Chapter-I
INTRODUCTION

"Leaders are those who have the ability to influence the behaviour of others without the use of force."  

-Anderson (1959)

Leadership is a comprehensive term, the definition and interpretation of which differs from situation to situation. In essence, it refers to "the behavioral process of influencing individual or groups towards set goals" (Barrow, 1977).

A spiritual giant, a religious preacher, a military commander, a politician, a university professor, a school teacher, a scientist, a coach and a skipper of an athletic team are leaders in their own respective ways and rights. Each one of them leads guides and directs the behaviour of his followers to achieve certain goals.

The spectrum of leadership shows a variety of shapes, patterns, shades and colors in various settings. In one setting leadership is compulsive, in other coercive, in another voluntary, in other persuasive and yet in another authoritative. The ways of acquiring leadership are as diverse as types of leadership. A saint by high spiritual achievement, a politician by diplomacy, a military general by performance, a teacher by educational excellence, and a team captain by election/selection are acknowledged as leaders.

A leader has to have some characteristics which differentiate him from other people. Some characteristics of successful leaders are that they are adaptable to situations, alert towards the social environment, cooperative, decisive, dependable, assertive, persistent, self-confident and knowledgeable. Leadership cannot survive without followership. It is the willingness of people to follow that makes a person a leader. People also follow those whom they witness as providing means of

achieving their goal. The personality traits of the leaders are different than those of other people.\(^3\)

Obviously, their ways, methods and techniques of influencing the behavior of their followers purposefully and meaningfully are different from one another. It is preposterous to compare an authoritative military general with a persuasive teacher or an arrestee captain of a cricket team. The motive of leadership is so complex that it is difficult to lay down rigid criteria or guidelines for its qualitative evaluation in various fields and contexts.

The most common assumption about leadership is that “leaders are born not made”. Those who hold this view maintain that qualities like initiative, courage, intelligence and humour, which together predestine a man to be a leader, are inborn. By the exercise of will power, itself seen as an important leadership trait, or by the rough tutorship of experience, some of these qualities might be developed but the essential pattern is seen at birth (Adair, 1989).

As an art of ‘influencing people to strive to achieve certain predetermined goals’, leadership is a relationship that exists between people in a social situation. It is specific to a particular situation. A person considered leader in one situation, may not be a leader in another situation, for example a military commander may not be a political leader or vice versa.

What makes a person dominate his fellows in a given situation is a ticklish question- a debatable point. This quality based approach would naturally seem ill-suited to the concept of leadership training so essential for success in an endeavor. Yet it reminds us that people have “natural potential” for leadership which varies from person to person, and it requires an environment for an individual to grow into a leader. “\textit{Without followership there is no leadership}”.

\(^3\) Ajmer Singh et.al Essential of Physical Education, (New Delhi: kalyani Publication, 2008), 285
It is easy to point the examples of great leaders, but it is a lot more difficult to determine what makes them such great leaders. Colin Powell, former United States Secretary of State describes great leaders as great simplifiers, who have the ability to cut through arguments, debates and doubts to offer a solution everybody can understand.

A number of different personal attributes have also been investigated in terms of their impact on trainee expectations and behaviors. Strean et al. (1997) argue that individual differences such as self-reflectiveness, critical thinking aptitude, decision-making abilities and knowledge bases can influence coaches' expectations and behaviors. Other research by Feltz et al. (1999) reported that coaches who possessed a high degree of coaching efficiency gave more positive feedback. Sports organizations sometimes believe that ready-made leaders will come to the top naturally, make all the right decisions and take the right initiatives because of their sports involvement (Watt, 1998).

The purpose of training in sports is to improve performance, and the personnel directly involved are the coaches. A coach provides his expertise in imparting skills, tactics and strategies for the athletes as part of many other efforts to improve performance. Not only is a coach an expert in a particular area, but he is also a manager, friend, planner and motivator to his athletes. Therefore, the functional capabilities of a coach are dependent largely on both psychological and administrative principles. The administrative aspect centres on human resource management while the psychological aspect is concerned mainly with training principles which are functions of leadership traits.

One major dimension of coaching behavior involves complex and sometimes controversial interactions between the coach and athletes (and their parents) to the extent and of the kind of social support which is expected of the coach toward his/her athlete. Some sports, like Gymnastics and Track and Field, where the coach works basically on a one-to-one relationship with his/her athlete, will usually foster a more personal and supportive role by the coach than in team sports. The interaction process between athletes and coaches has always been considered to be a determinant factor in sports performance, for its repercussion at the behavioral, cognitive and emotional aspects. Because of the importance given by the athletes to the relationship with their coaches, they report meaningful thoughts and dreams centered on the coaches.

