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Leadership behavior as preferred by male athletes of different games and sports

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Abstract

Coach's leadership behavior is a complex and diversified behavior; it guides player to reach the goal through direct or indirect ways. An outstanding coach should possess training basics and abilities to enhance player's body and mind, and also make much of using skills, strategy, and process to encourage player to work voluntarily toward his goal. The purpose of the research study was to investigate the leadership behavior as preferred by male players of archery, baseball, handball, kabaddi and jump rope games and sports. Eighty five males players representing their respective districts in state school competitions held in Higher Secondary School, Bilaspur (Chhattisgarh) were selected randomly to serve as subjects for this study. Leadership Scale for Sports developed by P. Chelladurai (1980)^[7] was selected as a criterion tool to measure preferred behaviour preferences of male players. To find out the significant of differences among means of male players on various determined factors of preferred leadership behaviour, the means, standard deviations, Analysis of variance and Scheffe's Test of post-hoc analysis were computed. The results of the study revealed the significant difference among state level male players in their actual leader behaviour. Male player preferred greater amount of positive feedback and lesser of autocratic behaviour from their coaches.

Keywords: Actual leader behaviour, Male players, preferences, State level.

1. Introduction

In modern period, sport performance in different games and sports does not only depend on scientific and systematic training to develop psycho-physical and physiological variables as well as technical and tactical aspects of sport but also demand the consideration of affective territory for success in the field of different games and sports.

Leadership behaviour consisted of different effective factors preferred by the male players in different sports and games in various ways from their sport coaches. Coach's leadership behavior is a complex and diversified behavior; it guides player to reach the goal through direct or indirect ways. An outstanding coach should possess training basics and abilities to enhance player's body and mind, and also make much of using skills, strategy, and process to encourage player to work voluntarily toward his goal. And during scenarios of sports, coach and player's interaction behavior is also a process of interpersonal interaction. This kind of interactive relationship will affect player's motive and satisfaction with performance in sports (Weiss & Friedrichs, 1986)^[24]

Preferred leader behavior describes the type of behavior athletes would like from their coaches. Preferred behavior influences actual leader behavior, perhaps as a result of situational requirements such as organizational rules, regulations, and goals. Student-athletes' preferred leadership behavior in each setting may differ because of the varying situational characteristics. In term, the differing athlete's preferences may influence actual leader behavior (Beam, 2001)^[2].

Preferred behavior is also influenced by member characteristics of personality, ability, attitude toward authority, attitude towards individualism, self-esteem, and need for independence (Chelladurai, 1980)^[7].

Investigations of athlete's preferences for coaching leader behavior based on gender have demonstrated various and at times contradictory findings. Researchers have demonstrated significant differences among preferences for leader behavior attributable to gender (Chelladurai & Saleh, 1978; Erle, 1981; Terry, 1984)^[5, 9, 23]. Others have demonstrated that male and female athletes' overall preference for leadership behaviors appeared similar in club,

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university, and elite levels (Chelladurai, Haggerty, & Baxter, 1989; Massimo, 1980; Terry & Howe, 1984) [6, 17, 22, 23]. The results of these investigations supported the notion of Helmlreich and Spence (1976) [12] that male and female athletes appeared more alike than different.

Many researchers indicated the differences in their preferences of athletes belong to different games and sports for leader behaviour from their coaches. (Horn, 2002; Weinberg & Gould, 2003; Riemer and Chelladurai, 1995; Chelladurai, 1993; Lindauer, 2000 and Beam, 2001) [10, 25, 19, 8, 15, 2]. Researchers have also concluded that male and female student-athletes prefer different coaching behaviors (Erle, 1981; Millard, 1996; Jambor & Zhang, 1997; Sharma, 2001; Weinberg & Gould, 2003; Beam, *et al.*, 2004) [9, 16, 13, 21, 25, 1]. Previous research has shown that male collegiate athletes prefer a more autocratic leadership style than female collegiate athletes, and females tend to prefer a more democratic leadership style as compared to males (Beam, Serwatka, & Wilson, 2004) [1].

