

Comparative Study of Leadership Style among Selected Team Games

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Abstract: *Researcher conducted Comparative Study of Leadership style among selected team Games which are Football, Handball, Hockey and Volleyball. Target population was Male who was above 18 years and Represented at least Nationals from any State of India. Total 600 sports person were selected of these four Games, each Game 150 players. Data collected by Random purposive sampling Method and data analysis was done at 0.05 level of significance. Tool used for the study was Leadership style of Sports (LSS) questionnaire designed by Chelladurai and Saleh (1980) which consist of 40 questions with 5 different types of leadership styles. For the study Descriptive Statistics and one-way Anova was computed. Descriptive Statistics shows $M \pm SD$ Training and Instruction $3.51 \pm .905$, Democratic Behavior $3.44 \pm .92$, Autocratic Behavior $3.45 \pm .82$, Social Support $3.37 \pm .79$ and Positive Behavior $3.22 \pm .755$, Which shows That Training and instruction is much popular type of leadership Style among Coaches from Athletes perspective and Positive Behavior is least common. One-way Anova revealed that there are significant differences in all the 5 types of Leadership styles adopted by Coach (Athlete's Perspective) in selected sports. Types of leadership style which were found significant areas, Training and Instruction at $F(3, 597) = 48.383, P < .05$, Democratic Behavior at $F(3, 597) = 41.836, P < .05$, Autocratic Behavior at $F(3, 597) = 20.835, P < .05$, Social Support at $F(3, 597) = 44.572, P < .05$, Positive Behavior at $F(3, 597) = 20.470, P < .05$. Post hoc schefee was also computed due to significant difference results in one-way ANOVA, which shows significant differences in all five dimensions in handball and other games. This study will help the coaches to understand their type of leadership they follow to train their teams and the type of leadership which gives more results by Corroborate more researches done in this area to bring better results for teams.*

Keywords: Leadership Style, Training and Instruction, Democratic Behavior, Autocratic Behavior, Social Support, Positive Behavior

1. Introduction

1.1 Leadership style

Athlete is the product of many attributes and athlete satisfaction is also one of these attributes. A positive and effective state which is the result of complex evaluation of structure and process, whose outcome is associated with the experience of an athlete (Chelladurai & Reimer, 1997). Coach play crucial role by helping athlete in reaching their best potential and realising their calibre in any game or sport. To reach their best potential sports person must attain top level of motivation and years of training as well as number of competitions. Coaching type is a crucial competency and it is found that it has great impact on athlete's attitude (Smith & Smoole, 1997). Chelladurai & Ryan in 1998, proposed that group member's satisfaction and performance have direct relation with the congruency of required, preferred as well as perceived leadership behaviours. Every component of leadership behaviour have significant impact in determining the result of the interaction between the subordinates and their leaders. So, leader must consider the situational demands, preferences by each member of team and perceived behaviour when trying or attempting to alter individual performance motivation so as member satisfaction in team. Therefore, coach has to be great motivator and instructor who gives quality training with tremendous support, joy and understands athlete by supporting and creating satisfactory environment among team members. Leadership scale for sports (LSS) used in this current study which is designed by Chelladurai and have five Dimensions which are as, **Training and instruction-**

This dimension of leadership scale for sports (LSS) is behavior oriented dimension which improves the performance of athlete technically, tactically and physically by giving instruction and training to athletes, **Democratic behavior-** It is behavior oriented dimension which helps the athlete and encourage him/her to make decisions more actively, **Autocratic Behavior-** A kind of behavior which has great emphasizes on unilateral and self-standing decision making process by based on personal authority, **Social Support-** A Dimension with the concern of athlete welfare, positive atmosphere and harmony is encouraged by fostering appreciable interpersonal relations between team mates, **Positive Feedback-** This dimension has relevance with the acknowledgement and reinforcement to the good performance by the athlete.

1.2 Research Aim

The Aim of the Research is to see which Leadership style coaches adopt dominantly in athlete's perspective and if there is significant Statistical difference at 0.05 level of Significance in Leadership Style among selected team games.

2. Research Methodology

2.1 Participants

For the conducted study 600 male Athletes (Handball n=150, Football n=150, Hockey n=150, Handball n=150) were choose by using Random purposive sampling method age 18 and above who Represented at least National from

any state of India to see the Leadership Style among Team Games.

