

Examination Of The Relationship Between Badminton Coaches’ Leadership Characteristics And Employee Performance

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Abstract

The main purpose of the study is to examine the relationship between the leadership characteristics of badminton coaches and employee performance. The universe of the study was formed by badminton coaches, while the sample group consisted of 166 coaches selected by convenience sampling method. As data collection tools; “Personal Information Form” Leadership Scale for Sports” and “Employee Performance Scale ” were used. According to the analysis of the obtained data, independent samples were used to determine the differences between the groups. Samples T-Test and single factor analysis of variance (ANOVA) test were performed. Pearson Correlation analysis test was performed to determine the relationship between variables. As a result of the analyses, no statistically significant difference was observed in gender and education status variables. It was observed that there was a significant difference in professional tenure and coaching level variables. It was determined that there were low-level negative correlations between the age variable and the “Contextual” sub-dimensions. In the data regarding the “Leadership for Sports” scale sub-dimensions and total scores, a low positive correlation was found between age and the “Democratic Behavior” and “Leadership for Sports Scale Total” sub-dimensions, while a positive moderate relationship was found between the “Education-Training” and “Positive Feedback” sub-dimensions.

Keywords: Badminton coaches, Leadership for sports, Employee performance.

Introduction

Individuals are social groups that have feelings and can share these feelings, they live together and need managers and leaders to achieve their goals. Throughout our lives, we encounter the concepts of "management, organization, leader and leadership". When it comes to group activities and efforts that need to be accomplished, which are at the center of our lives, leaders are needed to coordinate individual efforts (Özbey, 2003).

Leader, group members by felt however unsolvable partner idea And desires acceptance Possible One aim -form Presenter And group its members hidden your power This to the target oriented aspect into action passing (Eren, 2004). Leadership is defined as the process of reaching team members to determined goals and influencing them in line with these goals (Donuk, 2005). In the literature on leadership in sports environments, the focus has been on coaches, players, team captains, sports club organizations and managers in terms of team management (Chelladurai et al., 1980). Increasing the influence and competence of leaders and coaches helps improve player performance, increase the pleasure derived from the results and make players more successful. In line with these expectations, coaching plays an important role in individual and team sports. (Turan, 2010). Because a coach's professional attitude and behavior in individual or team sports can have a positive or negative effect on athletes. Good discipline, leadership and motivation in athletes are directly related to the leadership skills of coaches. (Yilmaz, 2014).

The success of teams, associations, organizations and companies in the field of sports is possible through collaborations with people who have leadership qualities. Having a manager with leadership qualities leads to great success. (Donuk, 2006). The coaching element, which is considered the key to success in sports, is now accepted by organization managers and management academics. Based on this situation, the factors in the working conditions of coaches, the nature of the work, the psychological effects of the work on employees, both material and moral incentives have become one of the most examined and questioned issues today. People spend a large part of their daily lives in the institution they work for, in their work areas and work-related matters. For this reason, factors such as job satisfaction, suitability of working conditions, and job characteristics are considered as the main factors affecting employee performance (Akan et al., 2016).

Employee performance is the time and effort that employees of an organization or company spend to complete the tasks assigned to them in order to meet their needs. In other words, employee performance is the ability of employees in an organization to fulfill the tasks assigned to them according to their characteristics and skills (Barutçugil, 2002; Öztemiz, 2005; Eren et al., 2005).

Employee performance is an important criterion for the success of an organization. In this respect, if an organization wants to achieve its goals and be successful in any field, it must first assign the right employees to the job. For this, a position must be defined and a suitable employee must be assigned to this position. Employee performance is important for employees as well as organizations and researchers. Employees must perform their assigned tasks in the best way possible, and gain high job performance, job satisfaction, a sense of success and respect (Yelboğa, 2006).

While coaches contribute to sports success through performance, at the same time, the sports organization should meet the expectations and commitments of its employees. Therefore, the health of coaches, how to increase their job performance and ensuring their health should be a priority area for organizations. Therefore, it is very important to determine the conditions that

negatively affect the well-being, health and work environment of employees and affect job performance, and to develop supportive policies and practices to prevent potential harms that these conditions may cause to employees. In order to achieve this, job demand and resource models should be explained in detail Demerouti et al., 2008; Bakker et al., 2000; Bakker et al., 2018).

