



## Comparative study of leadership qualities between professional and non-professional students

Tasleem Arif Sheikh, Minakshi Pathak

Research Scholar, Sri Satya Sai University of Technology and Medical Science, Sehore, Madhya Pradesh, India

2, <https://doi.org/10.33545/26647559.2020.v2.i1a.20>

### Abstract

The main purpose of this study was to find out the leadership qualities between collage level professional and non-professional students, physical education students were taken as professionals and MA, education and M.sc chemistry students were taken as non-professionals. Total 240 subjects were taken for study professional 120 and 120, Non-professional of Kashmir University and affiliated collages' (Kashmir division) the age of the subjects ranging from 22 to 28 years were selected as the subjects. The subjects were selected by using simple random sampling method it was hypothesized that there would be significant difference of qualities between professional and non-professional students, For collection of the data Leadership Questionnaire constructed by (Dr. Poorva Jain and Ms. Pratibha Dwivedi) having 36 open ended questions, among these five questions were selected to collect the data question papers were given to the students. Responses were obtained numerical in the 5 point scale such as 5, represents strongly agree, 4, agree, 3, undecided, 2, disagree and 1, totally disagree. The collected data were analyzed statistically through chi-square or ( $\chi^2$ ) test and the level of significance were observed at 0.05 level of confidence and df, 9.49. On the basis of statistical findings it was concluded that the percentage of responses are found difference between the professional and non-professional students' towards leadership qualities, like; stay firm on my decision, have lot of patience, believes in hard work, believes in doing work systematically, not rigid in my act, have the ability to develop confidence in my team members. etc. as the calculated Chi-square ( $\chi^2$ ) values are greater than the tabulated values on 0.05 level of confidence. It is also indicated that professional students have positively higher leadership qualities in comparison to non-professional students.

**Keywords:** leadership, profession, professional, non-professional, games, adult-leadership, sports psychology

### Introduction

Present day sports has become a fundamental part of life a great millions fans follow various games everywhere throughout the world with an enthusiasm bordering on devotion. Numerous individuals take part in sports and games for the sake of entertainment, joy, joy for health and fitness. Expanded support in sports has brought about challenge which has become a significant component of present day life. Competition give the methods by which one can give one's an incentive by fighting effectively. Each individual has a basic right to access to physical exercises and sports, which are fundamental for the full advancement of his character. The opportunity to create physical, education and moral powers through physical training and sports must be distinct both inside the instructive framework and in different parts of public activity <sup>[1]</sup>.

Sports psychology is the investigation of mental components, basically the investigation of how the mind influences physical movement and athletic execution. Sports psychology tends to the association among psychology and sports execution, including the mental parts of most ideal athletic execution, the mental consideration and solace of competitors, mentors, and game associations, and the association among physical and mental working <sup>[2]</sup>.

Authority is a lively procedure, without right administration, no home, network, association, discipline, and establishment, profession lastly country can proceed onward the way of progress. It implies that the advantage just as progress of

society or a profession relies on subjective leadership; Leader goes about as a model for other people, give directions, which are esteemed and respected. In every one of the cases, what a leader affects others more than oneself. Without the participation of his followers, no leader can hold his position and high respect for a long period. Therefore he ought not to embrace oppressive methodology. Subsequently we can say the administration is the act of impact that animates subordinates or supporters to put forth a valiant effort towards the accomplishment of supported objectives <sup>[3]</sup>.

Leadership psychology is a developing cross-disciplinary ground. It coordinates the investigation and exercise of administration and authoritative frameworks with the essentials of human psychology to make a 21st Century way to deal with leadership. This approach shows leadership the abilities and points of view important to meet the neighbourhood and worldwide difficulties of an arranged world. Administration leadership psychology stresses the need to perceive individual and group practices as a perplexing framework so as to accomplish positive and enduring alter. It perceives the require to prepare leaders who are skilled to make versatile as opposed to outside change, drawing on Ronald Heifetz's work on adoptive leadership and the code of confidence of positive psychology <sup>[4]</sup>.

