

## Influence of Physical Education Teachers Training Programme on Leadership Quality of Trainee females

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### Abstract

Participation of women in sports is gradually gaining acceptance in the society. Women can find an opportunity to develop leadership quality through Sports and Physical Education. In the present article an attempt has been made for possible development of leadership quality through Physical Education teachers' training programme. Eighteen female trainees of Physical Education course (B.P.Ed.) were the subjects'. Throughout one academic year of the course the subjects were monitored. Physical fitness, Sports Achievement motivation, anxiety and leadership quality were the criteria. Tests for all these aspects were measured before onset of the course and after completion of the course. Organised Physical Education programme in which the subjects participated has significantly improved physical fitness and psychological qualities but failed to develop desirable leadership qualities up to the optimum level.

**Key Words: Female, Leadership, Teacher's Training, Achievements.**

### Introduction

The fact that girls and women can successfully compete in strenuous athletic activities without psychological and physiological harm is gradually gaining belated acceptance in our society. In the past female participation in sports and physical activity was discouraged mainly due to aesthetic and cultural reasons. The serious research on the consequence of female participation in competitive sports has just been utilized. Women have an ambivalent relationship to sport. Many women have experienced sport only through their school physical education programme, and found this, at best, a temporary pleasure, and at worst, painful irrelevances to the rest of their life. Worldwide opportunities in sports at all levels – locals to international are increasing for girls and women. Taboos and myths of the past are slowly being reversed.

Like many other countries in India scope and opportunities in physical education and sports were not only limited for women but also there were great social barrier mainly due to conservative attitudes of the males. The change in the global perspective from late 1950's made the education reformers to think positively towards physical education for women. Many women in India were courageous enough to select physical education as their profession against many social odds. Physical education and sports is the field where women not only find opportunity to be leaders in developing human values but also assume an assertive role as a professional leader.

Leadership has been thought of as a specific attribute of personality, a personality trait, that some persons possess and others do not, or at least that

some achieve in high degree and others scarcely at all (*Gibb, 1947*).

Leadership depends on attitude and habits of dominance in certain individuals and submissive behaviour in others (*Warren, 1934*). Leadership quality can be defined as the ability and readiness to inspire and guide others, individuals or groups, towards specific objectives. Leadership is partly a learned ingredient and is composed of a matrix of qualities. Since all learning is a result of doing and since leadership is partly a learned attributed there must be practice and training in leading. In physical education professional institutes such training is being provided so that the trainee become a professional and at the same time to develop qualities to lead the profession. A number of researchers have shown that appropriate training can improve the fitness status and relevant health benefits are equal to the women as it is to the men (*Shaffer & Edwards, 1963, Hassmen and Backman, 1992*).

Similarly *Shephard (1982), Laurenson et al., (1993)* and others have shown improvement in physiological potentialities following regular participation in physical activities in females. Following training in physical activity, a number of researchers have shown positive co-relation between physical fitness and psychological traits (*Pauly et al., 1982, Lazarevic and Bacanac, 1985, Kamlesh et al., 1987*). However, literature relating to influence of physical education training on leadership quality on females are negligible.

In this article an attempt has been made to find out the qualitative improvement in leadership among the trainee females in physical education professional (teachers training) course.

## **Material and Methods**

The study was conducted on trainee females undergoing B.P.Ed. Course at Kalyani University. The subjects were 18 female students aged 22 through 24 years. Most of the subjects had a past experience in games and sports at colleges' level but at the same time the subjects were different in socio-economic and cultural background. Academic background was however identical.

Selected physical fitness, psychological and leadership qualities were the criteria. Standard tests and measurement were conducted to evaluate training influence.

The total duration of the training programme underwent by the subjects was ten months (July 1<sup>st</sup> to May next year). The structure of the training was two and half hour's morning activity session, two hours afternoon activity session and four hours theoretical session. Moreover, there were a number of outdoor education sessions which included camping, picnic, officiating, tour, social service etc. Around 50 hours teaching practice was an integral part of training.

According to the schedule of the Department of Physical Education, Kalyani University, the subjects were introduced to various activities in a systematic manner. In the month of July when the training session began, after 10 days of initial introduction the physical fitness tests & psychological tests were conducted in the same day for all subjects. The post-test was conducted in the month of March next year in the same day for all the subjects.

For fitness dimensions AAHPER youth fitness test battery was considered and tests for all the six components were

conducted. The raw data collected from each test was converted to percentile scores according to AAHPER youth fitness norms.

For psychological variables (Sports Achievement Motivation Test) anxiety and leadership quality were used. The specific questionnaire of sports achievement motivation (SAMT) developed by *Kamlesh (1987)* was used for this study. For measuring the anxiety both state and trait anxiety inventory questionnaire designed and developed by *Speilberger and Lushene (1970)* for our population was used.

