

### Abstract

This study examined the SAG coaches coaching leadership behavior as preferred by players. 1100 players who have played at varied levels and obtained coaching under 110 SAG coaches were involved as study sample. The Leadership Scale for Sports (LSS) developed and standardized by P. Chelladurai and S. D. Saleh (1982) was used to measure athletes' preferences. Descriptive Statistics and Two Way ANOVA and Scheffe's Post-hoc test were used to analyze collected data. Results showed that the influence of level of players among National to State in case of instruction and Training behavior, and influence of interaction between gender and level of players on Training and instruction behavior showed significant differences. Significant differences was seen between coaches of International to state level in overall leadership behavior and the influence of interaction between gender and level of players on overall leadership behavior. The result also showed more similarities than differences between all level players towards preference for specific coaching behavior. It was recommended that coaches should from time to time inculcate positive aspects of themselves to inspire athletes to achieve higher performance.

**Keywords** — *Coaches Leadership Behavior, leadership preferences. Players perception, Leadership scale for Sports*

### Introduction

Coaching and training has always been an important part of sport. This area is developing with a purpose to improve individual and team performance. The professional who is mainly responsible for this is the coach. The coach provides his experience, expertise in not only imparting skills, tactics and strategies for the athletes but also develop good behavior, together with many other efforts at improving performance.

The coach serves as a model for his athletes in demonstration of proper behaviors. As suggested by Jones, (2002), coaches as leaders are the people responsible for the performance of organizations and teams, and they need to exhibit significant aspects of themselves which will inspire everyone to follow. The form of leadership behavior exhibited by the coach does not go unnoticed by the athlete who seeks out the coach to talk about things outside of training. Lafreniere, (2008) The most significant factor of a coach is to guide and motivate athletes improve their athletic skills in a wide range of tasks from fundamental development followed by mastery of basic skills to the more specialized physical, technical, tactical and psychological preparation. Coaching is an important leadership competency because it has been proved to have significant effects in performers' attitude. Factors of coaching leadership behavior have been found to influence performance success of athletes, Horn, (2002).

Beam, (2004) observed that the preferences of the trait vary based upon players gender, type of sport, and the level of competition participated. Athlete's training age, maturity and skill level have also been found to affect leadership preferences, Turman, (2001). However, it should be noted that athlete's preferences can change throughout a particular period of time. Also, the relationships between coaches and athletes are based on personality disorders, similarities and differences in passion, success level, and the task dependence and variability of the sport.

Preferred coaching leadership traits are those behaviors which the athletes desired to be demonstrated by their coaches and which they perceive to impact performance. Athletes' perceptions of these behaviors, exhibited as traits, are related and crucial for their performance. Chelladurai, (1990), affirmed that if the coaches' behaviors match the appropriate preferences of the athletes, they will feel satisfied and achieve their performance. Riemer, (2001), indicated that the behaviors demonstrated by the coach are important determinants of athlete satisfaction which is crucial to performance.

Baker, (2003), examined the relationship between coaching behaviors in team and individual sport athletes and found significant differences in preferred coaching traits among fourteen different sports. They contended that interdependent and independent sports differ in the level of relevance among athletes and coaches leadership traits. Coaching traits of technical skills, goal setting, mental preparation, physical training, competition strategies, and personal support were found to positively correlate with athlete's performance satisfaction.

The present study stands on the fact that coaches, as leaders, hold a distinctive position with regards to their influences in the lives of athletes. It becomes necessary to focus on the need for leadership behavior responsible of impacting performance and success of both athlete and coach. The leadership behavior possessed by the coach helps in strengthening coach-athlete relationships towards achieving established goals could provide useful prescriptions for improving training and obtaining desired outcomes.

From a theoretical standpoint, the researcher felt the need to evaluate the coaches under Sports Authority of Goa with the purpose to study the players perception of their coaches' behavior. Hence, with a belief of adding to the profession and contributing to the sports in Goa and the world as a whole, the researcher under the title "Coaches Leadership Behavior Preferences Among Players from Goa" investigated the coaches' leadership behavior, players' perception of coaches' leadership behavior, for the betterment of sports.

## Method

### Participant

The purpose of this study was to explore the players' perception of their coaches' leadership behavior. The researcher applied quantitative aspect of descriptive research to study players' perception of coaches' leadership behavior. The participant of the study were the 1100 players taking coaching under 110 in-service coaches affiliated to SAG Goa.