Similarity in preferred leadership was observed among different nationalities. Canada, United States, and Great Britain athletes shared similar cultural backgrounds and sporting ideologies (Terry, 1981) [22]. Male players of individual sports group of India had similar preferences in all the leader behavior dimensions. (Pawar, Yadav & Sharma, 2009) [18]. Football player's preferences for coaching leadership behaviours were found different at the various levels of play, units of play, and team success (Barr, 1996) [3]. Korean athletes of individual sports, combative sports, and team sports differed among themselves in all dimensions of preferred leadership except in training and instruction (Kim *et al.*, 1990) [14]. A study by Sherman and Fuller (2000) [20] investigated the preferred coaching behaviors of athletes of different team games (Australian football, netball, and basketball). He revealed high level of similarity in the coaching preferences between all athletes regardless of gender. Athletes from all three sports indicated that positive feedback, training and instruction and democratic behavior were preferred coaching behaviors. Social support, and autocratic behavior were not preferred.

Overall, the coach-athlete relationship is embedded in the dynamic and complex coaching process and provides the means by which coaches' and athletes' needs are expressed and fulfilled (Jowett & Cockerill, 2002).

Keeping in mind the importance leadership in peaking sports performance at different levels of competitions, the researcher experiences the need to conduct research study to find out differences in leadership behavior among the school children belong to Archery, Baseball, Handball, Kabaddi and Jump rope games and sports.

2. Methods and Materials

2.1 Selection of Subjects

Eighty five males players representing their respective districts in state school competitions held in Higher Secondary School, Bilaspur (Chattisgarh) and who volunteered to participate in this study, were selected randomly to serve as subjects for this study. The age range of subjects was 14 to 18 years. The subjects were selected from amongst the male players of Archery, Basketball, Handball, Jump Rope and Baseball games. All have taken part in state level School Competitions during the session 2014-15.

2.2 Instrumentation

Leadership Scale for Sports developed by P. Chelladurai (1980) [7] was selected as a criterion tool to measure preferred

behaviour preferences of inter-university level Judo athletes. The Leadership Scale for Sports (L.S.S.) is a valid and reliable instrument. The scale consists of 40 items for athlete's perception of coach's behaviour and 40 items for preference version representing five dimensions of leadership behaviour i.e. training and instruction, democratic behaviour, autocratic behaviour, social supports and positive feedback (Rewarding behaviour). The five response categories were always (100% of the time), often (75%), occasionally (50%), seldom (25%) and never (0.0%). The scale had test-retest reliability 0.72 for training behaviour, 0.82 for democratic behaviour, 0.76 for autocratic behaviour, 0.71 for social supports, and 0.79 for positive feedback. The scale consisted of 40 items for five dimensions in which training and instruction (13 items), democratic behaviour (9 items), autocratic behaviour (5 items), social support (8 items), and positive feedback (Rewarding behaviour) had 5 items on which there were no negative responses. The scoring of the leadership items were as follows:- Always - 5; Often - 4; Occasionally - 3; Seldom - 2; Never - 1. Each question had five responses namely 1. Always, 2 Often, 3 Occasionally, 4 Seldom, 5 Never. According to above stated responses, scoring was carried out for preferred leader behaviour of Judo athletes. The score tabulated for all the items under dimensions of leadership behaviour were averaged out to get score for each dimension.

2.3 Statistical Analysis

To find out the significant of differences among means of male players on various determined factors of preferred leadership behaviour, the means, standard deviations, Analysis of variance and Scheffe's Test of post-hoc analysis were computed

3. Results and Discussion

3.1 Results

To assess the preferred leadership behaviour of state school level male players, means and standard deviations were computed and data pertaining to this have been presented in Table 1.

