



# Investigating the Relationship between Leadership Style of Coaches and Sports Emotions of Athletes Participating in Bahrain 2021 Para-Asian Youth Championship

Saeid Yarmohamadi Monfared<sup>1</sup> | Farzad Nobakht Sareban<sup>2</sup> | Abbas Naghizadeh-

Baghi<sup>3</sup> | Parisa Khoeini<sup>4</sup>

1. Corresponding author, Ph.D. Student in Sports Management, Department of Sport Management, Faculty of Educational Sciences & Psychology, University of Mohaghegh Ardabili, Ardabil, Iran. Email: [saeedy63@gmail.com](mailto:saeedy63@gmail.com)
2. Associate Professor of Sports Management, Department of Sport Management, Faculty of Educational Sciences & Psychology, University of Mohaghegh Ardabili. Ardabil, Iran. Email: [nobakht.farzad@uma.ac.ir](mailto:nobakht.farzad@uma.ac.ir)
3. Associate Professor of Sports Management, Department of Sport Management, Faculty of Educational Sciences & Psychology, University of Mohaghegh Ardabili. Ardabil, Iran. Email: [a.naghizadeh@uma.ac.ir](mailto:a.naghizadeh@uma.ac.ir)
4. Master of Physical Education. Email: [pkhoeini@ymail.com](mailto:pkhoeini@ymail.com)

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## ABSTRACT

The purpose of this study was to investigate the relationship between coaches' leadership styles and sport emotions of athletes participating in the Bahrain 2021 Para-Asian Youth Championships. The statistical population of the study consisted of all athletes participating in the Bahrain 2021 Para-Asian Youth Championships including 750 athletes from 30 Asian countries. Using Morgan table, the sample size was determined to be 256 athletes. The research instruments included the Modified Sport Emotion Questionnaire (SEQ) and the Sport Leadership Scale (LLS). Kolmogorov-Smirnov test, Pearson correlation coefficient, independent t-test and Friedman test in SPSS 23 software were used to analyze the data. The results showed that the leadership style of social support of sport coaches had a negative and significant relationship with the components of anxiety, dejection, excitement and anger of athletes' sport emotions as well as a positive and significant relationship with the component of happiness. The authoritarian style of sport coaches had a positive and significant relationship with the components of anxiety, dejection and anger of athletes as well as a negative and significant relationship with the components of excitement and happiness ( $p \leq 0.01$ ). Generally, by recognizing the psychological consequences associated with coaches' leadership style, it is possible to help improve positive emotional states and control negative emotional states in athletes.

## Introduction

Today, in developed countries, people with disabilities participate in a wide range of social activities and competitions and have introduced their identity to society (Hosseiniyan Mohajer, Fahimi Nezhad, Morsal, & Tayebi Sani, 2022). Exercise is a suitable tool and bed for reviving special groups such as

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the disabled, the blind, and the deaf in society because it has various functions such as health and well-being, physical healing and healing, vitality and happiness, fitness and beauty, and finally social participation (Arjmandnia, Mahaki, Sharifi, & Heydari, 2017). People with disabilities exist in all societies and are an integral part of society (Oliver et al., 2018). International sports competitions are constantly increasing, and the pervasiveness and importance of success in the international arena have attracted the special attention of governments, and countries are taking more strategic approaches to the development of world championship sports (De Bosscher, De Knop, Van Bottenburg, Shibli, & Bingham, 2009). In many countries, there are opportunities for people with disabilities at the grassroots level to become champions to demonstrate their abilities in sports and physical activity (Alizadeh & Cobuliev, 2021).