### Tool

Together with demographic questionnaire , the standardized tool developed by Chelladurai and Saleh, "Leadership Scale of Sports" (LSS), with 40 items distributed unevenly into five behavioral Dimensions of coaching was adopted to conduct the study.

## RESULT

### 1.1 INFLUENCE OF GENDER, LEVEL OF PLAYERS & THEIR INTERACTION ON TRAINING AND INSTRUCTION BEHAVIOR OF COACHES

The influence of Gender, Level of Players and their interaction on Training and Instruction Behavior of Coaches was studied. Male and female were the two levels of Gender of coaches. The four levels of Players were International, National, State and District.

**Table 1.1: Summary of 2 X 4 Factorial Design ANOVA of Training and Instruction Behavior of Coaches**

Source of Variance	Df	SS	MSS	F-Value	Remark
Gender (A)	1	100.24	100.24	1.64	Ns
Level of Players (B)	3	1014.13	338.04	5.53	p<0.01
A X B	3	811.98	270.66	4.43	p<0.01
Error	1092	66755.58	61.13		
Total	1099				

#### 1.1.1 Influence of Gender on Training and Instruction Behavior of Coaches

From Table 1.1, it can be seen that the F-value for Gender is 1.64 which is not significant. It reflects that there is no significant difference in mean scores of Training and Instruction Behavior of Male and Female Coaches. So there was no significant influence of Gender on Training and Instruction Behavior of Coaches.

#### 1.1.2 Influence of Level of Players on Training and Instruction Behavior of Coaches

The F-value for Level of Players is 5.53 which is significant at 0.01 level with  $df=3/1092$  (vide Table 1.1). It indicates that there is a significant difference in mean scores of Training and Instruction Behavior of International, National, State and District level Players. So there was a significant influence of Level of Players on Training and Instruction Behavior of Coaches. In order to know which level of players had significantly higher Training and Instruction Behavior of Coaches, the data were further analyzed with the help of t-Test and the results are given in Table 1.2

**Table 1.2: Level of Player-wise M, SD, N and t-values of Training and Instruction Behavior of Coaches**

Level of Player	M	SD	N	National	State	District
International	58.06	9.90	16	0.31	1.06	0.80
National	57.45	7.70	362		2.51**	1.77
State	56.08	7.57	428			0.44
District	56.34	8.31	294			