When the relevant literature is examined, leadership based on ethical principles is expected from coaches. It is important how the behaviors exhibited while fulfilling this leadership attitude are perceived by the employees and whether these perceived leadership behaviors have any effect on the performance of the employees. In this context, the main purpose of the research is to examine the leadership characteristics of badminton coaches and their effect on employee performance.

Problem

The main problem of this research is to examine the relationship between the leadership characteristics of badminton coaches and employee performance. The sub-problems are;

- 1) Do the leadership characteristics and employee performance of badminton coaches differ significantly according to the gender variable?
- 2) Do the leadership characteristics and employee performance of badminton coaches differ significantly according to the educational status variable?
- 3) Do the leadership characteristics and employee performance of badminton coaches differ significantly according to the professional tenure variable?
- 4) Do the leadership characteristics and employee performance of badminton coaches differ significantly according to the coaching level variable?
- 5) Is there a significant relationship between the leadership characteristics of badminton coaches and employee performance?

Material and Method

In the study, the relational analysis model, one of the quantitative research methods, was used. The purpose of this model is to determine the relationship between two or more variables and the existence or degree of common variability between them (Karasar, 2014).

Ethics Committee Permission

The research was implemented after the ethics committee decision of Bayburt University dated 30.04.2024 and numbered E-83542712-050.99-201384 was obtained.

Research Group

The research group consisted of badminton coaches who had their visas completed in 2024 and were actively working.

Data Collection Techniques

A questionnaire was used as the data collection tool in the study. The questionnaire used in the study consisted of two parts. The first part of the questionnaire form is the personal information form prepared by the researcher including gender, age, educational status, length of service in the profession and coaching level. The second part of the questionnaire form is the Employee Performance Scale and the Leadership Scale for Sports. The "Employee Performance Scale" developed by Karakurum (2005) was used to evaluate employee performance. The scale consists of 11 items. The scale's "Task Performance" ($\alpha = .909$),

"Contextual Performance" ($\alpha = .816$), and total scale reliability (Cronbach's Alpha) were found to be .916. The Leadership Scale for Sports (SLOS) was used for the coach's perception of his/her own leadership behavior. The short form of the scale, which was developed by Chelladurai and Saleh (1980) and renewed by Teques et al., (2020), was created. The scale consists of 15 items. The Cronbach's reliability values of the scale; democratic behavior 0.87, authoritarian behavior 0.73, education and training 0.76, social support 0.85, positive feedback 0.75 were found.

Analysis of Data

The raw data collected using data tools were transferred to Microsoft Office, Excel program and coding process was completed. Then, descriptive analysis of the data transferred to SPSS (26th version) package program was performed. Based on these data, it was decided to conduct parametric tests. Independent sample t-test was applied for two-group variables related to demographic characteristics. One-way variance analysis was applied for variables with three or more groups. Pearson correlation analysis was used to test the relationship between variables. In all these statistical calculations, the significance level was considered as " $p < 0.05$ ".

Findings

Table 1. Descriptive analysis results regarding demographic characteristics of the research group

Demographic Characteristics	Groups	f	%
Gender	Woman	54	32.5
	Male	112	67.5
Educational Status	Total	166	100.0
	Licence	117	72.67
Professional Tenure	Postgraduate	44	27.32
	Total	161	100.0
	1-5 Years	51	30.7
	6-10 Years	52	31.3
	11-15 Years	33	19.9
Coaching Level	15 Years and Above	30	18.1
	Total	166	100.0
	Level 1	17	10.4
	Level 2	77	47.0
	Level 3	62	37.8
	Level 4	8	4.9
	Total	164	100

Table 1 shows the frequencies and percentages of the demographic characteristics of the participants. While 32.5% ($f = 54$) of the participants were female, 67.5% ($f = 112$) were male. 72.6% ($f = 117$) of these people had an undergraduate degree and 27.3% had a postgraduate degree. 30.7% ($f = 51$) of the participants' professional tenure was 1-5 years, 31.3% ($f = 52$) had 6-10 years, 19.9% ($f = 33$) had 11-15 years and 18.1% ($f = 30$) had 15 years or more. When the coaching level of the research group was examined; Stage 1 is 10.4% ($f = 17$), Stage 2 is 47.0% ($f = 77$), Stage 3 is 37.8% ($f = 62$), Stage 4 is 4.9% ($f = 8$).

