EFFECT OF GAMES AND SPORTS ON DEVELOPMENT OF LEADERSHIP QUALITIES IN INDIAN PLAYERS

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Abstract:

The objective of the study is to find out the effect of games and sports on the development of leadership qualities in Indian players. **Methodology**: For the purpose of the study 49 sportsmen and non-sportsmen boys were randomly selected. The age of all the subjects ranging from 18 yrs. to 22 yrs. Leadership Skills Questionnaire by Peter G. Northouse was used to assess the skills of the subjects. Descriptive statistics was used to examine the significant difference among three domains of Leadership Skills (Administrative Skills, Interpersonal Skills Conceptual Skills). One Way ANOVA was used and hypothesis was tested at a .05 level of significance. **Results:** The mean and standard deviation of non-playing boys are Administrative Skills (21.06 +2.77), Interpersonal Skills (21.04+3.54), Conceptual Skills (21.61+2.89), and Total Leadership Skill Assessment Scale is (63.71+6.83). The mean and standard deviation of players in different games and sports are Administrative Skills (26.26+2.24), Interpersonal Skills (26.57+2.34), Conceptual Skills (25.77+2.9), and Total Leadership Skill Assessment Scale is (78.61+4.99). The ANOVA result shows that the "p-values" of the domains of the Leadership Skill Assessment Scale (LSAS) is less than 0.05, and hence, the F-value is significant at the 5% level. **Conclusion:** Results clearly indicate that there is a significant difference existing between the leadership qualities and sports achievements of college boys. Students who are high on the LSA Scale have high sports achievement; hence, leadership qualities play a major role in sports achievements among male students. The development of leadership qualities among players leads to better sports performance.

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1. Introduction

Today, a new context of expectations concerning the operation of educational leaders has formed; it requires not just a high level of individual development and organizational skills but also the ability to generate new ideas and approaches, to create new technologies, to update the internal potential of the followers, to initiate, self-development of their personalities. Performance of games and sports is not totally dependent on the physiological aspects of the athletes but also depends upon numerous other sociological and psychological factors. These psychological factors are leadership qualities, personality, intelligence, attitude, motivation, anxiety, confidence, decision-making, etc. Over the last many years, to improve sports performance, sports psychology researchers have become vocal in their suggestions that leadership qualities may be an important construct in the games and sports domain.

Leadership is the ability of an individual to influence, motivate, and enable others to contribute towards the effectiveness and success of the organizations of which they are members (House *et al.*, 2004). Leadership qualities are the distinguishing characteristics and attributes of a good leader. Peter G. Northouse's book entitled as "*Leadership, Theory and Practice*" identifies three domains of Leadership Skills such as Administrative Skills, Interpersonal Skills, and Conceptual Skills. When investigating leadership, Northouse (2013) wrote, "*leadership is a process whereby an individual influences a group of individuals to achieve a common goal*".

On the factor of intelligence, university players were found to be better than college players in Basketball (Mariappan & Alexander, 2014). Emotional intelligence can enhance leadership performance, team cohesion, and coping with pressure (Bal *et al.*, 2011). To be perfect in sports, one should one should have to be very good in physical, and psychological aspects.

According to Solis, Kupczynski and Mundy (2011), "*efforts to gain a better understanding of leadership have led scholars to take interest in the study of leadership in academic settings*". Nolan & Palazzolo (2011) explored how untenured teachers define the concept of teacher leadership and how this understanding is evidenced in day-to-day practice. Results suggested that new teachers view teacher leadership as activities necessary for promotion to higher-level administrative roles. Much less consideration was given to the notion of teacher leadership as a means to promote social justice or socially just teaching. These findings are 30 posited as useful to those who work with new teachers through induction or teacher education programs.