Table 1: Descriptive Statistics of Preferences on Five Dimensions of Leader Behaviour of Male Players Belong To Different Games and Sports

S.NO.	Leader Behaviour Dimensions	M	SD
1	Training & Instruction (TI)	4.37	0.56
2	Democratic Behaviour (DB)	4.05	0.02
3	Autocratic Behaviour (AB)	3.14	0.80
4	Social Support (SS)	4.12	0.54
5	Positive Feedback (PF)	4.77	0.04

The mean scores of five dimensions of leader behaviour as preferred by male players of state school level have been presented in this above table.

To find out the significant of differences among means of male players on various determined factors of preferred leadership behaviour, the Analysis of Variance was computed and data pertaining to this have presented in Table 2.

Table 2: Analysis of Variance for Preferred Leadership of State School Level Male Players

Source of Variance	df	Sum of Squares	Mean Square	F-ratio
Between Groups	4	122.34	30.59	14.02
Within Groups	420	915.88	2.16	
	424	1038.22		

*Significant at .05 level. F.05 (4, 420) = 2.40.

From Table 2, It is evident that the statistically significant difference existed among state School level male players on preferred leadership, as the obtained F-value of 14.02 was much higher than the required F.05 (4, 420) = 2.40.

As the F-ratio was found to be significant, Scheffe's Test of Post-hoc comparison was applied to study the significance of differences among state school level male players on five dimensions of leader behaviour of preferred leadership and the data pertaining to this have been presented in Table 3.

Table 3: Significance of Differences among State School Level Male Players Between Ordered Paired Means on Five Dimensions of Preferred Leadership

Mean Scores						
TI	DB	AB	SS	PF	Paired mean difference	C. I.
4.37	4.05	-	-	-	0.32*	0.108
4.37	-	3.14	-	-	1.23*	
4.37	-	-	4.12	-	0.25*	
4.37	-	-	-	4.77	0.40*	
-	4.05	3.14	-	-	0.91*	
-	4.05	-	4.12	-	0.07	
-	4.05	-	-	4.77	0.72*	
-	-	3.14	4.12	-	0.98*	
-	-	3.14	-	4.77	1.63*	
-	-	-	4.12	4.77	0.65*	

*Significant at. 05 level

It is quite obvious from the table 3, that there were significant differences on preferred leadership among inter-university male Judo athletes between TI - DB followed by AB, SS, and PF; DB-AB followed by PF; AB-SS followed by PF and SS-PF, as the paired mean differences of. 0.32, 1.23, 0.25, 0.40, 0.91, 0.07, 0.98, 1.63 and 0.65 respectively were much higher than the confidence interval (CI) of 0.108.

4. Discussion:

The results of this study revealed the significant differences among state level male players of different games and sports, as the F-ratio was found higher than the required value to be significant. Male athletes of different games and sports in this study gave higher ratings to positive feedback leader behavior dimension from their coaches appear to support the path-goal theory. The path-goal theory (House, 1971) [11] suggests that coaching and guidance would be provided by the coach if lacking in the environment. Terry (1984) [23] suggested that preferences for positive feedback behavior might represent fulfillment of the individual student-athletes' need for recognition and reward in a group environment where interpersonal needs might go unfulfilled. Chelladurai (1990) and Chelladurai and Saleh (1980) [7] suggested positive feedback behavior reflected coaches reinforcing proper performance through encouraging, recognizing, and correcting student-athletes. The male players indicated the autocratic behaviour in lesser amount from their coaches in comparison of other dimensions of preferred leadership behaviour.

5. Conclusions

1. Significant difference was observed among state level male players in their actual leader behaviour.
2. State level male player of different games and sports preferred more of positive feedback from their coaches.
3. State level male player of different games and sports demanded the less amount of autocratic behaviour from their coaches.

6. Future Directions

It becomes necessary to identify the dimensions of leader behavior that are relevant to sport. Further research is necessary to provide a full understanding of sport leadership to enhance the relationship between the coach and athlete. The differences in the findings among male suggest the need for additional research. Further research on sports leadership should address the factors that affect performance, such as age, training age / experience, level of participation, ability, gender etc. along with the coach's characteristics, because the coach has the greatest influence on the player's performance. Terry (1984) [23] suggested that coaching behavior should be modified according to the type of sport being coached.

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