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Preferred Leadership Behaviours of Male and Female Badminton Players

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Abstract

Preferences for specific coaching behaviours of male and female Badminton players were measured by the modified and revised Leadership Scale for Sport. Eighty two (Males=61, Females=21) badminton players were selected from amongst the players representing their respective university teams in East-zone Inter-university Badminton (Men/Women) tournaments held at Bilaspur (CG). The present investigation noted the statistically significant differences among East-zone Inter-university level male as well as female Badminton player's preferences for specific coaching behaviour. Differences were not observed between male and female badminton players in all the dimensions together of specific coaching behaviours of preferred leadership. It is recommended that coaches align their coaching style to meet the needs of their teams.

Keywords: Preferences, Leader Behaviour, University teams, East-Zone, Badminton Players

Introduction

Sport and exercise psychology research has largely studied the interpersonal dynamics between coaches and athletes from a leadership approach. Since the late 1970s, the multidimensional model (Chelladurai,1993) and the mediational model (Smoll & Smith, 1989) of coach leadership have been the main frameworks for studying the behaviours, actions and styles coaches employ in their coaching. Emphasis is placed on how behaviours are perceived by the athletes and the coaches themselves and their relative impact on outcomes such as satisfaction, self-esteem, and performance. This approach may be limited especially if one considers coach leadership as a function that can be shared. A coach can not do it alone (Jowett & Chaundy, 2004). Ultimately, a focus on what one person does to another may not accurately reflect what goes on between coaches and their athletes.

It is generally accepted that the effects of a coach on a athlete's performance are important. Since coaches are the leaders for skill and personal development of athletes and the leaders for pursuing athletic objectives, coaching leadership received increasing attention during the past twenty years.

In the sports research literature leadership has been studied primarily in terms of coaching leadership and its effects on player performance (Chelladurai & Carron, 1983; Chelladurai, 1984; Horne & Carron, 1985; Weiss & Friedrichs, 1986;Schliesman, 1987; Chelladurai, Imamura, Yamaguchi, Oinuma, & Miyauchi, 1988; Dwyer & Fischer, 1990; Riemer & Chelladurai, 1995; Jambor & Zhang, 1997; Zhang & Jensen, 1997; Ipinmoroti, 2002).

Research suggests that leadership behaviours may affect performance in sport. However, there is limited research relating leadership behaviour styles to performance outcomes beyond wins and losses. Research also indicates that gender may play a role in leadership behaviours styles and their effectiveness.

Specific coaching behaviours are related to increases in performance, especially when the actual and preferred coaching behaviours are congruent (Weinberg & Gould, 2003). But the frequent social support behaviours were related to poorer team performance i.e., win-loss record (Weiss and Freidrichs , 1986) .

Leadership style is considered by many coaches to be an important factor in athlete's success. Most coaches use different leadership styles at one time or another to different situations. Some styles are more suitable in certain situations than others. For this reason, it is beneficial for the coach to know which leadership behaviours will facilitate performance.

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 (Chelladurai, 1984), mental development (Gould, Dieffenbach, & Moffett, 2002), sport performance satisfaction (Horn, 2002), as well as performance outcomes (Horne & Carron, 1985, Schliesman, 1987).

Coach-athlete interactions immediately prior to performance are focused on the optimal mental and physical preparation, player mental readiness and game focus, positive reinforcement of team plan/strategies, team cohesion, and coach preparation. Coach-athlete interactions were focused on motivation, confidence, positive reinforcement, and game focus. Importantly, coaches needed to be aware of all aspects of their players' behaviour and personality in order to be an effective coach.

The interactions between coach and player were found to differ depending on several mediating factors. The mediating factors included players' level of development, time of the season, player's form, opposition, the teams place on the ladder, and players' preferred coaching style. The mediating factors determined the content and focus of the pre-game talk and the interactions with players (Fletcher,2006)

The coach–athlete relationship is not an add-on to, or by-product of, the coaching process, nor is it based on the athlete's performance, age or gender – instead it is the foundation of coaching. The coach and the athlete intentionally develop a relationship, which is characterised by a growing appreciation and respect for each other as individuals. 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). It is at the heart of achievement and the mastery of personal qualities such as leadership, determination, confidence and self-reliance.

