

**A STUDY OF LEADERSHIP EFFECTIVENESS (DEMOCRATIC BEHAVIOUR) OF COACHES IN INDIA**

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**Abstract**

The purpose of the study was to compare leadership effectiveness of coaches belonging to central government State government and universities of India. All subjects were selected randomly. Overall 90 coaches 30 from central government, 30 from State government and 30 from universities were selected for the study. Leadership effectiveness was measured by using leadership scale for sports (LSS) developed by P. Chelladurai, S.D. Saleh. To compare Leadership effectiveness of coaches Analysis of variance was used with .05 level of Significance. In democratic behaviour of leadership effectiveness showed university coaches were best among the three groups with mean values of (4.23) followed by central government coaches with (2.49) mean values and state government coaches with mean value of (2.15).

**Keywords:** Leadership Effectiveness and Democratic Behaviour

**Introduction**

Leadership is a topic of continuing popular and debatable. For many decades, the study of leadership has been critically important to understand the performance and effectiveness of the organizations. The study of leadership continues to increase in importance as a determinant of effective functioning of the organization (Kent & Chelladurai, 2001). As an educator and coach, I have often been intrigued with the role I play as a leader. The impact that leaders in educational settings have on their students or athletes has inspired me to investigate the impact of this role in further detail, as I pursued my studies towards a Master's level degree in education. During these studies, I have encountered the works of Goleman (2000) who has identified six leadership styles. Of these six styles of leadership, (Coercive, Authoritative, Affiliative, Democratic, Pacesetter, and Coaching) it is the Democratic style of leadership identified by Goleman that most interests me, as it is the style that I feel has worked best in my educational leadership roles and in those leaders whom I have admired. While he clearly suggests that the Democratic style positively impacts climate and organizations, Goleman's findings were largely gathered from executives of a specific consulting firm. I am

curious as to how the democratic style of leadership impacts educational settings. Specifically, as a coach, I am curious to understand the democratic leadership style and to see how a democratically-minded coach might practice it. One's style of leadership can determine his or her success as a leader and the success of the group one leads. This premise is often accredited to psychologist Kurt Lewin who designated three styles of leadership; an authoritarian or autocratic style, a delegative or laissez-faire style, and a participative or democratic style (Lewin et al, 1939, p. 272). In his study, Lewin and his research team tried to determine how groups of schoolchildren, who were assigned to one of three groups with an authoritarian, democratic, or laissez-fair leader, would respond to the different styles of leadership. The children were then led in an arts and crafts project. Researchers then observed the behavior of children in response to the different styles of leadership. Ultimately, Lewin and his team found that the participative (democratic) leadership style seemed to generally be the most effective leadership style (Lewin et al., 1939). Many modern educators, such as the earlier mentioned Goleman (2000), argue that Lewin's study was accurate and still holds true in educational settings today. The question that remains for this study is based on the specific intentions of these findings to determine if such studies might hold true in the athletic educational setting, where I believe athletes seem to strive and achieve high results when placed in environments with democratic leadership.

Therefore, the purpose of this study is to investigate how democratic coaching is understood and practiced by a democratically-minded coach. I believe that this topic is important in education because my experiences have shown me that while many coaches stress democratic values as important qualities for players to learn, there seems to be a lack of democratic practice amongst leaders of athletic settings to serve as role models for young athletes. The intention is to examine a case study of a democratically minded coach of secondary school age teenagers who coaches in a team sport.

**Methodology**

The study was conducted on coaches working under central government, state government and universities of India. All subjects were selected randomly. Overall 90 coaches 30 from central government & 30 from state governments and 30 from universities were selected for the study. Leadership effectiveness was measured by using leadership scale for sports (LSS) developed by P. Chelladurai, S.D. Saleh. A multiple methods of data collection were used so that timely and effectively information could be gathered. Depending on convenience of subjects and researcher mailed questionnaires, personal interview and telephonic questionnaire based interview were used to collect the data. Data hence collected was assorted and scored according to procedure explain in testing manual of leadership scale for sports (LSS). To compare Leadership effectiveness of coaches employed in central government state government and universities Analysis of variance was applied at .05 level of Significance.