2.2 Instrumentation

For the present study a questionnaire was used which is Leadership style of Sports (LSS) designed by Chelladurai and Saleh (1980) which consists 40 questions in which respondent's responses were recorded using a Likert Scale from 1 to 5 indicating their preferences on how often they would prefer to see their coach exhibit a specific behavior as: 1. Never, 2. Seldom (about 25% of the time), 3. Occasionally (about 50% of the time), 4. Often (about 75% of the time), and 5. Always. This questionnaire has five different types of leadership style and each leadership style have different items, Dimensions of Questionnaire are, Training and Instruction, which has 13 items, Democratic Behavior (09), Autocratic Behavior (05), Social Support (08), and Positive Feedback (05) and scores were computed as, sum of item scored divided by the number of items in the dimension.

Where xi = Item score as recorded from each respondent
n = Number of items in given leadership dimension.

2.3 Procedure

Once after sending mails to the authors of Questionnaire for the permission, research went to different institutions, clubs, colleges and camps to collect the required data from targeted population. Coaches from the relevant sports contacted and provided ongoing research information. Coaches who agreed to cooperate called their students or athletes and then researcher explained purpose and importance of research to athletes and handed over a packet to athlete which consist 1) letter explaining the present study and athletes' demographic information form. 2) Questionnaire and 3) pen. Researcher conveyed that participation is voluntary and at any point of time athlete can withdraw their consent to fill the form or share their information and researcher ensured athletes that information will be confidential and will not be shared with anyone. Once they filled the questionnaire, researcher collected back the questionnaire. This whole process took 10 to 15 minutes.

2.4 Data Analysis

Data analysis were done by using SPSS version 25.0 Descriptive statistics a) Means b) Standard Deviation were computed. The Aim of the Present Study was to see that if any significant difference exist in leadership style opt by coaches among team games, for which One- Way Anova was used to get the desired results as per the aim of the study.

3. Results

The aim of the present study was to investigate the Leadership styles among selected team games. To Redressed the Aim Descriptive Statistics and One way ANOVA was used. Descriptive statistics Table1.1 showed Mean and standard Deviation which shows as per athletes Perspective most Dominantly, Training and Instruction type of leadership style was used with M±SD 3.64±.726 in Football, Training and Instruction type of leadership style was used 3.81±.858 in Volleyball, Training and Instruction 3.77±.719 was used in Hockey and Positive Behavior type of leadership style was used with 2.84±.78 and in overall games mean and standard Deviation stands with Training and Instruction shows 3.51±.905, Democratic Behavior 3.44±.92, Autocratic Behavior 3.45±.82, Social Support3.37±.79 and Positive Behavior 3.22±.755 which shows that training and Instruction is dominant type of leadership style opt by coaches in athlete's perspective. Table 1.2consists the findings of One-way Anova which reveals that there is significant difference in all the 5 types of Leadership styles adopted by Coach (Athlete's Perspective) in selected sports. Types of leadership style which were found significant areas, Training and Instruction at F (3, 597) =48.383, P<.05, Democratic Behavior at F (3, 597) =41.836, P<.05, Autocratic Behavior at F (3, 597) =20.835, P<.05, Social Support at F (3, 597) =44.572, P<.05, Positive Behavior at F (3, 597) =20.470, P<.05. Since there was Significant Difference among game players scheffe's post hoc analysis was done and Table 1.3Depicts Scheffe's Mean Comparison among Games in Leadership Style, significant mean difference were found as per the table given.

Table 1.1: Descriptive Statistics

| Leadership Style | Mean+ Standard Deviation | | | | |
|--------------------------|--------------------------|------------|-----------|-----------|-----------|
| | Football | Volleyball | Hockey | Handball | Total |
| Training and Instruction | 3.64±.726 | 3.81±.858 | 3.77±.719 | 2.82±.937 | 3.51±.905 |
| Democratic Behavior | 3.58±.68 | 3.72±.87 | 3.68±.81 | 2.77±.98 | 3.44±.92 |
| Autocratic Behavior | 3.57±.74 | 3.69±.73 | 3.51±.78 | 3.02±.89 | 3.45±.82 |
| Social Support | 3.49±.64 | 3.68±.73 | 3.53±.65 | 2.79±.84 | 3.37±.79 |
| Positive Behavior | 3.25±.65 | 3.46±.76 | 3.33±.67 | 2.84±.78 | 3.22±.755 |

