

Interrelationship between Leadership Behaviour and Team Cohesion with Performance in Basketball

^aSukhdev Singh, ^b G.D. Ghai

^aPrincipal, S.G.H.S. Khalsa College, Panjokhra Sahib, Ambala, India

^bProfessor, L.N.U.P.E., Gwalior, India

Abstract

The aim of the study was to assess the interrelationship between leadership behavior, team cohesion with performance in basketball. Data was collected on forty eight (48) national level basketball players. The subjects were selected randomly from Punjab, Haryana, Delhi and Rajasthan. A questionnaire, leadership scale for sports (LSS) prepared by **Chelladuri and Saleh**, consisting of 40 items measures preferred version of athletes perception for leadership behavior and a Group Environment Questionnaire consisting of 18 items designed for assessing the team cohesion among team sports developed by three Canadian Psychologist namely **Albert V. Carron, Lawrence R. Brawley and W. Neil Widmeyer** were employed for this study.

KEYWORDS: - leadership, performance, randomly, questionnaire

INTRODUCTION

The field of sport psychology has generally focused on investigating and enhancing individual motivation and performance in sport, though most sport activities occur in group getting. The application of psychological principles to the improvement of performance in the sports has received greater attention these days. There are certain accepted psychological principles, which have to be applied so that the athletes and players are able to show their best in their performances. Coaches, physical educationists and sports scientists have always expressed a great need to know more about those psychological principles, which are helpful in improving the motor skills of the players. Behavioral coaching has been found effective in developing a variety of sports skill in children, adolescents and adults. These studies have relied on adult coaches using rising various behavioral techniques to develop sports skills. **Ronald C. Doll** defined leadership in education as " a function requiring human behaviors which helps a school to achieve constantly changing purposes, some of which are oriented towards productivity and others of which are oriented toward interpersonal relationship, within the school own social climate and conditions. The leader should be empathetic. He should be above to respond to an identity with emotional needs of the members of his group and be seen by grasp members as a person with whom they can readily identity. Their ability to see him as warm, accepting, courteous person is apparently crucial. If they can not approve him as a person, they are not likely to approve him also as a leader. The leader should be a recognized member of the group, he leads. This does not mean he must be "a regular fellow", but that he should be considered a person who conforms to the critical norms of the group and is, therefore not markedly "different". His thinking runs similar to the thinking of most grasp members. The leader should be intelligent. The leader should be academically bright, verbal and socially adopt. (Adeptness in social relationship is

perhaps one of the prime evidences of intelligence in action). The dynamics of a team are grounded on our understanding of what a team is and what it means for a team to be cohesive. Although it is too easy to assume that people involved in sport are talking about the same thing when speaking of team and cohesion, considerable variations can be found in what researchers consultants, coaches, and athletes consider a team to be and what makes a team cohesive. Team can consist of athletes, such as tennis players or golfers, whose members are not dependent on each other in their performances. These teams are formed for more efficient training or for cumulative scoring of individual competitions.

According to **Cratty and Hanin** the concept of cohesion has something to do with how strongly individuals are attached to a group as their tendency to remain part of a group or to "Stick together". **Alexander** conducted a study on the relationship among coaching leadership behaviour/style, team cohesion and player leadership. One hundred and twenty six basketball players from 12 high school varsity teams served as subjects in this study. The subjects' perception of their coaches' leadership behaviour/style were measured with the leadership scale for sports. Perceptions of team cohesion were assessed with the group environment questionnaire. Each players leadership behavior was rated by their teammates using the researcher developed player leadership scale. Factor analyses of the three instruments isolated six dimensions of coaching behaviour/style, five dimension of team cohesion, and three dimension of player leadership. **Widmeyer, Carron and Brawley** examined the cohesion performance outcome relationship in basketball with teams as a unit of analysis. Also, the study set out to determine if intra team communication and intra team coordination mediated the cohesion performance outcome relationship. The two task aspects of cohesion (ATG-T and GI-T) were significant predictor of performance outcome ($R^2=14\%$). While ATG-T predicted total instruction ($R^2=.08$, $P=.05$), the latter was not significant predictor of performance outcome. Also even though total encouragement predicted performance ($R^2= .13$, $P = .02$), none of the cohesion measures predicted total encouragement. Coordination neither predicted performance outcome nor was itself predicted by cohesion. Thus, based on computations proposed by Baron and Kenny (1986), it was concluded that neither communication nor coordination mediated the cohesion performance outcome relationship in this study. Performance outcome relationships were proposed. The significance of demonstrating a cohesion performance outcome relationship with task measure of cohesion and team as the unit of analysis was highlighted.

OBJECTIVE

The objective of the study was to assess the interrelationship between leadership behavior and team cohesion with performance in basketball

HYPOTHESIS

It was hypothesized that there will be significant interrelationship of leadership behavior and team cohesion with performance in basketball.

METHODOLOGY

The purpose of the study was to assess the interrelationship between leadership behavior and team cohesion with performance in basketball. Forty eight (48) male national level basketball players participated in this study.