Table 2. Descriptive analysis results regarding the sub-dimensions of data collection tools

	Duty	Contextual	WP Total	Education-Training	Democratic Behavior	Autocratic	Social Support	Positive Feedback	SILO Total
Average	4.25	4.31	47.07	3.80	3.40	2.67	3.54	4.33	53.25
Median	4.166	4.300	47.000	4.000	3.333	2.666	3.666	4.666	54.000
ss .	.495	.470	4.483	1.084	.918	.968	.846	.816	9.215
Skewness	-.737	-.567	-.127	-.705	-.159	.569	-.274	-1.458	-.495
Kurtosis	1.393	.941	-.172	-.669	-.660	-.257	-.347	1.304	1.170
Minimum	1.83	2.40	33.00	1.33	1.33	1.00	1.33	1.33	24.00
Maximum	5.00	5.00	55.00	5.00	5.00	5.00	5.00	5.00	75.00

Table 2 shows the descriptive analysis results for the sub-dimensions of the data collection tools. These data include mean, median, standard deviation (sd .), minimum and maximum values. Skewness and kurtosis values are also included in these data. Based on this, it is possible to say that the data exhibits a homogeneous distribution since it is seen to be between -1.5 and +1.5 (Tabachnick & Fidell, 2013).

Table 3. T-Test results based on wp and silo scores regarding gender variable

Sub-dimensions	Gender	n	Avg.	ss .	t	p
Duty	Woman	54	4.27	.473	.445	.657
	Male	112	4.23	.506		
Contextual	Woman	54	4.37	.431	1.064	.289
	Male	112	4.28	.487		
WP total	Woman	54	47.50	4.146	.853	.395
	Male	112	46.86	4.641		
Education-Training	Woman	54	3.72	1.116	-.616	.539
	Male	112	3.83	1.072		
Democratic Behavior	Woman	54	3.37	.877	-.323	.747
	Male	112	3.41	.941		
Autocratic	Woman	54	2.61	.891	-.586	.558
	Male	112	2.70	1.005		
Social Support	Woman	54	3.56	.863	.227	.821
	Male	112	3.52	.842		
Positive Feedback	Woman	54	4.41	.747	.968	.334
	Male	112	4.28	.848		
Total silo	Woman	54	53.07	7.973	-.179	.858
	Male	112	53.34	9.790		

Table 3 shows the t-test results regarding gender variables among the participants. It was observed that there was no significant difference between the WP and SILO sub-dimensions and the total scores ($p>0.05$).

Table 4. Pearson correlation analysis results regarding the age variable of the research group and the cp and silo sub-dimensions

		Duty	Contextual	WP Total	Education- Training	Democrati c Behavior	Autocrat ic	Social Support	Positive Feedback	Silo Total
Age	r	.009	-.236 **	-.118	.363 **	.175 *	-.050	.109	.342 **	.286 **
	p	.911	.002	.131	.000	.024	.522	.161	.000	.000
	n	166	166	166	166	166	166	166	166	166

* $p<0.05$; ** $p<0.01$

Table 4 shows the results of the Pearson correlation analysis regarding the age variable of the participants and the CP and SILO sub-dimensions. According to these data, a low-level negative correlation was observed between the age variable and the "Contextual" sub-dimension ($p<0.01$). In the data regarding the SILO sub-dimensions and total scores, a low-level positive relationship was found between age and the "Democratic Behavior" and "SILO Total" sub-dimensions, while a moderate-level positive relationship was found between the "Education-Training" and "Positive Feedback" sub-dimensions ($p<0.01$).

Table 5. T-Test results based on wp and silo scores regarding the educational status variable

Sub-dimensions	Education	n	Avg.	ss .	t	P
Duty	Licence	117	4.21	.508	-1.582	.116
	Postgraduate	44	4.35	.472		
Contextual	Licence	117	4.33	.439	.215	.830
	Postgraduate	44	4.31	.551		
WP Total	Licence	117	46.95	4.393	-.934	.352
	Postgraduate	44	47.70	4.854		
Education- Training	Licence	117	3.64	1.147	-3.092	.002
	Postgraduate	44	4.21	.767		
Democratic Behavior	Licence	117	3.34	.958	-1.250	.213
	Postgraduate	44	3.55	.847		
Autocratic	Licence	117	2.67	.960	-.022	.983
	Postgraduate	44	2.68	1.046		
Social Support	Licence	117	3.53	.841	-.287	.774
	Postgraduate	44	3.57	.857		
Positive Feedback	Licence	117	4.25	.890	-1.659	.099
	Postgraduate	44	4.50	.590		
SILO Total	Licence	117	52.37	9.488	-1.965	.051
	Postgraduate	44	55.59	8.573		

* $p<0.05$

Table 5 shows the t-test results according to the educational status of the participants. No significant difference was found between the WP and SILO sub-dimensions and total scores ($p>0.05$).

