saybani, Yusof, Soon, Hassan and Zardoshtian (2013), stated that transformational leadership style coaches can predict and enhance their followers' commitment. Through interaction, both leaders and followers can formulate and communicate shared visions of their common future which could become the basis of partnerships leading to dynamic exchanges and mutual ownership of the challenge at hand. Moreover, evaluations of transformational leadership theory among teenage athletes had shown that coach transformational leadership behaviour predicts individual and team-level results for athletes (Price & Weiss, 2013).

Different coaches have different personalities. Coach attitude towards team and individual sports can also be different. Therefore, a different coach has a different way to approach the athletes, hence this investigation of personality and transformational leadership within this culture is worth it. Given the historical momentum behind the understanding of the importance of personality in group functioning, the study of personality in sport and exercise psychology within group dynamics research has been considerably limited. Coach personality traits will have a moderating role in the relationship between transformational behaviours and athlete performances. According to (Woodman, 2010), there has been some recent research conducted on the relationship between narcissism, leader emergence, and transformational leadership in university students. Further, the majority of research investigating the relationship between personality and transformational leadership has utilized the Big Five frameworks.

Based on (Northouse, 2010), leadership is not a linear event, as a coach leading the athletes, but more relevant as a process of an interactive. Leadership and personality, therefore, have attributes that are essential to successful coaching and to be the key subject of discussion in a sport setting. In general, a coach only acts as a team coach or a person responsible for training their athletes to do well in any competition, but at the same time, a coach does act as a leader. Study of transformational leadership in coaching is a subject that deserves further examination, due to different educational backgrounds, skills, knowledge, and experience from a coach. This could possibility of the personality of the coaches. The various personality factors and transformational leadership have a robust and complex relationship that requires further investigation to determine the contribution of each in a description of resiliency. This is due in part to the fact that current personality measures do not always assess the same traits, despite being label as conscientiousness, neuroticism, agreeableness, openness, and extraversion (Fabio & Saklofske, 2018). Thus, this present study investigates the personality and coach transformational leadership behaviour which outcome will explain whether it matters for athlete performance in team and individual sports.

METHODOLOGY

Sample

(n=152) athletes from team sport (n=76) and individual sport (n=76), were participated in this study. The ages of the athletes were range from 18 to 25 years old, and all of them represented in the university games. The respondents were consisting of male (n=77) and female (n = 75) from Netball (n = 18), Football (n = 20), Futsal (n = 18), Frisbee (n = 20), badminton (n = 20), tennis (n = 20), Canoe (n = 18) and Silat (n = 18). The athlete's levels achievement of play sport were at National (n = 5), University (n = 131), and State (n = 16). The athlete's range duration involved in sports of 1 year and above showed the highest (n = 117) (77%), Next is 7-12 months (n = 29) (19.1%), while the lowest were (n = 6) (3.9%) represented 0-6 months.

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Instruments

Two measures were used in this study,

1. This present study used the questionnaire adopted from Differentiated Transformational Leadership Inventory (DTLI; Callow et al., 2009) for transformational leadership. Consists of 7 subscales Individual Consideration (α .70), Inspirational Motivation, Intellectual Stimulation, Fostering acceptance of group goal and teamwork, High-performance expectation, Appropriate role model and Contingent reward. Athletes were asked to rate each item using a 5-point scale ranging from 1 (not at all) to 5 (all of the time). The stem for all items was "Our coach ..." and example items are "...recognized that different athletes had different needs" (Individual consideration).
2. For personality, Myers Briggs Type Indicator (MBTI), Myers et al., (1998) were adopted for this study. The questionnaire consists of 8 subscales of the Attitudinal Function. For example, Extraverted Thinking, Introverted Thinking, Extraverted feeling, Introverted feeling, Extraverted Sensing, Introverted sensing, Extraverted intuition, and Introverted intuition. Athletes were asked to rate each item using a 5-point scale ranging from 1 (1- Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree) and 5 (Strongly Agree). The stem for all items was "Our coach ..." and example items are "... Pursuit of order, structure and objective criteria before making decisions ".