Leaders are the person who deals with the group's exercises and is responsible for rising sentiment of belongingness and made between certainties among the individuals from the group. He convinces the individuals to feel, accept and act

together. Truth be told the leader is one of the individuals from a group who by appealing nature of his stunning characteristics or special spot is the group ascends to situation, impacts the conduct of the group and guides the vitality of the group to any channel desirable or undesirable. The people or groups get included and flourish or get broke down or pass on because of the productive or ineffective leadership. Leaders propose various strategies for thought. The leadership attempts to practice a base control. The leader is a trigger who essentially gives materials and information <sup>[5]</sup>.

The capacities to control team member leadership skills to meet organizational demands, to satisfy authoritative needs are an unpredictable component of the general leadership advancement picture. Leaders are entrusted with professionally controlling hierarchical objective achievement while considering team members aptitudes expected to deliver the required outputs. A centre around offsetting ability advancement with authoritative objective achievement was place the organization on a course of making execution progress.

Interesting team members toward objective accomplishment is shockingly difficult! Essentially, leaders ought to reflect practices that inspire and urge individuals to change. Though inspiration factors shift over an association, there are numerous leadership characteristics basic to fruitful leaders.

Authority characteristics that impact objective accomplishment incorporate the capacity to cause vision, to acknowledge authoritative culture, centre on execution advancement, and energize improvement <sup>[6]</sup>.

### Statement of the problem

A leader is an important person with leads the society to new heights and helps the society to organize a particular goal. There are various qualities which are responsible for all this. These all qualities are known as leadership qualities. These leadership qualities, like stay firm, have lot of patience, believes in hard work, believes in doing work systematically, not rigid in my act, have the ability to develop confidence in team members for an individual to become a better leader, but these qualities varies from person to person so it is necessary to know these qualities to select the best leader. In games and sports leadership is needed in bringing people of same efficiency at a common place to achieve the common goal. An effective leadership is essential for managing a good sports team. A leader may be the capable, the one who's in-charge; the most respected by her/his followers, the man that controls aversive power or the individual that has the capacity to bestow rewards. In fact, a leader may possess any one or any combination of the above described sources of leadership powers.

That is why the Researcher takes keen interest in selecting the problem, "A Comparative Study of Leadership Qualities between Professional and non-professional Students"

### Purpose of the study

The main purpose of the study will investigate the leadership quality between Professional and non-professional students.

1. The allied purpose of the study will to find out the leadership qualities between the Non-professional students of Kashmir University.

2. To find out the leadership qualities of professional students of Kashmir university.
3. To find out the decision-making ability of Non-professional students of Kashmir university.
4. To find out the decision-making ability of Professional students of Kashmir university.
5. To compare the leadership qualities of the professional and Non-Professional students of Kashmir university.
6. To compare the co-operation qualities between professional and Non- Professional students of Kashmir university.
7. To compare the communication skill between professional and non- Professional students of Kashmir university.

### Significance of the study

The main significance of the study will help to know the leadership quality between professional and Non- Professional students of Kashmir University.

1. The allied purpose of the study will be help to know the leadership qualities of non-professional students of Kashmir University.
2. The study will be help to know the leadership qualities of professional students.
3. The study will highlight the comparison of leadership qualities between professional and Non-professional students.
4. The study will be helpful to know the decision-making ability of Non-professional students.
5. The study will be helpful to know the decision-making ability of Professional students.
6. The study will be helpful to know the co-operation qualities of professional and Non- Professional students.
7. The study will be helpful to know the communication skill of professional and Non-Professional students.

### Hypothesis

It is hypothesized that there will be a significant difference between the leadership qualities between Professional and non-professional students of university of Kashmir.

### Delimitations

1. The study will be delimited to Kashmir University Campus and affiliated colleges in Kashmir region.
2. Professional students are taken from both university campus and Ganderbal College of physical education.
3. Non-professional's are taken from main university campus and affiliated colleges of Kashmir region.
4. The study will be delimited to both the sexes' boys/girls.
5. M.P.Ed students will be taken as professional students.
6. M.A.edu and M.Sc. Chemistry students will be taken as non- professional students.
7. 120 subjects from professional and 120 subject from non-professional course will be selected for the study.
8. The age of the subjects will be ranging from 22 to 28years.
9. Standard questionnaire will be used for collecting the data.
10. The study will be conducting on those students who participate in intercollege sports competition.

11. The study is delimited to team games like cricket, football, volleyball, basketball and hockey only.

### Limitations

1. The physical fitness of the students will not be considered.
2. Cast and religion of the subjects will not be considered in this study.
3. No motivational techniques will be applied while full filling the questionnaire.
4. The living standards of the students will not be considered.
5. The family background of the students will not be taken into consideration.