Table 6. ANOVA results based on wp and silo scores regarding professional tenure variable

Sub-dimensions	VK	KT	sd	KO	F	p	Difference
Duty	Intergroup	1.792	3	.597	2,443	.066	-
	Intragroup	38.378	157	.244			
	Total	40.170	160				
Contextual	Intergroup	3.587	3	1.196	5.882	.001*	1>4
	Intragroup	31.909	157	.203			
	Total	35.495	160				
WP Total	Intergroup	242.895	3	80.965	4.200	.007*	3>2
	Intragroup	3026.906	157	19.280			
	Total	3269.801	160				
Education- Training	Intergroup	29.199	3	9.733	9.579	.000*	3>1
	Intragroup	159.530	157	1.016			
	Total	188.729	160				
Democratic Behavior	Intergroup	8.604	3	242.895	3.460	.018*	3>2
	Intragroup	130.153	157	.829			
	Total	138.758	160				
Autocratic	Intergroup	4.994	3	1.665	1.752	.159	-
	Intragroup	149.203	157	.950			
	Total	154.197	160				
Social Support	Intergroup	1.687	3	.562	.787	.503	-
	Intragroup	112.244	157	.715			
	Total	113.931	160				
Positive Feedback	Intergroup	11.466	3	3.822	6.160	.001*	4>1-2
	Intragroup	97.412	157	.620			
	Total	108.878	160				
SILO Total	Intergroup	1394.361	3	464.787	5.819	.001*	4-3>2-1
	Intragroup	12540.198	157	79.874			
	Total	13934.559	160				

* $p<0.05$

Table 6. shows the ANOVA results regarding the professional tenure of the participants . According to these data; a significant difference was found in the total scores of "Contextual" and Employee performance. In order to reveal which groups this difference was from, a post hoc analysis (Tukey) was performed as follows; In the "Contextual" sub-dimension, the average scores of the participants who have been in office for 1-5 years were found to be higher than those who have been in office for 15 years and above. In the total employee performance score, the average scores of the participants who have been in office for 11-15

years were found to be higher than those who have been in office for 6-10 years. In the findings related to SILO; a significant difference was found between the “Education and Training”, “Democratic Behavior” and “Positive Feedback” sub-dimensions and the SILO total scores. The differences encountered here were as follows: in the “Education and Training” sub-dimension, those who have been in office for 11-15 years were higher than those who have been in office for 1-5 years, “Democratic Behavior” was higher than those who have been in office for 11-15 years than those who have been in office for 6-10 years, and “Positive Feedback” was higher than those who have been in office for 15 years and above than those who have been in office for 1-5 years and 6-10 years. In the SILO total score, it was found that the average scores of the participants who served for 15 years and above and those in the 11-15 year range were higher than those who served for 6-10 years and 1-5 years.

Table 7. ANOVA results based on wp and silo scores regarding coaching level variable

Sub-dimensions	VK	KT	sd	KO	F	p	Difference
Duty	Intergroup	.094	3	.031	.126	.945	-
	Intragroup	39.765	160	.249			
	Total	39.858	163				
Contextual	Intergroup	.081	3	.027	.120	.948	
	Intragroup	35.944	160	.225			
	Total	36.024	163				
WP Total	Intergroup	6.370	3	2.123	.105	.957	
	Intragroup	3247.532	160	20.297			
	Total	3253.902	163				
Education-Training	Intergroup	.854	3	.285	.238	.870	
	Intragroup	191.180	160	1.195			
	Total	192.035	163				
Democratic Behavior	Intergroup	10.773	3	3.591	4.565	.004*	1>2
	Intragroup	125.879	160	.787			
	Total	136.652	163				
Autocratic	Intergroup	2.623	3	.874	.921	.432	-
	Intragroup	151.915	160	.949			
	Total	154.539	163				
Social Support	Intergroup	3.024	3	1.008	1.405	.243	-
	Intragroup	114.816	160	.718			
	Total	117.840	163				
Positive Feedback	Intergroup	2.615	3	.872	1.303	.275	
	Intragroup	107.046	160	.669			
	Total	109.661	163				
SILO Total	Intergroup	391.921	3	130.640	1.544	.205	
	Intragroup	13540.592	160	84.629			
	Total	13932.512	163				

*p<0.05

Table 7 shows the ANOVA results regarding the participants' coaching levels. According to these data, it was stated that there was a significant difference only in the "Democratic Behavior" sub-dimension ($p<0.05$). The difference was due to the fact that Level 1 coaches had higher scores than Level 2 coaches.