In this regard, it is necessary to identify the factors that can affect the success of athletes with disabilities to focus on these factors on maximize success in these athletes. One of the important and influential aspects of the sports success of athletes with disabilities is the psychological aspect of sports activities. According to Johnson (2009), victory in many sports is not just the result of physical dominance, but rather a combination of physical, psychological, and technical preparation. Based on this convincing argument of sports clubs, sports psychologists consider themselves part of their team. According to research findings, athletes or players of teams that use psychological skills in training and competitions, have better individual performance and athletic performance (Moslehi, Doosti, & Safaniya, 2015). Knowing the dimensions and psychological characteristics of athletes affects their competition and athletic performance. Coaches and athletes themselves can improve their performance by knowing the exact psychological dimensions of themselves, their teammates, and their competitors. Among these, one of the important approaches in sports psychology studies is performance-related emotions (Lee, Kim, & Heere, 2018). Lazarus (2000) defines emotions as an organized psychological response that is related to the environment and individual and social factors (Lazarus, 2000). AAT (2007) states that each athlete has his or her emotional state in which successful performance is more likely to occur. He showed that an athletes' emotional state is very important in determining successful performance. Optimal performance conditions can include both positive and negative emotions (AAT, 2007). Athletes whose emotional states are within the individual range of optimal performance are more successful than athletes whose emotional state is outside the individual range of optimal performance (Ruiz, Raglin, & Hanin, 2017). Positive emotions can be a feeling of happiness for winning or achieving goals. On the other hand, dissatisfaction and anger are a type of negative emotions. Both types of emotions show similar or different patterns of physiological activity that can affect collective performance and effectiveness differently (Lavallee, Thatcher, & Jones, 2004). Carver (2004) stated that positive emotions may occur simultaneously with performance and can facilitate the achievement of goals. To control the negative effects of stress and unpleasant emotions, athletes must perform their performance in the best possible way (Carver, 2004).

Successful sports teams usually have a prominent industry that distinguishes them from unsuccessful teams, and that is effective, active and competent management and leadership. Also, one of the basic pillars of the formation and development of sports teams is coaches and their important role in the performance of players cannot be ignored (González-García, Martinent, & Trinidad Morales, 2019). A coach is one of the significant parts of the achievement, using his knowledge and experience to guide players towards accomplishment. It is universally accepted that the role of a coach has a huge influence on sporting success (Adibpour, Hosseini, & Honari, 2021). It seems that one of the factors affecting sports excitement is the type of management and leadership style of the coaches of sports teams. Examining the behavior and leadership style of coaches and their effect on the behavior, emotions and feelings of athletes, helps us to improve the relationship between coach and athlete and make better decisions and planning. In any sporting event, the athlete or team wants to contribute to success with the best performance. The potential success of an athlete or team is the result of better preparation and harder work. Festinger et al. (2011) reported that coach-athlete interactions may affect sporting situations. In addition, the coaching behavior pattern influences the competition and helps the goal and direction of victory in young athletes (Festinger, Schachter, & Back, 1950). Bad coaching behaviors are associated with negative outcomes such as decreased satisfaction in young athletes. Some coaching ethics and behavior may affect player satisfaction,

although one of the most important factors in coaching is gaining athlete satisfaction. The satisfaction of male and female athletes should be part of the evaluation of sports programs. Effective leaders can anticipate future opportunities and design selective strategies to address ambiguities. The success of a team largely depends on the behavior of members or players of that particular team (Moslehi et al., 2015). Coaches may influence psychological factors such as motivation and productivity for athletes to progress (Osborn & Marion, 2009). Most researchers on the effectiveness of coaching have hypothesized that coaching greatly affects the performance and behavior of athletes. Accordingly, Thurman (2008) stated that coaches' behavior directly affects motivation, team cohesion and success, athletes' successful behavior and team success (Moslehi et al., 2015). According to Gonzalez and Martinet (2019) in different competitions, the coach's leadership behaviors have been related to the pleasant and unpleasant feelings of athletes in the competition (González-García et al., 2019).

