

ASSESSMENT OF LEADERSHIP STYLE AND PARTICIPATION MOTIVATION OF SCHOOL GOING CHILDREN INVOLVED IN SPORTS ACTIVITIES

Dr. Ranjit Singh Pawar* & Sobhnath Yadav, **

ABSTRACT

The purpose of the study was to investigate the leadership style and reasons of participation in sports among school going children of Bilaspur region. Fifty male school going children of Bilaspur region involved in sports activities, attending summer coaching camp during the 2008-2009 session. In different games and sports were selected to serve as subjects for this study. Leadership Scale for Sports: Leadership Scale for Sports developed by P. Chelladurai (1994) to measure preferred behaviour preferences and Participation Motivation Questionnaire (PMQ) Prepared by Gill, Gross and Huddleston (1983) to assess the motives of male school going children of Bilaspur region involved in sports activities were used for the purpose of data collection. To analyse the preferences on five dimensions of leader behaviour and eight factors of participation motivation, means and standard deviations and One way analysis of variance were computed. The results of the study indicated that male children preferred more social support followed by democratic behaviour, training and instruction and autocratic behaviour positive feedback from their coaches. In case of participation motives, they preferred more skill development followed by team work, others, fitness, friendship, achievement status, energy release and fun from most important to least important rank order. The male school going children on five dimensions of preferred leadership behaviour expressed insignificant differences in their preferences for preferred leadership. In case of reason for participation in sports activity, male school going children had significant differences in their participation motivation.

Key words: Participation Motives, Leadership preferences, School Children

*Head, Department of Physical Education, Dr. C. V. Raman University, Kota- Bilaspur (CG)

** Sobhnath Yadav, Chhattisgarh Police Department, Hirri Police Station, Bilaspur (CG)

INTRODUCTION

Leadership roles including teacher/instructor, organizer/planner, counselor, communicator, and motivator (Gould, 1987). College coaches often assume dual roles as both teachers and coaches. They must be able to provide instruction, guide skill development, and offer performance feedback, while directing a team toward a specific goal or outcome. It is not surprising then that 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, mental development (Gould, Dieffenbach, & Moffett, 2002), sport performance satisfaction (Horn, 2002), as well as performance outcomes (Horne & Carron, 1985, Schliesman, 1987).

Skubic (1956) investigated the attitudes that participants, parents and teachers held towards little league Baseball experiences. The result showed from the players point of view, reasons for sport participation included developing, friendships with others, having a good experience, having fun, developing sportsmanship qualities, improving skill level and keeping out of trouble. The result also revealed that both parents and players indicated that they were very upset by the fact that many players do not received a chance to play in the games.

The reasons why individuals decide to participate in an achievement activity certainly constitute an important component of the subjective meanings of that activity Maehr & Braskamp, 1986). A useful theory of sport achievement motivation should allow an insight into the variety of participation motives evidenced in athletics contents. Duda and White addressed this issue, in recent work. High school, intercollegiate, and recreational athletes completed the Participation Motivation Questionnaire in terms of their present sport involvement. Seven reasons for participation emerged competition, affiliation, being member of a team, energy release, skill development, improving one's fitness and gaining recognition status.

Understanding the major motives young athletes have for participating in sport has been a topic of interest for youth, sports administrators, and coaches and sports psychologists. This has prompted efforts from researchers to assess young athletes motives for sports participation (Anuradha & Roy, 1998).

The purpose of the study was to investigate the leadership style and reasons of participation in sports among school going children of Bilaspur region. It was hypothesized that: The male school going children of Bilaspur region involved in different game and sports will significantly differ in their leadership preferences and sports participation motives.

METHODOLOGY

Subjects:

Fifty male school going children of Bilaspur region involved in sports activities, attending summer coaching camp in different games and sports and who volunteered to participate in this study, were selected to serve as subjects for this study. The subjects were in age group of 14 to 18 years. The subjects were randomly selected from amongst the male school going children participated in Competition in different sports and games and were attending summer coaching camp during the 2008-2009 session.

Instrumentation

(1).Leadership Scale for Sports: Leadership Scale for Sports developed by P. Chelladurai(1994) was selected as a criterion tool to measure preferred behaviour preferences of male school going children of Bilaspur region involved in sports activities..