Males tend to prefer training and instructive behaviours and an autocratic coaching style more than females do and females prefer more democratic coaching behaviours (Weinberg & Gould, 2003). Horn (2002) found the more similarities than differences between male and female preferences for specific coaching behaviours.. Japanese athletes prefer more social support and autocratic behaviours than do Canadian athletes, while Canadian athletes prefer more training and instruction behaviours than that of the Japanese athletes (Weinberg & Gould, 2003). Riemer and Chelladurai (1995) found that defensive players preferred greater amounts of democratic, autocratic, and social support behaviours than did offensive players. Basketball, volleyball, and soccer athletes prefer an autocratic coaching style more than do athletes in co -acting sports such as swimming, tennis or golf (Weinberg & Gould, 2003). 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). Positive feedback, training and instruction and democratic behaviour were preferred more of by three different sports athletes from their coaches, but social support, and autocratic behaviour were not preferred by three different sports athletes i.e. Football, Netball and Basketball (Sherman and Fuller, 2000). Male and female student -athletes prefer different coaching behaviours (Erle, 1981; Millard, 1996; Jambor & Zhang, 1997; Weinberg & Gould, 2003; Beam, et al., 2004). Lam (2007) indicated the female basketball players preferred a higher degree of democratic behaviour, social support, positive feedback, situational consideration, and teaching and instruction. Male basketball players preferred a higher degree of social support, situational consideration, and teaching and instruction from their coaches.

Methodology

Sample

Eighty two (sixty one male and twenty one females) badminton players belonging to East-zone Inter-universities, who volunteered to be subject were selected from amongst the players representing their respective university teams East-zone Inter-university Badminton (Men/Women) tournaments held at Bilaspur during 2014-15 as the subjects of the present investigation. The age of the subjects ranged between 18 to 26 years.

Instrumentation

Zhang, Jensen, and Mann's (1997) Revised Leadership Scale for Sports (RLSS) was utilized to assess preferred leadership behaviour. The RLSS is a 60- item questionnaire that contains the following subscales: Training and Instruction (8 item), Democratic Behaviour (12 item), Autocratic Behaviour (8 item), Social Support (10 item), Positive Feedback (12 item), and Situation Consideration (10 item). Training and Instruction reflects the coach's ability to improve the performance level of the athlete. The extent to which the coach permits participation by the athletes in decision -making is termed Democratic Behaviour. Autocratic Behaviour indicates the extent to which a coach keeps apart from the athletes and stresses his or her authority in dealing with them. The Social Support factor refers to the extent to which the coach is involved in satisfying the interpersonal needs of the athletes. The Positive Feedback factor represents the coach's expressions of appreciation and willingness to compliment the athletes for their performance and contribution. The Situational Consideration behaviour includes proper coaching behaviour aimed at considering the situational factors (i.e. time, individual, environment, team, and game), setting up individual goals and clarifying ways to reach the goals, differentiating coaching methods at different stages, and assigning an athlete to the right game position. Respondents usually complete the RLSS by using a five point Likert scale, which signifies "always" (5), "often" 4), "occasionally" (3), "seldom" (2) and "never" (1) was utilized in the present study.

Results and Discussion

To assess the preferred leadership behaviour of East-zone Inter-university male and female Badminton players, means and standard deviations were computed. The f-ratio was computed to find out the significant difference among East-zone Inter-university male and female Badminton players on six dimensions of preferred leader behaviour and data pertaining to this are presented in Table 1 to 4.

Table 1. Descriptive statistics of preferences on six dimensions of leader behaviour of east-zone inter-university level male and female badminton players

S. N0.	Leader Behaviour Dimensions	Preferences	
		Male	Female
		M ± SD	M ± SD
1	Training & Instruction (TI)	4.987 ± 1.160	5.461 ± 0.576
2	Democratic Behaviour (DB)	3.737 ± 0.684	3.496 ± 0.709
3	Autocratic Behaviour (AB)	3.023 ± 0.818	2.611 ± 0.955
4	Social Support (SS)	2.890 ± 0.730	3.190 ± 0..447
5	Positive Feedback(PF)	4.177 ± 0.619	3.994 ± 0.873
6.	Situational Consideration (SC)	3.884 ± 0.648	3.905 ± 0..580

The Mean Scores of six dimensions of leader behaviour as preferred by East-zone Inter-university level male and female badminton players have been depicted in Figure 1-2.

