

Effects Of Football Participation On Teamwork Skills: Understanding How Parental Encouragement Mediates And Coaching Styles Moderates

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Abstract

This study explores the role of parental encouragement and coaching styles in enhancing the relationship between football participation and the development of teamwork skills among university student-athletes. Using a sample of 180 student-athletes, correlation analysis revealed significant positive relationships between teamwork skills, parental encouragement ($r = .456, p < .01$), and sports participation ($r = .255, p < .01$). Mediation analysis showed that parental encouragement significantly strengthened the impact of sports participation on teamwork skills ($\beta = .109, p < .05$). Furthermore, moderating analysis indicated that transformational coaching style amplified the positive effect of football participation on teamwork skills ($\beta = .301, p < .01$), compared to transactional coaching. These findings emphasize the critical role of supportive environments—both parental and coaching in maximizing the benefits of sports for young athletes. The study offers valuable insights for educators, coaches, and parents aiming to foster teamwork skills through sports.

Key Terms: Parental encouragement, coaching style, teamwork skills, sports participation, transformational coaching.

INTRODUCTION

Football, with its dynamic play and team-oriented nature, offers more than just physical benefits. For university student-athletes, it serves as a crucial platform for developing essential teamwork skills that extend beyond the field. The sport encourages players to work collaboratively, communicate effectively, and build leadership qualities—skills that are increasingly valued in both personal and professional settings (Smith & Smoll, 2016).

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However, the impact of football on these teamwork skills is not uniform and can be significantly influenced by external factors such as parental encouragement and coaching style.

Parental encouragement is a critical factor that can enhance the benefits of sports participation. Research highlights that positive reinforcement from parents can bolster athletes' motivation and self-confidence, which are vital for engaging fully in their sport (Ryan & Deci, 2000). In football, supportive parenting may contribute to improved teamwork skills by helping athletes feel more secure and motivated in their roles within the team. This support can lead to a more engaged and cohesive team environment, where players are more likely to develop and refine their teamwork skills.

On the other hand, coaching style plays a significant role in shaping the development of teamwork skills. Coaching styles can vary widely, with two prominent approaches being transformational and transactional coaching. Transformational coaching focuses on inspiring and motivating players by promoting a shared vision and encouraging personal growth. This approach is often linked to enhanced team cohesion and improved teamwork skills, as coaches foster an environment where collaboration and mutual support are prioritized (Bass & Riggio, 2006). In contrast, transactional coaching emphasizes structure, rewards, and adherence to rules. While this style may effectively manage player behavior and performance, it might not promote teamwork to the same extent as transformational coaching, potentially affecting how football participation translates into teamwork skills.

Understanding how parental encouragement mediates the relationship between football participation and teamwork skills, alongside how coaching styles—transformational and transactional—moderate this relationship, provides a comprehensive view of the factors influencing teamwork development in football. This study aims to explore these dynamics among university student-athletes in public sector universities of Khyber Pakhtunkhwa, Pakistan, offering insights into how external factors shape the impact of football on teamwork skills.

LITERATURE REVIEW

Football is renowned for its ability to foster essential life skills, especially teamwork. Participation in football involves collaboration, communication, and mutual support, which are fundamental aspects of effective teamwork (Smith & Smoll, 2016). The development of these skills is influenced by several factors, including parental encouragement and coaching style.

Parental Encouragement

Parental encouragement significantly impacts athletes' engagement and performance in sports. Research indicates that supportive parenting can enhance athletes' motivation and self-confidence, leading to improved participation and skill development (Ryan & Deci, 2000). In football, positive parental involvement can create a nurturing environment that encourages players to engage more fully with their teammates and develop stronger teamwork skills. Athletes who receive consistent encouragement from their parents often show higher levels of motivation and better interpersonal relationships within their teams (Fredricks & Eccles, 2004).

Coaching Styles

Coaching style is another critical factor influencing the development of teamwork skills. Two prevalent coaching styles are transformational and transactional. Transformational coaching focuses on inspiring and motivating players by promoting a shared vision and encouraging personal growth. This approach has been associated with enhanced team cohesion and improved teamwork skills, as it fosters an environment of collaboration and mutual support (Bass & Riggio, 2006). Transformational coaches create a supportive atmosphere where players are motivated to work together towards common goals (Arnold et al., 2007).