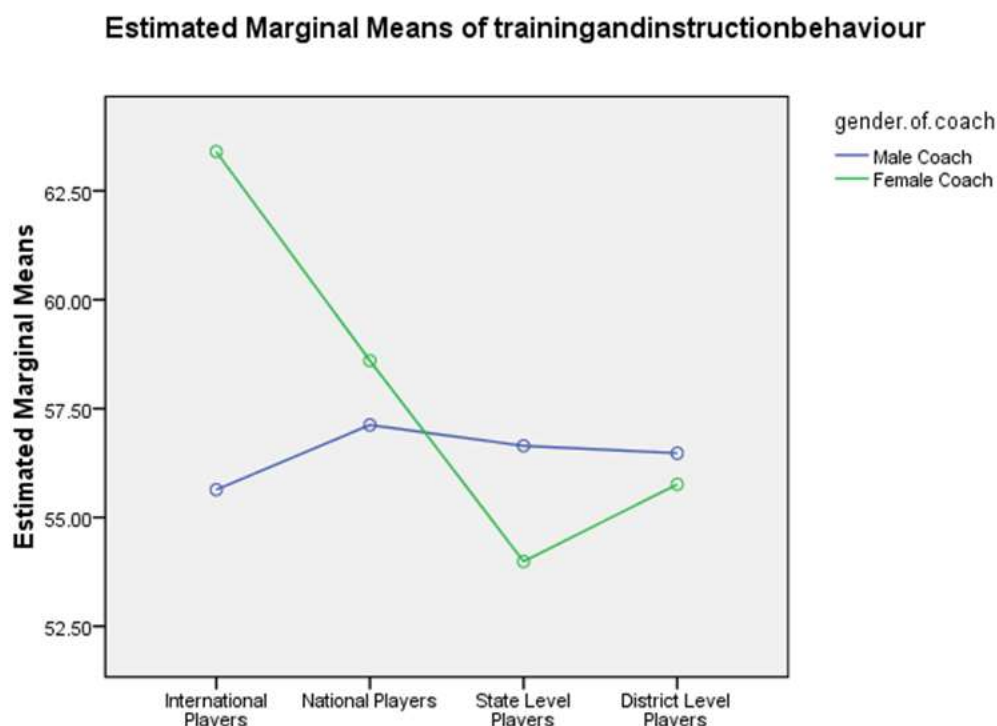
**\*\*Significant at 0.01 level**

The t-value for National and State Level Coaches is 2.51 which was significant at 0.01 level with  $df=788$  (Vide Table 1.2). It indicates that there is a significant difference in mean scores of Training and Instruction Behavior of National and State level Coaches.

### 1.3 Influence of interaction between Gender and Level of Players on Training and Instruction Behavior of Coaches

The F-Value for interaction between Gender and Level of Players is 4.43 which is significant at 0.01 level with  $df=3/1092$  (Vide Table 4.5). It reflects that there is a significant difference in mean scores of Training and Instruction Behavior of Male and Female Coaches of International, National, State and District level players. So there was a significant influence of interaction between Gender and Level of Players on Training and Instruction Behavior of Coaches.

**Graph 1.1: Trend of influence interaction between Gender and Level of Players on Training and Instruction Behavior of Coaches**



From Graph 1.1, it can be seen that as the Level of Players changed from International Level to State Level, there is a sharp decline of Training and Instruction Behavior of Female Coaches but it improves as Level of Players changed from State Level to District level. On the other hand there is a slight improvement in Training and Instruction Behavior of Male Coaches as the Level of Players

changed from International level to National Level but it declines slightly as Level of Players changed from National Level to District Level. Further Training and Instruction Behavior of Female Coaches of International and National Level Players was found to be superior to Male Coaches. On the other hand Training and Instruction Behavior of Male Coaches of State Level and District Level Players were found to be better than Female Coaches.

## 1.2 INFLUENCE OF GENDER, LEVEL OF PLAYERS & THEIR INTERACTION ON AUTOCRATIC, DEMOCRATIC, SOCIAL SUPPORT AND POSITIVE FEEDBACK BEHAVIOR OF COACHES

The Male and Female were the two levels of Gender. The four levels of Players were International, National, State and District. Thus the data were analyzed with the help of 2X4 Factorial Design ANOVA and the results are given in Table 4.11.

**Table 1.3 Summary of 2 X 4 Factorial Designs ANOVA of Overall Leadership Behavior of Coaches**

Behavior	Source of Variance	Df	SS	MSS	F-Value	Remark
Autocratic Behavior	Gender (A)	1	6.87	6.87	0.21	Ns
	Level of Players (B)	3	217.36	72.45	2.19	Ns
	A X B	3	5.40	1.80	0.05	ns
	Error	1092	36050.40	33.01		
	Total	1099				
Democratic Behavior	Gender (A)	1	59.03	59.03	1.88	Ns
	Level of Players (B)	3	140.87	46.95	1.49	Ns
	A X B	3	53.20	17.73	0.56	Ns
	Error	1092	34349.02	31.45		
	Total	1099				
Social Support Behavior	Gender (A)	1	10.74	10.74	0.34	Ns
	Level of Players (B)	3	125.72	41.91	1.32	Ns
	A X B	3	84.85	28.28	0.89	Ns
	Error	1092	34710.64	31.79		
	Total	1099				
Positive Feedback Behavior	Gender (A)	1	4.27	4.27	0.57	Ns
	Level of Players (B)	3	10.27	3.42	0.45	Ns
	A X B	3	37.12	12.37	1.64	Ns
	Error	1092	8221.28	7.53		
	Total	1099				

### 1.2.1 Influence of Gender on Autocratic, Democratic, Social Support, and Positive Feedback Behavior of Coaches

From Table 4.7, it can be seen that the F-value for Gender is not significant for any of the above listed four behavior. It reflects that there is no significant difference in mean scores of these Behavior of Male and Female Coaches. So there was no significant influence of Gender on Autocratic, Democratic, Social Support, and Positive Feedback Behavior of Coaches.

