

ANALYSIS OF LEADERSHIP STYLE IN PHYSICAL EDUCATION: A SYSTEMATIC LITERATURE REVIEW

by Wahyu Arbanisa

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ANALYSIS OF LEADERSHIP STYLE IN PHYSICAL EDUCATION: A SYSTEMATIC LITERATURE REVIEW

Wahyu Arbanisa¹, Adi S²
Universitas Negeri Semarang^{1,2}

wahyuarbanisa@students.unnes.ac.id, adis@mail.unnes.ac.id

Abstract

Background: It considers how these leadership styles affect participants' motivation, engagement, and performance within the context of sports and fitness learning. **Research Objectives:** The purpose of this research is to look into the use of Leadership Style in Physical Education. **Methods:** PRISMA standards as a systematic review and meta-analysis spanning the years 2020 to 2024. The keywords "Analysis of Leadership" and "Physical Education" were used in the search procedure. The search engines using the Scopus databases. **Finding/Results:** From various studies underscore the positive impact of leadership style on psychological safety and innovation behavior among physical education teachers, highlighting the importance of cultivating strong leadership identity and competence among school principals and teachers alike. **Conclusion:** Analysis of leadership styles in physical education is essential to optimize learning effectiveness, maximize participation and improve participant performance. Certain leadership styles, such as transformational leadership, can have a positive impact on student satisfaction and engagement while minimizing feelings of boredom.

Keywords: Analysis of Leadership 1; Leadership Style 2; Physical Education 3

Correspondence author: Wahyu Arbanisa, Primary School Physical Education, Universitas Negeri Semarang, Indonesia.

E-Mail: wahyuarbanisa@students.unnes.ac.id



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INTRODUCTION

Transformational leadership style in PE teachers positively associated to students' perceived satisfaction, but adversely related to feelings of boredom (Goetz et al., 2024; Hernández Martos et al., 2023; Kupila et al., 2023). Delegating and Coaching are the most effective leadership styles for Physical Education teachers, followed by Supporting and Directing (Houshyar, Sajadi, Amirtash, & Haji-Anzahaei, 2020). Knowing the leadership styles in school institutions and the relationship between the effectiveness of physical education in education (E et al., 2024). This paragraph looks at the findings of many studies on the link between leadership style and outcomes in physical education. According to Hernández Martos et al. (2023), renewable leadership style among physical education teachers has a positive reciprocity on students, but the negative



correlation that still appears is the feeling of boredom. The most suitable leadership styles for Physical Education teachers are Coaching and Delegating, with Directing and Supporting following closely (Houshyar, Sajadi, Amirtash, & Haji-Anzahaei, 2020). Furthermore, to know more about the leadership style of teachers in physical education units and its relationship with effectiveness in a scholl.

Physical education teachers generally apply an open leadership style, which can positively influence students in the learning process and make it easier for teachers to carry out learning (Amirzan et al., 2021). The professional development program designed in this study is a valid, practical, and effective model for improving the professional development of sports and health physical education teachers in Indonesian primary schools (Mu'arifin & Narmaditya, 2022; M. Yang et al., 2023). Good governance of school programs and activities by school principals can effectively help develop the competence of physical education teachers, because it allows them to teach by mastering learning materials so that teaching and learning activities become effective (Arifin & Hasanah, 2021; Ghamrawi & Al-Thani, 2023). The use of SLR techniques helps researchers regarding teacher behavior in education units by mediating the relationship between education and transformational leadership (SharmaSharma & KaurKaur, 2024; M. Yang et al., 2023).

METHOD

1 A systematic literature review (SLR) is the research methodology employed to examine and analyze leadership style analysis in physical education (Gazali et al., 2022).

Study Participant

The terms "Analysis of Leadership" and "Physical Education" were extracted from various Scopus collection articles between 2020-2024.