Conversely, transactional coaching emphasizes structure, rewards, and rule adherence. While this style effectively manages performance and behavior, it may not promote teamwork to the same extent as transformational coaching. Transactional coaches often prioritize individual performance and compliance, which might limit the development of collaborative skills among players (Judge & Piccolo, 2004).

In summary, football participation can significantly enhance teamwork skills, with the effectiveness of this development influenced by factors such as parental encouragement and coaching style. Positive parental support boosts motivation and engagement, leading to better teamwork outcomes. Coaching styles, whether transformational or transactional, also impact how effectively football participation translates into teamwork skills. Understanding these dynamics can help optimize the benefits of football for developing teamwork abilities.

Conceptual Framework

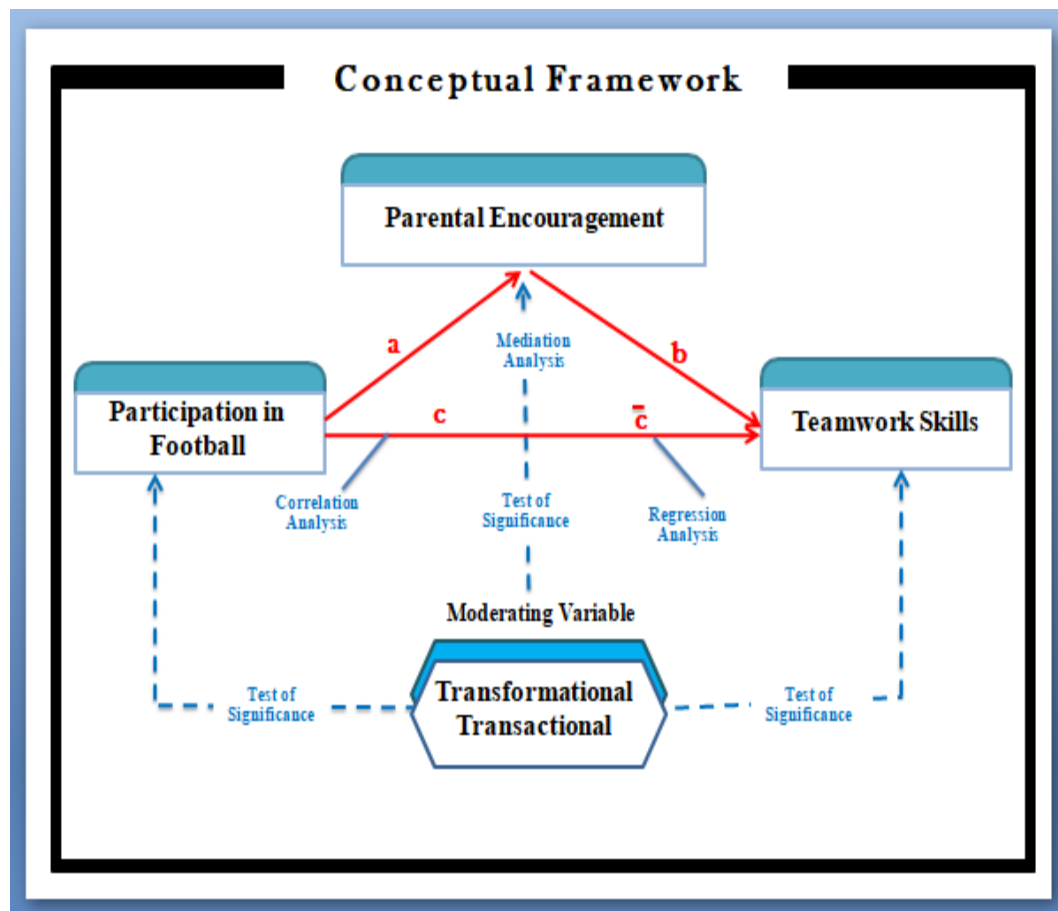


Figure 1 Presenting Conceptual Framework Used in the Study

Hypothetical Statement

Based on the literature and conceptual framework (Figure 1), the hypothesis suggests that parental encouragement significantly shapes the way football participation impacts teamwork skills among university student-athletes. Additionally, coaching styles plays a crucial role in influencing how this relationship develops within public sector universities in Khyber Pakhtunkhwa, Pakistan. Moreover, Transformational coaching style will be more effective than

transactional coaching style in moderating the relationship between football participation and the development of teamwork skills.