Variables:-

Leadership behaviour- The data pertaining leadership behaviour was collected by administering Leadership Scale for Sports (LSS). A questionnaire, leadership scale for sports (LSS) consisting of 40 items contains five parameters that are:-Training and Instruction, Democratic Behaviour, Autocratic Behaviour, Social Support, Positive Feedback (Rewarding Behaviour).

Team cohesion- Team cohesion was collected by Group Environment Questionnaire. A questionnaire consists of 18 items measuring 4 aspects of team cohesiveness on a 9 point liberate scale ranging from strongly disagree to strongly agree are:-Individual Attraction to the Group- Task (ATG-T) 4 items, Individual Attraction to the Group-Social (ATG-S) 5 items, Group Integration - Task (GI-T) 5 items, Group Integration - Social (GI-S) 4 items.

Performance- To measure the performance of the players rating from the experts was used. Three judges were employed for the purpose, they were well versed and qualified coaches in their specialized game and had abundance of coaching experiences. They evaluated all the subjects on the basis of their playing ability i.e skill, maneuvering of tactics, physical fitness, confidence and tactics.

RESULTS

The relationship between each factor of leadership behaviour and team cohesion with performance was determined by use of correlation techniques. The responses pertaining to each of the questions were analyzed and the findings of the present study have been presented in the following tables.

TABLE-1
RELATIONSHIP BETWEEN LEADERSHIP BEHAVIOUR AND PERFORMANCE IN BASKETBALL

Sr. No	Variables Correlated	Coefficient of Correlation
1.	Training and Instruction (TI) and performance	0.450*
2.	Democratic Behaviour (DB) and performance	0.144
3.	Autocratic Behaviour (AB) and performance	-0.200
4.	Social Support (SS) and performance	-0.037
5.	Positive Feedback (PF) and performance	0.347*

