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## **A Comparison of Preferred Leader Behaviour between Physical Education and Non-Physical Education Male Students**

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### **Abstract**

The purpose of this study was to investigate and compare the preferred leader behaviour of Physical Education and Non-physical education male students. For this purpose, two hundred and fifty (Physical education =100, Non-physical education=150) male students from different universities established in Chhattisgarh, were selected to serve as the subjects for this investigation. Physical education students were from UG and PG courses in physical education and non-physical students from various academic courses. The subjects were in age ranged from 18 to 30 years. To find out the significant differences on preferred leader behaviour between Physical education and non-physical education male students, mean, standard deviation, and t-ratio were computed. Results of study revealed the significant differences between the physical education and Non-physical education male students in training and instruction, positive feedback and democratic behaviour dimensions preferred leader behaviour. Physical education male students scored higher preferences for the set of five dimensions of leader behaviour than their counter parts. Whereas, Non-physical education male students preferred more of social support and autocratic leader behaviour from their non-professional education teachers/ sport coaches.

**Keywords:** Physical education, Non-physical education, Male students, Leader behaviour.

## Introduction

Psychological preparation on the basis of psychological characteristics of the sport there is a deep relation between the competition conditions and the personality structure of the player. It planned and carried out with the aim of enabling the player to be in an optimum psychic state at the time of competition. It helps to get achievement by standard performance in a competition. The contribution of participation in sports is to building up self confidence and personality.

Barrow (1977) defined the leadership as a process of influencing actions of individuals and organized groups in view of specific goals in such a way as to ensure the attainment of these goals. This definition proves very useful due to the various aspects of leadership relevant to the sports setting, are decision-making, motivating group participants, giving feedback, establishing interpersonal relationships and managing a group or team (Weinberg & Gould, 2007).

In a sports environment, it is the coach who is the formal leader of the group. A good sports leader is a coach who daily provides his athletes with adequate technical preparation, shows them support and influences their motivation in order to implement the vision of victory. It is because of most of the sports research on leadership concentrates on this approach to the subject (Chelladurai, 1978; Smith, Smoll & hunt, 1977; Weinberg & Gould, 2011; Williams, 2010; Beauchamp & Eys, 2008; Carron, Bausenblas & Eys, 2005).

The coaching behavior preferred by the trainees refers mainly to preferences concerning instructions and guidance given during the training process, the offered social support and the type and frequency of the provided feedback (Chelladurai, 2007). According to Chelladurai, the preferred behavior results both from situational factors and, above all, from the athletes' traits together with their personalities (i.e. the need for achievements and affiliation, cognitive strategies) – as well as the individual ability of the respective athletes to tackle the task at hand.

The Leadership Scale for Sports is a questionnaire that is widely used in research concerning leadership in sports and it has been adapted to many other languages (Weinberg & Gould, 2011)

The leader is required to be have in certain ways by the demand and constrains placed by the demand and member's preferences. For specific leader his /her behaviors are largely a function of the individual characteristics of the group members. There is deep relation between Personality and achievement. In the task influence a member's performances for coaching and guidance, social support and feed back. It is true that member's preferences are highly affected by the situation characteristics. For example, according to organizational expectation, how a leader will behave in a specific manner, this expectation is held jointly by both leaders and members.

Leadership roles includes teacher/instructor, organizer/planner, counselor, communicator, and motivator (Gould, 1987). College coaches often assume dual roles as both teachers and coaches. They must be able to provide instruction, guide skill development, and offer performance feedback, while directing a team toward a specific goal or outcome. It is not surprising then that coaches play an integral role in the success of their athletes and athletic teams, influencing factors such as their athletes' self-esteem (Barnett, Smoll, & Smith, 1992), skill learning, mental development (Gould, Dieffenbach, & Moffett, 2002), sport performance

satisfaction (Horn, 2002), as well as performance outcomes (Horne & Carron, 1985, Schliesman, 1987).