The scale consisted of 40 items for five dimensions in which training and instruction (13 items), democratic behaviour (9 items), autocratic behaviour (5 items), social support (8 items), and positive feedback (Rewarding behaviour) had 5 items on which there were no negative responses. The scoring of the leadership items were as follows :- Always - 5; Often - 4; Occasionally - 3; Seldom - 2; Never- 1. Each question had five responses namely 1. Always, 2 Often, 3 Occasionally, 4 Seldom, 5 Never. According to above stated responses, scoring was carried out for preferred leader behaviour of different games athletes. The score tabulated for all the items under dimensions of leadership behaviour were averaged out to get score for each dimension. The scale had test-retest reliability 0.72 for training behaviour, 0.82 for democratic behaviour, 0.76 for autocratic behaviour, 0.71 for social supports, and 0.79 for positive feedback

(2).Participation Motivation Questionnaire: Participation Motivation Questionnaire (PMQ) Prepared by Gill, Gross and Huddleston(1983), to assess motives of subjects to be involved in sports, was administered on all the subjects.

The questionnaire is made up of 30 items reflecting possible reasons for taking part in sports (e.g. I want to improve my skills) and will be adopted by making minor changes to the wording of some items to reflect the sport of the subjects. Subjects will be requested to indicate their responses on a Likert type scale (Not at all important, Some what important, very important) the relative value of each motive influencing their participation in respective games and sports. It will be emphasized in the instructions that the subject should respond in terms of their own reasons for participating. The score tabulated for all the items under factors of participation motivation were averaged out to get score for each dimension.

Administration of Questionnaire:

The necessary permission from the camp in charge was obtained by the research scholar to conduct this study on male school going children participated in Competition in different sports and games and were attending summer coaching camp during the 2008-2009 session.

The subjects were contacted at the site camp personally and their sincere cooperation was solicited. Respondents were called to common place, when, they were not busy and had enough time to spare for testing. Necessary instructions were given to the subjects before the administration of each test. Confidentiality of responses was guaranteed so that the subjects would not camouflage their real feelings. No time limit for filling the questionnaire was set but subjects were made to respond as quickly as possible. As soon as a group of children completed one questionnaire, another was given to them after a short interval. The completed questionnaires were collected from the children and it was verified that no questionnaire was left without being answered

RESULTS AND DISCUSSION

The findings of study have been presented with analysis of preferences on five dimensions of leader behaviour and eight factors of participation motivation of school going children involved in sports activity.

To assess the preferences on five dimensions of leader behaviour and eight factors of participation motivation of school going children involved in sports activity, means and standard deviations and One way analysis of variance with all the subjects were computed and data pertaining to this have been presented in Table 1 to 5.

TABELE 1
DESCRIPTIVE STATISTICS OF PREFERENCES ON FIVE DIMENSIONS OF LEADER
BEHAVIOUR OF SCHOOL GOING CHILDREN INVOLVED
IN SPORTS ACTIVITY

S.NO.	Leader Behaviour	M	SD
1.	Training & Instruction	3.930	.408
2.	Social Support	4.080	.411
3.	Positive Feedback	3.870	.685
4.	Autocratic Behaviour	3.917	.609
5.	Democratic Behaviour	4.070	.508

The mean scores of five dimensions of leader behaviour as preferred by male school going children involved in sports activity have been depicted in figures 1.

TABELE 2
DESCRIPTIVE STATISTICS AND RANK ORDER FOR EIGHT FACTORS OF
PARTICIPATION MOTIVATION OF SCHOOL GOING CHILDREN
INVOLVED IN SPORTS ACTIVITY

Participation Motivation Factors	Means	SD	Rank order
Skill (SKL)	2.613	.377	1 Most important
Team work (TW)	2.553	.459	2
Other(OTH)	2.549	.347	3
Fitness(Fit.)	2.486	.433	4
Friend (FRD)	2.480	.439	5
Achievement /status (AS)	2.416	.347	6
Energy release (ER)	2.358	.403	7
Fun (FN)	2.286	.398	8 Least important

The mean scores of eight factors of participation motivation of male school going children involved in sports activity have been depicted in figures 2.