Naicker & Mestry (2011) examined teacher experiences and perceptions of the practice of distributive leadership in public primary schools in Soweto, South Africa. The township is steeped in political history linked to the struggle against apartheid, which currently comprises predominantly black residents. Qualitative research showed that

distributive leadership has yet to start in schools. However, quantitative research showed the early stages of a shift toward this form of leadership.

Cameron, Blanchette, Francis, Fuentes, Rivera-Deliz (2012) discussed the important role of the learning community as an effective professional development model in shaping teacher leadership and improvements in classroom practice in the U.S. The study chronicled the development of a learning community and cited the journey of a teacher who was able to improve her practice through the help of the model. The study analyzed the significance of the model, as well as its impact on student learning and achievement.

Coggins & McGovern (2014) examined how schools can achieve more teacher leadership as a method of fostering school improvement and student learning. The authors presented a list of measurable goals for teacher leadership, covering topics such as improving student outcomes, extending the careers of teachers looking for development, and including teachers as leaders in policy decisions.

Reynolds (2010) also emphasized good leadership as a crucial ingredient in the success of an educational institution. He acknowledged that gaining success in schools requires effective leadership. Leaders drive change, and they inspire others to follow them by challenging new things and persisting through them to the point of success. That willingness to take risks is a critical aspect of leadership to explore. One of the important aspects is that leaders learn from their mistakes. Great leaders are humble in their work and life. Leadership enables them to be lasting leaders well beyond their time, and their direct role has a profound influence on others. Good leaders develop through a never-ending process of self-study, education, training and experience.

Leadership is a general concept. Maxwell (2013) mentioned that if one asks several people to define leadership, he/she would receive several different answers. He defined leadership as the ability to obtain followers. Kinzer, Rincon, Ward, Rincon and Gomez (2014) conducted a study on teacher leaders. An interview with several elementary school instructors, including Mari Rincon, Lesli Gomez, and Ricardo Rincon, was presented. The study emphasized the roles and responsibilities of teacher leaders and examined the influence of teacher leaders in schools and communities. The study also stressed the ways that teacher leadership affects the learning of students.

Eddy (2012) summed up the leadership investigations by stating, "*the literature on leadership is as plentiful as it is diverse. Several definitions of leadership, as well as theories of leadership, exist. Some authors strive for a concise definition and understanding of leadership*". Rebore (2011) added to Eddy's idea by writing, "*there are numerous leadership theories that are currently in vogue*". He mentioned some of the theories such as "Seven Habits of Highly Effective People", "Total Quality Management", and "Transcendental Leadership".

Based on the literature, the present study is carried out to find the effect of games & sports on development of leadership qualities in Indian players.

3. Aim

The aim of the present study was to find out the effect of games and sports on development of leadership qualities in Indian players.

3.1 Objective
Leadership Qualities play a major role in the life of an individual in order to achieve any goal. To perform well in games and sports you must develop your leadership skills like (Administrative Skills, Interpersonal Skills Conceptual Skills). Once you start sports activities at an early age, all these domains of leadership qualities will improve. This will help the students work efficiently in every field and defined workplace.

4. Methodology

For the purpose of the study, 49 players in different games & sports and 49 non-playing Boys were randomly selected. The ages of all the subjects ranged from 18 years to 22 years. Leadership Skill Assessment Scale (LSAS) Questionnaire by Peter G. Northouse was used to assess the Leadership Skill level of the subjects. There are 18 questions in this Scale. The Leadership Skills Questionnaire is designed to measure three broad types of leadership skills: administrative, interpersonal, and conceptual. It is a five-point rating scale, and ratings are Not True, Seldom True, Occasionally True, Some What True and Very True. By comparing your scores, you can determine where you have leadership strengths and where you have leadership weaknesses. If your score is 26-30, you are in the very high range. If your score is 21-25, you are in the high range. If your score is 16-20, you are in the moderate range. If your score is 11-15, you are in the low range. If your score is 6-10, you are in the very low range. Descriptive statistics was used to examine the significant difference among three domains of leadership skills (Administrative Skills, Interpersonal Skills and Conceptual Skills). College students were asked to record their responses on separate questioners. One Way ANOVA was used, and the hypothesis was tested at a .05 level of significance.