Effective leadership can help an organization or team develop new directions and promote change toward proposed objectives (Bennis & Nanus, 1985). Not only does the concept apply to business, but it is also relevant in sport. Some researchers have tried to translate some leadership concepts to sports (Smith & Smoll, 1989; Chelladurai, 1993) to better understand effective sport leadership. Smith and Smoll (1989) devised the Cognitive Behavioral Model of Leadership (CBML), which identified individual difference variables, situational factors and cognitive processes assumed to mediate interactions between athletes and coaches. Smith and colleague's approach has focused more on training and behavioral change for coaches in youth sport, and has less relevance to leadership behaviors used when coaching adult athletes.

Leadership is a behavioral process. It influences the activities of an organized group toward specific goals and to achieve those goals also. But leadership is often for more complex attempt. To understand leadership should be concerned with why people comply and with how one person influence another (Williams, 1993).

Player preferences of coaching behavior can affect both their attitudes toward their sport experiences and the team performance (Steward, & Owens, 2011). Every athlete's demands are unique much like every human being is unique. Therefore each athlete might prefer different behaviors from their coaches (Bloom, Duchesne, & Sabiston, 2011). It is widely accepted that the way coaches and athletes interact, relate to one another, and communicate with each other can have a significant impact upon the success of the athlete (Jowett, Yang, & Lorimer, 2012). As demonstrated throughout the literature review, certain athletes prefer different behaviors of coaching. The differences are likely due to the athlete's own personal physical and psychological characteristics (Berglund, Bloom, Horn, & Packard, 2011). Coykendall (2014) indicated the significant differences for certain behaviors between individual sport athletes and team sport athletes

The coach-athlete relationship is related to the positive and negative behaviors that a coach exhibits. Positive behaviors are those behaviors that are supportive and emotionally composed such as a coach recognizing an athlete's improvements in their physical appearance after coming back from training in the off-season (Cho, Lee, & Magnuesen, 2013). The negative behaviors a coach can exhibit are ones that are "distractive and disruptive" such as a coach ridiculing and making an athlete feel awkward when he or she is working out. These positive and negative can drastically impact the kind of relationship they have with their coach. Athletes confirmed that the positive behaviors their coach had strengthened and improved their relationship with their coach (Cho, Lee, & Magnuesen, 2013)

The coach-athlete relationship is influenced by the uniqueness of each athlete. Every athlete is different from one another from male to female; from individual sport athletes to team sport athletes, each athlete requires different coaching behaviors than another athlete. This uniqueness can influence the kind of motivational tactics a coach uses toward a team or player, as well as how the coach-athlete relationship is developed. Prior research has examined defining what the different coaching styles are and what are the preferences based on coaching styles. The current study focuses on a comparison of preferred leader behaviour of physical education and non-physical education male students.

## Methodology

### Participants

Two hundred and fifty (physical education=100, Non-physical Education = 150) male students were selected to serve as the subject for this study from different universities of Chhattisgarh i.e. Dr. C. V. Raman, University, Kota-Bilaspur, Guru Ghasidas Central University, Bilaspur, affiliated colleges of Pandit R. S. University, Raipur, and affiliated colleges of Bilaspur University, Physical education male students were from undergraduate and post graduate courses of physical education and non-physical Education male students were from the different faculties of academic programme and also having sport background. They were in age ranged from 22 to 28 years.

### Instrumentation

In this study, the Leadership Scale for Sports (LSS) developed by Packianathan Chelladurai and Shoukry D. Saleh (1980) was used to collect data. This scale is made up of 40 items grading athlete's leadership preferences on a 5-point Likert scale ranging from 1 (Always) to 5 (Never). The scoring of each item was as follows: 5 = Never; 4 = Seldom (about 25% of the time); 3 = Occasionally (about 50% of the time); 2 = Often (about 75% of the time); 1 = Always. Each item was prefaced with the words 'I prefer my coach to. . The instrument comprised 5 sub-scales namely Training and Instruction (13 items); Democratic Behaviour (9 items); Autocratic Behaviour (5 items); Social Support (8 items); and Positive Feedback (5 items). In terms of the reliability of the LSS from athletes' perceptions, alpha values as measures of internal consistency were reported in a study conducted among Canadian athletes (Chelladurai & Saleh, 1980). The values were: Training and Instruction (0.93); Democratic Behaviour (0.87); Autocratic Behaviour (0.79); Social Support (0.86); and Positive Feedback (0.92). The study used a quantitative research approach using the Leadership Scale for Sport (LSS) to collect data from physical education and non-physical education male students.