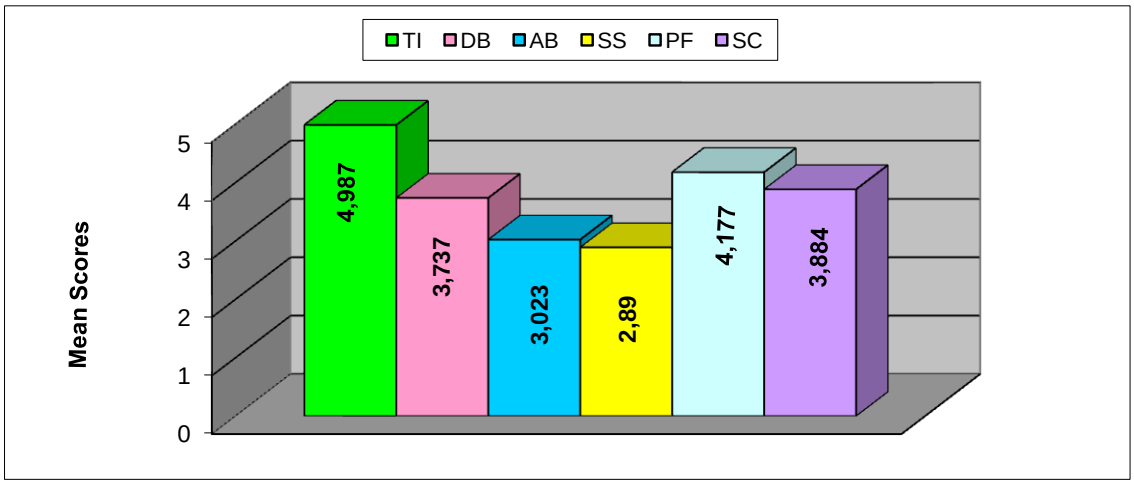

Figure 1. Mean Scores of Six Dimensions of Preferred Leadership of East-Zone Inter-University Level Male Badminton Players.

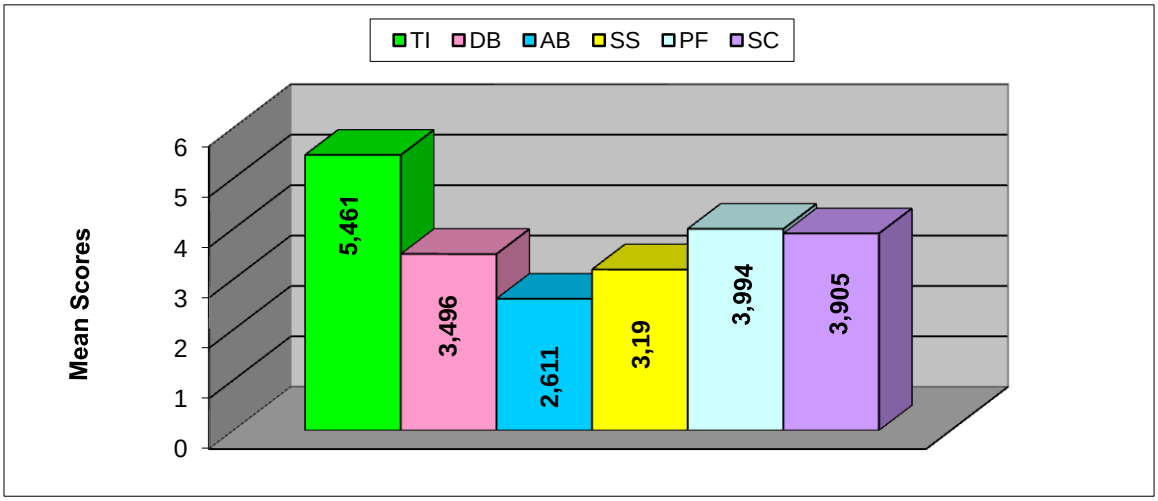

Figure 2. Mean Scores of Six Dimensions of Preferred Leadership of East-Zone Inter-University Level Female Badminton Players.