However, this coach-athlete relationship may be disturbed by a number of factors, such as incompatibilities between their personalities. The cooperation between the coach and the athlete is the psychological basis of coaching individualization. Indeed, coaches' decision depends on their interpretation and cognition, but they deeply interfere in sport and personal life of their athlete with positive or negative consequences.

In fact, the coach, working methods and interpersonal style have impact upon their athletes especially in the earlier stage of their evolution. As it is being nicely said by Tim Rees (2009) "Ongoing support of friends and family is one of the most important factors influencing sports performance. While training, tactics and luck all play a part, the encouraging word or a kind gesture of a partner or a friend can make a difference between a footballer scoring that winning goal or a sprinter achieving a record time. The encouragement and support of friends and family clearly plays a massive part in building confidence, which is so important when the pressure is on." As all these things play a vital role in athlete satisfaction and success so is coaching leadership style.

Interestingly, there are wide variations in the characteristics of individuals who became leaders in similar situations and great divergence in leadership behavior in different situations. The only common factor appeared to be that leader in a particular field needs and tends to possess superior general or technical competence.
or knowledge in that area. General intelligence doesn’t seem to be the answer. Granted that inborn personal qualities play a crucial role in propping up an individual, environmental condition no less are determinants of capacities and attributes of leadership. It has been said that ‘situations-create-leaders’ seems to be more realistic an assumption than the assertion “leaders-are-born”.

Shades of leadership differ from field to field, discipline to discipline and profession to profession.

In physical education and sports, leadership, as pointed out above, chiefly consists of teachers, coaches, sports scientists, student leaders and administrators, except for the student leaders, who act as team captains, group leaders, prefects etc. On voluntary basis as the part of their ongoing education/training, the teacher leadership in physical education by and large are professionally competent, formally prepared for the job, dully appointed through a selection process, and finally placed at an axis of the administrative- academic hierarchy.

The physical education leadership is distinctly different from the leadership in any other field of human endeavor. With multifarious responsibilities to discharge as skill teachers, performers, demonstrators, instructors, directors, organizers, administrators, researchers, managers and controllers in various situations and contexts, physical education leadership is embodiment of dynamism and an instrument of human resource development.

Coach is an individual who teaches and supervises, which involves giving directions, instructions and training of the on-field operations of an athletic team or of individual athletes. This type of coach gets involved in all the aspects of the sport, including physical and mental development of the athlete. Sports coaches train their athletes to become better at the physical components of the game, while others train athletes to become better at the mental components of the game.
A coach is assumed to know more about the sport, and have more previous experience and knowledge. The coach's job is to transfer as much of this knowledge and experience to the players and to develop skilled athletes.

Coaches as leaders are the people responsible for the performance of organizations and teams, and they need to exhibit emotive aspects of themselves which will inspire everyone to follow. The form of leadership traits exhibited by the coach does not go unnoticed by the athlete who seeks out the coach to talk about things outside of university and college sports that may be affecting their lives and self-esteem.

Many coaches work at setting their own rules and regulations. They are expected to provide and maintain a drug free environment, act as a role model both on and off the fields and courts. Coaches must ensure that their players are safe and protected during competition as well as during practices.

The most important factor in a coach is to help athletes improve their athletic skills in a wide range of tasks from sequential development and mastery of basic skills to the more specialized physical, technical, tactical and psychological preparation. Coaching is an important leadership competency because it has been found to have important effects in performers' attitude. Anshel (1997) believes that coaches can be examples of correct behavior for their followers\textsuperscript{11}.

Coaching, is a training or development process via which an individual is supported while achieving a specific personal or professional competence result or goal. The individual receiving coaching may be referred to as a trainee. Occasionally, the term coaching may be applied to an informal relationship between two individuals where one has greater experience and expertise than the other and offers advice and guidance as the other goes through a learning process, but coaching differs from mentoring by focusing upon competence specifics, as opposed to general overall development.

\textsuperscript{11} Anshel M, Sport Psychology from theory to practice, 1997, 200-300.
Athletes, when inquired, have reported that what they like best about effective coaches is the freedom from sarcasm with which they run their practices, along with effective skill teaching and conditioning procedures used. Athletes also like coaches to relate equally well to, and to spend equal amount of time with both, more talented, as well as, the less effective players.

