Chapter-III

Methodology

In this chapter selection of subjects, selection of variables, methodology of administrating the questionnaire, data collection procedure, and statistical techniques employed to analyze the data have been described. In nutshell, this chapter explains how the research was planned, conducted, and analyzed.

Selection of Subject

The sample subjects for the study were obtained from Punjab. The Director of Sports Authority of India was contacted and requested to permit the scholar to visit different centres all over Punjab. After getting the permission letter the list of different SAI centres in Punjab was taken. Purposive sampling was decided to collect the data. At total number of 300 athletes in the age category of 18-25 years were selected as the sample for the study.

Selection of Variable

The variables selected for the study are:-

- Coaching leadership.
- Athlete satisfaction.

Criterion Measures

For the assessment of coaching leadership style and athlete satisfaction following tools was used:

- Coaching leadership style was assessed by “Leadership scale for sports”. Packianathan Chelladurai(1989). ¹

¹ Leadership scale for sports”. P.Chelladurai, PhD faculty of physical education university of west Ontario, London Canada July (1989).
For measurement of athlete satisfaction, questionnaire by Chelladurai and Riemer (1997).\footnote{Athlete Satisfaction Questionnaire (ASQ) Harold A. Riemer, Ph.D. Faculty of Kinesiology & Health Studies University of Regina, Saskatchewan, Canada S4S 0A2 Packianathan Chelladurai, Ph.D. School of Physical Activity and Educational Services, The Ohio State University Columbus, Ohio, USA 43210.} "Athlete Satisfaction Questionnaire" was used.

In the first questionnaire leadership scale for sports, players were asked to choose the style of leadership behaviors their coaches have. To define priority of the leadership styles which athlete prefers to be used for their training, a mean scale was used for the answer of each heading given. This instrument consisted of 65 questions with a five point Likert type scale; 1 (absolutely disagree), 2 (disagree), 3 (undecided), 4 (agree) and 5 (absolutely agree).

The second instrument contained 56 questions with a five point Likert type scale: 1 (not at all unsatisfied), 2 (unsatisfied), 3 (undecided), 4 (satisfied) and 5 (extremely satisfied), to identify the athlete satisfaction.

**Standardization of Questionnaire**

**Reliability:** - The questionnaire was made reliable as per Indian population through Test-retest Method.

**Validity:** - For the validation of questionnaire, face validity was used.
Administration of Questionnaire

Before administering the questionnaire the scholar briefed the subjects about each question, which athletes were supposed to answer. Care was taken by the scholar so as not to affect the mindset of the subjects by keeping them in the natural settings for getting correct information from the subjects. The students were constantly motivated and asked to reveal the truth while answering. They were asked to respond freely by ensuring that their information would be kept confidential. After distributing the questionnaires to the subjects, enough time was given to them to fill it up. It was ensured that the questionnaire which is filled and collected by the scholar were properly replied.
Reliability and Validity of Questionnaire

The questionnaire was converted into Punjabi from English so that the items could be easily understood by the athletes. Further, the language of the questionnaire was modified on the basis of the feedback received from the subjects and the observations of the researcher. These measures taken by the scholar ensures the face validity of the questionnaire.

Statistical Technique

For the analysis of the data followings statistical techniques was employed:

- Descriptive Statistics
- Pearson Product Moment Correlation
Fig-3. Clearing the doubts of athletes.

Fig-4. Distributing the questionnaire.
Fig-5. Athletes of S.A.I centre Mastuana Sahib.

Fig-6. Athletes of S.A.I Centre Ludhaina.