The fact is that his leadership style, behaviors, perceptions, and decisions affect athletes and team outcomes. The coach has the legal power to manage the team and can influence the athletes and demand too much effort from their athletes, so the coach has the power to lead. Many studies in the field of leadership styles have been done using leadership theories in management and many models have been presented. From a theoretical point of view, one of the most well-known models of sports leadership is the model of Chelladurai and Saleh (1980) and recent research in the field of sports leadership is based on this theoretical model (Cruz & Kim, 2017). This model focuses on the impact of various coaching leadership behaviors (Chelladurai & Saleh, 1980). The Chelladurai (1980) model for coaching leadership in sporting situations has identified five leadership styles: training and practice style, democratic style, authoritarian style, social support style and positive feedback style (González-García et al., 2019). Zamani Sani et al. (2019) in a study entitled Sports excitement and collective performance in healthy and disabled athletes referred to the following findings. Based on the obtained means, athletes with disabilities had higher values than healthy athletes in all subscales of sports excitement and collective performance, although the difference was not significant. However, there was a significant difference between the two groups of healthy and disabled athletes in the factors of anxiety and anger, so disabled athletes had higher scores (Zamani Sani, Fathirezaie, & Abbaspour, 2019). Jing Horng and Hsu (2015) found the following results in a study. Athletes' self-centeredness and perceived authoritarian leadership were associated with lower levels of athletic personality. In contrast, conscientiousness, benevolent leadership, and moral leadership predicted higher levels of athletic personality. Patsiaouras (2021) conducted a study on the effect of a coach's leadership style on volleyball players' resilience. Data analysis showed that volleyball coaches' authoritarian behavior has a significant effect on volleyball players' resilience and can predict volleyball players' resilience. Gonzalez et al. (2021) found the following results in a study entitled "Relationships between coach's perceived leadership and athletes' emotional states experienced during competition." The results showed that the coach's social support style significantly predicts the direction of negative emotions during and before the competition. In addition, the coach's democratic behavior predicts the negative effects of emotional states during the match, while the coach's authoritarian behavior predicts the intensity of the positive effects of emotional states (González-García, Martinet, & Nicolas, 2021).

The importance that has recently been attached to the role of psychological issues in improving the abilities of athletes has been unprecedented in the past few years and coaches and athletes have realized that success in sport is not only the result of physical activity and efficiency and psychological aspects should be considered. Given that very little research has been done in the field of combined management and sport psychology of people with disabilities and given that there are differences between disabled and healthy athletes in the field of sport psychology due to their differences in functional abilities, it seems necessary to address this issue. Also, the basic knowledge of sport psychology for the disabled is very small compared to the sport psychology of healthy athletes and their differences. According to the above, by knowing the relationship between the leadership style of sport coaches and pre-competition sport emotions in athletes with disabilities, effective steps can be taken to improve the performance of athletes with disabilities.

Various continental and global matches, and most importantly, the Olympics have become an arena for competition between the selected young athletes of the nations, and various sciences and techniques have thus been applied to sports (Arian & Ghaderi, 2021). One of the important

competitions that provide the opportunity for disabled athletes to participate in the international arena is the Para-Asian Youth Games (AYPG). These games by providing more opportunities for young athletes to compete, the Games play an important role in the Asian Paralympic Committee's strategy to grow the Paralympic movement in Asia. Also, this competition is an opportunity for young athletes to prepare for bigger games by gaining experience and the opportunity to participate in international games. The Para-Asian Youth Games (AYPG) are held every four years, hosted by an Asian country. The fourth Para-Asian Youth Games was held from December 2 to 6, 2021, and hosted by Bahrain. 750 disabled athletes under the age of 23 from 30 Asian countries participated for five days in 9 sports including para-athletics, para-badminton, bocce, goalball, para-lifting, para-swimming, para-table tennis, para-taekwondo. Iran and Thailand with more than 100 athletes and hoping to top the medals table, entered Bahrain with the largest delegation in history. Finally, Iran was at the top of the medals table with 122 medals, including 44 gold (Committee., 2021).

