

The Role of Leadership in Team Sports: Fostering Entrepreneurship and Commitment in Sports Education

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Abstract

This study explores the influence of various leadership styles of sports leaders on entrepreneurship and organisational commitment among sports participants. It specifically investigates how these relationships differ based on the type of sport (individual versus group sports) and the age group (minors versus adults). The study used a quantitative research design and collected data from 400 participants involved in various sports activities in Korea via a cross-sectional survey method. To evaluate the variables, the study utilized the Leadership Scale for Sports (LSS) along with validated scales for entrepreneurship and organizational commitment. An analysis was conducted to examine the relationships and moderating effects of different sports and ages. The research reveals that behaviours associated with different leadership styles have a significant impact on entrepreneurship, with variations observed depending on the type of sport and age. Consistent predictors of organisational commitment were found to be social support, while the impact of positive feedback varied depending on the context. The training instruction's results did not have a significant impact on either outcome. In order to effectively promote entrepreneurship and organizational commitment, the study suggests customizing leadership in sports to suit the unique context and demographic. It highlights the significance of employing adaptive leadership strategies in sports education and management. These findings have practical applications for sports leaders who want to improve team performance and foster loyalty.

Keywords: Sports Education, Leadership, Entrepreneurship, Organizational Commitment, South Korea.

Introduction

This paper argues that leadership plays a crucial role in the organisation and management of team sports, particularly in relation to entrepreneurship and the commitment to learning through sports. Given the multifaceted nature of sports leadership, the success of individual athletes' performances and the development of a collaborative organizational culture that encourages innovation and dedication rely heavily on effective leadership (Marnoto & Carvalho, 2018). This analysis aims to explore the importance of leadership in various activities, with a specific focus on entrepreneurship and organisational commitment to learning within the realm of sports. This section will explore the ways in which leadership can shape entrepreneurial thinking and foster high levels of organisational commitment among athletes and sports educators. It will examine various leadership behaviours and their effects on teams. This paper highlights the

importance of leadership in sports, emphasising its close connection to governance (Chelladurai, 1980). Effective management is essential for guiding teams towards their goals and maintaining discipline and professionalism among team members (Fouraki et al., 2020). When it comes to sports education, leadership is crucial in nurturing young talents and instilling values like perseverance, creativity, and hard work. Undoubtedly, the primary influencers of Antibiotics' societal impact are experts in sports education, particularly coaches and team captains. They have direct control over the attitudes and behaviours of individuals on their team, which in turn affects the overall performance and success of the team (Luthans et al., 2003).

It is mentioned that leadership in team sports comes in various forms, each having a distinct impact on the team's performance. One example is transformational leadership, which has been shown to inspire leaders to motivate athletes to achieve exceptional performance and achieve

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remarkable results (Walumbwa et al., 2008). In the realm of sports, transformational leadership involves leaders who serve as exemplary figures and set lofty expectations for their followers, fostering the development of leadership qualities within those individuals. This leadership style plays a crucial role in fostering an entrepreneurial mindset in athletes, as the leaders motivate them to take initiative, think outside the box, and adjust to unfamiliar circumstances (Luthans et al., 2003). Researchers and practitioners have increasingly recognised the significance of entrepreneurship in the realm of leadership, particularly in the field of sports education. Entrepreneurship in the realm of sports involves recognising opportunities, taking risks, and generating fresh ideas to drive innovation in performance and outcomes (Jones et al., 2020). Therefore, in team sports, when the leaders establish a mindset of creativity and risk-taking for the players, it creates a greater potential for fostering innovation. In the fast-paced world of sports, staying up to date with the ever-evolving technology, training methods, and strategies is absolutely essential. Managers who foster a culture of creativity and innovation among their employees can help them stay ahead of competitors and adapt to changing circumstances (Gardner et al., 2005).

Organisational identification and commitment are two important factors that contribute to team cohesion and success. Members who strongly identify with their team or organisation are more likely to be committed and dedicated to its goals and objectives (ATARE, 2021). In the context of the present study, which focusses on sports education, the concept of organisational commitment plays a crucial role in understanding how a teacher or coach can effectively build a cohesive team that consistently performs well. Managers play a crucial role in guiding their team members towards the organization's success. They foster a positive organisational culture, establish realistic goals, and provide the necessary support and motivation for their followers to work towards these goals (Khosro et al., 2022). In a recent study by Jones et al. (2020), it was suggested that athletes who possess a strong sense of commitment to their team or organisation are more likely to go above and beyond to achieve team goals.

Additionally, these athletes are more inclined to collaborate effectively with their teammates and demonstrate unwavering loyalty to the team. The interdependence of commitment level and leadership in sports education is crucial for fostering feminine entrepreneurship. Participating in team sports requires a collaborative approach that combines individual contributions, highlighting the distinct qualities of each team member, all under the guidance of a capable leader (Sánchez-Oliver et

al., 2019). Executives who effectively manage the organization's goals for immediate outcomes while also prioritising the development of employee commitment and loyalty are more likely to achieve long-term success in sports education (Gardner et al., 2005). Moreover, leadership extends beyond the boundaries of sports fields, encompassing the principles of entrepreneurship and organisational commitment in sports education. Through their influence, sports educators have the power to shape the values and behaviours of upcoming athletes and sports organisations (Ratten & Jones, 2018). Therefore, leaders who actively promote a culture of entrepreneurship and commitment can foster a sustainable and innovative environment for the advancement of all athletes and sports as a whole (Jones & Jones, 2014).

This paper aims to thoroughly analyse the impact of different leadership styles on entrepreneurship and organisational commitment in the field of sports education. The study starts with an Introduction that provides an overview of the objectives, research questions, and significance of the research. The Literature Review follows, delving into the existing theories and studies surrounding leadership in sports, entrepreneurship, and organisational commitment. It aims to provide a comprehensive analysis and identify areas where further research is needed. The Methodology section outlines the research design, ethical considerations, sampling techniques, data collection procedures, and the scales used for measurement, as well as the data analysis techniques used to test the hypotheses. The following results are presented, highlighting the findings from the path analysis. These findings demonstrate the impact of leadership styles on entrepreneurship and organisational commitment, with comparisons made based on sports type and age. The Discussion analyses these findings within the framework of current research, emphasising the impact on sports leadership and education. In the final section, the Conclusion provides a concise overview of the main discoveries, addresses any constraints of the study, and proposes potential areas for further investigation. This structure guarantees a coherent progression, leading the reader through the research process from theory to empirical analysis and concluding insights.