Procedure

The question used is in dual language Malay and English. The Malay version has been verified used forward-backwards translation verified by expert language assigned. This current study had gone through the university ethic process for ethical approval. Once accepted, the researchers contacted the team coach and set a brief for data collections. Data collections were used online (Google Form) for the athletes to easily access the questions. In the information, a brief about the purpose and objective of the study and, concern form of (volunteered or withdrawal) to participated has been attached. The athlete was spent approximately 10 to 15 minutes completing the questionnaire.

RESULTS

Table 1: Independent sample t-test for Transformational leadership between the team and individual sports

	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Individual consideration (α 0.70)	.553	.458	5.507	150	.00	.375	.068
			5.507	140	.00	.375	.068
Inspirational motivation (α 0.72)	3.633	.059	2.123	150	.03	.138	.065
			2.123	147	.03	.138	.065
Intellectual Stimulation (α 0.77)	.387	.535	3.928	150	0.0	.230	.058
			3.928	150	0.0	.230	.058
Fostering acceptance of group goal and teamwork (α 0.68)	.092	.763	2.891	150	.00	.202	.070
			2.891	148	.00	.202	.070
High performance expectation (α 0.71)	2.902	.091	4.145	150	.00	.266	.064
			4.145	150	.00	.266	.064
Appropriate Role Model (α 0.77)	0.70	0.40	2.02	150	.05	0.14	0.07
			2.02	147	.05	0.14	0.07
Contingent reward (α 0.70)	.008	.931	2.351	150	.02	.164	.070
			2.351	150	.02	.164	.070

Note. N = 156. Alpha coefficients (α) are presented under the factor's variable. $P < 0.05^{**}$ (sig. 2-tailed)

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Table 1 showed results comparing factors of transformational leadership between the team and individual sports. An Independent Sample T-test was conducted to compare the factor of transformational leadership score between individual and team sport. First, for individual consideration; since the p-value (0.458) obtained from Levene's Test is greater than 0.05, therefore, it showed that equal variances assumed. There was a significant difference in individual consideration scores for individual sport, $M = 4.37$, $SD = 0.36$ and team sport, $M = 4.00$, $SD = 0.47$, $t(150) = 5.507$, $p = 0.00$ (two-tailed). The magnitude of the differences in the mean (mean difference = 0.375, 95%; 0.240 to 0.510). Since p-value less < 0.05, therefore, there is a significant difference in mean individual consideration scores between individual sports and team sports athletes.

Second, there was a significant difference in inspirational motivation scores for individual sport, $M = 4.41$, $SD = 0.43$ and team sport, $M = 4.28$, $SD = 0.37$, $t(150) = 2.123$, $p = 0.04$ (two-tailed). The magnitude of the differences in the mean (mean difference = 0.138, 95%; 0.010 to 0.267). Since p-value less < 0.05, therefore, there is a significant difference in mean inspirational motivation scores between individual sports and team sports athletes.

Third, there was a significant difference in intellectual stimulation scores for individual sport, $M = 4.36$, $SD = 0.36$ and team sport, $M = 4.13$, $SD = 0.36$, $t(150) = 2.123$, $p = 0.00$ (two-tailed). The magnitude of the differences in the mean (mean difference = 0.230, 95%; 0.115 to 0.346). Since p-value less < 0.05, therefore, there is a significant difference in mean intellectual stimulation scores between individual sports and team sports athletes.

Forth, there was a significant difference in fostering acceptance of group goal and teamwork scores for individual sport, $M = 4.25$, $SD = 0.41$ and team sport, $M = 4.25$, $SD = 0.45$, $t(150) = 2.891$, $p = 0.00$ (two-tailed). The magnitude of the differences in the mean (mean difference = 0.202, 95%; 0.064 to 0.340). Since p-value less < 0.05, therefore, there is a significant difference in mean of fostering acceptance of group goal and teamwork scores between individual sports and team sports athletes.