Researchers in this study sought to determine the relationship between the types of leadership styles of international sport coaches present at the Bahrain 2021 Para-Asian Games with pre-competition Sport emotions of athletes with disabilities and thus be able to determine the best coaching style for working with people with disabilities. Thus, to further develop this trend of research, the present study was conducted to provide a new experimental test of the effect of coach leadership behaviors on pre-competitive sport emotions of athletes with disabilities. In this regard, the following research questions are raised:

1- Is there a significant relationship between the types of leadership styles of international sport coaches present at the Bahrain 2021 Para-Asian Games and the Sport emotions of athletes with disabilities?

2- Is there a significant difference between athletes with disabilities in sport emotions in terms of gender?

3- What kind of leadership style do the coaches present in the Bahrain 2021 Para-Asian Youth Championship use the most?

4. Athletes in the Bahrain 2021 Para-Asian Youth Championships What kind of Sport emotions do they most experience before the competition?

## **Methodology**

The present study is descriptive and correlational. The statistical population of the study consisted of all athletes participating in the Bahrain 2021 Para-Asian Youth Championships; which included 750 athletes from 30 Asian countries. The athletes competed in 9 sport including wheelchair, soccer, athletics, badminton, weightlifting, swimming, table tennis, taekwondo, and basketball in a wheelchair from December 2 to 6, 2021 in Bahrain. Using the Morgan table, the sample size was determined equal to 256 athletes from different countries; which had 240 usable questionnaires. Due to the presence of the researcher of this research as the coach of the national team of Buchia Iran in these competitions, the questionnaires were randomly given to the athletes at the opening ceremony and the venue of the competitions. The 22-item Modified Sport Emotion Questionnaire (SEQ) of Jones et al. (2005) was used to assess sport emotions. The questionnaire included 5 pervasive emotions: anxiety (5 items), dejection (5 items), excitement (4 items), anger (4 items), and happiness (4 items), Which was used on a 5-point Likert scale (never = 0 to very high = 4). Its reliability in constructing a questionnaire using Cronbach's alpha method from 0.81 Up to 0.88 is obtained. In addition, the construct validity has been proved by using the correlation coefficient with the whole test and subscales as well as by the method of confirmatory factor analysis (Jones et al., 2005). In the present study, the reliability of five factors of sport emotions was obtained using Cronbach's alpha in the subscales of anxiety (0.73), excitement (0.80), dejection (0.79), happiness (0.69), and anger (0.68). In this questionnaire, participants were asked to indicate how they currently feel about their future competition in the competitive environment during the coming week. The Sport Leadership Scale (LLS) by Chelladurai and Saleh (1980) was used to evaluate athletes' observations of their



coaching leadership styles and behaviors and through the five dimensions used in this study. This scale consists of 40 components that ask athletes to indicate the extent to which they present their coaching behaviors described in the questionnaire. The form of response consists of a five-point Likert scale (1 = never, 5 = always). This questionnaire measures the five dimensions of authoritarian coaching behavior (5 items), social support (8 items), positive feedback (5 items), democratic behavior (9 items) and Training and Instruction (13 items). This questionnaire has a tested content, simultaneous validity, predictor, factor and structure validity (Chelladurai & Saleh, 1980). In addition, Pattiavers (2021) examined and reported the reliability of the scale through Cronbach's alpha. Education and training (.66), positive feedback (.72), democratic behavior (.66), social support (.60), and autocratic behavior (0.59.) (Patsiaouras, Boziou, & Kontonasiou, 2022). The Kolmogorov-Smirnov test was used to analyze the data and determine the normality of the data and the Pearson correlation coefficient was used to obtain the relationship between the research variables. An independent t-test was used to evaluate the significant differences between male and female athletes and Friedman test was used to rank the components of sport emotions. Statistical calculation related to the research was considered by SPSS 23 software and significance level ( $p \leq 0.01$ ).

## Results

The study included 230 participants under the age of 23, including 145 male and 95 female athletes from 30 Asian countries participating in the 2021 Bahrain Young Para-Asian Games. The demographic information of the sample under study is given in Table 1.