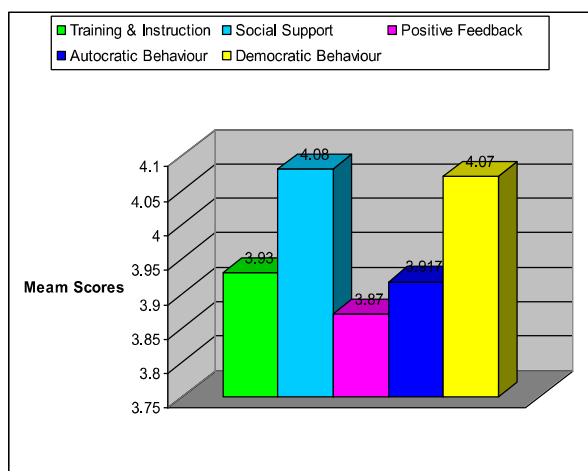


Fig.1: Mean Scores of Preferences on Five Dimensions of Preferred Leadership Behaviour for male school going children involved in sports activities.

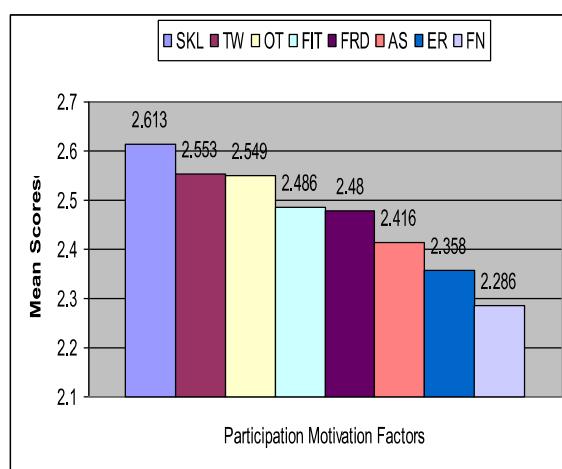


Fig.2: Mean Scores of Eight Factors of Sports Participation Motives Preferred by male school going children involved in sports activities.

TABELE 3

ANALYSIS OF VARIANCE FOR PREFERRED LEADERSHIP OF SCHOOL GOING CHILDREN INVOLVED IN SPORTS ACTIVITY

Source of Variance	df	Sum of Squares	Mean Square	F-ratio
Between Groups	4	1.818	.454	
Within Groups	245	70.291	.287	1.582
Total	249	72.208		

Insignificant at .05 level, $F_{.05}(4, 245) = 2.41$

From Table 3, It is evident that the statistically significant difference did not existed among school going children involved in sports activity on preferred leadership, as the obtained F-value of 1.582 was lesser than the required $F_{.05}(4, 245) = 2.41$.

TABELE 4

ANALYSIS OF VARIANCE FOR SPORTS PARTICIPATION MOTIVATION OF SCHOOL GOING CHILDREN INVOLVED IN SPORTS ACTIVITY

Source of Variance	df	Sum of Squares	Mean Square	F-ratio
Between Groups	7	4.156	.594	
Within Groups	392	63.512	.162	3.665*
Total	399	67.668		

*Significant at .05 level, $F_{.05}(7, 392) = 1.96$

From Table 4, It is evident that the statistically significant difference existed among school going children involved in sports activity on eight factors of participation motivation, as the obtained F-value of 3.665 was higher than the required $F_{.05}(7, 399) = 1.96$.

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 school going children involved in sports activity on eight factors of participation motivation and the data pertaining to this have been presented in Table 5.

TABLE 5
SIGNIFICANCE OF DIFFERENCES AMONG SCHOOL GOING CHILDREN BETWEEN
ORDERED PAIRED MEANS ON EIGHT FACTORS OF
PARTICIPATION MOTIVATION