### Statistical Analysis

Statistical analysis of data on five dimensions of preferred leadership behavior, i.e. training and instruction (TI), democratic behavior (DB), autocratic behavior (AB), social support (SS), and positive feedback (PF) collected on two hundred and fifty physical education and non-physical education male students, means, standard deviations and t-ratio were computed. Level of significant was set at .05 level of confidence.

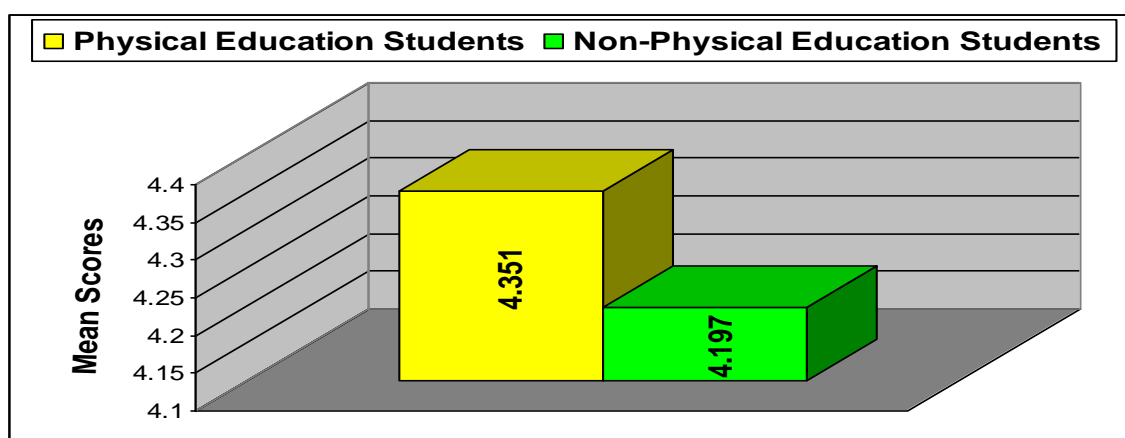
## Results

In order to find out the significance of difference between physical education and non-physical education male students on five dimensions of preferred leadership behaviour, mean and standard deviation, and t-ratio with all the subjects were computed and data pertaining to this have been presented in Table 1 to 2 and depicted in Figure 1 to 5.

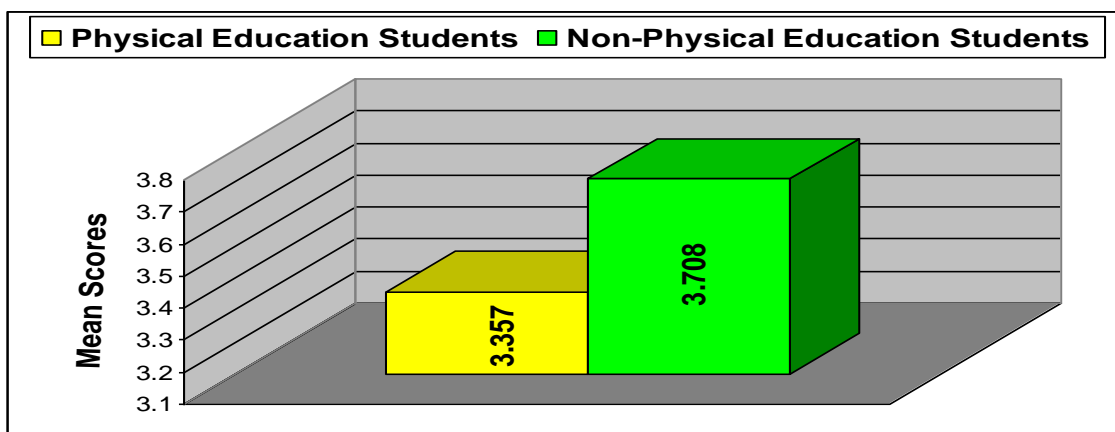
**Table 1.** Descriptive Statistics of Five Dimensions of Preferred Leadership Behaviour of Physical Education and Non-physical Education Male Students

