



저작자표시-비영리-변경금지 2.0 대한민국

이용자는 아래의 조건을 따르는 경우에 한하여 자유롭게

- 이 저작물을 복제, 배포, 전송, 전시, 공연 및 방송할 수 있습니다.

다음과 같은 조건을 따라야 합니다:



저작자표시. 귀하는 원저작자를 표시하여야 합니다.



비영리. 귀하는 이 저작물을 영리 목적으로 이용할 수 없습니다.



변경금지. 귀하는 이 저작물을 개작, 변형 또는 가공할 수 없습니다.

- 귀하는, 이 저작물의 재이용이나 배포의 경우, 이 저작물에 적용된 이용허락조건을 명확하게 나타내어야 합니다.
- 저작권자로부터 별도의 허가를 받으면 이러한 조건들은 적용되지 않습니다.

저작권법에 따른 이용자의 권리는 위의 내용에 의하여 영향을 받지 않습니다.

이것은 [이용허락규약\(Legal Code\)](#)을 이해하기 쉽게 요약한 것입니다.

[Disclaimer](#)

스포츠 매니지먼트 석사 학위 논문

Exploring Followers' Perceptions on
Transformational Leadership in Sports
Management of Myanmar :

A case study of the Department of Sports and Physical
Education, Ministry of Health and Sports, Myanmar

미얀마 스포츠 관리의 변혁적 리더십에 대한

팔로워의 인식 탐구

2020 년 8 월

서울대학교 대학원

체육교육과

Pyae Phyo Han



이 논문은 문화체육관광부와 국민체육진흥공단 지원을 받아 수행된 연구임

This work was supported by Ministry of Culture, Sports, and Tourism and Sports Promotion Foundation

Pyae Phye Han

Acknowledgement

This dissertation is dedicated to all those who had faith in me to complete this research and those who supported me along the journey, my master's degree at Dream Together Master, Seoul National University.

To begin with many thanks, I would love to appreciate Dream Together Master-DTM, Korea Sports Promotion Foundation-KSPO ,and Ministry of Culture, Sports and Tourism-MCST who support me throughout my academic journey.

My undying appreciation and love go out to my department, ministry , and country (Department of Sports and Physical Education, Ministry of Health and Sports, Republic of the Union of Myanmar) for letting me persuade this further study.

My cordially thanks go out to my advisor, Professor Wook Song for his kindness, suggestions and feedback throughout my research. Besides my professor, I solemnly thank Professor Joon-ho Kang and Kihan Kim who inspire me and gave valuable feedback for my research. I am also very thankful for all the DTM professors who taught me precious knowledge and great experiences.

I would like to express my heartfelt thanks to all my seniors as well as all my countrymates, Mr. Khin Maung Zaw, Ms. Soe Soe Myar and Ms. Dr. Khaing Thandar Soe who has been my most stalwart supporter. To be honest, without their favors, support and encouragement, this master adventure would not have been realized at all.

Abstract

Exploring Followers' Perceptions on Transformational Leadership in Sports Management of Myanmar :

A case study of the Department of Sports and Physical
Education, Ministry of Health and Sports, Myanmar

Pyae Phyo Han

Global Sport Management, Department of Physical Education

Graduate School

Seoul National University

The purpose of this research is to explore followers' perceptions on Transformational Leadership in Sports Management of Myanmar. Leadership is very imperative in all organizations, enterprises and everywhere because it can give not only a positive impact but also a negative one to the environment. Effective leadership can create confidence among the participants in an organization. Moreover, it can also help to maximize efficiency and to accomplish organizational goals.

Examining leadership styles plays a vital role in all organizations. Studying, exploring the followers' perceptions and analyzing the effectiveness of transformational leadership on sports can get too many

benefits such as motivation, performance, job satisfaction, cohesion, and sports success.

Keywords: leadership, transformational leadership, followers' perceptions , and sports success

Student Number: 2018-25286

Table of Contents

Acknowledgement	i
Abstract.....	iii
Table of Contents	v
Chapter 1. Introduction.....	1
1.1 Background.....	1
1.2 Problem Statement.....	2
1.3 Significance of the Research.....	4
1.4 Research Purpose.....	6
1.5 Research Question	7
Chapter 2. Literature Review	8
2.1 Why Transformational leadership is the best option	8
2.2 Leadership.....	11
2.2.1 Strategic leadership.....	14
2.2.2 Charismatic leadership	15
2.2.3 Transactional leadership.....	18
2.2.4 Transformational leadership.....	19
2.3 Comparing transformational and other leadership styles	23
2.4 Transformational leadership in Sport Management.....	24
2.4.1 The Impact of Transformational Leadership.....	30

2.4.2	The Impact of Transformational Leadership on Subjective Measures.....	31
2.4.3	The Impact of Transformational Leadership on Objective Measures.....	32
	Chapter 3. Methodology	33
3.1	Research Design and Procedure.....	35
3.2	Identifying participants	37
3.3	Profiling of the Participants	38
3.4	Data collection	41
3.5	Data Analysis.....	42
	Chapter 4. Finding	43
4.1	What are the followers’ perceptions on transformational leadership in Myanmar Sports?	44
4.1.1	Followers’ perceptions on charismatic or idealized influence	44
4.1.2	Followers’ perceptions on inspirational motivation	46
4.1.3	Followers’ perceptions on intellectual stimulation.....	48
4.1.4	Followers’ perceptions on Individualized consideration.....	50
4.2	What are the challenges to practice transformational leadership in sports management of Myanmar?.....	52
4.2.1	Need to change attitude and perspectives to be the charismatic or idealized influence.....	52
4.2.2	Time Scarcity for Inspiring Followers.....	53

4.2.3	Lack of Knowledge	54
4.2.4	Financial issue and interest conflict.....	55
4.3	What are the opportunities to practice transformational leadership in sports management of Myanmar?	57
4.3.1	Building mutual trust and understanding	57
4.3.2	Enhancing Synergy and Teamwork.....	58
4.3.3	Effective Management and Virtuous Cycle towards Better Sports.....	59
	Chapter 5. Discussion.....	60
5.1	Followers' perceptions on transformational leadership in Myanmar Sports	62
5.2	The challenges and opportunities to practice transformational leadership in Myanmar Sports.....	64
5.3	Limitation of the study.....	65
5.4	Recommendation for the Future Research.....	66
5.5	Conclusion	67
	References	69
	Appendix	85
A.	Letter of information.....	85
B.	Consent form.....	86
C.	Semi-structured questionnaire	87

Chapter 1. Introduction

1.1 Background

Myanmar, officially the Republic of the Union of Myanmar, is one of the Southeast Asian countries, bordered by the Andaman Sea and the Bay of Bengal south. It is surrounded by China in the North and Northeast, by Laos and Thailand in the East, by Bangladesh and India in the West. It has an area of 676,578 km² with 51.46 million population (Department of Population, 2014).

To take a look back at the history of Myanmar Sport, it can be observed that Myanmar firstly and actively participated in sports competitions even at a global level in the 14th London Olympic, 1948. From that time on, Myanmar keeps participating in Olympic Games in terms of sprints and boxing, weightlifting, flyweight, shooting, track and fields, swimming, judo and football (Ministry of Health and Sports, 2015). The greatest successes of Myanmar can be seen in the ASEAN (Associations of South East Asia Nations) Games after 1966 to 1976. However, there has been a decline in Myanmar Sports after achievement in 1976 and the country has been far left behind other countries and there is no more success even in the ASEAN region.

1.2 Problem Statement

Most of the young people in Myanmar want to watch sports and participate in it. However, Myanmar sports is lagged behind the others even in ASEAN. That is why, Myanmar government, policies and decision-makers of sports want to achieve Myanmar sports.

There are many issues and problems to find out and need to solve to achieve Myanmar Sports Success. They are as follows-

- (1) No strong national sports law, policies, plans, rules ,and regulations
- (2) Lack of integration in sports and education
- (3) The weakness of leaders and their mismanagement
- (4) Unqualified of sports facilities, sport science, and sport research
- (5) Uncertain job opportunities, life guarantee after retired

We can find out the specific problems in each above five factors. Most of the problems occur low efficacy of leadership. Most of the leaders (coaches, captains, team managers, staff officers, decision-makers and policymakers on sports) do not know about the importance of leadership role and the effectiveness of transformational leadership.

Department of Sports and Physical Education under the Ministry of Health and Sport is mandated to perform National Fitness, Implementation of

Grassroots and Elite Sports especially for Myanmar Sports Success. In the organization, although some of the public officials are hard-working to achieve organizational goals, some persons are not. It is hard to evaluate their behavior. There are so many reasons that account for their behavior. One of the strong reasons is leadership; others also view it as a motivation problem. Even hardworking officials encounter some issues like depression and demotivation in their work. So motivation becomes a key factor in the assessment of this problem.

As one of these issues is the leadership, the public servants face not only in their respective sectors but also in the whole organization. As we know, effective leadership is crucial for every organization. If the ability of the leader is poor or stupid, followers can feel disappointed and cannot make the right decisions on time. A good leader can influence the members to perform their assigned tasks willingly, efficiently and competently and also provides direction, encouragement ,and inspiration to motivate members to attain organizational goals.

1.3 Significance of the Research

Sports serve for people of all ages; both young and old, with opportunities not only just physical fitness but also mental strengths by providing an environment to take exercises and spend time with peers. As such, playing sports can make people stronger and healthier, thus contributing to lower obesity rates.

Since sports offer numerous opportunities to people, every country has been trying to promote various kinds of sports, not just their traditional sports but also international ones. Myanmar is not an exception and the country has been making its best efforts to promote sports in every corner of the country regardless of some states and regions being very far, and having difficult access to transportation.

Although the country has made concerted efforts, it seems that young people become less interested in sports and it is found that the number of youth participation in sports is not much high as expected. There has been a gradual decrease in youth participation in sports and sports success. These challenges call for a study to find out the root causes of problems in the sports sector.

Making a concerted effort for implementing the mission of an organization, making the organizational members participate in the organization, the role of the leader, the capacity, work attitude, behavior, general knowledge ,and even social relationship are important factors for a successful organization.

As our vision is to make national fitness, people participate in sports, emerge new generation athletes and sports success. The coordination of our leaders and followers is the most important factor to achieve these goals. In this cooperation context, there are both vertical cooperation and horizontal cooperation. Both are important in implementing plans and strategies. Helping each other can result in well done than doing selfish. Transparency, participating in the organization, motivation, coordination ,and cooperation between leaders and followers are depending on leadership styles practiced in the organization. That is why leaders need to find out how they can motivate their followers. They need to know the impact of leadership on followers' perceptions and organizational performance on sports.

This study aims to explore followers' perceptions on transformational leadership in Sport Management of Myanmar and also examine the main barriers to practice transformational leadership in Myanmar Sports in the future.

1.4 Research Purpose

The interest in transformational leadership in sports is almost new. The first studies conducted on this topic occurred in the 1990s. This fact is surprising because so much research has been conducted regarding this subject in contexts in which leadership does not seem as important as in sports(A.Rui Gomes, 2010).