5. Results and Discussions

To compare all the domains of the Leadership Skill Assessment Scale (LSAS) and total scores of leadership qualities of the selected sportsmen and non-sportsmen (boys), the one-way analysis of variance was applied, and data pertaining to these have been presented in Tables 1 to 4 and Figures 1 to 2.

Table 1: Descriptive Statistics of Selected Sportsmen and Non-Sportsmen (Boys)
on Administrative Skills Domain of Leadership Skill Assessment Scale (LSAS)

Administrative skills						
Summary						
Groups	**Count**	**Sum**	**Average**	**Variance**	**SD**	
Non-Sportsmen (Boys)	49	1032	21.06122	7.72534	+2.77	
Sportsmen (Boys)	49	1287	26.26531	5.032313	+2.24	
ANOVA						
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**
Between Groups	663.5204	1	663.5204	104.0192	5.56E-17	3.940163
Within Groups	612.3673	96	6.378827			
Total	**1275.888**	**97**				

The mean and standard deviation of non-playing boys in Administrative Skills is (21.06 +2.77), and boys of different games and sports is (26.26+2.24). The ANOVA result shows a significant difference in Administrative Skills of Leadership Skill Assessment Scale (LSAS). The ANOVA result shows that the "p-values" of this domain of leadership qualities are less than 0.05, and hence, the F-value is significant at a 5% level.

Table 2: Descriptive Statistics of Selected Sportsmen and Non-Sportsmen (Boys)
on Interpersonal Skills Domain of Leadership Skill Assessment Scale (LSAS)

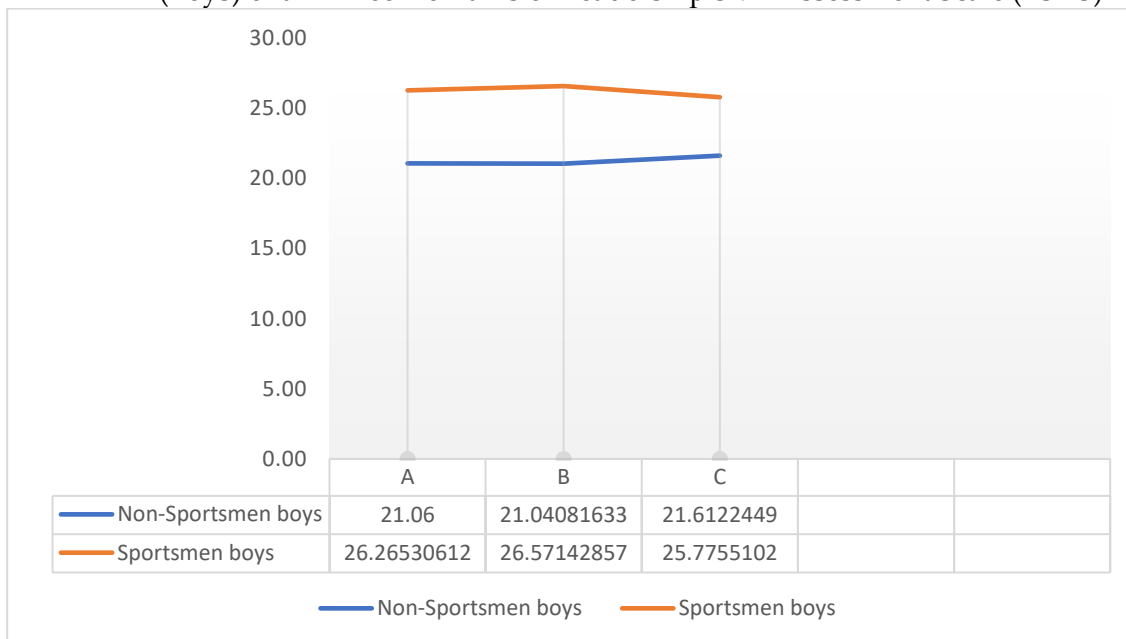| Interpersonal skills						
Summary						
Groups	**Count**	**Sum**	**Average**	**Variance**	**SD**	
Non-Sportsmen (Boys)	49	1031	21.04082	12.58163	+3.54	
Sportsmen (Boys)	49	1302	26.57143	5.5	+2.34	
ANOVA						
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**
Between Groups	749.398	1	749.398	82.89052	1.25E-14	3.940163
Within Groups	867.9184	96	9.040816			
Total	**1617.316**	**97**				