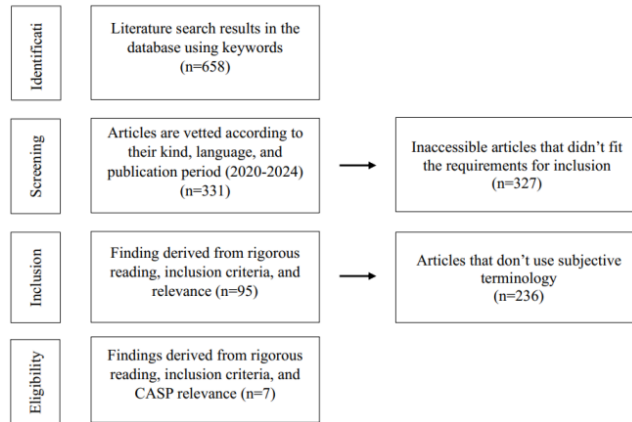


Figure 1. PRISMA scheme in the literature selection process

From identification to inclusion stages of the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA), resulted in a sample of 7 publications out of 658 total, (Figure 1).

Study Organization

In the bibliometric analysis, the following factors were considered: (a) the number of databases contained in the keyword search; (b) articles published in 2020-2024; (c) relevant articles; (d) the subject area (education, training, or mixed); and (e) the type of research (descriptive, correlational, experimental, or other).

Statistical Analysis

Keywords, abstracts, and article titles were narrowed down because they were adequate to create a solid core of articles for additional use and analysis. The review's authors did not want to leave out anyone who did not have access to their research, thus they only included open access articles. The inclusion criteria listed only data according to the keywords, published in 2020-2024, open access and relevant, while the exclusion criteria included missing information matching the

keywords, data not matching the year range, and articles in languages other than English (Gazali et al., 2022).

RESULT AND DISCUSSION

The following table shows the total number of publications published during the selected period of year of publication.

Table 1. The number of publication at year

Year of Publication	Number of Article
2020	45
2021	46
2022	72
2023	67
2024	101

The mixed methods appraisal tool (MMAT) was then used to examine the gathered research based on the articles that satisfied the inclusion criteria (Rumini et al., 2024).

Table 2. Mixed method appraisal tool (MMAT)

Author, year	Screening Questions		Quantitative randomized controlled trial					
	Is Question research questions clear?	Is collection data collection can answer questions research question	2.1 Was randomization carried out appropriately?	2.2 Are the groups comparable from the beginning?	2.3 Are there results complete?	2.4 Is the intervention given confidentially (blind) to the results assessor?	2.5 What is participant obey which intervention given?	Is
(Chen et al., 2022)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
(Houshyar, Sajedi, Amirsah, & Anzahaci, 2020)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
(Deligiannidou et al., 2020)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
(Chang et al., 2021)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
(Sánchez-García et al., 2024)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
(Mohammed, 2022)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
(Tasdugen et al., 2020)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Table 3. Review of research results

Title	Sample	Finding
The impact of moral leadership on physical education teachers' innovation behavior: The role of identification with leader	PE teachers in Chinese regions	The internal and external creativity of physical education teachers is greatly enhanced by moral leadership.

and psychological safety (Chen et al., 2022)		The presence of moral leadership helps teachers to innovates more, and the relationship between moral leadership and innovative behavior is positively regulated by strong leadership identity.
4 Leadership styles of iranian physical education teachers (Houshyar, Sajadi, Amirtash, & Anzahaei, 2020)	Iranian Physical Education teachers	According to the final model of the best leadership style based 10 the situational factors, cultural attitudes, and personality traits of physical education teachers, the coaching and delegating styles were the most suitable for Iranian physical education teachers, followed by the supporting and directing styles.
13 Determining effective leadership qualities of a school principal from the perception of PE teachers in Greece (Deligiannidou et al., 2020)	Physical education teachers	Based on the opinions of the PE instructors, their leadership development can be encouraged and demonstrated by the principals' leadership skills that can be improved through specialised training.
2 The relationship between physical education teachers' perceptions of principals' transformational leadership and creative teaching behavior at junior and senior high schools: A cross-level moderating effect on innovative school climates (Zhang et al., 2021)	Physical education teachers	Principal leadership in the school environment encourages creativity, innovation, and motivates teachers and makes teaching and learning activities fun for students
Engagement in transformational leadership by teachers influences the levels of self-esteem, motor self-efficacy, enjoyment, and intention to be active in physical education students (Gánchez-García et al., 2024)	Physical education teachers	Teachers' leadership styles can significantly enhance the experience and promote healthy living in physical education students
Degree of practice of transformational leadership of the deans of faculties of physical education and sports sciences from the standpoint of the teachers (Mohammed, 2022)	Physical education teachers	The leadership style allows teachers to face the mission and increase the responsibility of physical education management, so it can be linked to the fact of effective and strategic implementation of physical education learning.
Investigation of students' level	Students at the Physical	To improve students'