### Operational Definitions

#### Game

A game is a system in which players engage in an artificial conflict, defined by rules that result in a quantifiable outcome.

#### Team Game

Team games are those games in which two or more than two players perform the skills against opponent with proper organization.

#### Leadership

The great English soldier argued that "the capacity and will to rally men and women to a common purpose, is leadership <sup>[7]</sup>.

#### [Montgomery]

#### Qualities

Qualities refer to pleasing attributes of personality and character including certain "abilities", which are generally developed through parental and teacher direction, understanding and sound interpersonal interaction. Highly dynamic as these are, they endure the make an impact on social, educational and professional environment.

#### Adult leadership

Schools and universities is our essential organizational institutes in childhood and adolescence and it is communicated young experienced college going students faces most valuable interface from different social and authoritative jobs, these 2 years of the most compelling long stretches of their lives in college as an association, organization behaviour are rooted how we experience school, In these two years student encounters and practices leadership movement <sup>[8]</sup>.

#### Profession

Profession may be defined as a job based upon specialized intellectual study and training, when a number of persons are found to be practising a definite technique founded upon a specialized rational study and training <sup>[9]</sup>.

#### [Car Saunders 1928]

#### Review of Leturature

Ryska (2002) conduct the study on; where they analyzed "Administration Styles and Occupational Stress among College Athletic Directors: The Moderating Effect of Program Goals". The interface between a person's capacities and the

apparent heap of the work environment seems to make a particular commitment to work related worry well beyond that of dispositional or situational factors alone (R. S. Lazarus, 1990). In the present examination, the creator assessed this contention among 245 male intercollegiate athletic executives by evaluating the joined impact of administration style and program objectives on word related pressure. Relapse examinations uncovered the nearness of both noteworthy fundamental impacts and communication impacts of administration approach and program objectives in the expectation of enthusiastic overtiredness, day by day work pressure, and individual achievement. Discoveries are talked about as far as individual condition fit hypothesis (J. R. P. French, R. D. Caplan, and R. V. Harrison, 1982) and the idea of saw control inside the business related setting <sup>[10]</sup>.

Eagly (2003) conduct the study on; where they looked at "Transformational, value-based and free enterprise leadership styles: a meta-investigation contrasting ladies and men". A meta-examination of 45 investigations of transformational, value-based, and free enterprise administration styles found that female heads were more transformational than male leaders and furthermore occupied in a greater amount of the reliant prize practices that are a segment of value-based authority. Male leaders were commonly bound to show different parts of value-based leadership (dynamic and inactive administration by special case) and free enterprise authority. Despite the fact that these contrasts among male and female leaders were little, the ramifications of these discoveries are empowering for female administration in light of the fact that other research has set up that the entirety of the parts of authority style on which ladies surpassed men relate emphatically to leaders' adequacy while the entirety of the angles on which men surpassed ladies have negative or invalid relations to productivity <sup>[11]</sup>.

Engelbrecht (2004) conduct the study on; where they looked at "The Influence of Transformational and Transactional Leadership on Dyadic Trust Relationships through Perceptions of Fairness". Administration and relational trust are not kidding issues for the endurance of associations. The two perspectives have been looked into methodically, yet the job hierarchical equity may play right now been to a great extent disregarded. The reason for this examination was to explore the connection among transformational and value-based authority and relational trust, and whether authoritative equity assumes an interceding job. Through LISREL examination, it was discovered that interactional equity assumed a more noteworthy job in the connection between transformational authority and trust than procedural equity. Distributive equity interceded the connection between value based administration and trust.

**Opsomming**  
Leierskapen. Inter persoon like vertroue is kritieke vraagstukke vir pass on oorlewing van organisasies. Beide aspekte is reeds deeglik nagevors, maar kick the bucket rol wat organisatoriese geregtigheid in hierdie verband Kan speel, is grootliks nagelaat. Pass on doel van hierdie studie was Om pass on verband tussen transformasionele en transaksionele leierskap en interpersoonlike vertroue te ondersoek, en of organisatoriese geregtigheid 'n tussenkomende rol speel. Deur middel van LISREL-ontleding is gevind dat interaktiewe

gerechtigheid 'n groter rol in kick the bucket verband tussen transformasion <sup>[12]</sup>.