Athletes doing individual sports seem to have more intense feelings about their coaches than the athletes in team sports, as perhaps the latter are able to "lay off" some of their feelings to the others on the team, while in individual sports athletes must deal with their mentor in a direct one-to-one manner.\textsuperscript{12}

Athletes groups can turn into a team through a complimentary process. Though the formation of a team doesn’t always follow a step-by-step procedure, there is a process through which a group of individuals gather and through a series of multiple interactions, a unified whole-i.e. a team- appears. The coach’s knowledge of group formation and sport can lead to application of solutions that can help increase cohesion among team members.\textsuperscript{13}

Carron (1981) defines cohesion as dynamic process that the group intent to empower intimacy, loyalty and integration. The authors specified two different types of team cohesion:

1. Social cohesion as interpersonal attractiveness among team members and level that allows group to obtain its goal.
2. Task cohesion: objective evaluation by athletes of coordinated struggle or level that represents obtaining related goals.\textsuperscript{14}

According to Anshel, among the three factors of athlete, coach, and spectator, coaches are the pivots and important principles of sport teams. The coach is thought to be a powerful organizer and the basis of improvement\textsuperscript{15}.

\textsuperscript{13} Moharramzadeh M, Sport Organization management, Jahad Daneshgah, Uromia University, 2009.
\textsuperscript{15} Anshel M, Sport Psychology from theory to practice, 1997, 200-300.
Martens' view point is that the coach's leadership style is the method the coach obviously chooses to help the group in order to carry on the assumed responsibilities and to meet the group's needs as well\textsuperscript{16}. Most of the successful coaches make use of various coaching styles which are sometimes altered immediately. Effective leadership in sports results from the application of various roles and styles to meet athlete's needs and to reach the team's objectives. It is necessary for coaches to pay attention not only to performance of athletic skills but also to mental skills of individuals and the team.

Therefore, paying attention to individual and group processes or the needs of individual athletes and the team seems necessary and is a part of coach's efficiency. Consistent research on coach's leadership style can help ameliorate his/her performance. Effective assessment of coach's leadership style proves very effective in bringing about athlete's satisfaction, as well as, their good performance. As a result, coach's behavior can have important and determining role in athlete's success and satisfaction\textsuperscript{17}.

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The structures, models and methodologies of coaching are numerous, and may be designed to facilitate thinking or learning new behavior for personal growth or professional advancement. There are also forms of coaching that help the coaches to improve a physical skill, like in a sport or performing art form. Some coaches use a style in which they ask questions and offer opportunities that will challenge the trainee to find answers from within him/her. This facilitates the learner to discover answers and new ways of being based on their values, preferences and unique perspective.

\textsuperscript{16} Martens R, Coaches guide to sport psychology, 2008, 75-100
\textsuperscript{17} Cakioglu Asli, MA thesis, (METU, Ankara, 2003).
The emotional bonding in the coach-player relationship can be claimed to be strong. The time the athlete spends with the coach for practices, travelling, and competition and in cooperative goal endeavor is significant. The coach serves as a model for his athletes in demonstration of a proper behaviours as his personality and traits rub-off on the athletes.

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Factors of coaching leadership traits have been found to influence performance success of athletes. However, it does not seem surprising that studies of coaching leadership behaviour have failed to reflect an ideal personality trait for the coach. Earlier approach to the study of leadership was to try to determine which characteristics or traits of coaches might be unwarranted but the evolution of leadership theories had helped to explain the fundamentals of identifying positive traits that could influence the coach’s roles and responsibilities. According to Carron, implies that sport research must take into consideration situations of leadership in order to

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understand the leadership traits demonstrated by coaches towards their athletes.

Earlier studies on leadership had also focused on independent variables such as the coach, athlete, environment, groups, situations and behavior patterns which influence coaching behavior.\(^{24,25}\)

To promote sports in India Government of India has set up one body named as Sports Authority of India. This was created in 1984 to help promote sports throughout the country. Presently, it has seven regional centres i.e. at Bangalore, Bhopal, Gandhinagar, Kolkata, Sonepat, Delhi, Mumbai and Imphal and two sub-centres at Guwahati and Aurangabad. Netaji Subhas National Institute of Sports, Patiala, the Lakshmibai National College of Physical Education, Thiruvananthapuram are the major sports institutes run by this body. It has also a High Altitude Training Centre at Shillaroo, Himachal Pradesh.

