

A STUDY OF LEADERSHIP EFFECTIVENESS OF COACHES IN INDIA

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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. There seem to be growing numbers of books and thousands of articles on leadership, which have increased our understanding of leadership. There are also almost as many different definitions as there are persons who attempted to define Concept (Bass, 1990). Most definitions of leadership contain a reference to the Behavioural process of influencing individuals or groups toward set goals and achievement these goals (Stogdill, 1974; Barrow, 1977). Additionally, for Bass (1985) leadership is “an interaction between two or more members of a group that often involves a structuring and restructuring of the situation and the perceptions and expectations of the members”. Rosenbach and Taylor (1993) identified that “leadership is all about getting people to work together to make things happen that might not otherwise occur or prevent things from happening that ordinarily would take place.” There is no one and only proper and true definition but it is important to define leadership in terms of acts, behaviour, or roles played; it is centrality to group process; and compliance with the observed performance and also perceived influence and power relations according to aspects of leadership in which one is Interested in (Bass, 1990). Leadership is a vital force for successful organizations, and effective leadership can help the organization develop new directions and promote change toward proposed objectives (Bennis & Nanus, 1985). Kotter (1988) argues that more leadership is needed for organizations to successfully adjust greater worldwide competition and increased complexity. For this reason, today, high expectations are set for leaders for successful organizations and leaders are seen to an organization’s survival (Taylor & Rosenbach, 1989). Lord and Maher (1993) argues that effective leaders influence subordinates’ decisions or policies in ways that change subordinates’ tasks or behaviours and have an impact on performance and accomplishment organizational objectives.

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 0.05 level of Significance.

TABLE-1
ANALYSIS OF VARIANCE OF LEADERSHIP EFFECTIVENESS (TRAINING INSTRUCTION) AMONG COACHES WORKING IN DIFFERENT TYPES OF ORGANISATION

Source of Variance	Sum of Square	Df	Mean Square	F
Between Groups	16.98	2	8.49	1016.20*
Within Groups	.27	87	.008	
Total	17.70	89		

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

It was evident from Table-1 that there was significant difference in the component training instruction of leadership effectiveness among the coaches of three organizations i.e. central, state and university as the computed F value was (1016.20) which was much greater than tabulated F value (3.11) required to be significant.

This finding implies that the training instruction 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 training instruction of leadership effectiveness among the coaches of three organisations.

TABLE-2
POST HOC MEAN COMPARISON OF LEADERSHIP EFFECTIVENESS (TRAINING INSTRUCTION) AMONG COACHES WORKING IN DIFFERENT TYPES OF ORGANISATION

Central	State	University	Mean Difference
4.08	3.13		0.95
	3.13	4.01	0.88
4.08		4.01	0.06

*Significant at 0.05

Table-2 of Post Hoc mean comparison showed training instruction 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 (0.95) when compared between central and state coaches, (0.88) between state and university coaches and (0.06) between central and university coaches respectively which were greater than the value of critical difference i.e. (0.05). Above statistical findings showed that coaches of the three organisations i.e. central, state and university were significantly different on component training instruction of leadership effectiveness. The findings of training instruction of leadership effectiveness showed Central government coaches were best among the three groups with mean values of (4.08) followed by university coaches with (4.01) mean values and state government coaches with mean value of (3.13). The trend was central government coaches > universities coaches > state government coaches.

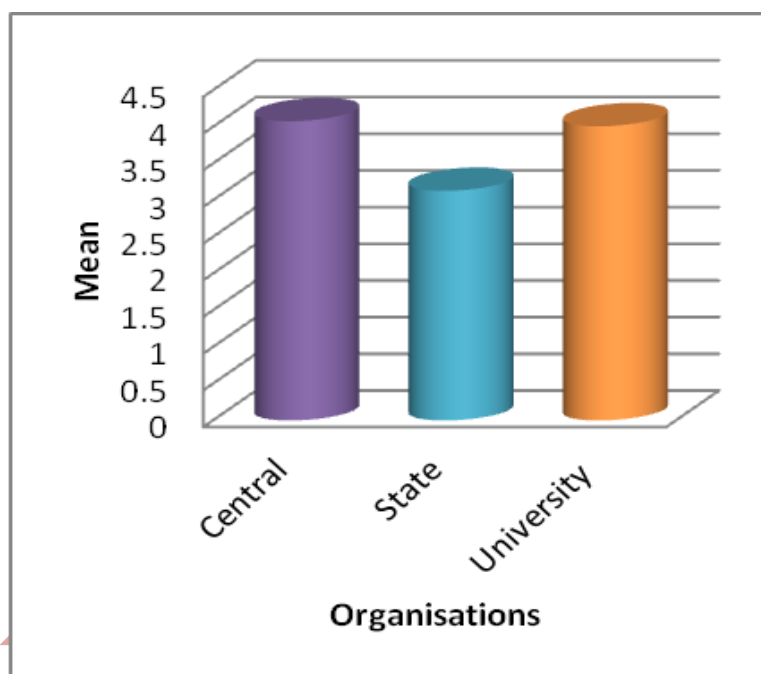


Figure: 01 Mean comparison of training and instruction of leadership effectiveness among coaches of central government, State government and universities

RESULTS

Findings pertaining to component of leadership effectiveness i.e. training instructions on the basis of subject's self-assessments showed Central government coaches and university coaches were best among the three groups with mean values of (4.08) followed by university coaches with (4.01) mean values and state government coaches with mean value of (3.13). Following are the reasons why the Central government coaches are better in comparison to the coaches working under universities and state government. The university hockey players preferred their coach to:

1. Make complex things easier to understand & learn and also pay special attention in correcting athletes' mistakes.
2. Explain to each athlete the techniques and tactics of the sport, use a variety of drills for a practice
3. Use objective measurements for evaluation rather than subjective one.
4. Possess good knowledge of the sport and also clarify training priorities and work on them.
5. Provide instructions that are brief, clear and concise. Also provide feedback after a substitution

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