*Significant, $r_{.05}(46) = .288$

FIGURE-1
RELATIONSHIP BETWEEN LEADERSHIP BEHAVIOUR AND PERFORMANCE IN BASKETBALL

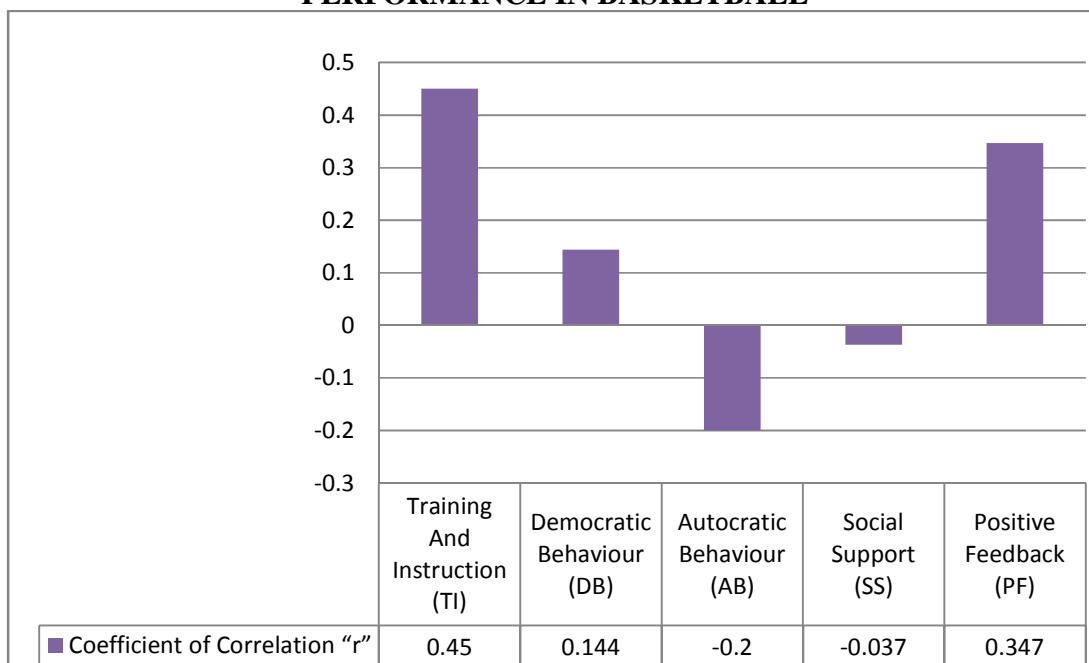


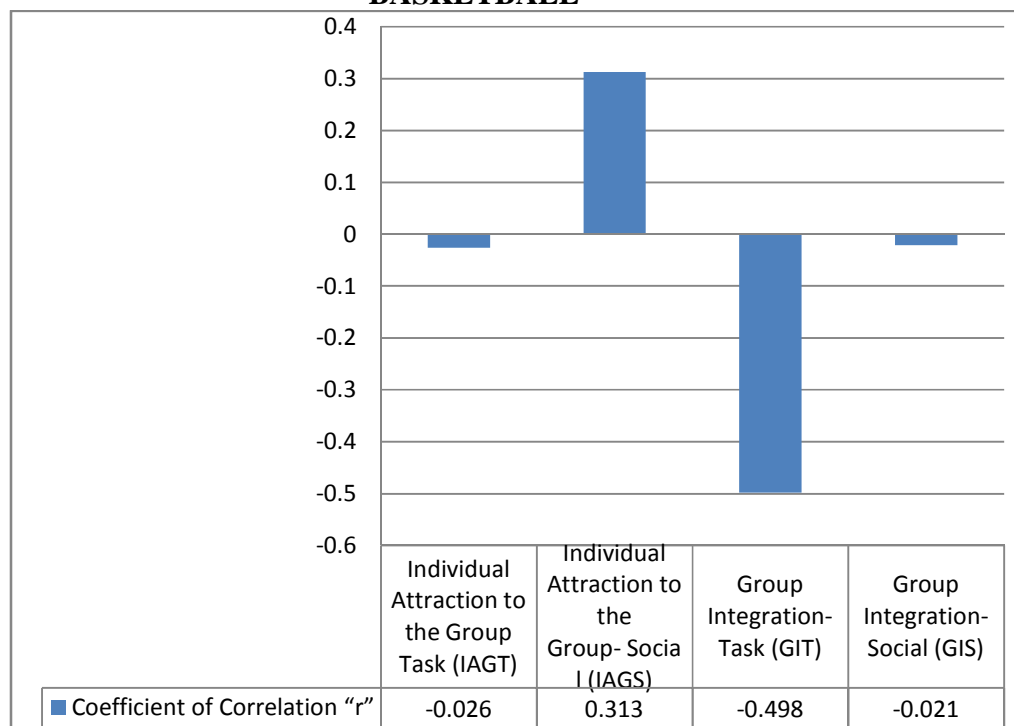
TABLE-2

RELATIONSHIP BETWEEN TEAM COHESION AND PERFORMANCE IN BASKETBALL

Sr. No	Variables Correlated	Coefficient of Correlation
1.	Individual Attraction to the Group Task (IAGT) and performance	-0.026
2.	Individual Attraction to the Group- Social (IAGS) and performance	0.313*
3.	Group Integration- Task (GIT) and performance	-0.498
4.	Group Integration- Social (GIS) and performance	-0.021

*Significant, $r_{.05}(46) = .288$

FIGURE-2
RELATIONSHIP BETWEEN TEAM COHESION AND PERFORMANCE IN BASKETBALL



DISCUSSION AND FINDINGS

The findings of the study indicated (Table-1) that the values of coefficient of correlation in case of Training and Instruction (TI) and Positive Feedback (PF) has significant relationship with the basketball performance as obtained 'r' value is 0.450 and 0.347 which is greater than the tabulated value 0.288 whereas the values of coefficient of correlation in case of Democratic Behaviour (DB), Autocratic Behaviour (AB) and Social Support (SS) has insignificant relationship with the basketball performance as obtained 'r' value is 0.144, -0.200 and -0.037 which is smaller than the tabulated value 0.288. On the other hand, Table-2 indicated that the values of coefficient of correlation in case of Individual Attraction to the Group- Social (IAGS) has significant relationship with the basketball performance as obtained 'r' value is 0.313 which is greater than the tabulated value 0.288 whereas Individual Attraction to the Group Task (IAGT), Group Integration-Task (GIT) and Group Integration- Social (GIS) has insignificant relationship with the basketball performance as obtained 'r' value is -0.026, -0.498 and -0.021 which is smaller than the tabulated value 0.288. As per the study the above remark can be given at 95% confidence. The result of this study is supported by our finding especially agree with the study conducted by **Nichola Callow et. al. (2009)** on Measurement of Transformational Leadership and its Relationship with Team Cohesion and Performance Level that the leadership behaviors of fostering acceptance of group goals and promoting team work, high performance expectations, and individual consideration significantly predicted task cohesion; and fostering acceptance of group goals and promoting teamwork significantly predicted social cohesion.

REFERENCES

A.V. Carron, L.R. Brawley, and W.N. Widmeyer, The Measurement of Cohesion in Sport Groups. In J.L.Duda (ed.) *Advances in Sport and Exercise Psychology Measurement* (Morgan Town,1998). p. 213.

B.J.Cratty and Y. Hanin, "The Athlete in the Sports Teams", *Social Psychology Guidelines for Coaches and Athletes*, Denver: Lovelace Publication,(1989).

Callow, Nichola, Smith, Matthew J., Hardy, Lew, Arthur Calum A. and Hardy, James, "Leadership and its Relationship with Team Cohesion and Performance Level", *Journal of Applied Sport Psychology* Volume 21, Issue 4, (October 2009), p. 295-412.

Chelladurai, P. & Saleh, S.D., "Hand Book of Research on Sports Psychology", (New York: Mc. Millan Pub. Company, 1993) p. 747-650.

Kozub Stephen Alexander, "Exploring the Relationship among coaching Behaviour, Team Cohesion, and Players Leadership" *Dissertation Abstracts International* Vol.-54 No. 11 (May 1994): 4029-A.

W. Neil Widmeyer, Alvert V. Carron and Lawrence R. Brawley, "The Cohesion Performance Outcome Relationship with Teams as the Units of Analysis", *NASPSA Abstracts*, p.90.