Next, there was a significant difference in high performance expectation scores for individual sport, $M = 4.44$, $SD = 0.40$ and team sport, $M = 4.18$, $SD = 0.39$, $t(150) = 4.145$, $p = 0.00$ (two-tailed). The magnitude of the differences in the mean (mean difference = 0.266, 95%; 0.139 to 0.339). Since p-value less < 0.05, therefore, there is a significant difference in mean of high-performance expectation scores between individual sports and team sports athletes.

There was a significant difference in appropriate role model scores for individual sport, $M = 4.36$, $SD = 0.40$ and team sport, $M = 4.22$, $SD = 0.46$, $t(150) = 2.021$, $p = 0.05$ (two-tailed). The magnitude of the differences in the mean (mean difference = 0.141, 95%; 0.003 to 0.280). Since p-value equal to 0.05, therefore, there is a significant difference in mean of appropriate role model scores between individual sports and team sports athletes.

Finally, there was a significant difference in contingent reward scores for individual sport, $M = 4.43$, $SD = 0.42$ and team sport, $M = 4.27$, $SD = 0.45$, $t(150) = 2.351$, $p = 0.02$ (two-tailed). The magnitude of the differences in the mean (mean difference = 0.141, 95%; 0.003 to 0.280). Since p-value less < 0.05, therefore, there is a significant difference in mean of contingent reward scores between individual sports and team sports athletes.

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Table 2: Independent sample t-test for factors of personality of coaches in the team and individual

	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Extraverted thinking (α 0.75)	.014	.905	3.064	150	.00	.234	.076
			3.064	150	.00	.234	.076
Introverted thinking (α 0.70)	.356	0.55	1.386	150	.16	.118	.065
			1.386	147	.16	.118	.065
Extraverted feeling (α 0.73)	1.631	.204	4.662	150	.00	.365	.078
			4.662	146	.00	.365	.078
Introverted feeling (α 0.72)	.386	.535	3.726	150	.00	.303	.081
			3.726	148	.00	.303	.081
Extraverted sensing (α 0.71)	4.417	.037	2.548	150	.01	.201	.064
			2.548	147	.01	.201	.064
Introverted sensing (α 0.74)	1.129	.290	2.638	150	.00	.214	.081
			2.638	149	.00	.214	.081
Extraverted intuition (α 0.71)	.537	.465	2.264	150	.02	.204	.090
			2.264	150	.02	.204	.090
Introverted intuition (α 0.72)	6.704	.011	2.055	150	.04	.191	.093
			2.055	150	.04	.191	.093

Note. N = 156. Alpha coefficients (α) are presented under the factor's variable. $P < 0.05^{**}$ (sig. 2-tailed).

Table 2 showed results comparing factors of personality between the team and individual sports. An Independent Sample T-test was conducted to compare the personality score between individual and team sport. First, there was a significant difference in extraverted thinking scores for individual sport, $M = 4.31$, $SD = 0.46$ and team sport, $M = 4.08$, $SD = 0.48$, $t(150) = 3.064$, $p = 0.00$ (two-tailed). The magnitude of the differences in the mean (mean difference = 0.234, 95%; 0.083 to 0.384). Since p-value less < 0.05 , therefore, there is a significant difference in mean of extraverted thinking scores between individual sports and team sports athletes. However, there was no significant difference in introverted thinking scores for individual sport, $M = 4.25$, $SD = 0.49$ and team sport, $M = 4.13$, $SD = 0.56$, $t(150) = 1.386$, $p = 0.12$ (two-tailed). The magnitude of the differences in the mean (mean difference = 0.118, 95%; -0.050 to 0.287). Since the p-value greater than > 0.05 , therefore, there is no significant difference in the mean of introverted thinking scores between individual sports and team sports athletes.