### 1.2.2 Influence of Level of Players on Autocratic Behavior of Coaches

The table shows F-value for Level of Players is not significant. It indicates that there is a no significant difference in mean scores of any of above listed four Behavior among International, National, State and District level Players. So there was a no significant influence of Level of Players on these Behavior of Coaches.

### 1.2.3 Influence of interaction between Gender and Level of Players on Autocratic Behavior of Coaches

The F-Value for interaction between Gender and Level of Players were not significant. It reflects that there is a no significant difference in mean scores of these behaviors of Male and Female Coaches of

International, National, State and District level players. So there was a no significant influence of interaction between Gender and Level of Players on these behavior of Coaches.

### 1.3 INFLUENCE OF GENDER, LEVEL OF PLAYERS & THEIR INTERACTION ON OVERALL LEADERSHIP BEHAVIOR OF COACHES

The Male and Female were the two levels of Gender. The four levels of Players were International, National, State and District. Thus the data were analyzed with the help of 2X4 Factorial Design ANOVA and the results are given in Table 4.11.

**Table 1.4 Summary of 2 X 4 Factorial Designs ANOVA of Overall Leadership Behavior of Coaches**

Source of Variance	Df	SS	MSS	F-Value	Remark
Gender (A)	1	658.52	658.52	2.78	Ns
Level of Players (B)	3	3160.75	1053.58	4.45	p<0.01
A X B	3	2499.62	833.21	3.52	p<0.05
Error	1092	258789.35	236.99		
Total	1099				

#### 1.3.1 Influence of Gender on Overall Leadership Behavior of Coaches

From Table 4.10, it can be seen that the F-value for Gender is 2.78 which is not significant. It reflects that there is no significant difference in mean scores of Overall Leadership Behavior of Male and Female Coaches. So there was no significant influence of Gender on Overall Leadership Behavior of Coaches.

#### 1.3.2 Influence of Level of Players on Overall Leadership Behavior of Coaches

The F-value for Level of Players is 4.45 which is significant at 0.01 level with df=3/1092 (vide Table 4.10). It indicates that there is a significant difference in mean scores of Overall Leadership Behavior of International, National, State and District level Players. So there was a significant influence of Level of Players on Overall Leadership Behavior of Coaches.

In order to know which level of players had significantly higher Overall Leadership Behavior of Coaches, the data were further analyzed with the help of t-Test and the results are given in Table 4.11.

**Table 1.5 Level of Player-wise M, SD, N and t-values of Training and Instruction Behavior of Coaches**

Level of Player	M	SD	N	National	State	District
International	163.75	20.45	16	1.10	1.30*	1.34
National	159.10	16.27	362		1.87	0.58
State	157.05	14.62	428			1.18
District	158.38	15.26	294			

#### \*Significant at 0.05 level

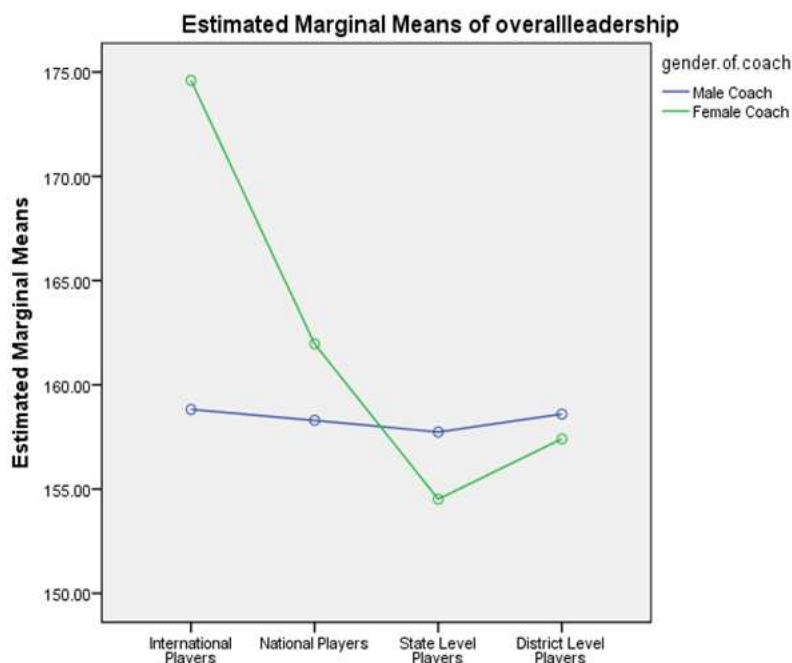
From Table 1.5, it can be seen that only the t-value for International and State Level Coaches is 1.30 which is significant at 0.05 level with df=442 (Vide Table 4.11). It indicates that there is a significant difference in mean scores of Overall Leadership Behavior of International and State level Coaches. Further the mean score of Overall Leadership Behavior of International level coaches is 163.75 which is significantly higher than those of State level coaches whose mean score of Overall Leadership Behavior is 157.05.