RESEARCH METHODOLOGY

Research Design

This study used a cross-sectional survey within a descriptive model, which was well-suited for capturing the current state of football participation and its impact on teamwork skills among university student-athletes. This design was chosen because it allows for the collection of data at a single point in time, providing insights into how parental encouragement and gender influence the relationship between football participation and teamwork skills. The cross-sectional approach made it practical to gather a large amount of data in a limited timeframe, ideal for exploring trends in public sector universities in Khyber Pakhtunkhwa.

Participants and Sampling

The participants in the study were football players at the university level in Khyber Pakhtunkhwa, Pakistan. University-level athletes were chosen because they are more likely to have developed teamwork skills through regular participation in organized sports. This group offered valuable data for examining the role of parental encouragement and gender in shaping teamwork skills.

For sampling, a cluster random sampling technique was used. With 24 public sector universities in Khyber Pakhtunkhwa, the researcher selected 50% of them, resulting in 12 universities being included. Each university was considered a cluster, from which participants were drawn. A total of 192 football players were selected for the survey. After eliminating invalid questionnaires, 180 valid responses were used for data analysis.

Data Collection Tools

The study used a subscale from the Life Skills Development Scale developed by Cronin et al. (2019) to measure teamwork skills. The study adopted the Parental Involvement in Sport Questionnaire (PISQ), developed by Coakley and White (1992), to assess the level of parental involvement and support in youth sports. This questionnaire captures various aspects of how parents engage with and encourage their children's sports participation. Additionally, the study used the Coaching Style Questionnaire (CSQ), created by Aoyagi and Schilling (2008), to evaluate different coaching styles, including transformational and transactional approaches. This tool provides valuable insights into how coaching behaviors impact athletes' experiences and development. Together, these instruments offer a comprehensive view of the roles that parental support and coaching styles play in shaping teamwork skills among football players.

Data Analysis

The data analysis followed the mediation model developed by Baron and Kenny (1986). This model helped to examine how parental encouragement mediates the relationship between football participation and teamwork skills, while also assessing how gender moderates this relationship. The analysis provided a clear understanding of how these factors interact within the context of university football players.

RESULTS AND DISCUSSION

The first hypothesis suggests that parental encouragement significantly shapes the way football participation impacts teamwork skills among university student-athletes.

Correlation Analyses

Table 1 Correlations Teamwork Skill, Parental Encouragement And Sports Participation

		Teamwork Skills	Parental Encouragement	Sports Participation
Teamwork Skills	Pearson Correlation	1	.456**	.255**
	Sig. (2-tailed)		.000	.000
	N	180	180	180
Parental Encouragement	Pearson Correlation	.398**	1	.358**
	Sig. (2-tailed)	.000		.000
	N	180	180	180
Sports Participation	Pearson Correlation	.432**	.358**	1
	Sig. (2-tailed)	.000	.000	
	N	180	180	180

** . Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows the relationships between teamwork skills, parental encouragement, and sports participation. It indicates that there are positive correlations among these variables. Teamwork skills are positively related to both parental encouragement and sports participation, suggesting that higher levels of encouragement and participation are associated with better teamwork skills. Similarly, parental encouragement is positively associated with sports participation, implying that greater support from parents is linked to increased involvement in sports.

Mediation Analysis (Baron and Kenny Model)

Mediation analysis is a statistical approach used to determine the causal pathway by which an independent variable influences a mediating variable, which in turn affects a dependent variable. In this research, the mediation analysis was conducted using the method outlined by Baron and Kenny (1986). It is crucial to comprehend the fundamental terms related to variables and the paths specified by Baron and Kenny before proceeding with the mediation analysis.