This research sheds light on transformational leadership influences follower perceptions and organizational performance on sports. Moreover, it will be accomplished and analyzed for the following purposes:

- (1) To understand the importance of leadership role
- (2) To realize the effectiveness of transformational leadership to all the stakeholders in Myanmar Sports
- (3) To promote Myanmar sports standard through transformational leadership

1.5 Research Question

This research tends to explore the effectiveness of transformational leadership as well as aims to examine the following research questions-

RQ1. What are the followers' perceptions on transformational leadership in Myanmar Sports?

RQ2. What are the challenges to practice transformational leadership in sports management of Myanmar?

R.Q3. What are the opportunities to practice transformational leadership in sports management of Myanmar?

Chapter 2. Literature Review

This chapter aims for describing the previous literature and to research that has done in the study of transformational leadership, motivation, building mutual trust between followers and leaders and also transformational leadership influences followers' perceptions, and sense of happiness in the workplace. The purpose of this study is to observe the effectiveness of transformational leadership (measured by dimensions of Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration).

2.1 Why Transformational leadership is the best option

British colonized Myanmar from 1885 to 1948. Myanmar got independence on the 4th of January, 1948. After independence, Myanmar was very rich and one of the greatest countries in Asia until 1962 (Roughnee Simon, 2013).

Myanmar's education ranking is number two in Asia after Japan. At that time, Myanmar's economy and sports were also strong in Asia from 1948 to 1962. Unfortunately, after the 1962 coup, since General Ne Win practiced socialism, "Burmese Way to Socialism" and isolated from outside influences, Myanmar's economy rapidly declined and 1987 Myanmar was admitted to

Least Developed Country(LDC) status by the United Nations. During the military regime, nepotism and favoritism are common within the civil society.

That fall from grace was also mirrored in the country's sporting performance. The Military government did not support the sports sector well or assist talented young people to develop their abilities(Group Interantional,2012).

In the 2015 election, the National League for Democracy(NLD) led by Aung San Suu Kyi won the election and Myanmar was governed by an elected civilian government for the first time in decades. As a consequence, the world becomes interested in Myanmar again and ready to cooperate as possible as they can.

Aung San Suu Kyi has been transforming all the government procedures and policies since 2016. There were several consultations workshops regarding the civil service reform led by the Union Civil Service Board (UCSB) and stakeholders, governmental and non-governmental organizations in 2016.

State counsellor, Aung San Suu Kyi launched a four-year Civil Service Reform Strategic Action Plan to change the civil service management across all government institutions in 2017. This plan strongly focuses on

tackling corruption, working toward decentralization and inspiring ethical practices in the civil service.

Nowadays Myanmar becomes a potential developing country. Myanmar people love Aung San Suu Kyi and she can inspire them to be good citizens. She can influence their ways of thinking and educate to be a better person to better performance. The world realizes that Myanmar can be a developed country shortly because of her, Aung San Suu Kyi.

2.2 Leadership

Leadership is an imperative part of the working environment for their followers. Some scholars define leadership by examining the traits and characteristics of the leaders. However, some experts and technicians define leadership by the leaders' behavior and their influences on their followers.

According to Dwight Eisenhower, President of the United States, "leadership is the ability to decide what is to be done, and then go get others to want to do it" (Larson, 1968, p. 21). Accordingly, for Harry S. Truman also President of the United States (1958, p. 139), "a leader is a man who can get other people to do what they don't want to do, and like it". Likewise, some authors have identified the instrumental side of leadership, meaning that this phenomenon should be understood as a process of influencing others to achieve certain goals (Asaari & Razak, 2007). However, there is no mention of the values, ethics, morals, or "goodness" involved in leadership in these definitions (Drouillard & Kleiner, 1996), and somehow they suggest that leaders use manipulative or persuasive strategies to accomplish certain objectives. Thus, these definitions may not overcome other forms of using the power of leadership. For example, recent leadership movements have proposed that power depends on a leader's capacity to create positive and

challenging visions of an organization's future and articulate ways for followers to accomplish this vision (Yukl, 1999).

Leadership is a complex and fascinating topic. Researchers have dedicated significant effort to study the so-called leadership triangle, which involves a leader, the followers, and the environment where this leadership occurs. Over the years, different approaches have emerged to explain each aspect of this triangle as well as the complex interaction among them. Early approaches to the study of leadership emphasized the characteristics (or traits) of the leader. For example, in his well-known book *Hereditary Genius*, Sir Francis Galton (1869) proposed that leadership is a property unique to extraordinary individuals who take actions to change the course of history. Similarly, most of the psychologists admitted that major societal changes resulting from the actions of great individuals who lead others in directions they believe to be important. This vision of leadership influenced researchers to analyze leader characteristics at different levels (e.g., intellectually, psychologically, and physically), and the study of these attributes dominated the field until the late 1940s and early 1950s (Day & Zaccaro, 2007). This movement has become known as the "great man" conception of leadership, which resulted in the "countless man" leadership theory). This conception of leadership is attractive because psychological tests might be used to discover

the important psychological traits of effective leaders, and even more enthusiastically, society would be able to place these individuals in leadership positions to achieve the best results for all of us.

Nam Nguyen and Mohamed (2011) Investigated a relation between leadership styles and organizational type. He theorized that depending on the organizational type, there may be an influence on leadership behavior. He established an instrument to measure the transformational and transactional leadership styles in his research. According to his measurement, he determined that a leader can be both transformational and transactional. There are many differences between a manager and a leader. We can study that while managers focus on the goals of the organization, leaders focus on the constructive solutions of the issues of the followers, create new ideas and motivate followers in the workplace.

Leadership as the ability for attaining quality and efficiency for an organization through effective management and control of its workplace environment (Jabeen, Cherian, Pech, & Management, 2012). Similarly,(Shukurat, 2012)defined leadership as the process in which an individual can influence the followers, and make them move toward a common goal. One of the most interesting things for an organization is to attract and inspire them to work well to attain the goals.

Negative leadership makes organizations development slowly and lose confidence to gain their organizational goals. The leaders should know their follower's role and make sure their job descriptions in the organization. Leadership is the main function of society that supports to get efficiency and to achieve goals. Many scholars defined different kinds of leadership styles to motivate their organizational members and they tried to provide their concepts of leadership. Some definitions of leadership emphasized the impact of leadership on members. The next paragraphs will explain some kinds of leadership such as strategic leadership, charismatic leadership, transformational leadership, and transactional leadership.

2.2.1 Strategic leadership

Strategic leaders can be strategically oriented. This quality involves the ability to consider both the long-term future (Stacey, 1992; Boisot, 1995; Beare, 2001; Adair, 2002), seeing the bigger picture, as well as understanding the current contextual setting of the organization. Strategic orientation is the ability to link long-range visions and concepts to daily work. Korac-Kakabadse and Kakabadse (1998, p. 9) suggest that 'visionary leadership is transformational by nature, and as such, quite different from planning, which is a managerial or a transactional process'. Javidon (1991), quoted in Korac-Kakabadse and Kakabadse (1998, p. 10), suggests that 'visioning depends on

understanding existing realities (culture, history, formative context) and developing a clear sense of direction for the organization' (Davies, 2007).

2.2.2 Charismatic leadership

The term charisma means “the gift of grace” and is derived from the ancient Greek word “gift”. In social and political science, the term charisma is used to describe leaders who produce a profound and extraordinary effect on their followers, particularly when they are in distress and in a situation where they perceive advantages of following a leader that seems well qualified to change the situation for the better (Bass, 1985). Thus, these leaders can produce a great sense of loyalty and devotion from the followers concerning a specific vision that extends beyond the self-interests of individual group members.

The sociologist Max Weber (1964; 1968) applied the concept of charisma to leadership contexts by proposing three types of societal authority: traditional, rational-legal, and charismatic. The difference between this form of authority is that charismatic authority is not based on legitimacy from rules, laws, or titles (unlike the other forms of authority) but faith in the charismatic's exemplary character (Conger & Kanungo, 1987). Thus, Weber proposed that charismatic leaders can produce forces of change to innovate society, describing some characteristics in these leaders that are still accepted

today in the study of charismatic leaders (e.g., the gifts and abilities to be a leader, the ability to propose a revolutionary vision of the future, the tendency to question the status quo, and the tendency to operate through informal relationships) (Conger, Kanungo, Menon, & Mathur, 1997). Also, Weber (1964) noted that charismatic leaders tend to emerge in times of crisis when basic values, institutions, and the legitimacy of the organization are questioned.

Charismatic leaders inspire trust and respect from their followers. They usually have effective communication skill with their followers. Followers admire their charismatic leaders and are inspired by their mutual respect and vision. The effect of charismatic leadership can be measured by examining the variables of individualized consideration and intellectual stimulation. Transformational leadership also derived from the concept of charismatic leadership. There is a close link between charismatic leadership and transformational leadership (Bycio, Hackett, & Allen, 1995). Bass and Avolio (1990) Stated that although charismatic leadership and transformational leadership are closely related, charismatic leaders are not necessarily transformational.

House (1977) proposed many testable hypotheses that might explain the ability of charismatic leaders to adapt to different situations and their

efficacy in this context. Specifically, the author proposed seven propositions that describe different characteristics of charismatic leaders (in contrast with non-charismatic leaders) in complex organizations:

1. Charismatic leaders are dominant and self-confident, have a need for influence, and a strong conviction in the moral righteousness of their beliefs.
2. Favorable perceptions (in terms of attractiveness, nurturance, success, or competence) of the followers toward their leader correspond to a higher tendency in the followers to (a) assume the values of their leader; (b) assume the expectations of the leader that effective performance will result on desired or undesired outcomes for the followers; (c) model the emotional responses of their leader with regard to work-related stimuli; and (d) model their leader's attitudes toward work and the organization.
3. Charismatic leaders tend to display certain behaviors to create the impression of competence and success.
4. Charismatic leaders are more likely to articulate ideological goals than leaders who are not charismatic.

5. Leaders who simultaneously communicate high expectations and confidence to followers are more likely to increase the acceptance of their goals. Furthermore, they can promote the belief of followers that they can accomplish goals and achieve high-performance standards.

6. Charismatic leaders are more likely to engage in behaviors that arouse motives relevant to the accomplishment of the mission.

7. To be a charismatic leader, followers' roles must be defined in ideological terms that appeal to them (A. Rui Gomes, 2012).

In sum, these characteristics suggest that charismatic leaders have high levels of self-confidence, dominance, a need to influence others, and a strong conviction regarding the integrity of their beliefs (Bryman, 1992).

2.2.3 Transactional leadership

Transactional leadership is the kind of exchanging process between the leader and the followers (Loftus, Miller, Burns, & memory, 1978). The characteristics of transactional leaders are that they regard themselves as supervisors and they inspire their followers with rewards and punishment. Based on this statement, Bass (1985) added that these changes can affect the follower's behaviors and attitudes.