AS	TW	FIT	ER	OTH	SKL	FRD	FN	Paired mean difference	Confidence Interval (C. I.)
2.416	2.553	-	-	-	-	-	-	.137	.298
2.416	-	2.486	-	-	-	-	-	.070	
2.416	-	-	2.358	-	-	-	-	.036	
2.416	-	-	-	2.549	-	-	-	.133	
2.416	-	-	-	-	2.613	-	-	.197	
2.416	-	-	-	-	-	2.480	-	.064	
2.416	-	-	-	-	-	-	2.286	.130	
-	2.553	2.486	-	-	-	-	-	.067	
-	2.553	-	2.358	-	-	-	-	.195	
-	2.553	-	-	2.549	-	-	-	.004	
-	2.553	-	-	-	2.613	-	-	.060	
-	2.553	-	-	-	-	2.480	-	.073	
-	2.553	-	-	-	-	-	2.286	.267	
-	-	2.486	2.358	-	-	-	-	.128	
-	-	2.486	-	2.549	-	-	-	.063	
-	-	2.486	-	-	2.613	-	-	.127	
-	-	2.486	-	-	-	2.480	-	.006	
-	-	2.486	-	-	-	-	2.286	.200	
-	-	-	2.358	2.549	-	-	-	.191	
-	-	-	2.358	-	2.613	-	-	.225	
-	-	-	2.358	-	-	2.480	-	.122	
-	-	-	2.358	-	-	-	2.286	.072	
-	-	-	-	2.549	2.613	-	-	.064	
-	-	-	-	2.549	-	2.480	-	.069	
-	-	-	-	2.549	-	-	2.286	.263	
-	-	-	-	-	2.613	2.480	-	.133	
-	-	-	-	-	2.613	-	2.286	.397*	
-	-	-	-	-	-	2.480	2.286	.194	

***Significant at .05 level,** Achievement status (AS), Team work (TW), Fitness(Fit), Energy release (ER), Other(OTH), Skill (SKL), Friend (FRD), Fun (FN).

It is quite obvious from the table 5, that there was significant difference on participation motivation among male school going children involved in sports activity. between SKL –FUN, as the paired mean differences of .327 was higher than the confidence interval (C.I.) of 0.298. But the mean differences of .137, .07, .036, .133, .197, .064, .13, .067, .195, .004, .06, .073, .267, .128, .063, .127, .006, .20, .191, .255, .122, .072 .064 .069 .263 .133 and .194 between AS –TW followed by FIT, ER, OTH, SKL, FRD, & FUN; TW –FIT followed by ER, OTH, SKL, FRD, & FUN; FIT –ER followed by OTH, SKL, FRD, & FUN; ER –OTH followed by SKL, FRD, & FUN; OTH –SKL followed by FRD, & FUN; SKL –FRD ; and FRD –FUN respectively were not significant at 0.05 level, as the confidence interval of 0.298 was higher than the mean differences.

DISCUSSION

Findings of descriptive data of male school going children involved in sports activity on five dimensions of preferred leadership behaviour indicated that male children preferred more social support followed by democratic behaviour, training and instruction and autocratic behaviour positive feedback from their coaches.

Findings of descriptive data of male school going children involved in sports activity on eight factors of reason of participation in sports indicated that male children preferred more skill development followed by team work, others, fitness, friendship, achievement status, energy release and fun from most important to least important rank order.

The results of One way analysis of variance (ANOVA) for male school going children involved in sports activity on five dimensions of preferred leadership behaviour expressed insignificant differences among male school going children in their preferences for preferred leadership.

In case of reason for participation in sports activity, male school going children had significant differences in their participation motivation. The Scheffe's Test of Post-hoc comparison showed that male school going children involved in sports activity had significant difference between skill development – fun factor of participation motivation only.

It was hypothesized that: the male school going children of Bilaspur region involved in different game and sports would significantly differ in their leadership preferences and sports participation motives is partially accepted, as male school going children had significant difference between preferences for skill development - fun only of sports participation motives. But the male school going children would not differ significantly in their leadership preferences on five dimension of preferred leadership behaviour.

CONCLUSIONS

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

1. Male school going children of Bilaspur region exhibited similar preferences on five dimensions of leader behaviour.
2. Male school going children of Bilaspur region preferred more of social support followed by democratic behaviour, autocratic behaviour, training and instruction and positive feedback
3. Male school going children of Bilaspur region had different preferences for reason of participation in sports.
4. Male school going children of Bilaspur region preferred more of skill development followed by team work, other, fitness, friendship, achievement status, energy release and fun from their coaches .

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