Table 8. Pearson correlation analysis results regarding the wp and silo sub-dimensions of the research group

Sub-dimensions		Duty	Contextual	WP Total
Education-Training	r	.374 **	.011	.254 **
	p	.000	.887	.001
	n	166	166	166
Democratic Behavior	r	.252 **	.039	.188 *
	p	.001	.616	.016
	n	166	166	166
Autocratic	r	-.022	.080	.027
	p	.774	.308	.731
	n	166	166	166
Social Support	r	.120	.111	.138
	p	.123	.156	.077
	n	166	166	166
Positive Feedback	r	.203 **	-.019	.124
	p	.009	.804	.111
	n	166	166	166
SILO Total	r	.288 **	.066	.225 **
	p	.000	.397	.004
	n	166	166	166

Table 8, shows the Pearson Correlation analysis results for the WP and SILO sub-dimensions of the research group. In this context, a positive medium-level relationship was found between the "Task" sub-dimension and the "Education and Training" sub-dimension, while a low-level positive relationship was found between the "Democratic Behavior", "Positive Feedback" and "SILO" total sub-dimensions ($p<0.05$). A low-level positive relationship was found between the WP total score and the "Education and Training", "Democratic Behavior" and "SILO" total sub-dimensions ($p<0.05$).

Discussion and Conclusion

The study was conducted to examine the relationship between the leadership characteristics of badminton coaches and employee performance. The data obtained from the responses of 166 badminton coaches participating in this study to the measurement tools were analyzed according to various variables.

No significant difference was found in the research results regarding employee performance and gender variable. In the study conducted by Mutlu (2020), no significant difference was found in the performance levels of employees both in the general performance scale and its sub-dimensions, and in the task and contextual performance sub-dimensions.

In another study investigating the effect of “managers’ ethical leadership levels on employee performance and organizational citizenship”, no significant difference was found between employee performance and gender (Kaplan, 2020). In the study conducted by Yeyrek (2018), no significant difference was found in the dimension of employee task performance based on the gender variable (Kocakabak (2011) did not find a statistically significant difference between gender and “employee performance” in the study. It is seen that the gender results of these studies conducted in different fields and with different sample groups in the literature are similar to our study and support these results.

There was no significant difference in the research results regarding the gender variable of perceived leadership for sports (SILO). According to the analysis results of the gender variable, no significant relationship was observed in the study conducted by Kandemir (2017). There was no significant difference between the leadership orientation of the coaches and the gender variable in the study conducted by Tapşın et al., (2020). In the study conducted by Çelik and Sünbül (2008), no difference was found according to the gender variable. These studies support our study. The reason for this is that it is important for all coaches, male and female, to exhibit effective leadership behavior to their athletes in order to achieve the goals they set for themselves. It can also be considered that leadership is a feature that can be developed with various training programs.

According to the employee performance of the research group, it was stated that there was a significant difference between the age variable and the "Contextual" sub-dimension. In their research, Yılmaz and Günay (2020), found a significant difference between the age variable and "employee performance". While no significant difference was found in the sub-dimensions of task performance in Öztürk (2019) research, a significant difference was obtained in the sub-dimensions of contextual performance. These studies support our research. There are also studies in the literature showing that there is no difference between age and employee performance (Borş, 2010; Aktuğ, 2016; Avcı, 2019; Özer, 2019; Mutlu, 2020; Kaplan, 2020; Karaman et al., 2020). The data obtained from these studies differ from our study.

In the data regarding SILO sub-dimensions and total scores, a low level positive relationship was found between age and the “Democratic Behavior” and “SILO Total” sub-dimensions, while a moderate level positive relationship was found between the “Education-Training” and “Positive Feedback” sub-dimensions. In the study conducted by Kılınçarslan (2013), which is parallel to our study, a significant difference was found between age and leadership characteristics. In his study conducted by Özalp (2019), on football coaches, significant differences were found between the leadership style sub-components and the age factor. Serin (2016) found no significant relationship between the age variable of boxing coaches and leadership behaviors, except for democratic behavior. These studies support our study. (Dereli, 2003; Mcardle, 2008; Aytekin, 2014; Atçı, 2018;) found significant differences in leadership orientations depending on age factors in his study and suggested that this difference develops with the age of the individual. It may be thought that these results may be due to the fact that the studies were conducted in different research groups and regions.