**Table1.** Demographic information of athletes participating in the study

	Gender		Age				Sport history			
	Girl	Boy	Under 14 years	16-18 years	18-20 years	20-23 years	1-2 years	2-4 years	4-6 years	Over 6 years
<b>Number</b>	95	145	14	27	84	115	10	43	86	101
<b>Percentage</b>	39.59	60.41	5.83	11.25	35	47.91	4.16	17.91	35.83	42.08
<b>Total</b>	240		240				240			

Kolmogorov-Smirnov test for data normality showed that the data distribution in both scales is normal (Table 2).

**Table2.** Results of Kolmogorov-Smirnov test

Variables	N	Mean	SD	KS	P- value	Test result
<b>leadership style</b>	240	4.15	.725	.0205	.856	It is normal
<b>Sport emotions</b>	240	2.43	1.025	.725	.623	It is normal

Table 3, shows the results of Cronbach's alpha test to determine the internal consistency of different research scales.

**Table3.** Internal consistency for research scales

	Components	Cronbach's alpha
<b>Leadership Styles</b>	Training and Instruction	.71
	Positive feedback	.73
	Democratic behavior	.68
	social support	.74
	Autocratic behavior	.69
<b>Sport emotions</b>	Anxiety	.73
	Dejection	.80
	Excitement	.79
	Anger	.69
	Happiness	.68

Table 4 shows the results of the correlation coefficient of leadership style components with sport emotion components.

**Table4.** Correlation coefficient of leadership style components with sport emotion components

Variables		Anxiety	Dejection	Excitement	Anger	Happiness
<b>Training and Instruction</b>	Pearson correlation	-.215	.020	-.284	.152	.084
	Sig	.001	.852	.001	1.251	.554
<b>Positive feedback</b>	Pearson correlation	.268	.484	-.384	.027	-.179
	Sig	.001	.001	.001	.45	.040
<b>Democratic behavior</b>	Pearson correlation	-.426	-.142	.315	.112	.195
	Sig	.001	.001	.001	.856	.001
<b>Social support</b>	Pearson correlation	-.384	-.512	-.289	-.189	.325
	Sig	.001	.001	.001	.043	.020
<b>Autocratic behavior</b>	Pearson correlation	.355	.412	-.238	.369	-.259
	Sig	.004	.039	.001	.001	.001

The results showed that the leadership style of social support of sport coaches had a negative and significant relationship with the components of anxiety, dejection, excitement and anger of athletes' sport emotions, and a positive and significant relationship with the happiness component of sport emotions ( $p \leq 0.01$ ). The authoritarian style of sport coaches has a positive and significant relationship with the components of anxiety, dejection, and anger in athletes' sport emotions and a negative and significant relationship with the components of excitement and happiness in sport emotions. The positive feedback style of sport coaches has a positive and significant relationship with the components of anxiety and dejection of athletes' sport emotions and a negative and significant relationship with the components of excitement and happiness of sport emotions and also has no significant relationship with anger ( $p \leq 0.01$ ). The democratic style of sport coaches has a negative and significant relationship with the components of anxiety and dejection of athletes' sport emotions and a positive and significant relationship with the components of excitement and happiness of sport emotions. It also has no significant relationship with the anger component ( $p \leq 0.01$ ). The training style of sport coaches has a negative and significant relationship with the components of excitement, anxiety and sport emotions of athletes and has no significant relationship with the components of happiness, dejection and anger of sport emotions ( $p \leq 0.01$ ).

An independent t-test was used to evaluate and compare the status of sport emotion items according to the gender variable, the results of which are shown in the table below.