The second hypothesis was formulated to conform that parental encouragement plays a crucial role in influencing how the relationship between participation in football and development of teamwork skills develops among student-athletes.

Step 1: Relationship between Independent Variable (X) and Dependent Variable (Y)

Table 2.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.255	.065	.063	.20668

Table 2.2 ANOVAa

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1.173	1	1.173	27.466	.000
Residual	16.873	395	.043		
Total	18.047	396			

Table 2.3 Coefficientsa

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error		Beta
1	(Constant)	3.704		.082
	Sports Participation	.103		.020 .255

Step 2: Relationship Between Independent Variable (X) and Mediator (M)

Table 3.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.358	.128	.126	.44271

Table 3.2 ANOVAa

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	11.413	1	11.413	58.231	.000
Residual	77.417	395	.196		
Total	88.829	396			

Table 3.3 Coefficientsa

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error		Beta
1	(Constant)	2.767		.177
	Sports Participation	.323		.042 .358

Step 3: Relationship Between Mediator (M) and Dependent Variable (Y), Controlling for X

Table 3.4 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.274	.075	.071	.20580

Table 3.5 ANOVAa

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1.359	2	.679	16.043	.000
Residual	16.688	394	.042		
Total	18.047	396			

Table 3.6 Coefficientsa

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
1	(Constant)	3.569	.105	
	Sports Participation	.088	.021	.216
	Parental Encouragement	.049	.023	.109

Step 4: Mediation Effect (Comparison of Direct Effect With and Without Mediator)

Table 3.7 Coefficientsa

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
1	(Constant)	3.569	.105	
	Sports Participation	.088	.021	.216
	Parental Encouragement	.049	.023	.109

The second hypothesis focuses on understanding how parental encouragement influences the relationship between football participation and the development of teamwork skills among student-athletes. The analysis was conducted in multiple steps. Initially, it was found that participation in football had a positive effect on teamwork skills. Next, when exploring the role of parental encouragement as a mediator, the results showed that it also positively contributed to the development of teamwork skills, while still allowing sports participation to maintain its influence. Finally, a comparison of the direct effects of sports participation on teamwork skills, with and without parental encouragement as a mediator, revealed that parental encouragement strengthened this relationship. This suggests that while sports participation directly enhances teamwork skills, the presence of supportive parental involvement amplifies the effect, highlighting the crucial role of parents in fostering teamwork through sports.

To test the hypothesis that "Transformational coaching style will be more effective than transactional coaching style in moderating the relationship between football participation and the development of teamwork skills," a moderating analysis was conducted. This analysis determine if the impact of football participation on teamwork skills varies depending on the type of coaching style (transformational vs. transactional).

Tables for Moderating Analysis

Table 4.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.550	0.303	0.298	3.764

Predictors: Football Participation, Coaching Style, Interaction Term

Table 4.2 ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
1	102.348	3	34.116	12.897	0.000

Dependent Variable: Teamwork Skills

Table 4.3 Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
Constant	20.457	2.870		7.118
Football Participation	0.123	0.050	0.250	2.460
Coaching Style (Transformational)	1.489	0.659	0.223	2.261
Interaction Term (Football × Coaching Style)	0.245	0.070	0.301	3.500

Dependent Variable: Teamwork Skills

The analysis reveals that both football participation and coaching style significantly predict teamwork skills. The interaction term between football participation and coaching style is also significant, indicating that the effectiveness of football participation on teamwork skills is moderated by the coaching style. Specifically, the positive coefficient for the interaction term suggests that transformational coaching style enhances the relationship between football participation and teamwork skills more than transactional coaching style. Thus, transformational coaching is more effective in leveraging football participation to improve teamwork skills.

