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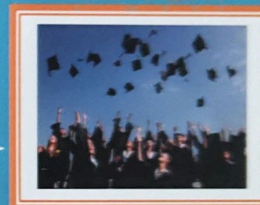
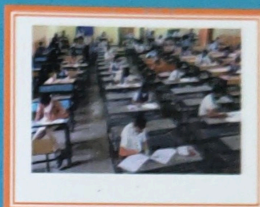
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Significance of Experience on Leadership Behavior of College Directors of Physical Education & Sports of Goa

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Abstract

This study assessed the Leadership Behavior of the college Directors of Physical Education and Sports affiliated to Goa University. Leadership Behavior was measured with the help of demographic questionnaire and multidimensional model "Leadership Scale for Sports" developed and standardized by P. Chelladurai & D. Saleh (1978). 31 College Directors of Physical Education and Sports showed willingness to participate in this study. Analysis showed that the overall Leadership Behavior of the College Directors with Above 15 years of experience ($M=170.42$, $SD12.12$) was comparatively better in 3 subscales, [(Instruction and Training, $M=61.50$), (Democratic Behavior, $M=38.57$), (Social Support, $M=33.14$)] whereas in 2 of the subscales, (Autocratic Behavior, 14.88), (positive Feedback, $M=24.52$), College Directors with Below 15 Years of experience had better mean score. Results revealed that College Directors of Physical Education and Sports with Above 15 years of Experience have superior Social Support Behavior as compared to than their counterparts with Below 15 Years of Experience. There was no significant influence of Length of Experience on Training Instruction, Autocratic Behaviour, Democratic Behaviour, Positive Feedback and Overall Leadership Behaviour of College Directors of Physical Education and Sports.

Keywords: Leadership Behavior, Leadership Scale for Sports, College Directors of Physical Education.

Introduction:

In this world of competition, not only every individual, but every team, institution, organization, state, and every country is eager to establish their dominance in the field of sports. Besides sports associations and corporate companies, academic institutions are no longer behind in the race. The curriculum in School, Higher Secondary, Colleges have also agreed on Physical Education and Sports as essential and integral part of total education process. To meet the requirement of sports participation for students, there are sports professional employed in the colleges having the designation as College Director of Physical Education & Sports (henceforth referred to as **Sports Directors**).

Sports Director is considered as a person who has to carry out his job like a leader. His job requirement demands administration, coaching, mentoring and so on. Besides Teaching, Coaching various sports happens to be the prominent task Sports Directors. While performing his duties, his various skills are tested including leadership. Out of multiple qualities possessed by a Sports Director, quality of leadership has a significant role in the overall development of athletes and all the students as a whole. According to Cribben, (1981), "a coaches' successful leadership changes the athletes' behaviour as a function of the coach's effort and gets others to behave as a manager/coach intends them to behave."

A Sports Director as a coach and leader strives for the all round development of his athletes through his coaching. He ensures his presence and contribution is making an influential difference in the life of an athlete. The best one can do is getting to know their athletes and work hard to understand their goals, motivations and needs. Chelladurai & Saleh, (1980), noticed that good leadership enhances players' personal growth and development, motivation, performance, and satisfaction. The coach's leadership styles and behaviors has a great effect on the performance and satisfaction of their athletes.

Leadership is an ability that causes other people to become aware of the person making effort to lead, to identify the information or idea which he is trying to present, and to act on the basis of the directions toward some determined goal. Every Sports Director has a lead role in the life of an athlete; hence Sports Director is assumed to be a Coach and a Leader and thus Leadership becomes an important quality of coaching. Sports Director is expected to possess leadership quality. While coaching, he has to get engaged in a responsible position in the team, and exhibits leadership.