The mean and standard deviation of non-playing boys in Interpersonal Skills is (21.04+3.54), and boys of different games and sports is (26.57+2.34). The ANOVA result shows a significant difference in Interpersonal Skills on the Leadership Skill Assessment Scale (LSAS). The ANOVA result shows that the "p-values" of this domain of leadership qualities are less than 0.05, and hence, the F-value is significant at a 5% level.

Table 3: Descriptive Statistics of Selected Sportsmen and Non-Sportsmen (Boys)
on Conceptual Skills Domain of Leadership Skill Assessment Scale (LSAS)

Conceptual skills						
Summary						
Groups	**Count**	**Sum**	**Average**	**Variance**	**SD**	
Non-Sportsmen (Boys)	49	1059	21.61224	8.45068	+2.89	
Sportsmen (Boys)	49	1263	25.77551	8.427721	+2.9	
ANOVA						
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**
Between Groups	424.6531	1	424.6531	50.31911	2.23E-10	3.940163
Within Groups	810.1633	96	8.439201			
Total	**1234.816**	**97**				

The mean and standard deviation of non-playing boys in Conceptual Skills is (21.61+2.89), and boys of different games and sports is (25.77+2.9). The ANOVA result shows a significant difference in Conceptual Skills of Leadership Skill Assessment Scale (LSAS). The ANOVA result shows that the "p-values" of this domain of leadership qualities are less than 0.05, and hence F-value is significant at the 5% level.

Figure 1: Mean Score Comparison of Selected Sportsmen and Non-Sportsmen (Boys) of all Three Domains of Leadership Skill Assessment Scale (LSAS)

	A	B	C		
Non-Sportsmen boys	21.06	21.04081633	21.6122449		
Sportsmen boys	26.26530612	26.57142857	25.7755102		

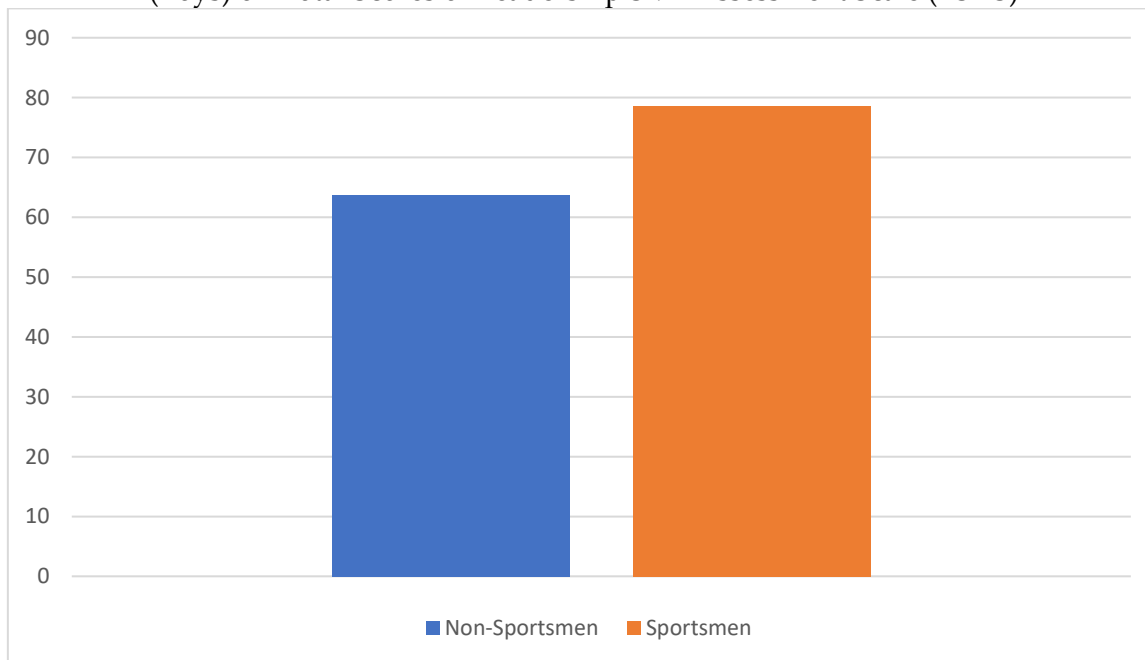**Note:** A- Administrative skills, B- Interpersonal skills, C- Conceptual skills