Transactional leadership is primarily based on an economic exchange (Pillai, Schriesheim, & Williams, 1999). Transactional leaders identify the needs of their subordinates, clarify and negotiate the aspired goals, and regulate follower behavior using contingent positive or negative reinforcement (Bass, 1985). Transactional leadership means that followers agree, accept, or comply with the leader in exchange for praise, rewards, and resources or the avoidance of disciplinary action (Bass, Avolio, Jung, & Berson, 2003). Components of transactional leadership are contingent reward and management by exception (B. Avolio & Bass, 2002). Using contingent reward leaders specify and clarify goals, which their subordinates are supposed to reach, and announce appropriate rewards. Management by exception both active and passive is characterized by leaders who limit themselves to their role as monitors and intervene only exceptionally.

2.2.4 Transformational leadership

Transformational leaders inspire followers to achieve extraordinary outcomes by providing both meaning and understanding. They align the objectives and goals of individual followers and the larger organization (Bass & Riggio, 2006) and support the follower , mentoring and coaching.

Transformational leaders are assumed to “stimulate followers to perform beyond the level of expectations” (Bass, 1985, p. 32). Therefore, it

seems likely that transformational leaders, by stimulating followers' organizational citizenship behavior (Podsakoff, Ahearne, & MacKenzie, 1997), enhance the and quantity of follower performance. A transformational leader provides meaning and thereby makes followers identify with the respective goals and problems (Shamir, House, & Arthur, 1993). If the team leader communicates and continually reiterates the team objectives in an inspiring way, these objectives may become the basis of a shared social identity (Tajfel, 1981).

For a long time, the relationship between transformational leadership and organizational performance has been analyzed in the literature (Bass et al., 2003). Previous research also found followers' self-efficacy beliefs (B. J. Avolio et al., 2004), intrinsic motivation (Charbonneau, Barling, & Kelloway, 2001), agreement on values (Jung & Avolio, 2000), as well as trust and satisfaction (Pillai et al., 1999) mediating the relationship between transformational leadership and performance.

According to Bass (1987) (Kuhnert & Lewis, 1987), only political leaders were focused on the initial research of transformational leadership. They express their feelings of respect and trust in their leaders without being asked. In other words, transformational leaders have been related to motivated

followers who have an individual obligation and leads to higher levels of employee effort (Waldman, Bass, Yammarino, & Studies, 1990).

Transformational leaders encourage members to look more than not only their benefits and focus on the interests and needs of the organization as well. And Judge and Piccolo (2004) described that in many organizations and many countries, the efficiency of transformational leadership has been found. The previous research of transformational leadership was about the characters of leaders and relationship with their followers. And this type of leader skillfully motivates their members. Better leaders develop better followers in the organization and the two together develop the better performance of their organization.

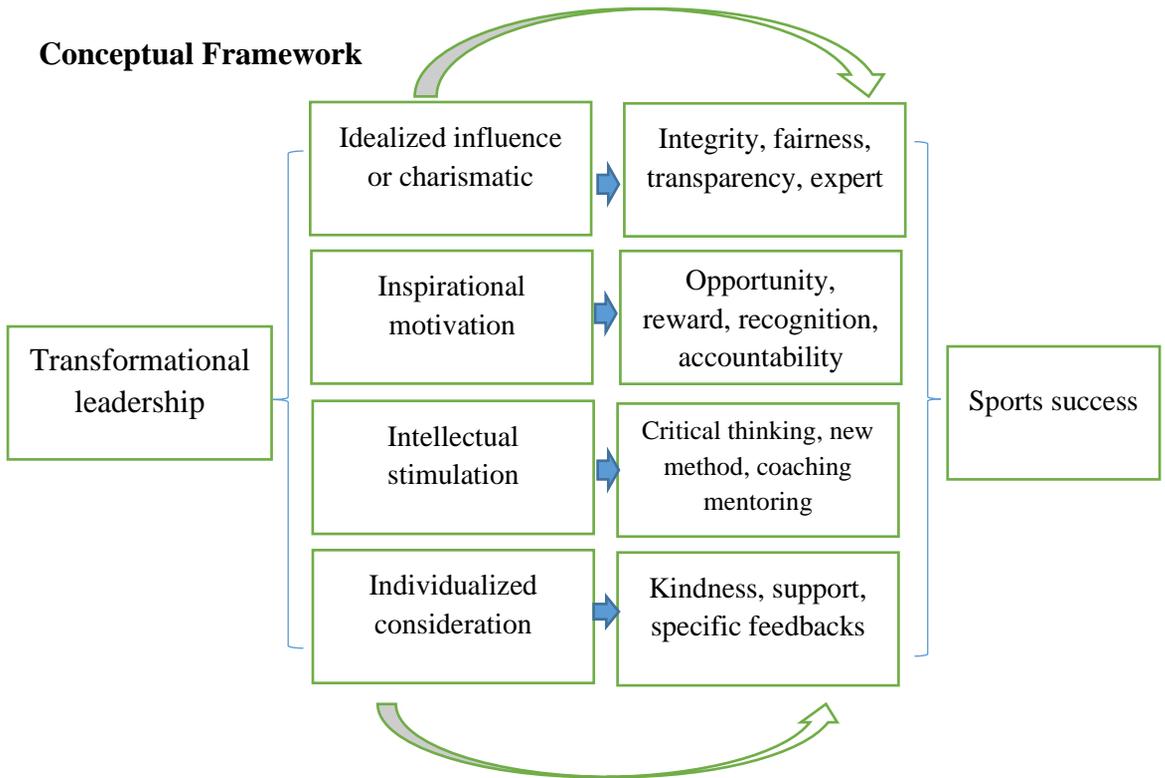


Figure 1. Conceptual Framework of Transformational leadership and Sports success

2.3 Comparing transformational and other leadership styles

According to the previous literature review, one of the main differences between charismatic leadership and transformational leadership is that charismatic leaders inspire their followers and transformational leaders change their followers' behaviors, mindset individually. Charisma is a part of transformational leadership. Charismatic leaders use their power for their benefit rather than an organizational benefit. Therefore, this kind of leaders cannot be the best leadership style for the improvement of the organization (A.Rui Gomes, 2010).

According to Hardy et al. (2010), while transactional leaders want to motivate their followers with rewards and punishment to run the organization smoothly, transformational leaders encourage innovation, take care of the interest of their followers and working together with their followers to achieve the goal. Strategic leaders use the strategy in the administration of their followers. They influence their followers to make decisions and also inspire their followers to accept their ideas or decisions. But, transformational leaders stimulate their followers to change beliefs and abilities for their individual followers' interests.

2.4 Transformational leadership in Sport Management

In sport, coaches are leaders of their teams. Theory-driven research provides compelling evidence that certain coaching behaviors promote positive psychosocial and behavioral outcomes among athletes (Price & Weiss, 2013). For example, coaches' feedback and reinforcement, interpersonal styles, and motivational climate are influential for developing athletes' self-perceptions, motivational orientations, positive affect, and group cohesion.

Cross studies, more frequent contingent praise, instructional feedback, supportive styles, democratic decision-making, and mastery-oriented climates are associated with athletes who report higher levels of enjoyment, perceived competence, intrinsic motivation, and task and social cohesion (M. S. P. M. R. Weiss, 2012). Coaches are not the only source of leadership on sports teams—athletes are also essential leaders. Studies show that peer leaders are characterized as more skilled and higher in social acceptance, perceived competence, and instrumental and expressive behaviors than those rated lower in leadership (Eys, Loughhead, Hardy, & Exercise, 2007). Effective peer leadership is linked to team outcomes such as satisfaction, effort, cohesion, and collective efficacy (Zacharatos, Barling, & Kelloway, 2000).

Transformational leadership theory emphasizes the leader-follower relationship, making it relevant to the study of athletic leadership (Bass & Riggio, 2006). According to Bass (1985), transformational leaders inspire and motivate followers to exceed performance expectations by shaping followers' beliefs and attitudes. In this approach, leadership is multidimensional and includes transformational, transactional, and laissez-faire behaviors (i.e., absence of leadership). Transformational behaviors (4Is) include inspirational-motivation (e.g., creating a vision), idealized influence (e.g., modeling behaviors or values), individualized consideration (e.g., considering followers' individual needs), and intellectual stimulation (e.g., encouraging follower creativity). Transactional leadership includes behaviors such as contingent reward, management-by-exception active, and management-by-exception passive. Contingent reward refers to the exchange process between leader and followers (i.e., establishing rewards for meeting expectations). Management-by-exception takes two forms, both of which refer to the corrective action a leader adopts based on leader-follower transactions. According to Bass' model, more frequent transformational and transactional behaviors and infrequent laissez-faire leadership reflect an optimal leadership profile. Transformational leadership has shown positive effects on followers' motivation, commitment, satisfaction, and other outcomes, and can be applied to many domains including sport (Bass &

Riggio, 2006). Additionally, Horn (2008) stated that transformational leadership theory provides a viable framework for investigating relationships between coaching behaviors and athlete outcomes.

Transformational coaches convey a vision about the team's goals, inspire team members to believe in the vision, encourage team members to provide ideas to enhance team success and satisfaction, and acknowledge the individual contribution of each team member to the group's success. Thus, coaches who engage in transformational leadership behaviors should make a positive impact on individual outcomes, such as perceived sport competence, affective reactions, and intrinsic motivation as well as group outcomes, such as team cohesion and collective efficacy. Limited research indicates that transformational coaching behaviors influence athletes' effort, commitment, intrinsic motivation, and performance (Arthur et al., 2011). Only a few studies have investigated peer leadership within sports teams using transformational leadership theory (Price & Weiss, 2013). Price and Weiss (2011) found that adolescent athletes' identified as peer leaders were higher in perceived competence, behavioral conduct, intrinsic motivation, and peer acceptance compared to those rated lower in leadership. Besides, athletes who were rated higher by teammates on instrumental and prosocial leadership behaviors reported greater social cohesion on their teams. Thus, peer leaders possessed

social, motivational, and behavioral characteristics that were associated with beliefs about team unity.

Based on the possible psychosocial outcomes of sport participation (e.g., confidence, teamwork, enjoyment) and the effects of transformational leadership on followers' motivation and other outcomes, transformational theory principles are valuable for broadening the scope of understanding peer leadership effectiveness in sport. Using this theory to replicate and extend past studies is essential to confirm or refute findings on peer leadership. Given that coaches and peer leaders are important facets of sports teams and their leadership is essential for team functioning, further research is needed to understand their distinct and combined influence on the team and individual outcomes. Only a handful of studies have simultaneously examined coach and athlete leadership. Loughead, Hardy, and exercise (2005) Demonstrated that coaches and athletes' fulfill different leadership roles within the team. Other studies found that certain coaching behaviors (e.g., democratic style) were related to peer leader behaviors preferred by team members (Price & Weiss, 2013)

Almost forty years have passed since the first formulations of charismatic (House, 1977) and transformational leadership (Bycio et al., 1995). Due to the impact of these forms of leadership on different social and

economic settings, it is pertinent to ask whether they apply to sports, or more specifically, to the study of the figure most associated with leadership responsibilities: the coach. Everything that is needed to study transformational leadership is present in sports: there are leaders (e.g., coaches, sport managers, team captains, and athletes without formal authority but who exert a strong influence on the team) and followers (e.g., other athletes), there is a goal or purpose (e.g., winning competitions, achieving a better personal record, and improving athletic ability), and there is usually a competitive and stressful environment (e.g., competing for a championship at local, regional, national, or international levels). Besides, sports are probably a context in which social evaluations are more present than other social and economic contexts. For example, the media and fans evaluate the performance of athletes and teams on a daily basis. Besides, the need to achieve the best sports performance is associated with a turbulent environment where a tenuous line divides winning and losing or success and failure. These factors can increase the need for transformational leaders.