Leadership behavior of the Sports Director also makes each individual differ from the other. It is up to him, how he conducts his practice schedule, which coaching aspect he feels important, which quality he focuses upon in his players, etc. In the context of this research, leadership, is an ability of a coach to organize and control his training schedules properly, being authoritative and demanding when in need, gives freedom of expression to athletes, ensures welfare of the athletes' and tries to be social with them at times. Lastly, he should be aesthetic and expressive by nature. Such behavior may lead an individual

athlete or team in setting up of goals, leading them towards accomplishment of those goals, thereby facilitating them to be effective leader in the future. Such effective leadership behavior possessed by the Sports Director can influence the players in many ways. Horn's (2002) model focuses on the effect of coaches' behavior on the athletes' performance and behavior. In particular, coaches' behavior is hypothesized to affect the athletes' performance and behavior both directly and indirectly. Hence Sports Directors Leadership behavior needed to be assessed.

Kahan, (1999) found that identifying the particular characteristics (Qualities and Abilities) of successful sports coaches could offer other coaches help in improving their performance. Considering the crucial role of Sports Directors and the significance of coaching ability, behavior and knowledge, experience, the researcher felt it interesting to analyze the Leadership behavior of the College Directors of Physical Education and Sports. Santos, (2010), investigated that Coaches' perceptions were influenced by their experience, as low experienced coaches rated themselves at lower levels of competence and with more training needs. Researcher was interested in studying the relation of working experience on the leadership behavior of the Sports Directors. However, it is unlikely that there has not been such study conducted in the state of Goa on the leadership behavior. The objective of the study was to compare mean scores of Leadership Behavior Dimension-wise as well as Overall separately of College Directors of Physical Education and Sports Above 15 and Below 15 Years of Experience." The result may provide Sports Directors with better awareness of the different leadership behaviors. It may help them to settle on which leadership behavior are most effective for athletes' performance and satisfaction.

Sample

The total population comprising of all 35 Sports Director working in the state of Goa was initially selected as sample but out of the 35 College Directors, only 31 Sports Director showed willingness to participate in this study. Therefore the sample comprised of 31 Sports Director working in the Senior Colleges affiliated to Goa University. There were 14 participants with above 15 Years and 17 Participants with Below 15 Years of Experience. There were 28 Male and 3 Female Sports Directors.

Tool

"Leadership Scale for Sports" developed & standardized by P. Chelladurai & D. Saleh (1978) was used for collecting data from Sports Director. The dimensions assessed were Training Behavior, Autocratic Behavior, Democratic Behavior, Social Support Behavior & Positive Support & Rewarding Behavior. The internal consistency of the tool ranged from .45 to .93 & the test-retest reliability coefficient ranged from .71 - .82. The researcher explained the participants regarding the study to be conducted & sent Leadership Scale for Sports to all the Sports Director. The participants filled the responses & submitted data through online mode.

Results and Interpretation

The objective was to compare mean scores of Leadership Behavior Dimension-wise as well as Overall separately of Sports Director of Above 15 (Higher) and Below 15 (lesser) Years of Experience. The data was analyzed with the help of Independent Samples t-test and the results are given in Table 1.

TABLE 1: EXPERIENCE-WISE M, SD, N, AND T-VALUES OF LEADERSHIP BEHAVIOR DIMENSION-WISE AND OVERALL SEPARATELY OF COLLEGE DIRECTOR OF PHYSICAL EDUCATION AND SPORTS

	Experience	M	SD	N	t-Value	Remark
Training Instruction	Above 15 Years	61.50	4.33	14	1.38	ns
	Below 15 Years	58.94	5.71	17		
Autocratic Behavior	Above 15 Years	13.64	4.92	14	0.70	ns
	Below 15 Years	14.88	4.96	17		
Democratic Behavior	Above 15 Years	38.57	4.52	14	1.47	ns
	Below 15 Years	35.35	7.51	17		
Social Support	Above 15 Years	33.14	4.82	14	2.08	p<0.05

Positive Feedback	Years					
	Below 15	28.29	7.54	17		
	Years					
	Above 15	23.57	2.34	14	1.46	ns
Overall Leadership	Below 15	24.52	0.80	17		
	Years					
	Above 15	170.42	12.12	14	1.57	ns
	Years					
	Below 15	162.35	15.79	17		
	Years					