Literature Review

Leadership Types of Sports Leaders

The curriculum often incorporates various aspects of education, including sports. Some influential figures take it upon themselves to educate individuals about the importance of participating in sports. Effective leadership

involves fostering strong communication and influencing individuals to work towards achieving organisational goals (Al-Dalaeen & Tarawneh, 2022; Matic et al., 2022). In light of this context, da Costa and Miragaia (2024) highlighted the importance of sports leaders taking on multiple responsibilities, including shaping the physicality, training, and character of their athletes, while also employing innovative teaching and training techniques. The educational group's effectiveness can vary significantly depending on the sports leader. The success of sports education can differ based on the sports instructor. In order to maximise the performance of all athletes, it is crucial to have strong leadership in place (Amorose & Anderson-Butcher, 2015; Teques et al., 2021). It is evident that individuals engaged in sports go through a range of transformations, including cognitive and emotional shifts, as a result of their involvement in sports and their interactions with leaders (Fouraki et al., 2020; Pavot et al., 1990). Furthermore, the satisfaction of sports participants can be influenced by the leader's level of attractiveness, reliability, and expertise. It plays a crucial role in the ongoing pursuit of sports.

Prior research has extensively examined various aspects of sports leadership, such as the qualities of leaders, instructional content, goals, functions, situations, forms, and human relationships. Initially, the analysis focused on

Table 1

Multidimensional Model of Leadership by Chelladurai and Saleh (1978)

Type	Description
Training Instruction	Emphasize coercive behavior training players for team performance and focus on improving performance.
Democratic Behavior	Set team goals and participate in team training and decision -making with a large part of the players.
Social Support	Emphasize the welfare of players, warm team atmosphere, and relationships.
Positive Feedback	Reward the players for their efforts and acknowledge the players' thoughts and actions.
Autocratic Behavior	The leader alone makes the decision himself and is authoritative to the players

Entrepreneurship and Organizational Commitment

Leadership within the society and business world is most commonly referred to as entrepreneurship and is based on creating new values with new tools, technologies and products, thus helping an organisation survive and develop (Mahajan et al., 2023; Papazoglou, 2023; Schumpeter, 2013). In firms, entrepreneurship comprises key elements that include innovation, Initiative and risk-taking, which in this case involves identifying and capturing opportunities and creating new values even when the available resources are scarce (Apere, 2024; Miller, 1983; Pandey et al., 2022). After working at the business level, this concept has graduated to levels of organisations and individual levels of practice. Entrepreneurship is now accepted as a force for profit-

categorising the sports leader into two distinct types: personality-centered and task-centered (Dube & Chimoga, 2022; Halpin & Winer, 1957; Yukl et al., 2019). One approach highlighted the importance of personal traits, while the other focused on the responsibilities of different positions. Bobbitt Jr and Behling (1981) categorised the theory of leader behaviour into different classifications, including general characteristic theory, general behaviour theory, situational characteristic theory, and situational behaviour theory. One theory that explores the relationship between a leader's behaviour and the effectiveness of a particular situation is the theory of situational behaviour (Santos, 2021; Zhang et al., 2024). Chelladurai's Multidimensional Model of Leadership, which is rooted in the situational behaviour theory, emphasises the significance of a leader's behaviour in influencing the satisfaction and performance of team members (Chelladurai, 1980; Nureldeen et al., 2024). Celladurai's multidimensional model highlights the importance of various factors, including situational, leader, and member characteristics, in shaping the leader's behaviour. In order to gauge the team's performance and members' satisfaction, it is crucial to analyse the behaviour of the leader, as it is greatly influenced by these three prerequisites. According to this model, leaders' behavioural types can be categorised as follows (Chaofan et al., 2022; Chelladurai, 1980).

making and the generation and maintenance of social value, particularly for social purposes (Gupta et al., 2020; Peredo & McLean, 2006). This wider view of entrepreneurship encompasses passion, self-motivation, and strong belief, and is considered essential to what is known as 'entrepreneurial action' (Li et al., 2020; Neneh, 2022). Due to the importance of growth and changes within organisations, the study of entrepreneurship is becoming increasingly essential in a wide range of fields, including sports (Lage-Gómez et al., 2022; Schüler, 2023; Sheingate, 2003).

The literature on sports-based entrepreneurship is expanding due to the abundant opportunities for applied entrepreneurship within the sports domain (Bhatti et al.,

2022; Ratten & Ferreira, 2017). There is global interest in utilising sports to foster innovation and promote entrepreneurship (Jones et al., 2020). The Sports Main program provides a distinctive environment for developing and enhancing important entrepreneurial skills such as leadership, teamwork, and initiative (ATARE, 2021). Engaging in sports can foster the development of entrepreneurial skills, as many sports activities require collaboration and cooperation with leaders to accomplish specific objectives. Sports can foster entrepreneurship among participants in relation to the broader objectives of innovation and development found in other professional domains.

Furthermore, engagement in sports can have a substantial impact on various dimensions of organisational commitment, encompassing both entrepreneurial and organisational viewpoints. Organisational commitment (O.C.) refers to an employee's level of identification with, inclination to work for, and intentions to continue membership in an organisation (Khosro et al., 2024). Increased organisational commitment is often associated with improved organisational efficiency and productivity, particularly in the context of collaborative efforts in sports (Mahdi et al., 2024). In the context of sports, exercise commitment refers to a psychological attitude in which an athlete is intrinsically motivated and dedicated to achieving their goals (Kanungo, 1982; Porter & Steers, 1983). Exercise commitment is analogous to organisational commitment, as both involve a dedication to a shared purpose, whether it be a sports team or an organisation.