Hawkins, Tolzin, and Management (2002) confirmed this supposition when they argued that American baseball teams are postmodern organizations that operate in a turbulent context and face uncertain conditions that necessitate new forms of leadership that surpass traditional models. These

authors proposed that transformational leadership is a prerequisite for team success. Despite the apparently favorable conditions related to studying transformational leadership in sports, major theoretical proposals regarding sports leadership do not considerate these indications. In fact, the multidimensional model of leadership (Light Shields, Gardner, Light Bredemeier, & Bostro, 1997), the normative model of decision styles (P. Chelladurai & Haggerty, 1978), the mediational model of leadership (Smoll & Smith, 1989), the coaching model (Pelegrin, 1995), the 3+1Cs model of coach athlete interdependence (Jowett, 2007), the recent coaching effectiveness model (Horn, 2008), and the model of autonomy-supportive leadership (Amorose, Anderson-Butcher, & exercise, 2007) did not account for the transformational impact of coaches. In the only exception, (P. J. H. o. s. p. Chelladurai, 2007) recognized the importance of transformational leadership in sports and incorporated the transformational effects of leader behavior in the multidimensional model of leadership. However, no studies have confirmed this possibility of integrating the transformational leadership until now but, as Chelladurai recognizes, sports research should integrate the most recent advances in the study of charismatic and transformational leadership (Chelladurai, 2007). Thus, it can be stated that the existing theoretical models of coaches' actions do not consider the impact of transformational leadership (António Rui Gomes, Cruz, & Sousa, 2006).

Although this scenario is not positive, there are encouraging findings that should be mentioned. The next section presents sports research that contributed to the study of transformational leadership.

2.4.1 The Impact of Transformational Leadership

Although charismatic and transformational leadership are not undistinguishable paradigms, it will be used to refer to leaders with both charismatic and transformational effects on their followers and organizations. After defining the characteristics of transformational leaders, research has turned its attention to specifying their impact on the followers and organizations by studying their effects in contexts as diverse as the business sector (Walumbwa, Orwa, Wang, & Lawler, 2005), the healthcare system (B. J. Avolio et al., 2004), the military (Bass et al., 2003; Hardy et al., 2010), the public sector (Sun, Xu, & Shang, 2014), the public security forces (Duric & Tzschucke, 2011), education (Jamal, 2014), religion (J. J. P. Rowold, 2008), sports (Stenling & Tafvelin, 2014), and even exercise contexts (Welch, Hulley, Ferguson, Beauchamp, & Exercise, 2007).

Data from these studies can be divided by the leader's impact on subjective (e.g., follower satisfaction) and objective measures (e.g., profit and organization productivity). A significant amount of data can be found on this subject; however, this chapter does not exhaustively describe the impact

produced by transformational leaders. Instead, we present a synthesis of the results of both domains to demonstrate the relevance of transformational leadership within economic and social contexts.

2.4.2 The Impact of Transformational Leadership on Subjective Measures

Some research supports this idea, existing positive relationships between transformational leadership and follower loyalty to a union (Fullagar, McCoy, & Shull, 1992), commitment to an organization (Kent & Chelladurai, 2001), and effective and moral commitment to followers' own values and beliefs, the values of others in the organizations, and the values of the organization as a whole (Kane & Tremble Jr, 2000). For example, in a study with managers of the Indian public sector bank, (Rai & Sinha, 2000) found that transformational leadership scores explained the variance in bank workers' commitment to the organization. Furthermore, this strong follower commitment translated into better financial performance for bank branches. In a study of United States Army leaders, both transactional and transformational leadership styles were correlated with the affective and moral dimensions of commitment; however, transformational leadership augmented the effects of transactional leadership (Kane & Tremble, 2000).

2.4.3 The Impact of Transformational Leadership on Objective Measures

There is great importance in knowing whether transformational leadership affects the performance of followers and organizations. Realistic research partially supports the relationships mid transformational leadership theory, transactional leadership, and performance (Stewart & Policy, 2006). Data from meta-analyses demonstrate the positive relationship between transformational leadership and performance (J. Rowold & Heinitz, 2007). However, most of the studies included in these meta-analyses measured leadership and performance at the one-time point and from one source (Bass et al., 2003).

Thus, one of the biggest challenges that transformational leadership research faces are understanding its specific effects on objective measures of performance as well as its impact on followers' identification with their leader and group and in the associated outcomes (Van Knippenberg & Sitkin, 2013).

Chapter 3. Methodology

The purpose of this chapter is to explain the methodology that was used to examine the followers' perceptions on transformational leadership and to explore the challenges and opportunities to practice transformational leadership in the Department of Sports and Physical Education, Ministry of Health and Sports, Republic of the Union of Myanmar. To investigate and analyze the main barriers to practice transformational leadership in Sports, qualitative research with an in-depth interview was conducted. This method is one of the best methods to analyze the research questions (Galton, 1869). Firstly, selecting the participants, treatment of the interview data, data collecting and design and procedure of data analyzing will be accomplished.

Shank (2002) defines qualitative research as “a form of systematic empirical inquiry into meaning” (p. 5) (Anfara Jr, Brown, & Mangione, 2002). By systematic he means “planned, ordered and public”, following rules agreed upon by members of the qualitative research community. By empirical, means that this type of inquiry is grounded in the world of experience. Inquiry into meaning says researchers try to understand how others make sense of their experience. Denzin and Lincoln (2000) claim that qualitative research involves an interpretive and naturalistic approach: “This means that qualitative researchers study things in their natural settings,

attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (p. 3)(Seale, 2002).

The advantages of doing qualitative research on leadership include (A. J. T. I. q. Bryman, 2004) are as follows -

- 1) flexibility to follow unexpected ideas during research and explore processes effectively;
- 2) sensitivity to contextual factors;
- 3) ability to study symbolic dimensions and social meaning;
- 4) increased opportunities (A. J. T. I. q. Bryman, 2004)

Conducting qualitative research interviews is not a trivial enterprise. It requires not only the use of various skills, such as intensive listening and note-taking but also careful planning and sufficient preparation. To collect interview data useful for research purposes, the researcher must develop as much as expertise in relevant topic areas as possible so they can ask informed questions. In terms of the interview design process, many decisions must be carefully considered, such as who to interview , how many interviewees will be required, what type of interview to conduct, and how the interview data will be analyzed. Interviewing requires “ respect for and curiosity about what people say, and a systematic effort to hear and understand what people tell you” (Qu, Dumay, & management, 2011).

3.1 Research Design and Procedure

This research was designed to conduct by using an in-depth interview. Reports on a qualitative research methodology that uses in-depth interviews to create a viable approach for specific research. The in-depth interviewing is also a semi-structured, basis, which encouraged respondents to express experiences, attitudes, needs, and ideas relevant to their organizations (Tiu Wright & Planning, 1996).

The purpose of the in-depth interview was to explore the perceptions of the athletes, coaches and staff on transformational leadership and to practice transformational leadership in Sports, especially promoting organizational performance. This interview was the open-ended interview type and so that interviewees can explore their real emotions and perspectives deeply.

There are six steps to implement conducting in-depth interviews (Boyce & Neale, 2016). However, four steps out of six steps are used in the interview process which are related to my research objectives. They are as follows:

- 1) The first step is identifying stakeholders who will involve in the interview and what kinds of information is needed and from who.

- 2) The second step is developing the instrument which means promoting an interview protocol or the rules that guide the interview administration. In these steps, the researcher should consider some subjects such as what to say to interviewees during the interview and how to develop an interview guide that lists the questions or issues to be explored during the interview.
- 3) The third step is collecting the data. The researcher summarizes key data after the interview and then verify the information given in the interviews as necessary.
- 4) The fourth step or final step is analyzing data and disseminates findings. The researcher has to transcribe and/ or review data, analyze all the interview data and write the appropriate report based on the data received from the interview process (Neale Carolyn, 2016).

3.2 Identifying participants

In these steps, athletes, coaches, and staff who are lower positions and middle-level positions from the different sports events under the department of sports and physical education, Ministry of Health and Sports were conducted with Skype and Facebook Messenger video calls.

All of the participants were selected randomly and according to their sports experiences, attitudes regarding sports development, and knowledge background.

All the interviews were recorded with video records, note-taking and also transcribed the recordings and saved in the computer to ensure data security.

3.3 Profiling of the Participants

In this research, 15 participants who are working in the Department of Sports and Education were interviewed with an in-depth interview. They all have a different sports background and enthusiasm to participate in this research.

Participant P1 is a deputy staff officer who is working in the Sports Planning and Legal Division. He has 2 years of working experience in the DSPE. He was so excited to help Myanmar Sports Development. Participant P2 is also a deputy staff officer who is working in the Shan States of DSPE. She has 2 years of working experience and works for Sports Construction and Budget Department. Participant P3 is also a deputy staff officer who has a lot of research experience and he works for Sports Planning and Research Division. Participants P4 is also a deputy staff officer who has 4 years of working experience and now works in the Transportation Division. She showed her passion for how she wants to help to develop Myanmar Sports even working in the administrative. Participants P5 is a deputy staff officer who is a former football athlete. He got a lot of medals throughout his player life and also has a lot of experience as well.

Participant P6 is a staff officer who has 9 years of working experience and works in the Division of Integration of Sports and Education. He is a former national wrestling athlete and now coaching national junior wrestling team. Participant P7 is also a staff officer who just has 2 years of working experience in DSPE but he is also a former Judo athlete. He has 9 years' experience in his event. It means that he met a lot of coaches and worked with together several leaders in his life. Participant P8 is also a staff officer who has 7 years of working experience in DSPE. He is also a former weightlifting athlete and now he is coaching a U-17 weightlifting team. Participant P9 is also a staff officer who has 3 years of working experience in DSPE. He is also a former volleyball athlete and now he is coaching a U-19 volleyball team. Participant P8 is also a staff officer who has 7 years of working experience in DSPE. He is also a former weightlifting athlete and now he is coaching a U-17 weightlifting team. Participant 10 is also a staff officer who has 4 years of working experience in DSPE. He is also a former national Sepaktakraw athlete and he got a lot of gold medals in his player life.

Participant P11 is an assistant director who has 14 years of working experience in the sports administrative fields. She inspired a lot of staff under her division and also she learned a bunch of knowledge from several types of leaders. Participant P12 is also an assistant director who has 4 years of

working experience in both two fields, administrative and sports fields. He inspired a lot of staff whoever he has met and also he learned a bunch of knowledge from several types of leaders. He loves sports so much. He ever thinks about to promote his organization as possible as he can. Participant P13 is also an assistant director who has 10 years of working experience in the sports field. She is a former national Karate athlete. She got a bunch of gold medals and medals in her sports life. She inspired a lot of staff and players under her division. Participant P14 is an assistant director who has 7 years of working experience in the sports administrative fields. He loves to help others and ever excited to promote Myanmar Sports Standard with concerted efforts. Participant P15 is an assistant director who has 18 years of working experience in the sports administrative field. She is very active to do something regarding sports development. She is very kind and cooperates with others. She can work with the staff under her division very well and also she learned a bunch of knowledge from several types of leaders.