Table 2. Analysis of variance for preferred leadership of east-zone inter-university level male badminton players

Source of Variance	df	Sum of Squares	Mean Square	F-Value
Between Groups	5	181.237	36.247	56.99*
Within Groups	360	228.966	0.636	
Total	**365**	**410.203**		

**Significant at .05 level, F.05 (5, 360) = 2.24*

From Table 2, It is evident that the statistically significant difference existed among East-zone inter-university male Badminton players on preferred leadership was very high, as the obtained F-value of 56.99 was much higher than the required F. 05 (5, 360) = 2.24.

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 East-zone inter-university male Badminton players on six dimensions of preferred leader behaviour and the data pertaining to this have been presented in Table 3.

Table 3. Significance of differences among inter-university male badminton players between ordered paired means on six dimensions of preferred leadership

Mean Scores							
TI	**SS**	**PF**	**AB**	**DB**	**SC**	**Paired Mean Difference**	**C.I.**
4.987	2.890	-	-	-	-	2.097	**12.81**
4.987	-	4.177	-	-	-	0.810	
4.987	-	-	3.023	-	-	1.964	
4.987		-	-	3.737	-	1.250	
4.987					3.844	1.143	
-	2.890	4.177	-	-	-	1.287	
-	2.890	-	3.023	-	-	0.133	
-	2.890	-	-	3.737	-	0.847	
-	2.890	-	-	-	3.844	0.954	
-	-	4.177	3.023	-		1.154	
		4.177	-	3.737	-	0.440	
-	-	4.177	-	-	3.844	0.333	
-	-	-	3.023	3.737	-	0.714	
-	-	-	3.023	-	3.844	0.821	
-	-	-	-	3.737	3.844	0.107	

Non-significant at .05 level

It is quite obvious from the Table 3, that the significant difference was not observed among inter –university male badminton players in paired mean difference of six dimensions of preferred leadership, as the paired mean difference of 2.097, 0.810, 1.964, 1.250, 1.143, 1.287, 0.133, 0.847, 0.954, 1.154, 0.440, 0.333, 0.714, 0.821 and 0.107 respectively were much less than the confidence interval (C.1.) of 12.81

Table 4. Analysis of variance for preferred leadership of east-zone inter-university level female badminton players

Source of Variance	df	Sum of Squares	Mean Square	F-Value
Between Groups	5	98.384	19.677	38.74*
Within Groups	120	60.944	0.508	
Total	**125**	**159.328**		

**Significant at .05 level, F.05 (5, 120) = 2.29*

From Table 4, It is evident that the statistically significant difference existed among East-zone inter-university female Badminton players on preferred leadership was very high, as the obtained F-value of 38.74 was much higher than the required F. 05 (5, 120) = 2.29.

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 East-zone inter-university female Badminton players on six dimensions of preferred leader behaviour and the data pertaining to this have been presented in Table 5.

Table 5. Significance of differences among inter-university female badminton players between ordered paired means on six dimensions of preferred leadership

Mean Scores							
TI	**SS**	**PF**	**AB**	**DB**	**SC**	**Paired Mean Difference**	**C.I.**
5.462	3.190	-	-	-	-	2.272	**6.68**
5.462	-	3.994	-	-	-	1.468	
5.462	-	-	2.611	-	-	2.851	
5.462		-	-	3.496	-	1.993	
5.462					3.908	1.554	
-	3.190	3.994	-	-	-	0.804	
-	3.190	-	2.611	-	-	0.579	
-	3.190	-	-	3.496	-	0.306	
-	3.190	-	-	-	3.908	0.714	
-	-	3.994	2.611	-		0.383	
		3.994	-	3.496	-	0.498	
-	-	3.994	-	-	3.908	0.086	
-	-	-	2.611	3.496	-	0.885	
-	-	-	2.611	-	3.908	1.297	
-	-	-	-	3.496	3.908	0.421	