Participating in team sports can teach individuals the necessary skills for creating successful ventures, which are important for the well-being of society. It also provides valuable insights into organisational commitment and the required mindset. The integration of sports into education is beneficial for developing leadership skills. The leadership demonstrated by many sports leaders can promote the development of entrepreneurial skills and organisational commitment among participants. Supervisors in sports should not only foster a positive and supportive environment, but also provide opportunities for creativity and innovation. Therefore, engaging in educational experiences or activities has the potential to enhance satisfaction and effectiveness in sports and education, fostering the development of these qualities in participants. The central premise of this study is to examine the impact of different leadership types of sports leaders on the entrepreneurship and organisational commitment of the participants. This study aims to address the existing research gap by examining the impact of different leadership styles on outcomes in the context of sports-

based entrepreneurship and organisational dynamics. This research aims to provide additional insights and a deeper understanding of leadership in this field. Based on this premise, a hypothesis has been formulated.

Hypothesis 1: The leadership style of sports leaders positively influences participants' entrepreneurship.

Hypothesis 2: The leadership style of sports leaders positively influences participants' organisational commitment.

Characteristics of Participants in Sports

Sports serve multiple purposes. Age is a significant factor. The impact of sports on various aspects such as anxiety, depression, stress, and sleep quality has been studied (Johnston et al., 2021). Typically, this applies to individuals who have a preference for team sports. Sports can have an impact on physical functions, quality of life, motivation, and other factors in older adults (Pedersen et al., 2017). Sports can foster solidarity and develop leadership skills in students (Lenka & Behura, 2023; Murray, 2006). Sports can serve different purposes depending on the age of participants, resulting in varying effects. Thus, the subsequent hypothesis was formulated. Scholars have extensively studied the relationship between sports leaders, their entrepreneurial receptiveness, and their levels of organisational allegiance. An in-depth analysis of leadership dynamics and significance in sports requires considering the unique characteristics of different sports and age groups. According to the existing literature, scholars have observed that the specific type of sport significantly impacts the relationship between leadership, entrepreneurship, and organisational commitment. Researchers have observed differences in the responses of team sports and individual sports (Covin & Slevin, 1989). The nature of the sport can also influence the development of entrepreneurial skills within the team. In team sports, embracing an entrepreneurial culture can greatly enhance the team's ability to achieve its objectives. By fostering an environment that encourages creativity and innovative thinking, team leadership can pave the way for the development of new solutions. For instance, individuals who excel in team sports often encourage critical thinking and effective communication to devise creative approaches in refining team strategies (Chelladurai & Saleh, 1978). When it comes to individual games, entrepreneurship can be seen as individuals taking initiative and working for themselves. Each person is driven to develop their own unique training methods that suit their specific requirements (Chelladurai & Haggerty, 1978). It is important to consider the unique circumstances of the sport when selecting leadership strategies. This will help promote both entrepreneurship and employees'

organisational commitment.

Age is an important factor to consider when examining the relationship between leadership, entrepreneurship, and organisational commitment in sports. Research has shown that the effectiveness of leadership styles can vary depending on the age of athletes. Younger athletes tend to be more inspired by transformational leadership, which emphasises motivation and personal growth (Darmawan et al., 2021). Young athletes often show a willingness to try new ideas and be open to experimentation, which are key traits of an entrepreneurial mindset (Chen & Lin, 2021). Younger athletes, who are new to sports or organisations, may benefit from leadership styles that embrace change. This is because older athletes, who are more familiar with the organisational structures within sports organisations, tend to prefer stable leadership styles over ones that prioritise change (Mondalizadeh & Khosravizadeh, 2021). These individuals may prioritise maintaining their current level of achievement and may require additional time

before they feel prepared to pursue entrepreneurship.

Hypothesis 3: The relationship between the leadership type of sports leader's entrepreneurship and organisational commitment differs by sports type.

Hypothesis 4: The relationship between the leadership type of sports leaders, entrepreneurship, and organisational commitment differs by age.

Research Model

This study seeks to investigate the impact of different leadership styles exhibited by sports leaders on the entrepreneurial mindset and level of commitment among participants. As per the requirements, a research model was established, as shown in Fig. 1. Previous studies have established five distinct ways in which the leadership style of sports leaders is characterised. As a result, detailed hypotheses were formulated based on hypothesis 1 and hypothesis 2.

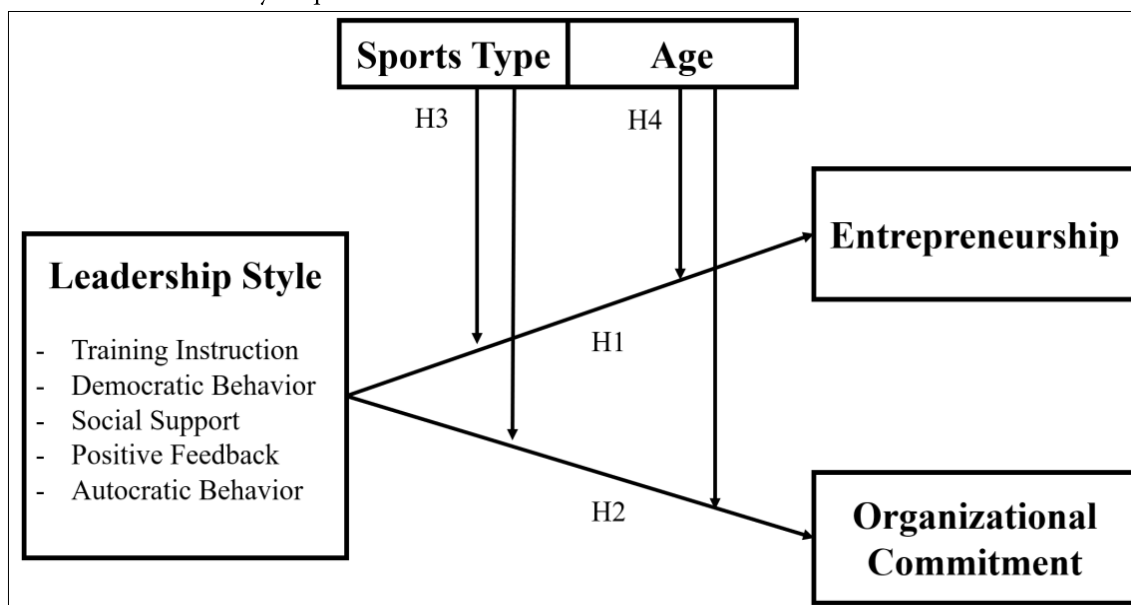


Figure 1: Research Model.