#### 1.3.3 Influence of interaction between Gender and Level of Players on Overall Leadership Behavior of Coaches

The F-Value for interaction between Gender and Level of Players is 3.52 which is significant at 0.05 level with df=3/1092 (Vide Table 4.10). It reflects that there is a significant difference in mean scores of Overall Leadership Behavior of Male and Female Coaches of International, National, State and District level players. So there was a significant influence of interaction between Gender and Level of Players on Overall Leadership Behavior of Coaches. In order to know the trend of influence

interaction between Gender and Level of Players on Overall Leadership Behavior of Coaches, Graph 4.2 has been plotted.

**Graph 1.2: Trend of influence interaction between Gender and Level of Players on Overall Leadership Behavior of Coaches**



From Graph 1.2, it can be seen that as the Level of Players changed from International Level to State Level, there is a sharp decline of Overall Leadership Behavior of Female Coaches but it improves as Level of Players changed from State Level to District level. On the other hand there is a negligible decline in Overall Leadership Behavior of Male Coaches as the Level of Players changed from International level to State Level but it improves slightly as Level of Players changed from State Level to District Level. Further Overall Leadership Behavior of Female Coaches of International and National Level Players were found to be superior to Male Coaches. On the other hand Overall Leadership Behavior of Male Coaches of State Level and District Level Players were found to be better than Female Coaches.

**Table 1.6 Summary of factors showing significance difference seen with respect to independent and dependent variables.**

Factor	Particulars	Significant Level	Factors of Significance
Training & Instruction Behavior	Gender (T&IB)	Not Significant	NA
	Level of Participation	<b>Sig @ 0.01</b>	National to State
	Influence of Interaction	<b>Sig @ 0.01</b>	Interaction of Gender
Autocratic Behavior	Gender (AB)	Not Significant	NA
	Level of Participation	Not Significant	NA
	Influence of Interaction	Not Significant	NA
Democratic Behavior	Gender (DB)	Not Significant	NA
	Level of Participation	Not Significant	NA
	Influence of Interaction	Not Significant	NA
Social Support Behavior	Gender (SSB)	Not Significant	NA
	Level of Participation	Not Significant	NA
	Influence of Interaction	Not Significant	NA
Positive Feedback	Gender (PFB)	Not Significant	NA
	Level of Participation	Not Significant	NA

Behavior	Influence of Interaction	Not Significant	NA
Overall	Gender (OLB)	Not Significant	NA
Leadership	Level of Participation	<b>Sig @ 0.01</b>	International to State
Behavior	Influence of Interaction	<b>Sig @ 0.05</b>	Interaction of Gender

### Discussion

From the result of the study, it was found that Female Coaches were more suited to International and National Players while Male Coaches were suited to State and District Level Players. Chelladurai, (1990) supported this findings stating that female coaches approach are more stronger, friendly and emotional. Because of this, female coaches and players may be more likely to form highly interdependent and emotionally loaded relationships. The relationships between male coaches and players may be based on the aim to achieve performance goals without the expression of feelings.

This study appears to support these findings of Weinberg & Gould, (1999), that Females players prefer more democratic coaching behaviors and a participatory coaching style that allows them to help make the decisions. Male players were seen preferring more instructive behaviors and an autocratic style of leadership which is found similar to result of Chelladurai & Saleh, (1978); and Short (2004). Horn, (2002), stated similar findings that there are more similarities than differences between male and female player preferences for specific coaching behaviors.

### Conclusion

This study revealed that the significance difference in coaching behavior of the coaches was seen in among very few of the level of players. Thus, it can be concluded that irrespective of level of competition played, players prefer identical leadership behavior among coaches.

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