Okan (2005) conducts the study on; where they looked at "A Study on the Leadership Style Adopted in The Public Banks of TRNC". Leadership assumes a significant job in helping associations arrive at their targets by influencing the inspiration and the profitability of their representatives. This is to such an extent that organizations attempt to choose a style of leadership that is generally reasonable to their particular conditions and to the qualities of the errands they set out to accomplish. In any case the inspiration and demonstration of workers are influenced contrarily and the organization's prosperity is imperiled. The fundamental point of this examination is to direct an exploration that will choose the administration styles received in the open banks of the Turkish Republic of Northern Cyprus (TRNC). For this reason the workers and chiefs have been approached to round out two distinct surveys. Examination of the outcomes has demonstrated that the style embraced in these banks is "majority rule authority" which is by all accounts the most appropriate for them <sup>[13]</sup>.

Molero (2007) conduct the study on; where they analyzed "Relations And Effects Of Transformational Leadership: A Comparative Analysis With Traditional Leadership Styles". This study has two fundamental objectives: (a) to look at the connection between transformational leadership and other significant authority styles (i.e., popularity based versus dictatorial or relations-and undertaking focused administration) and (b) to think about the embellishments of transformational authority and different styles on some significant hierarchical results, for example, representatives' fulfillment and execution. For this reason, an example of 147 members, working in 35 different work-groups, was utilized. Results show high connections between's transformational leadership, relations-arranged, popularity based, and task-situated authority. Then again, as per the writing, transformational leadership, specifically elevated levels, fundamentally expands the level of difference represented by other administration styles in applicable authoritative result factors (subordinates' presentation, fulfillment and additional exertion) <sup>[14]</sup>

Rui (2008) conducted the study on; where they compared "Leadership, Cohesion and Satisfaction in Sporting Teams: A Study with Portuguese Football and Futsal Athletes". This work was done with 200 athletes from 2 types of sports (soccer and futsal) in several competitive levels and it analyzed coaches' leadership styles and athletes' cohesion and satisfaction levels. Evaluation instruments on leadership (Multidimensional Leadership Scale in Sports which assesses six different dimensions), cohesion (Group Environment Questionnaire which assesses four different dimensions) and satisfaction (Satisfaction Scale which assesses three different dimensions) were applied and received good validity and reliability levels. The results showed that men and women evaluated and preferred different coaches' behaviors, and female athletes assumed higher levels of social cohesion. Likewise, variations were found concerning athletes' age on the perceptions of coach leadership; the youngest group presented lower cohesion levels. Two main conclusions must be stated. On one hand, the significant impact of coaches'

behaviors in athletes' sport experience and, on the other hand, the need of coaches' leadership adaptation regarding athletes' gender and age in order to improve their efficacy while working with the teams <sup>[15]</sup>.

A Singh, et.al, (2008) conduct the study on; where they thought about "Stress and enthusiastic modification of students of expert courses". They were directed on ESQ by Kapoor Bhargav India adjustment and Bell Adjustment Inventory Indian adjustment by S. Hussain to survey for pressure and adjustment. The primary discoveries were professional students have more pressure. The outcome additionally demonstrated that expert students were inadequately genuinely balanced in contrast with non-professional group. Professional students have more worry when contrasted with non-professional students. Mental mediation illuminate regarding treatment will assist these students with helping admirably. Shows mean and SED of the expert and non-professional group, on stress variable. It is watched the expert and non-professional groups are altogether extraordinary structure each other at 10% degree of hugeness. Students of expert group mean is 16.35 and non-professional mean is 15.39, mean contrast is 0.96, t esteem 1.72. The outcomes demonstrate that the normal worry of the expert group is essentially higher than non-profession group. An exploration had announced that day by day bothers, assessment weight and scholarly factors are basic wellspring of worry in medicinal students at Seth G.S. therapeutic College, Mumbai (Supe 1998). Concentrates bolstered that for students the significant limitations are course work and enthusiastic solidness (Monk *et al* 1999). Shows the mean, mean diff, SED and t estimation of passionate change for the expert and non-professional group. It uncovers that the expert (mean 11.42) and non-professional (mean 10.06) bunches are seen as essentially extraordinary on passionate change at 10% degree of essentialness. Mean distinction is 1.36, SED is 0.78 and t esteem is 1.76. As per scoring example of Bells Adjustment Inventory higher scores showed poor alteration along these lines it very well may be said that the expert (mean 11.42) bunch have poor change in relationship to non-professional (mean 10.06) group. Comparative finding by Monk-Evelyn (1999) revealed that students are under worry because of monetary hardships and course requests that showed amplified passionate and Psychological troubles. Agarwal *et al* (2007) have additionally uncovered that students of designing and the board in India are encountering job over-burden, job stagnation and self-job separation. Every one of these reports reason that expert students have greater alteration issues in contrast with non-professional group. Presumably the explanation might be absence of social help, forlornness explicit character factors expanding hardships and a lot more troubles may contribute for poor enthusiastic alteration of the expert students <sup>[16]</sup>.