**Table5.** Comparing the status of sport emotion items with respect to the gender variable

Variable	Gender	N	Mean	Sd	t	df	sig
<b>Anxiety</b>	Boy	145	1.96	.743	2.56	238	.001
	Girl	95	2.34	.842			
<b>Dejection</b>	Boy	145	.95	.787	-3.97	238	.785
	Girl	95	1.15	.798			
<b>Excitement</b>	Boy	145	2.78	.730	4.19	238	.001
	Girl	95	2.05	.654			
<b>Anger</b>	Boy	145	1.50	.717	-.59	238	.542
	Girl	95	.60	.709			
<b>Happiness</b>	Boy	145	1.72	.753	2.78	238	.956
	Girl	95	1.79	.815			

According to the results of Table 5, there was no significant difference between girls and boys athletes in the components of dejection ( $t = 3.97$ ), anger ( $t = 0.59$ ), and happiness ( $t = 2.78$ ). Also, a significant difference was observed between girls and boys athletes in the components of anxiety ( $t = 2.56$ ) and excitement ( $t = 4.19$ ). According to the results, girls experience more anxiety than boys before the competition. On the other hand, boys experience more excitement than girls before the competition ( $p \leq 0.01$ ).

In addition to significantly showing respondents' statements, the Friedman test demonstrates the prioritization of the coach's leadership style and sport emotion items in the following order:

**Table 6.** Ranking of sport emotions items

Variable	Items	Rank Mean	Ranking	Chi-square	df	sig
leadership style	Training and Instruction	3.24	First	338	4	.001
	Positive feedback	3.05	Second			
	Democratic behavior	2.21	Fourth			
	social support	2.75	Third			
	Autocratic behavior	1.75	Fifth			
Sport emotions	Anxiety	3.22	Second	296.02	4	.001
	Dejection	2.07	Fourth			
	Excitement	4.23	First			
	Anger	1.55	Fifth			
	Happiness	2.31	Third			

According to the findings of Table 6, it can be seen that most of the coaches present in the Bahrain 2021 Para-Asian Games used the leadership style of training and training (average rating = 3.24). Leadership style has positive feedback in second place (average rating = 3.5). Social support styles (mean rank = 2.75), democratic behavior (mean rank = 2.21), and autocratic behavior (mean rank = 1.75). They are in the next positions.

Also, according to the information in this table, excitement among athletes is in the first rank of pre-competition sport emotions (average rank = 4.23). Anxiety is in second place (mean rating = 3.22). Happiness (mean rating = 2.31), dejection (mean rating = 2.07) and anger (mean rating = 1.55) are in the next ranks.

## Discussion and Conclusion

The results showed that the leadership style of social support of sport coaches has a negative and significant relationship with the components of anxiety, dejection, excitement and anger of athletes' sport emotions and a positive and significant relationship with the component of happiness of sport emotions. The authoritarian style of sport coaches has a positive and significant relationship with the components of anxiety, dejection and anger of athletes' sport emotions and a negative and significant relationship with the components of excitement and happiness in sport emotions. In addition, the positive feedback style of sport coaches has a positive and significant relationship with the components of anxiety and dejection of athletes' sport emotions and a negative and significant relationship with the components of excitement and happiness of sport emotions. It also has no significant relationship with the anger component. The results also showed that the democratic style of sport coaches has a negative and significant relationship with the components of anxiety and dejection of athletes' sport emotions and a positive and significant relationship with the components of excitement and happiness of sport emotions. It also has no significant relationship with the anger component. On the other hand, the training style of sport coaches has a negative and significant relationship with the components of excitement, anxiety, sport emotions of athletes and has no significant relationship with the components of happiness, dejection and anger of sport emotions.