Leadership Behavior	Physical Education Students		Non-physical Education Students	
	M	SD	M	SD
	Training & Instruction (TI)	4.351	0.512	4.197
Social Support (SS)	3.537	0.571	3.708	0.565
Positive feedback (PF)	3.931	0.916	2.821	0.815
Democratic Behaviour (DB)	3.974	0.510	3.569	0.478
Autocratic Behaviour (AB)	4.305	0.610	4.200	0.642

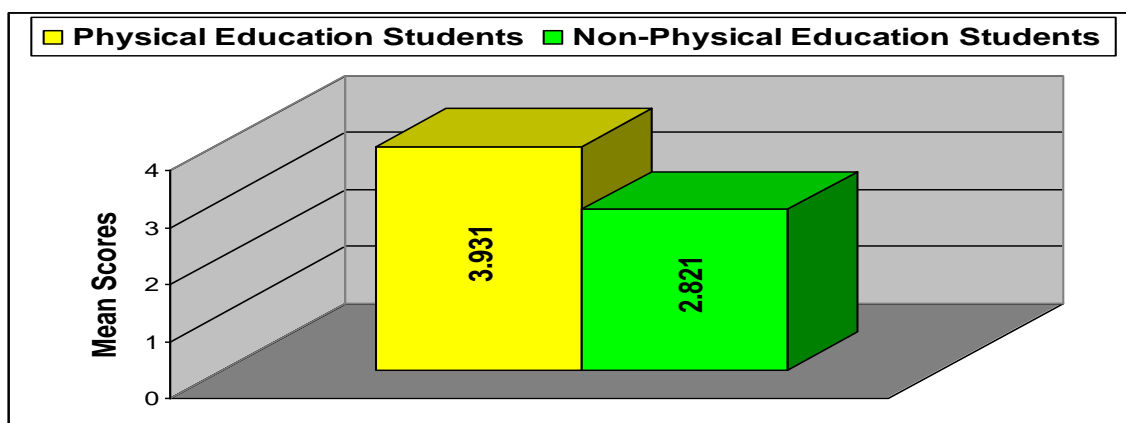
The mean scores of five dimensions of leader behavior as preferred by bachelor of physical education and Non-physical Education student from different universities of Chhattisgarh have been depicted in figures 1 to 5.



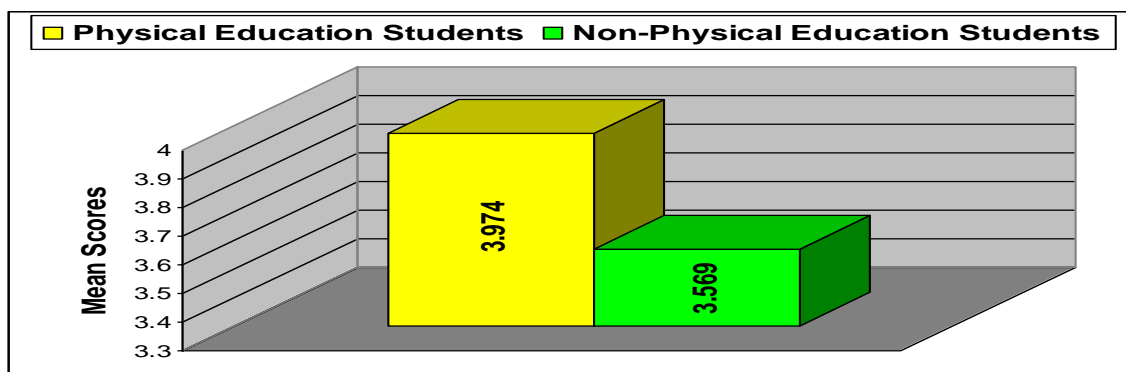
**Figure 1.** Mean score of Training and Instruction Dimension of Preferred Leadership Behaviour of Physical Education and Non-physical Education Students from Different Universities of Chhattisgarh