Next, there was a significant difference in extraverted feeling scores for individual sport, $M = 4.26$, $SD = 0.45$ and team sport, $M = 3.89$, $SD = 0.52$, $t(150) = 4.662$, $p = 0.00$ (two-tailed). The magnitude of the differences in the mean (mean difference = 0.365, 95%; 0.210 to 0.520). Since p-value less < 0.05 , therefore, there is a significant difference in mean of extraverted feeling scores between individual sports and team sports athletes. There was also significant difference in introverted feeling scores for individual sport, $M = 4.22$, $SD = 0.48$ and team sport, $M = 3.92$, $SD = 0.53$, $t(150) = 3.726$, $p = 0.00$ (two-tailed). The magnitude of the differences in the mean (mean difference = 0.303, 95%; 0.142 to 0.483). Since p-value less < 0.05 , reject H_0 . Therefore, there is a significant difference in mean of introverted feeling scores between individual sports and team sports athletes.

There was a significant difference in extroverted sensing scores for individual sport, $M = 4.22$, $SD = 0.51$ and team sport, $M = 4.02$, $SD = 0.46$, $t(147) = 2.548$, $p = 0.01$ (two-tailed).

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The magnitude of the differences in the mean (mean difference = 0.201, 95%; 0.045 to 0.356). Since p -value less < 0.05 , therefore, there is a significant difference in mean of extroverted sensing scores between individual sports and team sports athletes. Also, there was a significant difference in introverted sensing scores for individual sport, $M = 4.15$, $SD = 0.52$ and team sport, $M = 3.93$, $SD = 0.48$, $t(150) = 2.638$, $p = 0.01$ (two-tailed). The magnitude of the differences in the mean (mean difference = 0.214, 95%; 0.054 to 0.374). Since p -value less < 0.05 , therefore, there is a significant difference in mean of introverted sensing scores between individual sports and team sports athletes.

There was a significant difference in extraverted intuition scores for individual sport, $M = 4.09$, $SD = 0.56$ and team sport, $M = 3.88$, $SD = 0.55$, $t(150) = 2.264$, $p = 0.03$ (two-tailed). The magnitude of the differences in the mean (mean difference = 0.204, 95%; 0.026 to 0.382). Since p -value less < 0.05 , therefore, there is a significant difference in mean of extraverted intuition scores between individual sports and team sports athletes. Similar, there was a significant difference in introverted intuition scores for individual sport, $M = 3.93$, $SD = 0.65$ and team sport, $M = 3.74$, $SD = 0.49$, $t(139) = 2.055$, $p = 0.04$ (two-tailed). The magnitude of the differences in the mean (mean difference = 0.191, 95%; 0.007 to 0.374). Since p -value less < 0.05 , therefore, there is a significant difference in mean of introverted intuition scores between individual sports and team sports athletes.

DISCUSSION

The current results showed that all of the factors /dimension for TL show significant differences between team and individual sport. This supports Price and Weiss (2013), transformational leadership theory among adolescent athletes had shown that transformational leadership conduct of coaches predicts individual and team-level outcomes for experienced athletes. It was found that team members and individual sports favour coaches with transformational leadership style identical with results obtained. Further, according to Bucci, Bloom, Loughhead and Caron (2012), as a coach, they provide quality coaching and a supportive learning and performance atmosphere that is achieved by teaching sport, social, and leadership skills to athletes. For example, Vella, Oades, and Crowe (2012) found that high-performance expectation between the team and individual sports showed that there was a significant difference. (Gilbert, 2018) found that team cohesion is strongly influenced by four transformational leadership behaviours that encourage group goals, facilitate teamwork, assume high-performance expectations and recognize personal feelings and needs. Moreover, Transformational leaders demonstrate tolerance of human differences and delegate the tasks according to personal affinities (Conger, 2014). Thus, in sport, this may include coaches tailoring their training programs to fit with the individual strengths of each athlete and improve their limitations, ensuring that time is dedicated to listening to their particular issues or challenges.