Hypothesis 1-1: The Training Instruction of sports leaders positively affects participants' entrepreneurship

Hypothesis 1-2: The Democratic Behaviour of sports leaders positively affects participants' entrepreneurship

Hypothesis 1-3: The Social Support of sports leaders positively affects participants' entrepreneurship

Hypothesis 1-4: The Positive Feedback of sports leaders positively affects participants' entrepreneurship

Hypothesis 1-5: The Autocratic Behaviour of sports leaders positively affects participants' entrepreneurship

Hypothesis 2-1: The Training Instruction of sports leaders positively affects participants' organizational commitment

Hypothesis 2-2: The Democratic Behaviour of sports leaders positively affects participants' organizational

commitment

Hypothesis 2-3: The Social Support of sports leaders positively affects participants' organizational commitment

Hypothesis 2-4: The Positive Feedback of sports leaders positively affects participants' organizational commitment

Hypothesis 2-5: The Autocratic Behaviour of sports leaders positively affects participants' organizational commitment

We will be performing a survey, factor analysis, and path analysis to validate the hypothesis. Furthermore, for hypothesis 3, the samples were divided and compared based on whether the sports type primarily involved group sports or individual sports. In order to test hypothesis 4, the sample was divided into two groups: minors and adults.

Path analysis was then conducted, and the results were compared.

Methodology

Research Design

This study utilises a quantitative research design to investigate how the leadership style of sports leaders affects the entrepreneurship and organisational commitment of sports participants. Data was collected from a wide range of participants involved in different sports activities in Korea, such as football clubs, taekwondo academies, and health clubs, using a cross-sectional survey method. In the previous section, the research model was created to examine the connections between five different leadership styles: Training Instruction, Democratic Behaviour, Social Support, Positive Feedback, and Autocratic Behaviour, and how they impact entrepreneurship and organisational commitment. The study hypotheses were formulated using well-established theoretical frameworks and supported by empirical research. This informed the design of the questionnaire and the analytical approach. The research design also incorporates subgroup analysis to examine the impact of different sport types (group versus individual sports) and age groups (minors versus adults) on the relationships being studied. This study thoroughly investigates the impact of different leadership styles on important outcomes in different contexts, offering valuable insights for the fields of sports education and management.

Ethical Considerations

Throughout the research process, great emphasis was placed on ethical considerations to prioritise the protection and well-being of all participants. Before collecting data, all participants were given the opportunity to provide informed consent. They were provided with thorough explanations of the study's purpose, procedures, and their right to withdraw at any time without facing any consequences. Consent from parents or legal guardians was obtained for participants who were minors, ensuring that the study followed ethical guidelines for research with children. Confidentiality and anonymity were rigorously upheld throughout the study. No personal details were gathered, and all data were securely stored, with restricted access granted only to the research team. The study adhered to the ethical principles set forth by the American Psychological Association (APA) and received approval from the institutional review board (IRB) of the affiliated university. In addition, the participants were informed that the study results would be used exclusively for academic purposes. The findings would be reported in aggregate form, guaranteeing that individual responses could not be

linked to any specific participant.

Sampling Technique and Sample Size

A sampling technique was used to select participants who were actively involved in sports activities across different types and levels. In order to facilitate a thorough comparison, the sampling strategy was designed to encompass a wide range of sports participants, including both individual and team sports, and spanning across different age groups. The study focused on a variety of sports organisations in Korea, including football clubs, taekwondo academies, hapkido academies, and health clubs, in order to obtain a diverse range of sport types. The sample size was determined to ensure enough statistical power to detect significant effects in the hypothesis's tests. A total of 400 participants were enlisted for the study, ensuring a sufficient sample size for the intended subgroup analyses based on sports type and age. The sample size was adequate to ensure dependable and applicable findings across the various sports contexts being studied.

Data Collection Procedure

Data was collected by using a well-organised questionnaire distributed through a method where individuals completed the survey themselves. The researcher personally visited each chosen sports site to distribute the questionnaires and give instructions on how to complete them. Participants were provided with sufficient time to complete the survey, and the researcher was present on-site to assist with any enquiries or issues. In order to maximise response rates and maintain data accuracy, the questionnaires were promptly collected as soon as they were completed. Prior to conducting the survey, the researcher provided a comprehensive explanation of the study's goals and procedures to the participants, highlighting the significance of their sincere and reflective answers. The data collection process was meticulously planned and executed to minimise any potential biases and ensure the utmost reliability and validity of the data collected. All 400 questionnaires were distributed and collected without any exclusions, resulting in a perfect response rate of 100%.

Scales or Measurements

The study employed widely recognised scales to assess the main variables of interest: leadership type, entrepreneurship, and organisational commitment. The Leadership Scale for Sports (LSS), created by [Chelladurai and Saleh \(1978\)](#), was used to evaluate the leadership styles of sports leaders. This scale consists of five sub-dimensions: Training Instruction, Democratic Behaviour, Social Support, Positive Feedback, and Autocratic Behaviour. The LSS consists of 24 items, each assessed on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree."

The assessment of entrepreneurship was based on the three dimensions proposed by Miller (1983) and Zahra (1991): innovativeness, risk-seeking, and Initiative. The dimensions were measured using a 12-item scale and a 5-point Likert scale. Measurement of organisational commitment was conducted using Meyer and Allen (1991) three-component model, which encompasses emotional, continuous, and normative commitment. Once more, this construct was evaluated with 15 items utilising a 5-point Likert scale. The scales utilised in the study were thoroughly validated in prior research and were modified to suit the particular context of sports education.

Data Analysis Techniques

The data collected were analysed using descriptive and inferential statistical techniques to test the study's hypotheses. An initial factor analysis was performed to confirm the validity of the scales and to ensure that the items were appropriately assigned to their respective factors. Path analysis was used to investigate the direct effects of various leadership styles on entrepreneurship and organisational commitment. In addition, subgroup analyses were performed to examine Hypotheses 3 and 4. These analyses involved comparing the connections between leadership style, entrepreneurship, and organisational commitment in various sport types (group versus individual) and age groups (minors versus adults). Structural Equation Modelling (SEM) was also utilised to validate the proposed research model and assess the overall fit of the model. The statistical analyses were conducted using SPSS and AMOS software, with significance levels set at $p < 0.05$. The validity of the results was further enhanced by conducting sensitivity analyses and addressing potential issues such as multicollinearity and other common factors that could impact the findings.