3.4 Data collection

Based on the literature review, Transformational leaders inspire followers to achieve extraordinary outcomes by providing both meaning and understanding. They align the objectives and goals of individual followers and the larger organization (Bass & Riggio, 2006) and support the followers, mentoring and coaching.

The purpose of qualitative research is to explore methods of data collection used in qualitative research. There are a variety of data collection methods in qualitative research including observations, textual or visual analysis and interviews.

The participants or interviewees were conducted via call in their pleasure time making with a special appointment. The interviewer asked them about their perceptions and the effects of transformational leadership on their behaviors and organizational performance. All the interviews were recorded with video records, note-taking and also transcribed the recordings and saved in the computer to ensure data security.

3.5 Data Analysis

The results were analyzed by using the thematic analysis method. Thematic analysis is an essential method for identifying and analyzing patterns in qualitative data (Braun & Clarke, 2013). Firstly, the interviews are transcribed and reviewed to understand a sense of the content and general meanings. The interview transcripts were carefully analyzed to look for common themes. After these processes, the themes are interpreted and compared with the literature.

According to (Braun & Clarke, 2013), when analyzing our research, it is important to keep our methods as transparent as possible to increase the strength of our findings and to allow our reader to understand how we came to the conclusions we did. Clarity on our process is important. Thematic analysis has six clearly defined steps :

1. Familiarizing our self with our data
2. Generating initial codes
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Producing the report

Chapter 4. Finding

The objectives of this research are to explore the followers' perceptions on transformational leadership in sports management and to examine the challenges and opportunities to practice transformational leadership Myanmar sports. By conducting with lower-level staff, officers and mid-level officers to deliver their opinions and feel free to share about their perceptions on transformational leadership in sports management and to examine the challenges and opportunities to practice transformational leadership, this research makes available practical findings.

These research findings are founded on the analysis through conducted interviewees: five deputy staff officers from different divisions and states, five staff officers from different divisions, and five assistant directors from different divisions, states, and regions. Some are former national athletes. Some are sports administrators and the explanations during the research. The results would cover in terms of two research questions mentioned in Chapter.1.

Most of the interviewees responded to their perspectives and information in order to cover the research questions. Some interviewees' perceptions directly supported the main themes of research questions but some are not.

4.1 What are the followers' perceptions on transformational leadership in Myanmar Sports?

All of the data in this research were collected from the staff who are currently working in the Department of Sports and Physical Education, Ministry of Health and Sports, Republic of the Union of Myanmar. They contributed their experiences and perspectives with different points of view in terms of their leaders' abilities and leadership skills. It will definitely help to promote sports management of Myanmar, sports leadership role and Myanmar Sports Standard. The findings for this research are divided into subcategories to understand the key elements as follows:

4.1.1 Followers' perceptions on charismatic or idealized influence

Almost of the participants provided their perceptions and idea that their leaders know their responsibilities very well and they are active in their works except Participant 3(P3).

Participant P3, deputy staff officer mentioned about his leader's ability that:

I don't think he can do his responsibilities properly. Maybe his academic and working background do not match with our division. That is why he can't manage his duties well.

According to the interview result, most of the leaders cannot influence their followers and they are not charismatic leaders as well. Participants P1, P2, P3, P6, P8, P9, P12, P13 answered the questions that are evaluated either charismatic or idealized influence. Their answers showed that they are not charismatic leaders and idealized influence.

Participant P2, deputy staff officer said that:

He likes to discriminate against his staff. He favors the staff who is good to him. He just focuses on work did not well done. Obviously, his decisions are not fair and transparent. I can't feel that he is an admirable person and influence to all his followers.

Participant P13, assistant director also explained that:

She doesn't want to take accountabilities whenever we make mistakes . I don't think her decisions are fair and transparent but some staff loves her because they get a lot of profits from her decisions.

Few participants, P4, P5, P7, P10, P11 and P14 answered that their leaders are the charismatic and idealized influence. Participant P4 mentioned that:

She is very active in working on her responsibilities. She explains about the Vision & Mission of our division. She knows exactly responsibilities and accountabilities and does it practically. Her decisions are fair and transparent. Almost all of us like her and love her.

4.1.2 Followers' perceptions on inspirational motivation

Almost all of the respondents of participants are positive and delightful on the criteria of inspirational motivation. They answered that their leaders can motivate them in the workplace. But few participants responded that their leader cannot promote their motivation in terms of appreciation and rewards.

Participants P4, P5, P7, P9, P10, P11, P12, P13, P14 ,and P15 answered that:

He/ She explains properly about the organizational goals and I also believe that goals will be achieved. He/ She usually listens to the followers' opinions and solves their problems as much as he/ she can. He/ She let us attend the outside classes and he/she shares his/her experiences and teaches us properly.

However, there is one more thing need to be considered that participant P12, the assistant director also explains about his leader's situation as follows:

She never gives us any kind of reward in terms of our working performance and specific efforts.

On the other hand, P1, P2, P3, P6 , and P8 denied that their leaders cannot promote their motivation in terms of appreciation and rewards.

Participant P6, staff officer, answered that:

He just explains organizational goals to us but never follows the rules and regulations. He doesn't want to implement them practically. And also he can't inspire us to do our works best. In my working experience, he never establishes rewards in exchange for the satisfactory efforts followers. He does not teach us properly at all.

However, there is one more thing need to be considered that he also explains about his leader's situation as follows:

I think he tries to be team spirit and teamwork in the organization but some of the officers disturb his desires and work intentionally.

Participant P1, deputy staff officer answered clearly that:

She just explains organizational goals to her followers but not practically. She never establishes rewards in exchange for satisfactory efforts followers. She doesn't like to let us use even the office facilities like computers and laptops except for a few people who are good to her.

4.1.3 Followers' perceptions on intellectual stimulation

After looking at the interview result, it can be clearly seen that most of the participants answered that their leaders promote their intelligence, problem-solving skills and optimism as well.

Participants P4, P5, P7, P9, P10, P11, P12, P13, P14, and P15 answered that:

He never forces us to use just old methods whenever the problem occurs. He approaches to create and think about new methods as well. Obviously, he focuses on team spirit and promotes optimism. He also gives us constructive criticisms rather than destructive ones (Participant 5).

Participants P14, the assistant director answered that:

He is a flexible person because sometimes he uses new methods not only focus on old methods. He also approaches to create and think about new methods. He considers team spirit and promotes optimism. He gives us constructive criticisms rather than destructive ones.

Participant P7, staff office explained that :

He practices both two methods, new methods ,and old ones whenever the problem occurs. He approaches his followers to think outside of the box. Occasionally, he tries to meet us in order to promote team spirit. He shares his life experience and gives great feedback that can help us in our lives.

In meanwhile, participants P1, P2, P3, P6, P8 answered respectively that:

His job contributions are not consistent. I don't think he likes clear job descriptions. If someone is very active and smart in the work, he doesn't use his/her anymore. Moreover, he does not give us any good feedbacks. (Participant 2)

He ever refuses to listen to our ideas and perspectives. He just focuses on work done. He never concerns his followers' circumstances and doesn't care whatever they might feel. Whenever we've done our works well, he never appreciates our efforts. I think that the reason why we don't improve our skills at all. (Participant P6).

4.1.4 Followers' perceptions on Individualized consideration

Almost all of the participants said that their leaders are weak in individualized consideration. They also explained that some leaders don't even know the definition of individualized consideration and the importance of that criteria in the workplace.

Participants P8, staff officer explained as follows:

I often meet to fail negotiation with her and her followers in competition and the office. Most of the staff are patient with him because he is a leader of the division. He seems he doesn't know the importance of individualized consideration. That's why the problems between his and his staffs still occur often. Individualized consideration is very important for teamwork. To be a transformational leader, these criteria are essential and need to know the right man, right place as well.

Participants 15, assistant director, said that:

Sometimes I met fail negotiation with my leader and staff but it was finished by discussion peacefully. But I think my leader needs to make consideration because he is weak in this criteria. Obviously, individualized consideration is very important to be a good leader and to promote teamwork as well.

4.2 What are the challenges to practice transformational leadership in sports management of Myanmar?

According to the data analysis results, 80 % of the participants answered that there are four challenges to practice transformational leadership in sports management of Myanmar. They are as follows:

4.2.1 Need to change attitude and perspectives to be the charismatic or idealized influence

The first challenge is that leaders in the Department of Sports and Physical Education need to know the definition of transformational leadership and need to realize the importance of transformational leadership and need to change their attitudes on leadership style as well. It might seem strange for some leaders but it is essential for all organizations.

Participants P8, staff officer said that:

The first step is, to be honest with their followers and organization. They need to build a good reputation with hard-working, an expert in their jobs and integrity. For example, to save a failing organization, he must show his staff how he can perform his responsibilities and be honest with all the staff.

Participants P2, deputy staff officer explained that:

In my case, my leader is not patient with me and almost every time he needs a hurry. He doesn't want to teach the staff and he just the staff who can help him. The main problem of him is not knowing how to promote the staff's abilities and inspire them. That's why we are not happy under his management obviously.

4.2.2 Time Scarcity for Inspiring Followers

The second challenge to practice transformational leadership in the organization is that time scarcity. Some leaders know that they need to inspire their staff with a compelling vision of the future, inspirational motivation, intellectual stimulation ,and individualized consideration. A transformational leader must give staff hope and show that their concerted efforts can create a future that benefits everyone in the entire organization. Unfortunately, only a few leaders give their time to their followers because they have time scarcity to do that.

Participants P2, Deputy Staff Officer answered that:

My leader just focuses on his seniors' instruction and desires. He doesn't care about followers' real circumstances, opinions and improvements. He ever said that I am so busy with my

works. I have a lot of stuff to do and need to finish them on time. I don't have time to listen to whatever you want.

4.2.3 Lack of Knowledge

Lack of knowledge was founded as the third challenge to practice transformational leadership in the organization. Transformational leaders must empower staff to achieve change, motivate them during tough times and deal with resistance, which is inevitable. For example, some staff might not want to change or might have other ideas they'd rather implement. Therefore, knowledge sharing programs or capacity upgrading programs should be provided to all the followers and leaders in terms of transformational leadership.

Participants P3, deputy staff officer explained that:

He doesn't have enough knowledge and experience in terms of sports research. That's why he can't manage his staff and he can't influence his followers obviously. Moreover, he can't give us intellectual stimulation as well. The funniest thing is that he looked scared of our questions to answer because he knows nothing in terms of sports research.

4.2.4 Financial issue and interest conflict

According to the interview result, to practice transformational leadership in the Department of Sports and Physical Education, financial issue is one of the biggest problems so far. Budget allocation and distribution is essential to promote followers' motivation, self-confidence, satisfaction, optimism, and teamwork.