No significant difference was observed in the research results regarding employee performance and education status variables. Öztürk (2019), Although it was observed that there was no significant difference in the task performance sub-dimension of the participants according to the education variable, a significant difference was stated between those working in high school and above groups and those working in university and above groups. In their study regarding this, they observed that contextual performance decreased as the level of

education increased. Our findings were similar in the task performance sub-dimension but not in the context sub-dimension. Mutlu (2020), concluded in the study that employees with an associate degree had higher averages than employees with a bachelor's or graduate degree in the task performance sub-dimension. The results of this study are not similar to our study.

No significant difference was observed in the research results regarding the educational status variable of perceived leadership for sports (SILO). In the research conducted by Mutlu et al. (2019), it was observed that there was no statistically significant difference according to the educational status variable. In the study conducted by Saraçoğlu (2022), no significant relationship was observed in the total scores of all sub-dimensions and scales in the analysis made between the leadership orientation and educational status variables of the coaches. In support of our study by Senger (2014), it was concluded that there was no significant difference between the scores of the sub-dimensions of the leadership scale of the coaches and their educational status. On the other hand, Kadak (2008), found that there was no significant difference between the educational status variable and leadership characteristics in their research. These studies are parallel to our research. Yurt, (2019), found a statistically significant difference between the education levels of the coaches and the sub-dimensions of leadership behaviors.

In the data regarding professional tenure, a significant difference was found in the total scores of "Contextual" and employee performance. As a result of the post hoc analysis (tukey) conducted to determine which groups this difference was between; the average scores of the participants who worked for 1-5 years in the "Contextual" sub-dimension were found to be higher than those who worked for 15 years and above. In the total score of employee performance, the average scores of the participants who worked for 11-15 years were found to be higher than those who worked for 6-10 years. In the research of Mutlu (2020), it was stated that there was a significant difference between the working hours and "employee performance" variables in the facilities where the employees worked. In the research conducted by Dokuzer (2018), on bank employees, significant differences were found in the overall employee performance and task performance sub-dimension.

Regarding professional tenure, significant differences were found in the SILO scale sub-dimensions, "Education and Training", "Democratic Behavior" and "Positive Feedback" and between the SILO total scores. The differences found here were that in the "Education and Training" sub-dimension, those who had served for 11-15 years were higher than those who had served for 1-5 years; "Democratic Behavior" was higher than those who had served for 11-15 years and for 6-10 years; and "Positive Feedback" was higher than those who had served for 15 years and above and for 1-5 years and for 6-10 years. In the SILO total score, it was found that the average scores of the participants who had served for 15 years and above and between 11-15 years were higher than those who had served for 6-10 years and for 1-5 years.

In a study conducted on physical education teachers, Çelik (2014), concluded that teachers' leadership orientations differ significantly depending on their professional age. According to Kadak (2008) and Derbedek (2008), a significant difference was obtained between professional age and leadership characteristics. Öz'ün (2018), study, it was concluded that there was no difference in the sub-dimensions of leadership orientation depending on the age variable in the coaching profession.

In the data regarding the coaching level, it was stated that there was a statistically significant difference in the "Democratic Behavior" sub-dimension. It can be said that this difference is due to the fact that Level 1 coaches obtained higher scores than Level 2 coaches. In the study

conducted by Serin (2016), on boxing coaches, it was observed that there were significant differences in the democratic behavior sub-dimension, and the average scores of the second and fourth level coaches were high. This result supports our research. In the study conducted by Köksal (2007), on the leadership styles of coaches working in various branches of the General Directorate of State Youth and Sports in the Central Anatolia Region, no significant relationship was observed between educational-instructive behavior, autocratic behavior, socially supportive behavior and coercive behavior. These results are not similar to the results of our research.

Suggestions

Badminton coaches and employee performance, the following suggestions were made.

The research results presented in this study are aimed to provide data that will help various studies in the literature and organizations to estimate employee perceptions in performance management system applications. Thus, it will be possible to make more effective plans in the light of this data.

In line with our study results, it is recommended that future researchers in this field conduct research by including coaches with different demographic characteristics and different sports branches.

**This study was presented as a paper titled “examination of the relationship between the leadership characteristics of badminton coaches and employee performance” at the 7th international eurasian sports education and society congress-iecscs sports sciences congress (november 2024, Kars)*

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