Results

Table 2

Factor analysis and dimensionality reduction results

	Variable	N	Cronbach's α	Mean	Std. Div.	Min.	Max.
Leadership	Training Instruction	5	0.937	4.28	0.76	1.00	5.00
	Democratic Behaviour	4	0.904	3.90	0.92	1.00	5.00
	Social Support	5	0.912	4.12	0.79	1.00	5.00
	Positive Feedback	5	0.919	4.20	0.78	1.00	5.00
	Autocratic Behavior	5	0.932	2.04	1.15	1.00	5.00
Entrepreneurship	Innovation	4	0.892				
	Risk Taking	4	0.867	3.77	0.67	1.00	5.00
	Initiative	4	0.845				
	Emotional	5	0.915				
Organizational Commitment	Continuous	5	0.918	3.87	0.74	1.00	5.00
	Normative	5	0.912				

Results of Factorial Analysis

The distribution of the 400 samples collected as a result of the survey is presented below. A survey was conducted with a sample of 200 students and adults. For the exercise type, we collected samples from 100 students and 100 adults, specifically looking at individual exercise. We made sure to collect data from both students and adults. Here, the focus of individual exercise revolves around taekwondo, hapkido, and maintaining good health. On the other hand, group exercise involves engaging in a game of football. A factor analysis was performed to decrease the dimension of the questionnaire. Table 2 presents the results of an exploratory factor analysis using the Varimax rotation method, where only factors with eigenvalues of 1.0 or higher were considered. The KMO (Kaiser Meyer-Oklin Measure) was found to be 0.917, indicating sample suitability. Additionally, Bartlett's sphericity test yielded a χ^2 value of 33127.569, with $df=5151$ and $p=.000$, confirming the suitability of the sample and sphericity. The Cronbach's Alpha coefficient was calculated to evaluate the reliability of each test paper. All factors demonstrated a reliability of at least 0.810, indicating satisfactory reliability of all measurement variables.

The study examined the descriptive statistics of each latent variable extracted through factor analysis. The leadership type exhibited the highest descriptive statistics, with an average of 4.28 for training and instructive behaviour. The average score for democratic behaviour was 3.90, for social behaviour was 4.12, and for positive behaviour was 4.20. The average despotic behaviour score was 2.04, suggesting a lack of overall behavioural tendencies in practice. The study found that both entrepreneurship and organisational commitment were present in all items, with average scores of 3.77 and 3.87, respectively.

The results of the factor analysis and dimensionality reduction are presented in Table 2. This table displays the internal consistency, mean scores, and variability of the variables examined in the study. The leadership variables are categorised into five sub-dimensions: Training Instruction, Democratic Behaviour, Social Support, Positive Feedback, and Autocratic Behaviour. These sub-dimensions demonstrate strong internal consistency, with Cronbach's α values ranging from 0.904 to 0.937. The mean scores for the sub-dimensions indicate positive perceptions. Training Instruction has the highest average score of 4.28, while Autocratic Behaviour has a notably lower score of 2.04. The standard deviations for these leadership dimensions range from 0.76 to 1.15, indicating response variability. Three sub-dimensions were assessed for entrepreneurship: Innovation (mean = 3.77, Cronbach's α = 0.892), Risk-taking, and Initiative. The internal consistency of Risk-taking and Initiative was slightly lower, with Cronbach's α values of 0.867 and 0.845, respectively. Organisational commitment is assessed using three dimensions: Emotional (mean = 3.87, Cronbach's α = 0.915), Continuous, and Normative. These dimensions demonstrate high internal consistency, with Cronbach's α values exceeding 0.912. The study's findings indicate that the scales employed are reliable, and the participants generally hold positive views on leadership,

Table 3

Results of Path analysis

	β	Std. Div.	C.R.	P	Results
Entrepreneurship \leftarrow Training Instruction	-0.005	0.036	-0.122	0.903	H1-1 Reject
Entrepreneurship \leftarrow Democratic Behaviour	0.113	0.028	2.852**	0.004	H1-2 Accept
Entrepreneurship \leftarrow Social Support	-0.001	0.034	-0.015	0.988	H1-3 Reject
Entrepreneurship \leftarrow Positive Feedback	0.063	0.035	1.537	0.124	H1-4 Reject
Entrepreneurship \leftarrow Autocratic Behaviour	0.153	0.022	3.997***	0.000	H1-5 Accept
Commitment \leftarrow Training Instruction	-0.010	0.038	-0.255	0.799	H2-1 Reject
Commitment \leftarrow Democratic Behaviour	-0.065	0.030	-1.683	0.092	H2-2 Reject
Commitment \leftarrow Social Support	0.301	0.037	7.501***	0.000	H2-3 Accept
Commitment \leftarrow Positive Feedback	0.050	0.037	1.248	0.212	H2-4 Reject
Commitment \leftarrow Autocratic Behaviour	0.091	0.023	2.426*	0.015	H2-5 Accept

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 3 presents the results of the path analysis examining the effects of different leadership styles on entrepreneurship and organisational commitment. For entrepreneurship, Democratic Behaviour ($\beta = 0.113$, $p = 0.004$) and Autocratic Behaviour ($\beta = 0.153$, $p < 0.001$) positively influence entrepreneurship, leading to the acceptance of Hypotheses H1-2 and H1-5. However, Training Instruction ($\beta = -0.005$, $p = 0.903$), Social Support ($\beta = -0.001$, $p = 0.988$), and Positive Feedback ($\beta = 0.063$, $p = 0.124$) show no significant effects on entrepreneurship,

entrepreneurship, and organisational commitment, with some variability, particularly in autocratic behaviour.

Results of Path Analysis

Factor reduction generated variables by calculating the average value of the questionnaire corresponding to each factor. A path analysis was performed using this data. The findings are presented in Table 3. The confirmation of hypothesis 1 indicates that entrepreneurship has an influence on the type of leadership. The variables of training instruction, social support, and positive feedback did not have a significant impact on the participants' entrepreneurship.