Participants P6, a staff officer said that:

He never appreciates our concerted efforts by money or any rewards throughout our working experience. I have been working here over 9 years with several leaders but they really consider money and they don't want to use anything like rewards or appreciation to the followers' efforts.

Participant P1, deputy staff officer, shared his perspective on interest conflict issue that:

She really considers money and she doesn't want to use her money for her followers obviously. And also she is not transparent whatever she does. She doesn't let us know even office cases. I think she wants to protect her interests and

profits. It means she doesn't want to teach us anything because of interest.

Participant P 4, deputy staff officer answered that :

In my opinion, some leaders just focuses on their works and they just want to do whatever they think. Moreover, they don't want to cooperate with their followers because they don't want to contribute some profits properly and fairly.

4.3 What are the opportunities to practice transformational leadership in sports management of Myanmar?

According to the interviewees' responses, it better by practicing transformational leadership in Myanmar Sports. All of the participants would like to practice it in their divisions or organizations obviously. There are four opportunities that exactly would receive by practicing transformational leadership in Myanmar Sports.

4.3.1 Building mutual trust and understanding

By practicing transformational leadership in the Department of Sports and Physical Education, Ministry of Health and Sports, Republic of the Union of Myanmar, there will be mutual trust and understanding between leaders and followers that could promote Myanmar Sports Standard.

Transformational leaders try to understand the strength and weaknesses of their followers. They ever focus on their organizational performance. But transactional leaders regard to reward and punishment as a tool to accomplish the goal of their organization. They change these rewards and punishments for their followers' performance (Bass, 1985; Burns 1978).

Participant P3, deputy staff officer said that:

The main requirement or thing between leaders and followers is mutual trust and understanding. As far as I know, to build mutual trust and understanding, all leaders and followers must be honest and transparent to each other. That's why I do believe that if we could practice transformational leadership in our organization, there is no doubt to see Myanmar Sports Development sustainably.

4.3.2 Enhancing Synergy and Teamwork

It is impossible to achieve organizational goals without synergy or teamwork. If the followers and leaders have mutual respect, trust and understanding, there will be synergy and teamwork in every organization. By practicing transformational leadership in the organization, all of the staff might feel a sense of happiness and produce their concerted efforts obviously.

Participant P6, staff officer answered that:

There are no people who have strengths and weaknesses. Everybody has weaknesses and strengths. As a leader, he/she should know that and it would be better if he/she could assign

his/her followers in the right man right place. Of course, transformational leadership does.

4.3.3 Effective Management and Virtuous Cycle towards Better Sports

To accomplish the objectives and organizational goals, effective management is essential so far. Transformational leadership can provide not only effective management but also a virtuous cycle for all organizations. Some leader thinks that they are leaders, they are right whatever they do and every follower must follow their decisions and instructions.

Participant P11 explained his perspective on that:

If leaders know the meaning of good leaders and the importance of effective management, every sector, organization and country would be developed exactly. Moreover, followers could follow and imitate their leaders' attitudes, behavior and abilities. By doing this, the virtuous cycle could be run in the organization definitely.

Chapter 5. Discussion

The findings of this research are related to the research questions and alignment with the previous literature. In this study, four fundamentals were found to cover the first question which is ‘What are the followers’ perceptions on transformational leadership in Myanmar Sports’. Those are 1) followers’ perceptions on charismatic or idealized influence, 2) followers’ perceptions on inspirational motivation, 3) followers’ perceptions on intellectual stimulation, and 4) followers’ perceptions on individualized consideration.

In summary, in the perceptions on charismatic or idealized influence, 30% of the participants answered that their leaders are a charismatic or idealized influence but 70% of them responded that their leaders are not. Most of their leaders’ decisions are not fair and transparent. That is why followers don’t trust them and no admirable.

In terms of perceptions on inspirational motivation, 60% of the participants also answered that most of their leaders cannot inspire them either physically or mentally. They said that they don’t get any motivation from their leaders. Most of the leader seems they just want to show their identity but they don’t want to help their followers.

In the case of perceptions on intellectual stimulation, 60% of the participants also answered that most of their leaders cannot give them

intellectual stimulation. Some leaders just give them instructions but they don't explain exactly how to do that and what they have to do. That is why they are not getting better and some followers even feel depressed and hopeless.

Regarding the followers' perceptions on individualized consideration, 80% of the participants said that their leaders do not concentrate on them and they do not want to spend their time for their followers. Some leaders mentioned that they have no time for their followers and some seems they do not even know how individualized consideration.

5.1 Followers' perceptions on transformational leadership in Myanmar Sports

The perceptions of followers on transformational leadership in Myanmar Sports are positive and all the followers would love to promote Myanmar Sports through transformational leadership. They were so excited when they heard the meaning of transformational leadership and its effectiveness. Charismatic or idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, four elements are found out for the first theme of the research.

Charismatic or idealized influence is essential for all organizations and everywhere to succeed their goals. Between followers and leaders, mutual trust and understanding are very important so far. All the leaders have to lead their followers with honesty, sympathy and transparent. If they become a reliable and admirable person, followers would enjoy doing their work obviously. If their decisions are not fair, there is no way to build mutual trust and understanding between leaders and followers because honesty and sympathy are vital for that.

Followers also expect encouragement and inspirational motivation from their leaders rather than just instructions and commands. They would love to listen to kind words or warm words from their leaders whenever they have a tough time period.

Transformational leaders inspire followers to achieve extraordinary outcomes by providing both meaning and understanding. They align the objectives and goals of individual followers and the larger organization (Bass & Riggio, 2006) and support the follower, mentoring and coaching.

Followers want to learn new experiences and knowledge from their leaders. Some followers answered that they are working not only for money but also to learn new experiences and knowledge to become leaders in the future. Moreover, they want to get specific feedback from their leaders whether it is good or not whenever they made efforts.

All the followers would love to get individualized consideration from their leaders. If leaders know each their weakness and strengths, he/she can manage them very well. Moreover, followers will enjoy their works that they are assigned. That is why individualize consideration is very important for all organizations.

5.2 The challenges and opportunities to practice transformational leadership in Myanmar Sports

According to the interview results, four challenges and four opportunities are found out for the second theme of the research. Leaders' perceptions on leadership roles need to change. Most of the leaders think that they are leaders, everything is right whatever they did and just give commands to their followers.

Leaders should expert in their work and flexible with their followers. Especially, they need to be straightforward and modest. They have to learn up to date news and knowledge regarding their work. If they are conservative and old books, followers might feel frustrated and let down in the workplace. If all the staff lost self-confidence, a sense of happiness and cooperation with each other, there is no doubt about facing organizational goals so far.

In fact, leaders need much time for their followers to give inspirational motivation, intellectual stimulation, and individualized consideration. They also need to know the importance of leadership roles and be honest to become admirable persons and transformational leaders.

5.3 Limitation of the study

The limitation of the study was the number of participants. Only 15 participants were able to conduct to study followers' perceptions on transformational leadership in sports management of Myanmar because of time limitation. Therefore, those participants' perspectives and feedbacks might limit the extent of the impact of this research's outcome. As a phenomenon study, it needs to be evaluated on a regular basis with a higher number of samples.

Data may be biased by the use of a self-reported questionnaire instrument. The administrative and subordinate questionnaires were used to protect the confidentiality of the participants as well as to help minimize stress and discomfort. Some people may be uncomfortable giving open and honest answers and may choose to bias the findings by providing answers they perceive are desired.

Another perceived limitation to this study was the one-time data collection event. Experiences and situations happening within the workplace could influence the answers given on the questionnaires at any given time and the outcome may be entirely different.

5.4 Recommendation for the Future Research

This research was an attempt to understanding the followers' perceptions on transformational leadership in sports management of Myanmar and the challenges and opportunities to practice transformational leadership in Myanmar Sports. Since there were 15 participants in this study, it is imperious to select more participants with different sports, diverse backgrounds and experience to get more factors.

More in-depth research needs to be conduct to investigate the effects that new gear, technology, financial support, and corruption prevention unit(CPU) may have on leadership role, effective management and Myanmar Sports Success.

5.5 Conclusion

This research contributed to an effective understanding on a leadership role, followers' perceptions on transformational leadership and the challenges and opportunities to practice transformational leadership in Sports Management of Myanmar.

The overall perceptions of participants on transformational leadership are that they all love to practice transformational leadership. But, according to the research, only 30% of their leaders are matched with transformational leadership criteria but 70% are not transformational leaders.

It means that we need to let all the staff know the importance of leadership role and the effectiveness of transformational leadership. Moreover, we all have to try to get over those kinds of issues such as lack of cooperation, bias, corruption, conservative thoughts, poor sports research, and management in Myanmar Sports by practicing transformational leadership so far.

This research absolutely could explore followers' perceptions on transformational leadership, the challenges and opportunities to practice transformational leadership in sports management of Myanmar. There is no doubt about on it.

Transformational leaders could bring subjective measures(followers' satisfaction and sense of happiness) and objective measures (profit, opportunity, reward, and promotion). Building mutual trust and understanding, enhancing synergy and teamwork, effective management, and virtuous cycle towards would bring Better Myanmar Sports Standard in the near future.

References

- Amorose, A. J., Anderson-Butcher, D. J. P. o. s., & exercise. (2007).
Autonomy-supportive coaching and self-determined motivation in
high school and college athletes: A test of self-determination theory.
8(5), 654-670.
- Anfara Jr, V. A., Brown, K. M., & Mangione, T. L. J. E. r. (2002). Qualitative
analysis on stage: Making the research process more public. 31(7), 28-
38.
- Arthur, C. A., Woodman, T., Ong, C. W., Hardy, L., Ntoumanis, N. J. J. o. s.,
& psychology, e. (2011). The role of athlete narcissism in moderating
the relationship between coaches' transformational leader behaviors
and athlete motivation. 33(1), 3-19.
- Asaari, M. H. A. H., & Razak, R. C. (2007). *Strategic decision -making
practices and organization performance: A conceptual perspective of
Malaysian organizations*. Paper presented at the proceeding of Oxford
Business and Economics Conference, June.
- Avolio, B., & Bass, B. M. (2002). Manual for the multifactor leadership
questionnaire (Form 5X). In: Redwood City, CA: Mindgarden.
- Avolio, B. J., Bass, B. M., Jung, D. I. J. J. o. o., & psychology, o. (1999). Re-
examining the components of transformational and transactional
leadership using the Multifactor Leadership. 72(4), 441-462.

- Avolio, B. J., Zhu, W., Koh, W., Bhatia, P. J. J. o. O. B. T. I. J. o. I., Occupational, Psychology, O., & Behavior. (2004). Transformational leadership and organizational commitment: Mediating role of psychological empowerment and moderating role of structural distance. *25*(8), 951-968.
- Barbuto Jr, J. E. J. J. o. L., & Studies, O. (2005). Motivation and transactional, charismatic, and transformational leadership: A test of antecedents. *11*(4), 26-40.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*: Collier Macmillan.
- Bass, B. M., & Avolio, B. J. (1990). *Transformational leadership development: Manual for the multifactor leadership questionnaire*: Consulting Psychologists Press.
- Bass, B. M., Avolio, B. J., Jung, D. I., & Berson, Y. J. J. o. a. p. (2003). Predicting unit performance by assessing transformational and transactional leadership. *88*(2), 207.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership*: Psychology Press.
- Batista, M., Lercas, A., Santos, J., Honório, S., Serrano, J., & Petrica, J. (2019). Practice motivation and life satisfaction of athletes of team sports: Comparative study between adapted and regular sport.