Non-significant at .05 level

It is quite obvious from the Table 3, that the significant difference was not observed among inter –university male badminton players in paired mean difference of six dimensions of preferred leadership, as the paired mean difference of2.272,1.468,2.851,1.993,1.554, 0.804,0.579, 0.306, 0.718, 1.383, 0.498, 0.086, 0.885, 1.297, ,and . 0.412 respectively were less than the confidence interval (C.1.) of 6.68

Table 6. Significance of differences between mean scores of east-zone inter-university level male and female badminton players on leader behaviour dimensions of preferred leadership

Leader Behaviour Dimensions	Sex	Mean	MD	σ DM	t-ratio
Training & Instruction (TI)	Male Female	4.987 5.461	0.474	0.264	1.79
Democratic Behaviour (DB)	Male Female	3.737 3.496	0.241	0.174	1.38
Autocratic Behaviour (AB)	Male Female	3.033 2.611	0.422	0.216	1.95
Social Support (SS)	Male Female	2.890 3.190	0.300	0.169	1.77
Positive Feedback (PF)	Male Female	4.177 3.994	0.183	0.174	1.05
Situational Consideration Behaviour (SC)	Male Female	3.884 3.904	0.02	0.052	0.38

Non-significant at .05 level, t..05 (80) = 1.99

As can be seen from Table 6, that statistically insignificant difference was found between the preferences of East-zone Inter-university level male and female Badminton Players in all dimensions of preferred leadership, . as the obtained t-values of 1.79, 1.38, 1.95, 1.77, 1.05 and 0.38 were less than the required value of t.05 (80) = 1.99.

Discussion

Findings of descriptive data of East-zone Inter-university level male and female badminton players on six dimensions of preferred leadership behaviour indicated that male badminton players preferred more DB, AB, and PF from their coaches than did female respondents. In case of female badminton players, they preferred more training and instructions, social support and situational consideration from their coaches in comparison of male badminton players.

The results of one way analysis of variance (ANOVA) for East-zone Inter-university level male badminton players on six dimensions of preferred leadership behaviour expressed significant differences among male badminton players in their preferences for preferred leadership which may be due to variation in practice method, coaching style, and reinforcement. The scheffe's Test of Post-hoc comparisons showed that male badminton players preferred more training and instructions behaviour in comparison of other dimensions of preferred leadership, but the insignificant differences exhibited by male badminton players in their preferences between TI- SS followed by DB, AB, PF, and SC behaviours; between SS – PF followed by AB, DB, PF and SC Behaviours; Between AB-DB followed by SC behaviour: and between DB-SC dimension of preferred leader behaviour.

The results of one way analysis of variance (ANOVA) for East-zone Inter-university level female badminton players on six dimensions of preferred leadership behaviour also expressed significant differences among female badminton players in their preferences for preferred leadership, which may be due to variation in practice method, coaching style, and reinforcement. The scheffe's Test of Post-hoc comparisons showed that female badminton players preferred more training and instructions behaviour in comparison of other dimensions of preferred leadership, but the insignificant differences exhibited by female badminton players in their preferences between TI- SS followed by DB, AB, PF, and SC behaviours; between SS – PF followed by AB, DB, PF and SC Behaviours; Between AB-DB followed by SC behaviour: and between DB-SC dimension of preferred leader behaviour.

East-zone Inter-university level male and female badminton players did not differ significantly in any of six dimensions of actual leader behaviour. This may be due to similar cultural background, sporting ideologies and competitive requirement.

Conclusions

Within the limitation of present study, the following conclusions are enumerated:

1. Significant difference was found among East-zone inter-university male and female Badminton players on preferred leadership
2. Similarity was observed between East-zone Inter-university level male and female Badminton Players in all dimensions of preferred leadership.
3. Female badminton players preferred more of TI, SS, and SC from their coaches than male badminton players.
4. Male badminton players preferred more of DB, AB and PF from their coaches than their counters parts.
5. Significance of difference was not observed among inter –university male and female badminton players in all dimensions of preferred leadership together

Recommendation

The research is mainly focuses on the domestic badminton players, so, the further research can adapt about comparing with international players. The research can adapt more analysis like result-analysis according to coaches personality and understand the difference of players feeling an body energy. It can be looked as important direction for the further research.

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