Murphy, (2009), conducts the study on, where they thought about "A similar investigation of expert student pressure." An examination was led including a group of 290 medicinal and dental students to straightforwardly look at apparent feelings of anxiety experienced during their training. An altered poll dependent on Garbee *et al*'s. Dental Environmental Stress overview was given to the students by either email or paper. The reason for the examination was to choose if the

wellsprings of stress detailed by therapeutic and dental students, both male and female, were because of normal variables. A multivariate factual investigation was likewise directed to quantify pressure contrasts by year in school. Through factor investigation, the study question reactions were gathered into five causal classes: scholastic execution, staff relations, patient and facility obligations, individual life issues, and expert personality.

The general discoveries show that dental students had more prominent degrees of worry than restorative students in three of the five classes.

The main classification wherein therapeutic students showed more noteworthy feelings of anxiety than dental students was in professional character. Proportions of near degrees of worry among male and female students for either profession didn't show any critical contrasts. Feelings of anxiety identified with clinical work fluctuated fundamentally between the kind of expert student and their year in school<sup>[17]</sup>.

**Methodology**

**Source of data**

For the purpose of the study, the researcher selected the subjects from University of Kashmir and affiliated College of Kashmir University. The selected subjects are those who pursue their MA Edu.

M.Sc. Chemistry and M.Ped, in masters and participate in intercollege sports competition in various team games like volleyball, basketball, cricket, football, and hockey.

**Selection of Subjects**

To estimate the leadership qualities between professional and non-professional student's leadership scale was used on 240 PG students those who are pursue their degrees in the University of Kashmir.

Professional students are taken from Kashmir University and affiliated college, Ganderbal College of physical education and non-professional's are selected from university campus and affiliated colleges in Kashmir region.

**Sampling design**

In this study we use simple random sampling method or chance sampling method that is a probability sampling method which gives each possible sample combination an equal probability of being picked up and each item in the entire population to have an equal chance of being included in the sample.

**Criterion Measures**

For the present study the researcher measured the leadership qualities between professional and non-professional students.

**Equipment's used for collection of data**

The tool used for this study is leadership quality standard questionnaire of Dr. Poorva Jain and Ms. Pratibha Dwivedi is used for the collection of data. It contains 36 items among these items six questions were selected for collection of data.

**Administration of questionnaire**

The researcher uses leadership quality scale Instrument of Dr.Poorva Jain and Ms. Pratibha Dwivedi which would then be given to the subjects, 240 students studying at post graduate level. After selection of the subject the questionnaire is giving to the students both professional/non-professional students, and test administrator giving them instruction regarding how to tick the option you prefer most, after felling the questionnaire by the students' were collected and used for analyses.

**Analyses of data**

After collection of data from the students both professional/non- professional students is used for data analysis and interpretation. Chi-square ( $\chi^2$ ) test or non-parametric tests not based on any parameter like mean, variance or proportion.Was used for analyses and interpretation of data.

**Table 1:** Showing the Chi-square among the opinion of students towards Leadership Qualities regarding statement numbers 1

Statement	Group	S.A	A	UD	D	SD	N	$\chi^2$ Value
1. Stay firm on my decision	P. G.	105	320	15	16	6	120	11.18*
	N.P.G	90	272	27	24	13		
		15.0%	56.66%	7.5%	10.0%	10.84%	120	

Note: i. Above scores of percentages indicate composite score of responses.

ii. Percentages (%) indicate number of respondent responses.