From Table 1, it can be seen that the t-value of **2.08** for Experience is significant at **0.05** level with **df=29**. This indicates that there is significant difference in mean scores of Social Support dimension of Leadership Behavior of Sports Director of Above 15 Years and Below 15 Years of Experience. Thus the null hypothesis that there is no significant difference in mean scores of Social Support dimension of Leadership Behavior of Sports Director of Above 15 Years and Below 15 Years of Experience is rejected. Further the mean score of Social Support dimension of Leadership Behavior of Sports Director is 33.14 which is significantly higher than those with Below 15 years of experience whose mean score of Social Support dimension of Leadership Behavior is 28.30. It may be said that Sports Director with Above 15 years of Experience were found to have superior Social Support Behavior as compared to than their counterparts with Below 15 Years of Experience.

Further rests of the t-values are not significant (Vide Table1). It reflects that there is no significant difference in mean scores of Training Instruction, Autocratic Behavior, Democratic Behavior, Positive Feedback and Overall Leadership Behavior of Sports Director of Above 15 Years and Below 15 Years of Experience. It may be said that there was no significant influence of Length of Experience on Training Instruction, Autocratic Behavior, Democratic Behavior, Positive Feedback and Overall Leadership Behavior of Sports Director

Discussion

The purpose of the study was to assess the Leadership behavior of the Sports Director from Goa. The present study compared the Leadership behavior of Sports Director of Goa on the basis of difference in years of experience. Though there was no direct study found stressing correlation among Leaders length of experience with Leadership behavior, based upon available identified research previously conducted on leadership behaviors and their effect on student's performance, it was hypothesized that working experience will have a significant effect on the leadership behavior of the Sports Director.

The result showed significant difference only in mean scores of Social Support dimension of Leadership Behavior of Sports Director of Above 15 Years and Below 15 Years of Experience. The Sports Director with Above 15 years of Experience were found to have superior Social Support Behavior as compared to than their counterparts with Below 15 Years of Experience. This finding was in line with Weiss and Friedrichs (1986), who found athletes who perceived their coaches to be high in social support behavior, positive feedback, and to exhibit a more democratic style of leadership also had higher satisfaction scores than did athletes whose coaches were lower in these three dimensions of leadership behavior.

As performance was concerned, Weiss & Friedrichs (1986), correlated coaches' high frequencies of perceived social support with poorer team performance records. They concluded that within college athletics where win/loss records are critical, less social support may be desirable by the athletes. This study harms the result of the present study where experienced Sports Directors were found to perceive higher Social Support behavior.

The results also highlighted comparatively high mean score of Above 15 year experienced Sports Directors than below 15 year experienced group in Autocratic Behavior. Higher level of this behavior may not be appropriate as a study conducted by Dwyer & Fischer (1990) revealed that athletes who were more satisfied with their coach perceived them to score high on positive feedback, social support, training and instruction, and democratic behavior, and low on the autocratic behavior subscale.

In the present study it was found that Sports Directors group as a whole perceive Training Instruction, Autocratic, Democratic, Positive Feedback and Overall Leadership Behavior parallel irrespective of difference in experience. This behavior of Sports Directors was considered to be appropriate as McMillan (1990) who observed collegiate soccer players perceive their coaches to exhibit more of a democratic style of leadership and to provide high frequencies of training and instructions.

Conclusion and Recommendation

Results from this study revealed that the Sports Directors with Above 15 years of Experience were found to have superior Social Support Behavior as compared to their counterparts with Below 15 Years of Experience. High scores on the social support factor describe Sports Directors as the one who maintain a warm and caring relationship with individual athletes outside of the athletic context which is a good sign of a coach athlete relationship noteworthy for performance enhancement. There was no significant influence of Length of Experience on Training Instruction, Autocratic Behavior, Democratic Behavior, Positive Feedback and Overall Leadership Behavior of Sports Director. There may be other ways how less experienced Sports Director Directors have developed their leadership behavior in less time which needs to be studied. Increase in the sample size may have shown significant difference in favor of significance of experience. Further study may be conducted to determine the type of Leadership preferences possess by the Participants on a large scale and to provide basis for comparison with results of present study. Future research may focus on examining participant's leadership trait preferred by athletes with respect to athlete's satisfaction.

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