On the other hand, the results indicated there was a significant difference between factors of personality of coaches in the team and individual sports except for introverted thinking. As (Riemer, 2007) explains, how athletes respond to coach leadership depends on personal features as well as situational factors. More specifically, the personality of coaches may differ due to the coach's background, skills and experiences concerning the situation and type of sport (Jones, 2014). Referred to the results, based on previous research (Allen, Greenlees, & Jones, 2013), it found that athletes participating in team sports were more extroverted and open to new experiences, but less emotionally stable and attentive than those competing in an individual sport. "Maybe perceived as bold, decisive and assertive" Is the

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fact that all coaches with extraverted thought characteristics appear to be extremely optimistic and outgoing. Extroverted leaders are more apt to be identified as transformational, and thus more efficient than introverted leaders (Townes, 2012). The theories of transformational leadership and the position that extroversion (sometimes referred to as extraversion) personality traits and introversion have in influencing a transformational leader. (Allen, Greenlees, & Jones, 2013), revealed that athletes participating in team sports were more extraverted and open to new experiences, but less emotionally stable and conscientious than those competing in an individual sport Besides, finding from (Dobersek, 2008), listed introverts may be susceptible to an individual sport and a sport where there is no personal touch. Therefore, the results were proven by a previous study. "Concerned with investigation, observation, and thinking things through carefully before interacting" was the item that showed introverted coaches appear to be calmer compared to extrovert coaches. Whilst, Introverts may control their environment, compete with others, and make public appearances. Introverts tend to perform better in vigilance tasks, have a greater tolerance for sensory deprivations, and have less tolerance for physical pain (Uzoka & Nnaedozie, 2013).

In, conclusion, this cross-sectional study aims to examine the coach personality and transformational leadership behaviour among the team and individual sports. The personality of the coach may influence the role of transformational leadership they play. According to Northouse (2010), leadership is not a linear occurrence as a coach guiding the athletes, but rather more important as an interactive operation. Leadership and personality, therefore, have characteristics that are essential to successful coaching and to be the key subject of discussion in the sports environment. Even though some of our findings indicate contrast with the previous study but we believe that limitation does occur such as biases, different education level and experiences by the athletes involved in our study. The available evidence shows that sports performance and physical-activity levels can be predicted by personality traits (Allen & Laborde, (2014). A leader's behaviour is positively affected by their inspirations and personality that distinctiveness outcomes. In addition, this study enhanced understanding of the personality traits associated with transformational leadership has important implications for these leaders' selection, preparation, and growth. It can be concluded that male and female athletes and team and individual athletes have different personality characteristics as well as coaches. In a conclusion, the findings of this study will be useful for different reasons for sport psychology for further research.

Thus, this research may have contributed to the understanding of transformational leadership and personality in sports environments. Study results helped coaches and athletes understand the role of personality and transformational leadership in detail. This study discovered the actions and behaviours that helped coaches to enhance the athletes' performance using proper educational training. Study results improved knowledge of the personality characteristics associated with transformational leadership and have important consequences for identifying, educating, and improving these leaders.

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Acknowledgement

The author appreciates all those who participated in the study and helped to facilitate the research process. The authors also like to thank the Sports Coaching and Behavioral Sciences group of Faculty Sports Science and Recreation, UiTM Perlis Branch, Malaysia who gave us support and courage to do this wonderful project on the topic.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Mohd Kassim A. F., Mazli A., Saufi A. & Mansor S. H. (2021). Assessing Coach's Personality and Transformational Leadership Behavior among Team and Individual Sports. *International Journal of Indian Psychology*, 9(3), 1061-1070. DIP:18.01.097.20210903, DOI:10.25215/0903.097