Democratic Behaviour and Autocratic Behaviour were found to have an impact on entrepreneurship. Therefore, only H1-2 and H1-5 were accepted, and hypothesis 1 was partially accepted. The analysis of the influence of leadership type on organisational commitment revealed that Training Instruction and Positive Feedback did not show significant effects. Democratic behaviour did not have an effect on organisational commitment, while social support had a significant impact. Furthermore, Automatic Behaviour had a comparable impact to entrepreneurship. Therefore, only H2-3 and H2-5 were selected for adoption, while H2 was only partially adopted.

resulting in the rejection of Hypotheses H1-1, H1-3, and H1-4. Regarding organisational commitment, Social Support ($\beta = 0.301$, $p < 0.001$) and Autocratic Behaviour ($\beta = 0.091$, $p = 0.015$) positively affect commitment, supporting Hypotheses H2-3 and H2-5. Conversely, Training Instruction ($\beta = -0.010$, $p = 0.799$), Democratic Behaviour ($\beta = -0.065$, $p = 0.092$), and Positive Feedback ($\beta = 0.050$, $p = 0.212$) do not significantly influence commitment, leading to the rejection of Hypotheses H2-1, H2-2, and H2-4. The findings suggest that specific

leadership styles, such as Democratic and Autocratic Behaviour, have a positive influence on entrepreneurship and organisational commitment, while other styles do not have a significant impact in these areas.

The study employed path analysis to examine the potential variations in the impact of leadership type on entrepreneurship and organisational commitment between personal and group sports samples. The analysis revealed a significant effect of autocratic behaviour on entrepreneurship in both groups. In individual sports, democratic behaviour had a positive impact on entrepreneurship, consistent with previous findings. In the context of group sports, social support was found to have a

Table 4

Results of Path Analysis by Sports Type

	Personal Sports		Group Sports	
	β	C.R.	β	C.R.
Entrepreneurship \leftarrow Training Instruction	-0.044	-0.709	-0.016	-0.300
Entrepreneurship \leftarrow Democratic Behaviour	0.127	2.155*	0.045	0.894
Entrepreneurship \leftarrow Social Support	-0.103	-1.612	0.192	3.786***
Entrepreneurship \leftarrow Positive Feedback	0.031	0.480	0.056	1.094
Entrepreneurship \leftarrow Autocratic Behaviour	0.193	3.338***	0.154	3.100**
Commitment \leftarrow Training Instruction	0.010	0.198	-0.107	-1.727
Commitment \leftarrow Democratic Behaviour	-0.073	-1.496	-0.014	-0.233
Commitment \leftarrow Social Support	0.288	5.450***	0.286	4.852***
Commitment \leftarrow Positive Feedback	-0.034	-0.632	0.136	2.301*
Commitment \leftarrow Autocratic Behaviour	0.160	3.358***	-0.012	-0.216

* $p < .05$ ** $p < .01$ *** $p < .001$

The path analysis results in Table 4 compare the effects of leadership styles on entrepreneurship and organisational commitment in personal (individual) sports and group sports. For personal sports, Democratic Behaviour ($\beta = 0.127$, C.R. = 2.155, $p < 0.05$) and Autocratic Behaviour ($\beta = 0.193$, C.R. = 3.338, $p < 0.001$) positively influence entrepreneurship. In contrast, Social Support ($\beta = -0.103$, C.R. = -1.612) and Positive Feedback ($\beta = 0.031$, C.R. = 0.480) show no significant effects. In contrast, for group sports, Social Support ($\beta = 0.192$, C.R. = 3.786, $p < 0.001$) and Autocratic Behaviour ($\beta = 0.154$, C.R. = 3.100, $p < 0.01$) significantly impact entrepreneurship, whereas Democratic Behaviour ($\beta = 0.045$, C.R. = 0.894) and Positive Feedback ($\beta = 0.056$, C.R. = 1.094) do not. Regarding organisational commitment, in personal sports, Social Support ($\beta = 0.288$, C.R. = 5.450, $p < 0.001$) and Autocratic Behaviour ($\beta = 0.160$, C.R. = 3.358, $p < 0.001$) positively affect commitment, while Training Instruction ($\beta = 0.010$, C.R. = 0.198) and Positive Feedback ($\beta = -0.034$, C.R. = -0.632) do not. In group sports, Social Support ($\beta = 0.286$, C.R. = 4.852, $p < 0.001$) and Positive Feedback ($\beta = 0.136$, C.R. = 2.301, $p < 0.05$) positively impact

positive impact on entrepreneurship. The impact of leadership style on organisational commitment was examined, and it was found that social support had a positive effect on both groups, consistent with previous findings. In individual sports, autocratic behaviour was found to have a positive effect on organisational commitment, consistent with previous findings. However, this effect was not statistically significant in the context of group sports. In group sports, positive feedback was found to have a positive impact on organisational commitment. The results ultimately confirm H3's hypothesis that the impact of leadership can vary based on the type of sport.

commitment, while Training Instruction ($\beta = -0.107$, C.R. = -1.727) and Autocratic Behaviour ($\beta = -0.012$, C.R. = -0.216) do not. The results emphasise the different impacts of leadership styles on entrepreneurship and organisational commitment, depending on whether the sport is individual, or group based.

A path analysis was performed to examine the potential differences in the influence of leadership types between minors and adults. The participants were divided into two groups for this purpose. The analysis found that the impact of leadership style on entrepreneurship was equivalent to that of democratic and autocratic behaviour. The present study observed a positive effect of positive feedback in the adult group, which differs from the previous findings. The previous results indicate that both social support and autocratic behaviour have an influence on organisational commitment among adults. In contrast, Social Support was found to be equally significant in the minor group, while Autocratic Behaviour did not show significance. Ultimately, these findings support the hypothesis (H4) that the impact of leadership can differ based on the age of the participants.