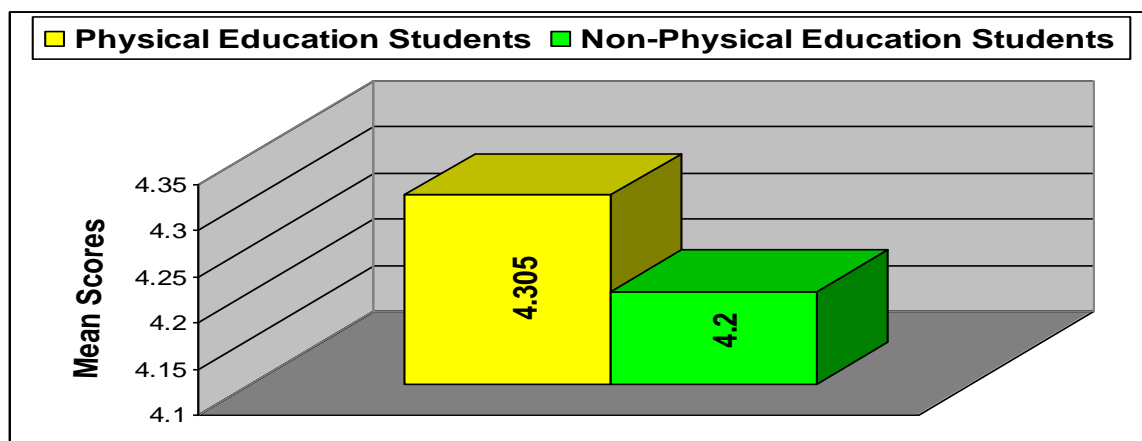
**Figure 2.** Mean score of Social Support Dimension of Preferred Leadership Behaviour of Physical Education and Non-physical Education Students from Different Universities of Chhattisgarh



**Figure 3.** Mean score of Positive Feedback Dimension of Preferred Leadership Behaviour of Physical Education and Non-physical Education Students from Different Universities of Chhattisgarh



**Figure 4.** Mean score of Democratic Behaviour Dimension of Preferred Leadership Behaviour of Physical Education and Non-physical Education Students from Different Universities of Chhattisgarh



**Figure 5.** Mean score of Autocratic Behaviour Dimension of Preferred Leadership Behaviour of Physical Education and Non-physical Education Students from Different Universities of Chhattisgarh

**Table 2.** Significance of Differences between Mean Scores of Physical Education and Non-physical Education Male Students on Five Dimensions of Preferred Leadership

Leader Behaviour	Students	Mean	MD	$\sigma$ DM	t-ratio
Training & Instruction (TI)	Physical Education.	4.351	0.415	0.19	2.18*
	Non-Physical Education.	4.197			
Social Support (SS)	Physical Education.	3.537	0.171	0.18	0.950
	Non-Physical Education.	3.708			
Positive Feedback (PF)	Physical Education.	3.931	1.110	0.28	3.96*
	Non-Physical Education.	2.821			
Democratic Behaviour (DB)	Physical Education.	3.974	0.050	0.41	2.53*
	Non-Physical Education.	3.569			
Autocratic Behaviour (AB)	Physical Education.	4.305	0.100	0.20	0.520
	Non-Physical Education.	4.200			

\*Significant at .05 level(248). =1.97

It is clear from table 2, that the statistically significant differences were found between the preferences of Physical Education and non-physical education male students in training and instruction, positive feedback and democratic behaviour dimensions of leader behavior, as the obtained t-values of 2.18, 3.96, and 2.53 respectively were higher than the required t-

value of  $t_{.05}(248) = 1.97$  But the significant differences were not found between the preferences of Physical Education and non-physical education male students in social support and autocratic behavior dimensions of leader behavior, as the obtained  $t$ -values of 0.950 and 0.520 respectively were lesser than the required  $t$ -value of  $t_{.05}(248) = 1.97$

### Discussion and Conclusion

The relationship between coach and player is a two way process in which the critical leadership role is played by coach for their player. The various investigations has been conducted by different physical educationists and sports scientists from various perspectives in the field of different games and sport. These perspectives include sport involvement, enjoyment, and withdrawal, athlete's satisfaction, athlete's physical and psychological variables, and optimal and successful sport performance etc.