of leadership and creativity Education
studying at the School of
Physical Education and Sports
(Tasdugen et al., 2020)

leadership level, it is crucial
for teachers to cultivate their
capacity in creative thinking
through progressive
remediation and creative
response.

Based on the results of the study, it was found that through the analysis of leadership styles in physical education has explored the various leadership approaches used in teaching and learning activities in order to achieve physical activity in physical education. It reviewing how leadership styles can affect the motivation, engagement, and ability of physical education teachers and learners in learning (Adi, Manullang, et al., 2024; Da'i et al., 2021; S et al., 2023; Tilga et al., 2023). This research aims to enhance understanding of effective leadership strategies in improving participants' learning experiences and outcomes in physical education. In addition to transformational leadership style by considering situational factors, cultural attitudes, and personality of physical education teachers, teacher leadership styles such as coaching, delegating, followed by supporting and directing are the most suitable for physical education teachers (Houshyar, Sajadi, Amirtash, & Haji-Anzahaei, 2020). Other physical education teacher leadership styles are autocratic leadership style, democratic leadership style, laissez-faire leadership style (Cardona et al., 2023).

Individual competence, school level, professional development, cognitive, classroom organization, and communication skills are things that influence the leadership of a physical education teacher in an education unit (Adi, Soenyoto, et al., 2024; Asmamaw & Semela, 2023; Cardona et al., 2023; Sarwar et al., 2023; Y. Yang & Jr., 2023). The impact of physical education teacher leadership style on students at school (Kim et al., 2021). Leadership skills in physical education are generated by individuals' social, personality, and cognitive skills, which can be optimized through various training and education for physical education teachers (Gazali et al., 2022; Piwovar-Sulej & Iqbal, 2023; Xu, 2023b; Yaşın & Çolakoğlu, 2022). The positive impact of leadership style on psychological safety and innovation behavior among physical education teachers, highlighting the

importance of cultivating strong leadership identity and competence among school principals and teachers alike (Chen et al., 2022).

Analysis of physical education teacher's leadership style in physical education class has an important role to improve the effectiveness of learning inside or outside the classroom, maximize learners' participation to move actively, and optimize individual performance (Karatas et al., 2024; Maqbool et al., 2024). By understanding various leadership approaches, educators and coaches can create a positive learning environment and develop leadership skills that promote positive values in sports and fitness. By customizing leadership strategies to individual needs, it can strengthen the overall learning experience of students especially related to physical education (Abdhi et al., 2021; Xu, 2023a). Overall, analyzing leadership styles in physical education is essential for fostering a supportive and motivating environment that facilitates both student and teacher success.

CONCLUSION

The analysis of leadership styles in physical education is crucial for optimizing learning effectiveness, maximizing participation, and enhancing participant performance. Research findings suggest that specific leadership styles, such as transformational leadership, can positively impact student satisfaction and engagement while minimizing feelings of boredom. Additionally, studies emphasize professional physical education teachers to improve their leadership competence and effectiveness. Future research is expected to develop innovative training models to improve professional leadership styles for physical education teachers.

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