To measure the leadership quality a questionnaire was adopted from *Dey & Chatterjee (1989)* which was in turn developed from *Gibb (1947)*.

**Results & Discussion**

Data relating to the test conducted and relevant statistical information are given in table 1 & 2.

Table 1: Mean & SD of the pre and post-test data of fitness variables and their comparison.

Variables	Pre-test Mean ± SD	Post-test Mean ± SD	SED	Obtained 't' values
Flexed Arm Hang	52.33 ± 29.68	67.61 ± 22.72	3.21	4.76*
Sit Up	52.56 ± 19.67	72.78 ± 20.40	3.18	6.36*
Shuttle Run	77.44 ± 10.95	86.27 ± 5.83	2.52	3.49*
Standing Broad Jump	69.72 ± 5.68	72.55 ± 6.17	0.53	5.32*
50 Yard Dash	64.44 ± 19.67	81.43 ± 15.37	3.67	4.65*
600 Yard run-walk	74.89 ± 13.51	83.11 ± 16.37	1.07	7.65*

\* Significant at .05 level.

It appears from the table 1 that the post-test scores were higher in all six fitness test items than that of pre-test

scores. However, the magnitude of the improvement was not equal in all the test items. Maximum improvement was observed in the sit up test (38.50%) followed by flexed arm hang test (29.20%) and obtained 't' values in all the six test items were found statistically significant. The magnitude of improvement was lowest in standing broad jump test (4.06%) followed by 600 yard run walk test (10.97%). It means the arm & shoulder strength and abdominal muscle strength was in higher orders than the leg explosive strength and general cardiorespiratory performance. In overall analysis it appears that female trainee subjects improved their physical fitness ability following the training programme adopted by the professional physical education training institute.

A number of researchers have shown that following well-planned organized physical training, performances in selected physical fitness attributes were improved significantly in women (*Edwards, 1974; Mcdonald, 1983 and Hassmen and Backmen, 1992*).

Table 2: Mean and SD of the pre-test and post-test of psychological variables and their comparison.

Variables	Pre-test Mean ± SD	Post-test Mean ± SD	SED	Obtained 't' values
Sports achievement motivation	23.8 ± 2.82	26.78 ± 4.24	0.66	4.52*
State Anxiety	40.39 ± 10.22	34.5 ± 7.04	1.60	- 3.68*
Trait Anxiety	42.33 ± 7.27	38.56 ± 7.37	1.20	- 3.14*
Leadership	50.72 ± 31.12	54.;89 ± 24.85	5.83	0.72

\* Significant at .05 level.

It appears from table 2 that the mean pre-test score of SAMT was 23.8 with a variation of 2.82. According to the

SAMT Questionnaire subjects scoring below 34 are characterized as “low” in sports achievement motivation. Those scoring below 30 but above 24 are considered as moderate and those scoring above 30 are considered as highly motivated. Accordingly from the pre-test score it may be considered that the subjects of the study were “low” in sports achievement motivation. However, the mean post-test score, 26.78 with a variation of 4.24 signifies a positive improvement in sports achievement motivation.

The anxiety scores obtained from the test are presented in table 2. The scoring of the questionnaire of *Spielberger (1970)* usually range between 20 to 80 and higher the score, the greater is the level of anxiety. Therefore, both trait anxiety and state anxiety scores at the pre-test of the subjects may be considered as at moderate level. Table 2 revealed that following eight months participation in physical education training course the mean post test scores of both trait and state anxiety have reduced. It means significant reduction in both the anxieties has resulted among the subjects following training. *Morgan et al. (1970)*, *Bird & Cripe (1986)* and *Cratty (1989)* have also shown that anxiety systematically reduced following long term participation in exercise.

The mean pre-test score of leadership quality was 50.72 with a variation of 31.12 which means that there is a wide variation in the leadership quality among the subjects. Following training the leadership quality has improved. Post-test mean score was 54.89 with a variation of 24.85, while the mean score is increased and the variation is decreased. However, the mean gain was statistically not significant since the ‘t’

value comparing the pre and post-test means (0.72) was markedly less than the required value of 2.12 to be significant at 0.05 level.

From table 2, it may be seen that significant improvement was found in achievement motivation and significant reduction in anxiety following long-term participation in exercise.

Organized physical education programme in which the subjects participated has significantly improved physical fitness and psychological qualities but failed to develop desirable leadership qualities up to the optimum level. Physical education training programme has a definite role not only in developing physical qualities but also to develop a potential leader in physical education.

The subjects of the study were not a homogenous group. They were from various parts of the state and their socio-economic condition and cultural background were different. Many of them were from rural areas, obviously they were shy. However, the organized physical education training programme provided opportunity to express and show their leadership quality. This insignificant improvement in leadership quality may be due to their heavy burden of syllabus and some other factors which were beyond the scope of this research i.e. cultural, educational, socioeconomic, family background, etc.

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