After independence, on May 7, 1961 the National Institute of Sports (NIS) was set up for the development of sports at the [Moti Bagh Palace Motibagh Palace] grounds in Patiala. On January 23, 1973, it was renamed Netaji Subhash National Institute of Sports (NSNIS). On January 25, 1984, Sports Authority of India was established as a registered society. On May 1, 1987 the Society for National Institute of Physical Education and Sports (SNIPES) was merged with it and as a result, the Netaji Subhash National Institute of Sports (NSNIS), Patiala and its allied centres at Bhopal, Bangalore, Kolkata and Gandhinagar and the Lakshmibai National College of Physical Education at Thiruvananthapuram came under Sports Authority of India. The NSNIS, Patiala and the Lakshmibai National College of Physical Education, Thiruvananthapuram became its academic wings.

As there are various centres all over the world there will be as many numbers of coaches in various centres. Keeping in view time feasibility and researcher’s own interest all the SAI centres which cover Punjab were chosen. As it


has been observed that the differences in personal characteristics would influence what kind of coaching behaviors the athletes prefer, for instance gender has been found to be an important determinant of preferred leadership.\textsuperscript{26}

To perform better and acquire better skills in sports, athletes must be satisfied and have good relations with his/her coach. Therefore, observing the felt requirement, the research scholar considered it necessary to attempt to investigate the coaching leadership style and athletes satisfaction.

**Objectives of the study**

- To find out the inter-correlation of selected leadership assessment dimension among S.A.I centres athlete of Punjab.
- To find out the inter-correlation of selected athlete satisfaction variable among S.A.I centre athletes of Punjab.

**Research Questions**

- Whether, there is any inter correlation of selected coaching leadership style?
- Whether, there is any inter correlation among selected athlete satisfaction variables or not?
- Whether, coaches who give coaching to male are more democratic or coaches who gives coaching to female are more democratic?
- Whether female athlete coaches are more autocratic or male athlete coaches are more autocratic?

\textsuperscript{26} Pawar, Ranjeet, Singh, et al., An Analysis Of Leadership Behavior Preferred By Individual Sports Athletes At Inter-University-Level. (Unpublished-Phd Thesis) C.V Raman University, Kota-Bilaspur (CD. University, Jabalpur (M. P.), India.
Hypotheses

Based on the literature gone through, research findings and scholar’s own understanding of the subject area, the following hypotheses were formulated.

➢ There will be a significant relationship between different coaching leadership variables.
➢ There will be a significant relationship between different athlete satisfaction variables.
➢ There will be a difference among satisfaction level of both the genders.

Delimitation

➢ The study was delimited to coaching leadership style and athlete satisfaction.
➢ The study was further delimited to athletes of S.A.I centers in Punjab.
➢ The study was further delimited to track and field athletes only.
➢ The age level of the subject was delimited from 16 to 25 years.
➢ The study was further delimited to the selected coaches leadership and athlete satisfaction variables i.e.

❖ Coaches leadership
1. Training and instructions
2. Democratic behaviour
3. Autocratic behaviour
4. Social support
5. Positive feedback

❖ Athlete satisfaction
1. Individual performance
2. Team performance
3. Ability utilization
4. Strategy
5. Personal treatment
6. Training and instruction
7. Team task contribution
8. Team social contribution
9. Ethics
10. Team integration
11. Personal dedication
12. Budget
13. Medical personnel
14. Academic support services
15. External agents

Limitations

➢ Only 11 of the S.A.I centres were functioning in Punjab instead of 20.
➢ A total of a 300 athletes data could be collected because of less number of athletes available in the various centres.
➢ The authenticity of responses of the students to the questionnaire was the limitation of the study.

Definitions and Explanations of the Terms

Athlete satisfaction
Athlete satisfaction is the aspect of how much an athlete is satisfied with his/her athletic experience. Athletics is an intense situation wherein individuals participate voluntarily and wholeheartedly. An individual may be satisfied to varying degrees with different types of experiences in athletic participation. The term satisfaction means the fulfillment or gratification of a desire or need.\(^\text{27}\)

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Coaching leadership

Style that focuses on personal development of individuals/groups for the future as well as performance improvement. Requires an individual to possess both the willingness and ability to improve his or her performance and a patient leader committed to the development of the individual.²⁸

Significance of the Study

1. This study may help to show different types of leadership being lead by coaches.
2. It may also help to know an athlete’s satisfaction level.
3. It may be helpful in showing if athletes are satisfied or not with coach’s leadership.
4. The changes in leadership may be done so that athlete can acquire skills at optimum level.
5. It may also be helpful in revealing which kind of leadership is more preferable by males, as well as by females.