Table 1.2: One Way Analysis of Leadership Styles of Coaches from Athlete's Perspective

| Leadership Style | Changes Resources | Sum of Squares | Df | Mean of Squares | F | P |
|--------------------------|-------------------|----------------|-----|-----------------|--------|--------|
| Training and Instruction | Between groups | 96.481 | 3 | 32.160 | 48.383 | * |
| | Within Groups | 396.164 | 596 | .665 | | |
| | Total | 492.642 | 599 | | | |
| Democratic Behavior | Between groups | 89.481 | 3 | | 29.958 | 41.836 |
| | Within Groups | 426.781 | 596 | .716 | | |
| | Total | 516.654 | 599 | | | |
| Autocratic Behavior | Between groups | 38.996 | 3 | | 12.999 | 20.835 |
| | Within Groups | 371.840 | 596 | .624 | | |
| | Total | 410.836 | 599 | | | |

| | | | | | | |
|-------------------|----------------|---------|-----|--------|--------|-------|
| Social Support | Between groups | 69.917 | 3 | 23.306 | 44.572 | 0.00* |
| | Within Groups | 311.549 | 596 | .523 | | |
| | | 381.549 | 599 | | | |
| Positive Behavior | Between groups | 31.977 | 3 | 10.659 | 20.470 | 0.00* |
| | Within Groups | 310.341 | 596 | .521 | | |
| | | 342.318 | 599 | | | |

*Significant at 0.05 level.

Table 1.3: Scheffe’s Mean Comparison among Games in Leadership style

| Dependent Variables of Leadership Style | (i) Game | (J) Game | Mean Difference(I-J) | Std. Error | Significance |
|---|------------|----------|----------------------|------------|--------------|
| Training and Instruction | Football | Handball | .814* | .094 | .000* |
| | Volleyball | Handball | .985* | | .000* |
| | Hockey | Handball | .944* | | .000* |
| Democratic Behavior | Football | Handball | .808* | .0977 | .000* |
| | Volleyball | Handball | .947* | | .000* |
| | Hockey | Handball | .902* | | .000* |
| Autocratic Behavior | Football | Handball | .548* | .0912 | .000* |
| | Volleyball | Handball | .670* | | .000* |
| | Hockey | Handball | .487* | | .000* |
| Social Support | Football | Handball | .692* | .0835 | .000* |
| | Volleyball | Handball | .886* | | .000* |
| | Hockey | Handball | .732* | | .000* |
| Positive Behavior | Football | Handball | .408* | .0833 | .000* |
| | Volleyball | Handball | .616* | | .000* |
| | Hockey | Handball | .490* | | .000* |

* Mean difference is Significant at 0.05 level.

4. Discussion

It has been proposed by framework designed in previous study by Zyolabedin Fallah and et.al. in 2012 that for great performance it is important to follow suitable leadership style by coach because only after this one can achieve the height in sports career, by keeping this in mind researcher conducted present research in which leadership styles in different games were analyzed as per mean and checked for any significant difference. The results shows that mostly coaches uses Training and instruction type of leadership concerned with training, instructing, and assisting athletes to perform up to their maximum potential. This type of leadership found to be dominant in volleyball, Handball and football and among Hockey players Positive Behavior which illustrates the extent to which the coach acknowledges, rewards, and compliments athlete for their performance and contribution on field. One-way Anova reveals that there is significant difference in all the 5 types of Leadership styles adopted by Coach (Athlete’s Perspective) in selected sports. Training and Instruction at $F(3, 597) = 48.383, P < .05$, Democratic Behavior at $F(3, 597) = 41.836, P < .05$, Autocratic Behavior at $F(3, 597) = 20.835, P < .05$, Social Support at $F(3, 597) = 44.572, P < .05$, Positive Behavior at $F(3, 597) = 20.470, P < .05$.

5. Conclusion

Results of the present study concluded that there is significant difference in all the 5 types of Leadership styles adopted by Coach (Athlete’s Perspective) in selected sports. Finding of the research can actually be helpful to throw some light on Leadership style of coach with their athlete in sports, where it has significant difference. This study will help the coaches to understand their type of leadership they follow to train their teams and the type of leadership which gives more results by Corroborate more researches done in

this area to bring better results for teams. Type of leadership style helps an athlete in character development as further researches should include and explore different additional variables, which helps in improving the overall performance of an athlete in team sports as well as in individual sports. It is also suggested to examine the leadership style along with coach-Athlete relationship, Aggression, Anxiety, Achievement Motivation, Group Cohesive and other attributes in different team games to understand clearly and make a way towards the better results in terms of overall growth and performance of athlete.

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