Table-1  
ANALYSIS OF VARIANCE OF LEADERSHIP EFFECTIVENESS (DEMOCRATIC BEHAVIOUR) AMONG COACHES WORKING IN DIFFERENT TYPES OF ORGANISATION

Source of Variance	Sum of Square	df	Mean Square	F
Between Groups	74.42	2	37.21	935.00*
Within Groups	3.46	87	.04	
Total	77.88	89		

\*Significant at 0.05 level,  $F_{0.05}(2, 87) = 3.11$

It was evident from Table-3 that there was significant difference in the democratic behaviour of leadership effectiveness among the coaches of three organizations i.e. central, state and university as the computed F value was (935.00) which was much greater than tabulated F value (3.11).

This finding implies that the democratic behaviour of leadership effectiveness among the coaches of three organisations i.e. central, state and university were significantly different. Since F value was significant, the Post Hoc Mean test was conducted to find out the status and actual difference in democratic behaviour of leadership effectiveness among the coaches of three organisations.

Table-2

POST HOC MEAN COMPARISON OF LEADERSHIP EFFECTIVENESS (DEMOCRATIC BEHAVIOUR) AMONG COACHES WORKING IN DIFFERENT TYPES OF ORGANISATION

Central	State	University	Mean Difference	CD
2.49	2.15		0.34	0.52
	2.15	4.23	2.07	0.52
2.49		4.23	1.73	0.52

\*Significant at 0.05

Table-4 of Post Hoc mean comparison showed democratic behaviour of leadership effectiveness among the coaches of three organisations i.e. central, state and university were significantly different as the mean values were found to be significant with (.34) when compared between central and state coaches, (2.07) between state and university coaches and (1.73) between central and university coaches respectively which were greater than the value of critical difference i.e. (0.52).

Above statistical findings showed that coaches of the three organisations i.e. central, state and university were significantly different on component democratic behaviour of leadership effectiveness.

The findings of democratic behaviour of leadership effectiveness showed university coaches were best among the three groups with mean values of (4.23) followed by central government coaches with (2.49) mean values and state government coaches with mean value of (2.15). The trend was universities coaches > central government coaches > state government coaches.

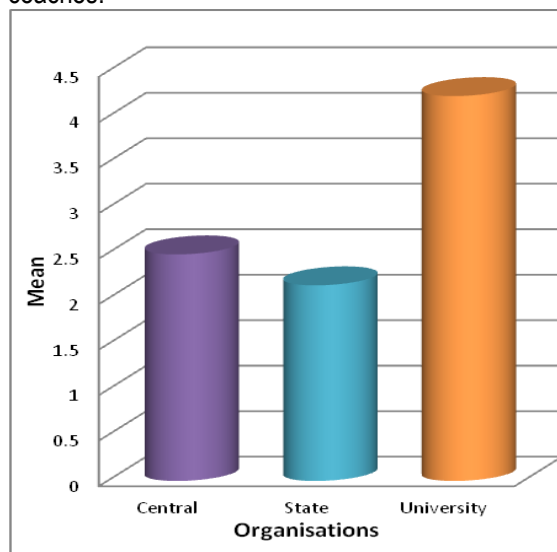


Figure 01: Mean comparison of democratic behaviour of leadership effectiveness among coaches of central government, State government and universities

## Results

Findings pertaining to component of leadership effectiveness i.e. training instructions on the basis of subject's self-assessments showed university coaches were best among the three groups with mean values of (4.23) followed by central government coaches with (2.49) mean values and state government coaches with mean value of (2.15). Following are the reasons why the universities coaches are better in comparison to the Central government and state government coaches. Being in the contact with athletes for 3-5 years. Willing to hear and implement new ideas. Look out for the personal welfare of athletes. Explain to each athlete the techniques and tactics of the game. Take his athletes views in decision making. Point out each athlete's strength and weakness.

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