Table 5

Results of Path Analysis by Age

	Minors		Adults	
	β	C.R.	β	C.R.
Entrepreneurship \leftarrow Training Instruction	0.023	0.398	-0.060	-1.063
Entrepreneurship \leftarrow Democratic Behaviour	0.119	2.084*	0.163	2.936**
Entrepreneurship \leftarrow Social Support	0.065	1.116	-0.061	-1.072
Entrepreneurship \leftarrow Positive Feedback	-0.055	-0.974	0.176	2.985**
Entrepreneurship \leftarrow Autocratic Behaviour	0.161	2.961**	0.138	2.541*
Commitment \leftarrow Training Instruction	-0.031	-0.519	-0.053	-0.945
Commitment \leftarrow Democratic Behaviour	-0.061	-1.042	-0.011	-0.196
Commitment \leftarrow Social Support	0.296	4.942***	0.289	5.135***
Commitment \leftarrow Positive Feedback	0.097	1.677	0.025	0.422
Commitment \leftarrow Autocratic Behaviour	-0.002	-0.041	0.123	2.276*

* $p < .05$ ** $p < .01$ *** $p < .001$

Table 5 displays the path analysis results comparing the effects of leadership styles on entrepreneurship and organisational commitment between minors and adults. For entrepreneurship, among minors, Democratic Behaviour ($\beta = 0.119$, C.R. = 2.084, $p < 0.05$) and Autocratic Behaviour ($\beta = 0.161$, C.R. = 2.961, $p < 0.01$) positively influence entrepreneurship, while Training Instruction ($\beta = 0.023$, C.R. = 0.398), Social Support ($\beta = 0.065$, C.R. = 1.116), and Positive Feedback ($\beta = -0.055$, C.R. = -0.974) do not show significant effects. For adults, Democratic Behaviour ($\beta = 0.163$, C.R. = 2.936, $p < 0.01$), Positive Feedback ($\beta = 0.176$, C.R. = 2.985, $p < 0.01$), and Autocratic Behaviour ($\beta = 0.138$, C.R. = 2.541, $p < 0.05$) positively affect entrepreneurship, whereas Training Instruction ($\beta = -0.060$, C.R. = -1.063) and Social Support ($\beta = -0.061$, C.R. = -1.072) do not. Regarding organisational commitment, Social Support is a significant positive predictor for both minors ($\beta = 0.296$, C.R. = 4.942, $p < 0.001$) and adults ($\beta = 0.289$, C.R. = 5.135, $p < 0.001$). However, the other leadership styles do not significantly affect commitment for minors, including Training Instruction ($\beta = -0.031$, C.R. = -0.519), Democratic Behaviour ($\beta = -0.061$, C.R. = -1.042), Positive Feedback ($\beta = 0.097$, C.R. = 1.677), and Autocratic Behaviour ($\beta = -0.002$, C.R. = -0.041). In contrast, for adults, Autocratic Behaviour ($\beta = 0.123$, C.R. = 2.276, $p < 0.05$) positively influences commitment, while Training Instruction ($\beta = -0.053$, C.R. = -0.945), Democratic Behaviour ($\beta = -0.011$, C.R. = -0.196), and Positive Feedback ($\beta = 0.025$, C.R. = 0.422) do not. The results suggest that the influence of leadership styles on entrepreneurship and organisational commitment differs significantly across age groups, with certain leadership styles having a greater impact on adults compared to minors.

Discussion

The results of this study provide valuable insights into how

different leadership styles can affect the motivation and commitment of sports participants. Additionally, the study explores how the type of sport and the age of the subjects can influence these effects. Do these findings build upon current theory? Indeed, they do. These results validate certain theories that were previously proposed, while also offering fresh insights into leadership in sports. This paper discusses various findings, including the effectiveness of DB and AB as predictors of entrepreneurship. However, it notes that the impact of these predictors varies depending on the sport and the age of the participants. Specifically, Democratic Behaviour was found to have a positive impact on entrepreneurship, particularly in relation to specific sports features and age as an additional variable. This finding aligns with the perspectives of other researchers who emphasise that leadership in democratic organisations fosters a culture of innovation and creativity by involving all members in the decision-making process. For instance, the impact on the reaction rate was found to be more pronounced in older individuals compared to younger individuals. This implies that age plays a role in enhancing the quality of decision-making in democratic leadership, as older individuals have a better understanding of the collaborative context.

The study found that autocratic behaviour, previously viewed negatively in leadership dynamics, had a positive impact on entrepreneurship in both types of sports and across different age groups, although there were some variations. Among participants under the age of 18 in individual sports, autocratic leadership yielded the most favourable outcomes. This suggests that in situations where productivity and explicit guidance are important, authoritative leadership fosters the growth of an entrepreneurial mindset. The alignment with enhanced personal and organisational effectiveness in high-pressure environments is due to the elimination of ambiguity.

According to [Vural and Çoruh \(2019\)](#), top management plays a crucial role in achieving success by implementing innovative solutions. Additionally, it may suggest that younger athletes who are striving to improve their performance may benefit from strong support from more experienced athletes.

The study found that Training Instruction did not have a significant impact on entrepreneurship in all subgroups. This contrasts with previous studies that have highlighted the importance of training and instructions in promoting innovation and risk-taking ([Ratten, 2018](#)). The variation in sports environments and entrepreneurship is due to the different settings in which they occur. Creativity and initiative, which are important for entrepreneurship, depend on leadership styles that allow for input and flexibility, rather than relying on authoritative approaches. The study found that social support was consistently identified as the most significant positive factor influencing organisational commitment in both types of sports and across different age groups. This suggests that providing appropriate leadership support is crucial for fostering loyalty and dedication among participants. This finding aligns with [Meyer et al. \(1991\)](#) three-component commitment model, which proposes that individuals develop emotional attachment and commitment to organisations through supportive leadership. The strong correlation between Social Support and commitment highlights the importance of providing encouragement and fostering a sense of togetherness among participants, particularly in group settings and among adults.

Surprisingly, Positive Feedback, thus connected with the encouragement of the required types of behaviours' improvement and stimulation ([Fallah, 2016](#)), detected the influence on entrepreneurship just in combination with the additional variable of adulthood in the context of group sports and on the factor of organisational commitment in group sports only. It implies that as much as positive reinforcement is required in the learning process, the behaviour perhaps has more situational characteristics, in the sense that the collaborative nature of group games, probably the feedback-giving and receiving, which form the basis of teams and team development, hinders its appropriateness. Autocratic behaviour was also found to affect O.C. among the adult participants positively, but it did not for the minor and group sports participants. It challenges the assumption that autocratic leadership may weaken commitment due to its dominant approach ([Ștefănică et al., 2024](#); [Zhao et al., 2024](#)). However, in the context of AD IS, when athletes require strong, authoritative leadership to excel, a more autocratic approach can enhance their commitment. This approach

reduces uncertainty and provides a sense of security and loyalty by establishing clear team goals. The findings also indicate that Training Instruction has no effect on organisational commitment, possibly due to a shifting perception of the role of leadership skills. In today's fast-paced world, where the focus is on innovation, flexibility, and creativity in sports, traditional structured training methods may not be enough to foster commitment. It is important to explore additional empowering behavioural approaches to complement and enhance training.