- Bois, J. E., Sarrazin, P. G., Brustad, R. J., Trouilloud, D. O., Cury, F. J. P. o. s., & exercise. (2005). Elementary schoolchildren's perceived competence and physical activity involvement: the influence of parents' role modeling behaviors and perceptions of their child's competence. *6*(4), 381-397.
- Boyce, C., & Neale, P. (2016). Conducting in-depth interviews: A guide for designing and conducting in-depth interviews for evaluation input. Pathfinder international tool series, monitoring and evaluation–2, 2006. In.
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*: sage.
- Bryman, A. (1992). *Charisma and leadership in organizations*: Sage Pubns.
- Bryman, A. J. T. l. q. (2004). Qualitative research on leadership: A critical but appreciative review. *15*(6), 729-769.
- Burton, K. J. M. (2012). A study of motivation: How to get your employees moving. *3*(2), 232-234.
- Bycio, P., Hackett, R. D., & Allen, J. S. J. J. o. a. p. (1995). Further assessments of Bass's (1985) conceptualization of transactional and transformational leadership. *80*(4), 468.

- Carlson, D. S., & Perrewe, P. L. *J. J. o. b. e.* (1995). Institutionalization of organizational ethics through transformational leadership. *14*(10), 829-838.
- Charbonneau, D., Barling, J., & Kelloway, E. K. *J. J. o. a. s. p.* (2001). Transformational leadership and sports performance: The mediating role of intrinsic motivation 1. *31*(7), 1521-1534.
- Chelladurai, P., & Haggerty, T. *J. A. a.* (1978). A normative model of decision styles in coaching. *13*(2), 6-9.
- Chelladurai, P. *J. H. o. s. p.* (2007). Leadership in sports. *3*, 113-135.
- Chua, R. Y. J., Ingram, P., & Morris, M. W. *J. A. o. M. j.* (2008). From the head and the heart: Locating cognition-and affect-based trust in managers' professional networks. *51*(3), 436-452.
- Conger, J. A., Kanungo, R. N., Menon, S. T., & Mathur, P. *J. C. J. o. A. S. R. C. d. S. d. l. A.* (1997). Measuring charisma: dimensionality and validity of the Conger-Kanungo scale of charismatic leadership. *14*(3), 290-301.
- Conger, J. A., & Kanungo, R. N. *J. A. o. m. r.* (1987). Toward a behavioral theory of charismatic leadership in organizational settings. *12*(4), 637-647.

- Conroy, D. E., Willow, J. P., & Metzler, J. N. J. J. o. a. s. p. (2002).
Multidimensional fear of failure measurement: The performance
failure appraisal inventory. *14*(2), 76-90.
- Davies, B. J. D. B. (2007). Strategic leadership. *School Leadership &
Management, 24:1*, 29-38. DOI: 10.1080/1363243042000172804
- Day, D. V., & Zaccaro, S. J. (2007). Leadership: A Critical Historical
Analysis of the Influence of Leader Traits. *Historical perspectives in
industrial and organizational psychology*. (pp. 383-405). Mahwah,
NJ, US: Lawrence Erlbaum Associates Publishers.
- Decharms, R., Dave, P. N. J. J. o. P., & Psychology, S. (1965). The hope of
success, fear of failure, subjective probability, and risk-taking
behavior. *1*(6), 558.
- Department of Population, M. (2014). *2014 Population and Housing Census
of Myanmar*. Retrieved from
[https://myanmar.unfpa.org/en/publications/2014-population-and-
housing-census-myanmar-data-sheet](https://myanmar.unfpa.org/en/publications/2014-population-and-housing-census-myanmar-data-sheet)
- Downton, J. V. (1973). *Rebel leadership: Commitment and charisma in the
revolutionary process*: Free Press.
- Drouillard, S. E., & Kleiner, B. H. J. M. D. R. (1996). “Good” leadership.
9(5), 30-33.

- Duda Jr, T. F., Kohn, A. J. J. M. p., & evolution. (2005). Species-level phylogeography and evolutionary history of the hyperdiverse marine gastropod genus *Conus*. *34*(2), 257-272.
- Duric, S., & Tzschucke, C. C. J. O. I. (2011). Synthesis of Unsymmetrically Substituted Bipyridines by Palladium-Catalyzed Direct C–H Arylation of Pyridine N-Oxides. *13*(9), 2310-2313.
- Esmailzadeh, S. J. E. h., & medicine, p. (2015). The association between depressive symptoms and physical status including physical activity, aerobic and muscular fitness tests in children. *20*(6), 434.
- Ewen, R. B. J. J. o. A. P. (1964). Some determinants of job satisfaction: A study of the generality of Herzberg's theory. *48*(3), 161.
- Eys, M. A., Loughhead, T. M., Hardy, J. J. P. o. S., & Exercise. (2007). Athlete leadership dispersion and satisfaction in interactive sport teams. *8*(3), 281-296.
- Fullagar, C., McCoy, D., & Shull, C. J. J. o. O. B. (1992). The socialization of union loyalty. *13*(1), 13-26.
- Gallessich, J. (2006). *The Profession and Practice of Consultation: A Handbook for Consultants, Trainers of Consultants, and Consumers of Consultation Services* (Jossey-Bass Social and Behavioral Science Series).

Galton, F. (1869). *Hereditary Genius: An Inquiry Into Its Laws and ...*, (Vol. Volume 27; Volume 100).

Gomes, A. R. (2012). TRANSFORMATIONAL LEADERSHIP: THEORY, RESEARCH, AND APPLICATION TO SPORTS

The University of Minho, School of Psychology. Portugal.

Gomes, A. R., Cruz, J. F. A., & Sousa, S. A. (2006). Charismatic, transformational and visionary dimensions in sport leadership: Toward news paths for the study of coach-athletes relationships.

Graves, L. M., Luciano, M. M. J. M., & Emotion. (2013). Self-determination at work: Understanding the role of leader-member exchange. *37*(3), 518-536.

Gregory Stone, A., Russell, R. F., Patterson, K. J. L., & Journal, O. D. (2004). Transformational versus servant leadership: A difference in leader focus. *25*(4), 349-361.

Hagger, M. S., & Chatzisarantis, N. L. (2007). *Intrinsic motivation and self-determination in exercise and sport*: Human Kinetics.

Hawkins, K., Tolzin, A. J. G., & Management, O. (2002). Examining the team/leader interface: Baseball teams as exemplars of postmodern organizations. *27*(1), 97-112.

Herzberg, F. (2017). *Motivation to work*: Routledge.

- House, R. J., Spangler, W. D., & Woycke, J. (1990). *Personality and charisma in the US presidency: A psychological theory of leadership effectiveness*. Paper presented at the Academy of Management Proceedings.
- Ireland, R. D., Hitt, M. A., Camp, S. M., & Sexton, D. L. J. A. o. M. P. (2001). Integrating entrepreneurship and strategic management actions to create firm wealth. *15*(1), 49-63.
- Jabeen, F., Cherian, J., Pech, R. J. I. J. o. B., & Management. (2012). Industrial leadership within the United Arab Emirates: how does personality influence the leadership effectiveness of Indian expatriates?, *7*(18), 37.
- Jamal, A.-H. J. A. J. o. E. R. (2014). Leadership styles and value systems of school principals. *2*(12), 1267-1276.
- Johnson, J. E. (2003). A study of the relationship between followership modalities and leadership styles among educators at selected high schools in Jackson, Mississippi.
- Judge, T. A., Erez, A., Bono, J. E., & Thoresen, C. J. J. P. p. (2003). The core self-evaluations scale: Development of a measure. *56*(2), 303-331.
- Judge, T. A., & Piccolo, R. F. J. J. o. a. p. (2004). Transformational and transactional leadership: a meta-analytic test of their relative validity. *89*(5), 755.

- Jung, D. I., & Avolio, B. J. J. J. o. o. B. (2000). Opening the black box: An experimental investigation of the mediating effects of trust and value congruence on transformational and transactional leadership. *21*(8), 949-964.
- Kane, T. D., & Tremble Jr, T. R. J. M. P. (2000). Transformational leadership effects at different levels of the army. *12*(2), 137-160.
- Keegan, R. J., Harwood, C. G., Spray, C. M., Lavallee, D. E. J. P. o. s., & exercise. (2009). A qualitative investigation exploring the motivational climate in early career sports participants: Coach, parent and peer influences on sport motivation. *10*(3), 361-372.
- Keller, R. T. J. J. o. a. p. (2006). Transformational leadership, initiating structure, and substitutes for leadership: a longitudinal study of research and development project team performance. *91*(1), 202.
- Kent, A., & Chelladurai, P. J. J. o. s. m. (2001). Perceived transformational leadership, organizational commitment, and citizenship behavior: A case study in intercollegiate athletics. *15*(2), 135-159.
- Khanin, D. J. J. o. L. S. (2007). Contrasting Burns and Bass: Does the transactional-transformational paradigm live up to Burns' philosophy of transforming leadership? , *1*(3), 7-25.

- Kuhnert, K. W., & Lewis, P. J. A. o. M. r. (1987). Transactional and transformational leadership: A constructive/developmental analysis. *12*(4), 648-657.
- Light Shields, D. L., Gardner, D. E., Light Bredemeier, B. J., & Bostro, A. J. t. J. o. P. (1997). The relationship between leadership behaviors and group cohesion in team sports. *131*(2), 196-210.
- Liuolienė, A., & Metiūnienė, R. J. C. P., Educology/Santalka: Filologija, Edukologija. (2011). Second language learning motivation. *14*(2), 93-98.
- Loftus, E. F., Miller, D. G., Burns, H. J. J. J. o. e. p. H. l., & memory. (1978). Semantic integration of verbal information into a visual memory. *4*(1), 19.
- Loughead, T. M., Hardy, J. J. P. o. s., & exercise. (2005). An examination of coach and peer leader behaviors in sport. *6*(3), 303-312.
- Maslow, W. J. C. L. R. (1954). Fair Procedure in Congressional Investigations: A Proposed Code. *54*, 839.
- McLean, L. K., & Cripe, J. W. J. T. e. o. e. i. (1997). The effectiveness of early intervention for children with communication disorders. 349-428.
- Ministry of Health and Sports. (2015). Myanmar Sports History.