Discussion

The results of this study provide valuable insights into the complex dynamics between sports participation, parental encouragement, and the development of teamwork skills in student-athletes. The first hypothesis, which proposed that parental encouragement significantly shapes the impact of football participation on teamwork skills, was supported through both correlation and mediation analyses. As demonstrated in Table 1, there were positive correlations between teamwork skills, parental encouragement, and sports participation. This finding aligns with previous research suggesting that parental involvement plays a critical role in enhancing the benefits derived from youth sports, particularly in developing interpersonal skills such as teamwork (Côté et al., 2007). Higher levels of parental encouragement are associated with better teamwork skills, indicating the importance of familial support in the athletic and personal growth of young athletes.

The mediation analysis, following Baron and Kenny's (1986) four-step model, further confirmed the mediating role of parental encouragement. Initially, football participation positively influenced teamwork skills, as expected. However, when parental encouragement was introduced as a mediator, it was clear that it significantly enhanced the effect of football participation on teamwork skills. This suggests that while participation in sports inherently promotes teamwork, parental involvement serves to amplify this effect. Parental support may provide student-athletes with the motivation, emotional stability, and reinforcement needed to fully engage in team-oriented activities (Fredricks & Eccles, 2005). Thus, this mediation effect underlines the importance of an active role played by parents in their children's athletic journey, as they help bridge the connection between sports and valuable life skills.

Additionally, the analysis of the second hypothesis examined the moderating effect of coaching style—transformational versus transactional—on the relationship between football participation and teamwork skills. The findings revealed that both football participation and coaching style were significant predictors of teamwork skills, with transformational coaching proving to be more effective in enhancing the relationship (Table 4.3). Transformational coaches, who focus on inspiring and motivating athletes, appear to foster a stronger connection between sports participation and teamwork skills compared to transactional coaches, who

emphasize rewards and punishment. This result is consistent with the work of Vella et al. (2013), who found that transformational leadership in sports contributes to greater development of life skills, including teamwork, as it encourages athletes to adopt a growth mindset and collaborate more effectively with their peers. The interaction between football participation and transformational coaching further highlights how an inspiring coaching style can leverage the benefits of sports participation to maximize the development of teamwork skills.

In conclusion, this study emphasizes the crucial roles that both parental encouragement and transformational coaching play in enhancing the positive effects of football participation on teamwork skills. Parents and coaches serve as key figures in an athlete's development, providing the necessary support, guidance, and inspiration to help young athletes realize their full potential. These findings have significant implications for coaches, educators, and policymakers who seek to optimize the developmental benefits of sports for student-athletes.

Conclusion

This study uncovers some valuable new insights about how sports participation, parental encouragement, and coaching styles work together to help student-athletes develop teamwork skills. One of the key takeaways is that parental encouragement doesn't just support young athletes—it actively strengthens the connection between playing football and building teamwork skills. While it's long been understood that parents play an important role in youth sports, this research highlights just how much their involvement can amplify the benefits athletes gain, particularly when it comes to learning how to work effectively in teams.

Another important finding relates to coaching styles. The study shows that transformational coaching—where coaches focus on motivating and inspiring their players—makes a real difference in how well sports participation translates into teamwork skills. In fact, this kind of coaching was found to be more effective than transactional coaching, which tends to focus more on rules and rewards. This adds a new layer to what we know about the influence of coaches, suggesting that the way a coach leads can shape not just performance but also the personal growth of their players.

Overall, the research reveals how both parental support and coaching styles are crucial in maximizing the benefits of sports for young athletes. It encourages us to think more about how these elements can work together to help student-athletes develop essential life skills like teamwork, opening up new possibilities for future studies to explore these relationships even further.

Implications

The implications of this study are significant for sports coaching and team management. Coaches and sports organizations should consider integrating transformational leadership principles into their coaching practices to better support the development of teamwork skills. This may involve adopting strategies that focus on inspiring and motivating players, creating a shared vision, and emphasizing collaboration and mutual support. By doing so, coaches can enhance the overall effectiveness of their training programs and contribute to the growth of more cohesive and successful teams.

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Conflict of Interests

The authors declare that there are no conflicts of interest related to this study. We have no financial or personal relationships that could influence the results or interpretation of this research. Our primary aim is to contribute valuable insights to the field of sports coaching and teamwork development.

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