These findings are consistent to part of the research results of Mehrabiyan et al. (2016), Gonzalez et al. (2019), Gonzalez et al. (2021), Cruz and Kim (2017)(Cruz & Kim, 2017; González-García et al., 2021; González-García et al., 2019; Mehrabiyan, Kavousi Aslanshah, & Heirani, 2016). The results of Mehrabiyan et al. (2016) showed that there is a negative and significant relationship between social support leadership style and trait anxiety. There is also a negative and significant relationship between positive feedback leadership style and trait anxiety. There is a negative and significant relationship between the leadership style of Training and Instruction with trait anxiety. There is no significant relationship between authoritarian leadership style and trait anxiety, but there is a significant direct relationship between authoritarian leadership style and state anxiety. There is also a significant direct relationship between authoritarian leadership style and general anxiety (Mehrabiyan et al., 2016). According to the research findings of Gonzalez et al. (2021), the coaching style of coach Training and Instruction has a significant relationship with positive and negative emotions before the competition. The coach's democratic leadership style has no significant relationship with the positive and negative emotions before the match. The coach's authoritarian leadership style has no significant relationship with positive emotions before the match, but it has a significant relationship with negative emotions before the competition. The coaching style of the coach's social support has a significant relationship with the positive emotions before the match. The leadership style of positive coaching feedback has a significant relationship with positive and negative emotions before the match (González-García et al., 2021). Players need to feel that they are part of the training process and that they have the chance to make decisions in their sporting careers. As many studies point out, autonomy is a central factor that leads to positive outcomes in athletes (Amorose & Anderson-Butcher, 2007). Because the democratic style is determined by the consensus in decision-making between the coach and the player, it is important for athletes to feel that they can make decisions and participate in their training and competition. Thus, increasing sport training for coaches in coaching courses and professional seminars can be a special measure to develop the coach's democratic leadership behavior (Cruz & Kim, 2017). The results of the research of De Albuquerque et al. (2021) showed that the democratic style of the coach has a significant relationship with the individual and social development of athletes (De Bosscher et al., 2009). Coaches with democratic behavior promote stronger relationships and a sense of belonging among group members (Farias, Mesquita, & Hastie, 2015). It should be noted that athletes may not always be able to always prefer democratic coaching behaviors in all sport situations; Because while athletes generally appreciate coaches who make and encourage their independence in decision-making within the training environment, in the context of competition, independence in decision-making can lead to uncertainty and in turn lead to inconsistent results. Thus, the coach's democratic leadership behaviors in competition environments can greatly reduce the independence of athletes in competition (Cruz & Kim, 2017). On the other hand, the results of Bruner et al. (2017) showed that there is a significant relationship between the perceived profile of coach social support and individual and social development of athletes. Environments in which young people build good quality relationships with educators and understand a sense of belonging are associated with greater individual and social development (Bruner et al., 2017). Coaches who provide social support to athletes create the positive effects of forward-looking adaptation when dealing with the emotions of competitive sport environments (González-García et al., 2021).

Athletes whose coaches were authoritarian were less likely to acquire individual and social skills. A study on the preference of coach coaching style among young badminton athletes showed that authoritarian leadership style is the least popular (Cruz & Kim, 2017). Gonzalez et al. (2021) study was performed on young athletes from different groups and a significant relationship was observed between authoritarian leadership style and feelings of unpleasant involvement in sport (González-García et al., 2021). This result confirmed a large proportion of cross-sectional studies that have shown an association between authoritarian coaching behaviors and athletes' maladaptive outcomes such as athlete burnout, controlled motivation, or anxiety (Cruz & Kim, 2017).

According to the results of the present study, there was no significant difference between girls and boys athletes in the components of dejection and anger, and happiness of sport emotions; But there was a significant difference between girls and boys athletes in the components of anxiety and excitement. According to the results, girls experience more anxiety than boys before the competition. On the other hand, boys experience more excitement than girls before the competition. The results of