- Nam Nguyen, H., & Mohamed, S. J. J. o. M. D. (2011). Leadership behaviors, organizational culture and knowledge management practices: An empirical investigation. *30*(2), 206-221.
- Park1, S. M. (2012). Toward the Trusted Public Organization: Untangling the Leadership, Motivation, and Trust Relationship in U.S. Federal Agencies. *The American Review of Public Administration*, 562-590.
- Park, S. M. J. T. A. R. o. P. A. (2012). Toward the trusted public organization: Untangling the leadership, motivation, and trust relationship in US federal agencies. *42*(5), 562-590.
- Pelegrin, J. (1995). *Technologie lithique: le Châtelperronien de Roc-de-Combe (Lot) et de la Côte (Dordogne)*: CNRS.
- Pillai, R., Schriesheim, C. A., & Williams, E. S. J. J. o. m. (1999). Fairness perceptions and trust as mediators for transformational and transactional leadership: A two-sample study. *25*(6), 897-933.
- Podsakoff, P. M., Ahearne, M., & MacKenzie, S. B. J. J. o. a. p. (1997). Organizational citizenship behavior and the quantity and quality of workgroup performance. *82*(2), 262.
- Price, M. S., & Weiss, M. R. J. J. o. a. s. p. (2013). Relationships among coach leadership, peer leadership, and adolescent athletes' psychosocial and team outcomes: A test of transformational leadership theory. *25*(2), 265-279.

- Qu, S. Q., Dumay, J. J. Q. r. i. a., & management. (2011). The qualitative research interview. *8*(3), 238-264.
- Rafferty, A. E., & Griffin, M. A. J. T. l. q. (2004). Dimensions of transformational leadership: Conceptual and empirical extensions. *15*(3), 329-354.
- Rai, S., & Sinha, A. K. J. P. S.-U. o. C. (2000). Transformational leadership, organizational commitment, and facilitating climate. *45*(1/2), 33-42.
- Roberts, G. C., & Roberts, G. C. (1992). *Motivation in sport and exercise*: Human Kinetics Books Champaign, IL.
- Roberts, G. E. J. R. o. P. P. A. (1992). Linkages between performance appraisal system effectiveness and rater and rate acceptance. *12*(3), 19-41.
- Rowe, W. G. J. A. o. M. P. (2001). Creating wealth in organizations: The role of strategic leadership. *15*(1), 81-94.
- Rowold, J., & Heinitz, K. J. T. L. Q. (2007). Transformational and charismatic leadership: Assessing the convergent, divergent and criterion validity of the MLQ and the CKS. *18*(2), 121-133.
- Rowold, J. J. P. p. (2008). Effects of transactional and transformational leadership of pastors. *56*(4), 403.
- Ryan, R. M., & Deci, E. L. J. C. e. p. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *25*(1), 54-67.

- Sagar, S. S., Stoeberl, J. J. J. o. S., & Psychology, E. (2009). Perfectionism, fear of failure, and affective responses to success and failure: The central role of fear of experiencing shame and embarrassment. *31*(5), 602-627.
- Sánchez-Miguel, P. A., Leo, F. M., Sánchez-Oliva, D., Amado, D., & García-Calvo, T. J. J. o. h. k. (2013). The importance of parents' behavior in their children's enjoyment and motivation in sports. *36*(1), 169-177.
- Seale, C. J. Q. S. W. (2002). Quality issues in qualitative inquiry. *1*(1), 97-110.
- Shamir, B., House, R. J., & Arthur, M. B. J. O. s. (1993). The motivational effects of charismatic leadership: A self-concept based theory. *4*(4), 577-594.
- Shukurat, S. I. (2012). *The Exploitation of Children in the Informal Sector: Case Study of Street Hawking Children in Ifo Local Government, Ogun State*: Citeseer.
- Smoll, F. L., & Smith, R. E. J. J. o. a. s. p. (1989). Leadership Behaviors in Sport: A Theoretical Model and Research Paradigm 1. *19*(18), 1522-1551.
- Stenling, A., & Tafvelin, S. J. J. o. a. s. p. (2014). Transformational leadership and well-being in sports: The mediating role of need satisfaction. *26*(2), 182-196.

- Stewart, J. J. C. J. o. E. A., & Policy. (2006). Transformational leadership: An evolving concept examined through the works of Burns, Bass, Avolio, and Leithwood. *54*, 1-29.
- Stoeber, J. J. I. R. o. S., & Psychology, E. (2011). The dual nature of perfectionism in sports: Relationships with emotion, motivation, and performance. *4*(2), 128-145.
- Sun, W., Xu, A., & Shang, Y. J. A. P. J. o. M. (2014). Transformational leadership, team climate, and team performance within the NPD team: Evidence from China. *31*(1), 127-147.
- Tajfel, H. (1981). *Human groups and social categories: Studies in social psychology*: CUP Archive.
- Tiu Wright, L. J. M. I., & Planning. (1996). Exploring the in-depth interview as a qualitative research technique with American and Japanese firms. *14*(6), 59-64.
- Vallerand, R. J., & Losier, G. F. J. J. o. a. s. p. (1999). An integrative analysis of intrinsic and extrinsic motivation in sport. *11*(1), 142-169.
- Van Knippenberg, D., & Sitkin, S. B. J. T. A. o. M. A. (2013). A critical assessment of charismatic—transformational leadership research: Back to the drawing board?, *7*(1), 1-60.
- Vandenabeele, W. J. I. r. o. a. s. (2009). The mediating effect of job satisfaction and organizational commitment on self-reported

performance: more robust evidence of the PSM—performance relationship. *75*(1), 11-34.

Waldman, D. A., Bass, B. M., Yammarino, F. J. J. G., & Studies, O. (1990). Adding to contingent-reward behavior: The augmenting effect of charismatic leadership. *15*(4), 381-394.

Walumbwa, F. O., Orwa, B., Wang, P., & Lawler, J. J. J. H. r. d. q. (2005). Transformational leadership, organizational commitment, and job satisfaction: A comparative study of Kenyan and US financial firms. *16*(2), 235-256.

Weiss, M. R., & Ferrer-Caja, E. (2002). Motivational orientations and sport behavior.

Weiss, M. S. P. M. R. (2012). Relationships among Coach Leadership, Peer Leadership, and Adolescent Athletes' Psychosocial and Team Outcomes: A Test of Transformational Leadership Theory. *Journal of Applied Sport Psychology*, *25*:2, 265-279.

Welch, A. S., Hulley, A., Ferguson, C., Beauchamp, M. R. J. P. o. S., & Exercise. (2007). Affective responses of inactive women to a maximal incremental exercise test: A test of the dual-mode model. *8*(4), 401-423.

Yammarino, F. J., Dionne, S., & Chun, J. U. (2002). Transformational and charismatic leadership: A levels-of-analysis review of theory,

measurement, data analysis, and inferences. In *Leadership* (Vol. 2, pp. 23-63): Information Age Publishing Greenwich, CT.

Yukl, G. J. T. I. q. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *10*(2), 285-305.

Zacharatos, A., Barling, J., & Kelloway, E. K. J. T. L. Q. (2000). Development and effects of transformational leadership in adolescents. *11*(2), 211-226.

Appendix

A. Letter of information

My name is Pyae Phyoe Han. I am now studying Global Sports Management Master Degree in Dream Together Master Program under the Department of Physical Education, Seoul National University.

I would like to explain to you the reasons why I sent this letter to you. The purpose of my research is to help Myanmar Sports Standard and our all organizations. The major goal is to understand the importance of leadership roles and to appreciate the effectiveness of Transformational Leadership.

To participate in this research study, you just need to answer a few questions and it will take no more than 30 minutes. You have a full right not to answer every question if you feel uncomfortable and also you can stop anytime while you are answering the questions. I will make a record to help writing data analyzed properly.

I strongly give you my promise that your participation in this study is completely voluntary and your responses will be kept as confidential. You don't need to worry about your future to participate in this research and I won't use any kind of information about you without your permission.

There is no physical and social impacts or risks on your participation in this study. This study will be used for academic purposes only.

Yours sincerely,

Pyae Phyo Han

6th Batch DTM student

Seoul National University

B. Consent form

I have already read the letter of information and fully understand the purpose of the research study. I voluntarily agree to participate in this research study. I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.

I agree with my interview being audio-recorded. I understand that all the information I provide for this study will be treated confidentially. I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.

I consent to participate in this research study.

Participant Name

Signature

Date

C. Semi-structured questionnaire

- Age: _____
 - Sex: _____
 - How many different organizations/departments have you worked for? _____
 - How long have you been with this organization? _____
 - Size of organization _____
 - Education Level: _____
 - Position _____
 - Salary _____
1. How do your leader act his/her responsibilities ?
 2. How your leader state the vision and mission of your organization clearly?
 3. Why you think your leader make his/her decisions fair and transparently?
 4. Do you have experience that your leader takes accountability whenever you make mistakes?
 5. How do you consider the moral and ethical consequences of your leader's decisions ?

6. Have your leader talked about what needs to be fulfilled for the organization ?
7. Does your leader express organizational goals and do believe that goals will be achieved?
8. Do you have any experiences that your leader establishes rewards in exchange for the satisfactory efforts followers in accomplishing the assignments?
9. Can you explain to me how your leader focuses on team spirit and promotes optimism in his/her followers?
10. Do you believe that your leader shares his/her time in teaching and coaching?
11. How does your leader suggest new ways of looking at how to solve the problems and how to complete assignments ?
12. How does your leader trains you to think outside the box?
13. Which kinds of methods does your leader use to approach the problems with the new ways whenever the problems occur during the organization?

14. Do you believe that your leader focuses on team spirit and promotes optimism in his/her followers?
15. Does your leader give you constructive criticism rather than destructive ones?
16. Have you ever met fail negotiation with leader and follower in competition and outside of the field?
17. What would motivate you to go the extra mile for your organization rather than monetary values, if any at all?
18. How do you think that your leader/manager positively or negatively motivates you and in what ways?
19. Do you accept the importance of sense of happiness in the workplace?
20. How do you think, what are the main barriers for the leaders to do individualized consideration to the followers ?
21. Can you explain to me the main barriers to practice transformational leadership in your organization that you think?

초록

미얀마 스포츠 관리의 변혁적 리더십에 대한 팔로워의 인식 탐구

미얀마 체육부 체육 물리 교육처 사례 연구

Pyae Phyoe Han

체육교육과 글로벌 스포츠 매니지먼트

서울대학교 대학원

이 연구의 목적은 미얀마 스포츠 관리의 변혁적 리더십에 대한 팔로워들의 인식을 탐구하는 것이다. 리더십은 환경에 긍정적인 영향 뿐만 아니라 부정적인 영향을 줄 수 있다는 점에서 모든 조직 및 기업에서 매우 중요한 요소이다. 효과적인 리더십은 조직의 구성원들에게 자신감을 부여한다. 또한 효율성을 극대화하고 조직의 목표를 달성하는 데 도움이 될 수 있다.

리더십 스타일에 대한 분석은 모든 조직에서 중요하게 작용한다. 팔로워의 스포츠에 대한 인식을 연구하고 변혁적 리더십의 효과를

분석하면 동기 부여, 성과, 직업 만족도, 응집력 및 스포츠 성공을 포함한 많은 이점을 얻을 수 있다.

키워드 : 지도 , 변혁적 리더십 , 팔로워들의 인식, 스포츠 성공

학번 : 2018-25286