Practical Implication

This study has important practical implications for sports educators, coaches, and organisational heads in the sports sector. Gaining a deeper insight into the effects of different leadership behaviours on the dynamics of entrepreneurship and organisational commitment could assist in formulating effective leadership strategies that foster the growth of athletes and their sports teams. Firstly, the notable benefits of Democratic Behaviour on entrepreneurial enthusiasm and organisational dedication, which are more pronounced in adults and across various sports, suggest that encouraging participative leadership behaviour can yield remarkable results. Coaches and sports leaders should consider adopting a more collaborative approach to decision-making in order to enhance their leadership practices. By encouraging the exchange of ideas and fostering open discussions on the team's strategies and goals, athletes can cultivate creativity and a stronger sense of camaraderie with their teammates. This, in turn, leads to enhanced commitment and dedication.

In addition, the significant presence of autocratic behaviour highlights the importance of strong leadership, especially in the context of individual sports and among young athletes, in fostering entrepreneurial activity. It is crucial for sports leaders to possess a sense of authority in order to effectively mentor and guide young and inexperienced athletes. This is the type of athlete they often come across. Nevertheless, it is important to consider the value of incorporating autocratic strategies in supporting athletes to gain crucial directions in honing their skills and assuming responsibilities, without dismissing the approaches that are supportive and democratic. For all the groups, social support was found to be the most influential factor in organisational commitment; it is important to encourage sports leaders to cultivate a supportive and encouraging organisational culture. In addition to acknowledging the athletes, offering emotional support also involves recognising and sometimes addressing the concerns of the athletes. Additional measures that could enhance the athletes' dedication include registering early, providing feedback, and acknowledging their efforts. This

is especially crucial in group sports, where the camaraderie is strong as individuals feel a sense of belonging to the team and receive support from their teammates.

In addition, the research on Positive Feedback highlights its importance in promoting positive behaviour. However, the effectiveness of Positive Feedback varies depending on the specific context in which it is used. Coaches/trainers should prioritise effective methods of providing feedback to athletes, ensuring that it is both constructive and delivered in a timely manner. When it comes to group sports, where the dynamics of the team are crucial, utilising positive reinforcement can greatly contribute to boosting motivation levels and ultimately enhancing the overall performance of the teams. Leaders need to understand the importance of providing appropriate feedback in different organisational settings and situations. It is crucial for them to also demonstrate leadership behaviours that promote athlete development and organisational commitment. Lastly, the minimal impact of Training Instruction on entrepreneurship and organisational commitment suggests that traditional teaching methods need to be reevaluated in modern sports settings. They are, nonetheless, crucial and should be complemented with leadership that focusses on the final outcome, encourages creativity, fosters innovation, and promotes individual growth. Coaches and other sports administrators should have explored methods of incorporating a wider range of training and practices to foster a higher level of necessary risk-taking and entrepreneurial spirit.

Conclusion

This study explored different aspects of leadership, entrepreneurship, and commitment in sports, and examined how different types of sports and age interact with each other. Leadership exercises in sports and athletics widely acknowledge the importance of considering the individual and group dynamics of athletes and teams. This recognition is based on the observation that the effectiveness of these exercises varied considerably across different cases. Adults showed a particularly significant positive impact of democratic behaviour on entrepreneurship. This suggests that an inclusive process that fosters innovation can be highly beneficial. Authoritarian behaviour, which has long been a topic of debate in leadership theories, has been found to have a somewhat positive influence on athletes' level of entrepreneurship, particularly in personal pursuits and among younger individuals. This suggests that at times, a direct and strict leadership style can be effective in motivating initiative and a willingness to take risks. Throughout all the groups, Social Support emerged as a key

factor in enhancing organisational commitment. However, the training focused on entrepreneurship and organisational commitment does not strongly suggest more flexible and adaptive leadership concepts compared to the traditional leadership-stereotype disseminating mould of sports. The practical implications of these findings are evident: therefore, sports leaders should embrace multifaceted and context-specific approaches to leadership. Understanding and fulfilling the needs of athletes based on their sport, age, and goals can assist leaders in fostering an entrepreneurial culture, promoting organisational commitment, and ultimately improving the performance and long-term viability of teams and organisations.

Limitations and Future Research

One limitation of the research is its cross-sectional nature, which only provides information at a specific moment in time. This approach may impede the discovery of other results that demonstrate causal relationships between the variables being studied. Additional research may be beneficial by utilising a longitudinal design to observe the development of leadership influence, growth in entrepreneurship, and commitment to the organisation. It would allow for a deeper understanding of the evolving nature of these relationships and expand our understanding of how different leadership styles impact athletes in sports.

This study exclusively relied on self-reported data, which means that the results may be influenced by social desirability or response bias. While the findings provided valuable insights from the participants, it is important to consider the possibility of social desirability bias in some of the collected data. This bias may have influenced participants to provide answers they believed were socially acceptable, rather than their true feelings and behaviours. The study's limitations indicate the need for future research to incorporate more objective data, such as observational data of leadership and peer evaluations of leadership. By doing so, biases can be minimised, and scientifically valid information can be obtained regarding the impact of leadership on entrepreneurship, organisational commitment, or other relevant factors.

Further research should also explore a wider variety of leadership styles. It is possible that these different styles may reveal additional ways in which leadership impacts sports participants. Lastly, the study did not take into account any factorial interactions. This means that the potential influence of leadership styles on other variables, such as team characteristics, competitive level, or organisational culture of both sports clubs and academies, was not considered. Thus, these factors may play a moderate or mediational role in the

relationships, yielding varying outcomes in different circumstances. Further research should explore these interactions to gain a comprehensive understanding of how leadership in sports operates in different environments.

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