Zamani Sani et al. (2015) showed that there is a significant difference between the two groups of healthy and disabled athletes in sport emotions and its components and the average of disabled athletes was higher than healthy athletes (Zamani Sani et al., 2019). Reed et al. (2014) stated that recognizing negative emotions such as anxiety, sadness, and anger is age-related. The results of research by Paulus et al. (2016) showed that athletes in individual sport experience a higher level of dejection, anxiety, and psychological vulnerability than in group sport (Paulus, Vanwoerden, Norton, & Sharp, 2016). According to Nolen-Hoeksema (2011), women use emotion regulation strategies more than men, and emotion regulation strategies are similarly related to emotion control in women and men. In general, women are more emotional than men (Nolen-Hoeksema, 2012). They have more emotional fluctuations and differ in quantity and quality from men emotionally. Men are more aggressive than women and their methods of violence are more physical, while women are more verbally aggressive. Sex differences in emotional processes represent some of the strongest sexual stereotypes in the world. However, there is no empirical support for these stereotypes, especially from research that uses objective measures, such as neural imaging techniques. In a study, Whittle et al. (2011) experimentally tested gender differences in the relationship between brain function and emotional processes (including perception, reactivity, regulation, and experience) (Whittle, Yücel, Yap, & Allen, 2011). Evidence of distinct sex differences was found in the neural mechanisms underlying emotional processes, and in most cases showed that men and women use different strategies during emotional processing that may lead to sexual differences in the emotional process. They made several methodological considerations for future research on how these findings might provide insight into the mechanisms underlying gender differences in emotional behaviors. Importantly, the results show that gender differences should not be overlooked in research examining emotions (Whittle et al., 2011).

According to the findings, it was observed that most of the coaches present in the Bahrain 2021 Para-Asian Games used the training leadership style. Leadership style comes in second with positive feedback, followed by social support, democratic behavior, and autocratic behavior. This finding is inconsistent with the results of Moradi and Akbari (2015) and Moslehi et al. (2016) (Moradi & Akbari, 2017; Moslehi et al., 2015). Moslehi et al. (2016) in their research pointed out that educators use the democratic leadership style more and the training leadership style less. This discrepancy can be due to research on healthy athletes and competition levels. In ranking the types of emotion experienced by athletes with disabilities, excitement was ranked first among athletes and anxiety was ranked second. Happiness, dejection, and anger were next (Moslehi et al., 2015). According to Vast et al. (2010), emotion was the most prominent emotion that athletes experienced, followed by happiness, anxiety, and very small amounts of anger and dejection (Vast, Young, & Thomas, 2010). According to contemporary theory, negative emotions are not explicitly considered harmful to performance. For example, the average rating of the degree to which anxiety leads to performance-related focus, automatic physical movements, and facilitates concentration and performance rose above the midpoint of the scale, indicating that anxiety has Beneficial effects. Anxiety may be considered helpful because it encourages engaging in behaviors to prevent failure. In contrast, anger and frustration may be less valued, as they are more likely to encourage aggressive aggression behaviors, and these behaviors may be less beneficial to competing athletes (Tamir, Chiu, & Gross, 2007).

From a practical point of view, the results of the present study help sport psychologists, counselors and coaches to become familiar with the harmful emotional states associated with various leadership styles of disabled athletes coaches and thus the psychological consequences associated with coaching leadership behaviors that lead to improved positive emotional states. And can strengthen the control of negative emotional states in athletes. For example, according to the results of this study, the social support style and democratic behavior of coaches in Para-Asian competitions led to increased positive emotional outcomes and control of negative emotions in sport competitions. Therefore, coaches who work with athletes with disabilities are advised to try to use more social leadership style and democratic behavior in dealing with this type of athlete. Of course, it should be noted that not only democratic leadership can bring positive emotional states, but it can also lead to negative results. Thus, coaches need to keep in mind that despite the need to provide guidance and delegation, an imbalance in this will lead to increased uncertainty in the competition. In addition, the results of the study confirmed the negative impact of authoritarian leadership, so the results of the study warn

coaches to remember that it is better not to focus their leadership on authoritarian methods (excessive control, punishment and orders) in dealing with disabled athletes. Therefore, coaches should focus on providing instruction, social support, feedback, and the need for independence in athletes with disabilities. In general, based on the results, it is very important to study the role of the coach's leadership behaviors in controlling the emotions of disabled athletes during and before the competition. As a result, it is recommended to implement training programs designed to develop the awareness of the coaches of the National Paralympic Committee about the types of leadership styles and their effects on regulating the emotions and optimal performance of disabled athletes in international competitions.

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