The figure clearly indicates that there is a significant difference in all the domains (A- Administrative skills, B- Interpersonal skills, C- Conceptual skills) of leadership qualities levels of non-playing boys and boys of different games and sports.

Table 4: Descriptive Statistics of Selected Sportsmen and Non-Sportsmen
(Boys) on Total Scores of Leadership Skill Assessment Scale (LSAS)

Total Leadership Skill Assessment Scale (LSAS)						
Summary						
Groups	**Count**	**Sum**	**Average**	**Variance**	**SD**	
Non-Sportsmen (Boys)	49	3122	63.71429	46.66667	±6.83	
Sportsmen (Boys)	49	3852	78.61224	24.95068	±4.99	
ANOVA						
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**
Between Groups	5437.755	1	5437.755	151.8558	1.74E-21	3.940163
Within Groups	3437.633	96	35.80867			
Total	**8875.388**	**97**				

The mean and standard deviation of non-playing boys in Total Leadership Skill Assessment Scale (LSAS) is (63.71±6.83) and boys of different games and sports is (78.61±4.99). The ANOVA result shows that the "p-values" of this domain of leadership qualities is less than 0.05, and hence, the F-value is significant at a 5% level.

Figure 2: Mean Score Comparison of Selected Sportsmen and Non-Sportsmen
(Boys) on Total Scores of Leadership Skill Assessment Scale (LSAS)

It is clear from the above figure that there is a significant difference in the overall leadership qualities levels of non-playing boys and boys of different games and sports.

6. Findings and Conclusion

Based on the results, it has been found out that leadership qualities were positively associated with sports achievements in the case of males. The present study also shows that there is not much difference in the leadership skills (Administrative Skills,

Interpersonal Skills, Conceptual Skills) domain of the non-sports person boys. However, on the other side, leadership skills (Administrative Skills, Interpersonal Skills, Conceptual Skills) have a strong positive correlation with sports achievements.

It was also noticed that Interpersonal Skills domain shows the highest difference in sports and non-sports person boys. Hence, the present study indicates that leadership qualities will be developed through games and sports in university students. By this, we also understand that sports persons have high leadership qualities to perform well and to achieve their goals. With the help of games and sports we develop deep Concentration, Positive Attitude, Administrative Skills, Interpersonal Skills and Conceptual Skills towards our activities. It is also concluded that through games and sports, not only are leadership qualities improved, but students can also achieve in other fields of life. Leadership qualities predict success in sports for college students. Further research is also required to find out the effects of sports training and environmental factors on improvement in leadership qualities levels so that other causes and effects can be determined.

Conflict of Interest Statement
The authors declare no conflicts of interest.

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