The current study was conducted on a comparison of leadership preferences of physical education and non-physical education students belong to different universities of Chhattisgarh. To analyse data, descriptive statistics in terms of means, standard deviations and  $t$ -ratios were computed for the set of five dimensions of preferred leadership behaviour of physical education and non-physical education male students.

The results of the descriptive statistics indicated the mean differences between physical education and non-physical education male students in their preferences for the set of five dimensions of preferred leadership behaviour. Physical education students preferred more of TI, SS, PF, DB and AB than non-physical education male students.

The  $t$ -ratio resulted with the similar leadership preferences between physical education and non-physical education students in their social support and autocratic behaviour dimension of preferred leadership, which may be due to similar cultural background, sports ideologies and competitive environment. But they had different preferences on training and instruction, positive feedback and democratic behaviour dimensions of preferred leaders behaviour than their counter parts. It seems that physical education male students included in the study are more serious about their performance and are more goal-oriented. The coaches of these should aim at improving the athlete's performance by emphasizing and facilitating hard and strenuous training, instructing the athletes in skills, techniques and tactics of sport. They should recognize the decision making style and reward to their good performance. Non-physical education male student were not found serious about their goal and performance. This contrasting result may be attributed to the fact that these male students might not have been trained seriously and regularly by a qualified coach. Indian culture and sporting environment may also be one of the possible reasons for these leadership preferences. Because of lack of research evidence in regard to sports specific leadership in Indian physical education scenario, there is ample scope for researchers to address number of potentially important areas.

Many studies have been conducted by the different investigators on preferred leadership behaviour of players in combat games, team games, individual games. They concluded that defensive football players preferred and perceived greater amounts of democratic behaviour, autocratic behaviour, and social support than did offensive players (Riemer and Chelladurai, 1995). Combative sports athletes preferred and perceived more autocratic, social support, and positive feedback behaviours from their coaches than individual sports athletes. (Lee and Lee, 1993). The runners as compared with the judo athletes preferred more of democratic behaviour and social support (Serpa, 1993) Athletes from Canada, Great Britain, the United



States did not have any significant difference in preferred leadership, which may be due to similar cultural backgrounds and sporting ideologies (Terry, 1981). Football, netball and basketball players preferred positive feedback, training and instruction and democratic behaviour from their coaches, but social support, and autocratic behavior were not preferred. (Sherman and Fuller, 2000). Male basketball players preferred a higher degree of social support followed by situational consideration, and teaching and instruction from their coaches (Lam . 2007). Inter-university level male and female athletes of cross country, track and field and gymnasts exhibited different preferences on five dimensions of leader behaviour (Yadav, Sharma and Pawar, 2009).

Further research on leadership behaviour in physical education and sports should address the factors that affect performance such as age, training age/ experience, level of participation, ability, gender etc. along with characteristics of the coach because coach has greatest influence on the player's performance.

The following conclusions are enumerated from this investigation:

- ✓ Statistically significant difference was observed between the physical education and non-physical education male students in training and instruction, positive feedback and democratic behaviour dimensions preferred leader behaviour.
- ✓ Physical education male students preferred more of training and instruction followed by positive feedback and democratic behavior from their teachers/ coaches in physical education.
- ✓ Non-physical education male students preferred more of social support and autocratic leader behaviour from their non-professional education teachers/ sport coaches.
- ✓ Physical education male students scored higher preferences for the set of five dimensions of leader behaviour than their counter parts.

### **Conflict of Interest**

The authors have not declared any conflicts of interest.

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