\*Significant at.05 level

The above table-1shows that in the 1th statement the professional student's of opinion regarding the leadership quality 'Stay firm on my decision' with respect to 'S.A', 'A', 'UD', 'D', and 'SD' category, the percentage are 17.5 %, 66.67% 4.16%, 6.67% and 5.0% respectively. In case of non-professional student's of opinion regarding the leadership quality 'Stay firm on my decision' with respect to 'S.A', 'A', 'UD', 'D', and 'SD' category, the percentage are 15.0%, 56.66% 7.5%, 10.0% and 10.84% respectively. As the computed  $\chi^2$  value of 11.18 was greater than the tabulated value of  $\chi^2_{.05(4)}$  df. = 9.49. It might be indicated that significant difference was found between the opinions of professional and non-professional student's with respect to 'S.A', 'A', 'UD', 'D', and 'SD' category on the 4th statement. It was also indicated that leadership quality 'Stay firm on my decision' are found difference between the professional and non-professional students of Kashmir University.

Thus the null hypothesis is accepted with respect to the opinion of the students for the statement -1.

The comparisons of percentage about the statement-1graphically presented below in fig-1.

**Graphical representation of percentage regarding the opinion of students towards Leadership Qualities (statement numbers 1)**

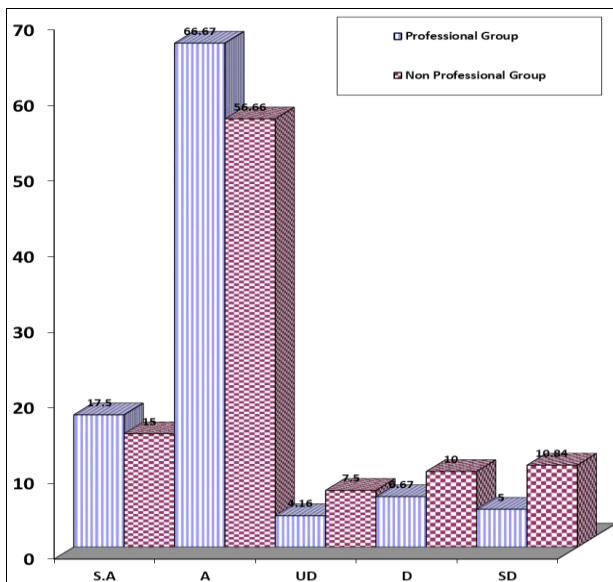


Fig 1

**Table 2:** Showing the Chi-square among the opinion of students towards Leadership Qualities regarding statement numbers 2

Statement	Group	S.A	A	UD	D	SD	N	$\chi^2$ Value
2. Have lot of patience	P. G.	9.16%	75.84%	5.0%	5.84%	4.16%	120	16.64*
	N.P.G	6.66%	46.17%	7.5%	14.17%	7.5%	120	

Note: i. above scores of percentages indicate composite score of responses.

ii. Percentages (%) indicate number of respond entre spones.

\*Significant at.05 level

Table-2shows that in the 2th statement the professional student’s of opinion regarding the leadership quality ‘have lot of patience’ with respect to ‘S.A’, ‘A’, ‘UD’, ‘D’, and ‘SD’ category, the percentage are 9.6 %, 75.84% 5.0%, 5.84% and 5.83% respectively. In case of non-professional student’s of opinion regarding the leadership quality ‘have lot of patience’

with respect to ‘S.A’, ‘A’, ‘UD’, ‘D’, and ‘SD’ category, the percentage are 6.66%, 46.17% 7.5%, 14.17% and 7.5% respectively. As the computed  $\chi^2$  value of 16.64 was greater than the tabulated value of  $\chi^2_{.05(4)}$  df. = 9.49. It might be indicated that significant difference was found between the opinions of professional and non-professional student’s with respect to ‘S.A’, ‘A’, ‘UD’, ‘D’, and ‘SD’ category on the 5th statement. It was also indicated that leadership quality ‘have lot of patience’ are found positively in the professional students of Kashmir University.

Thus the null hypothesis is rejected with respect to the opinion of the students for the statement -2.

The comparisons of percentage about the statement- 2 graphically presented below in fig-2.

**Graphical representation of percentage regarding the opinion of students towards Leadership Qualities (statement numbers 2)**

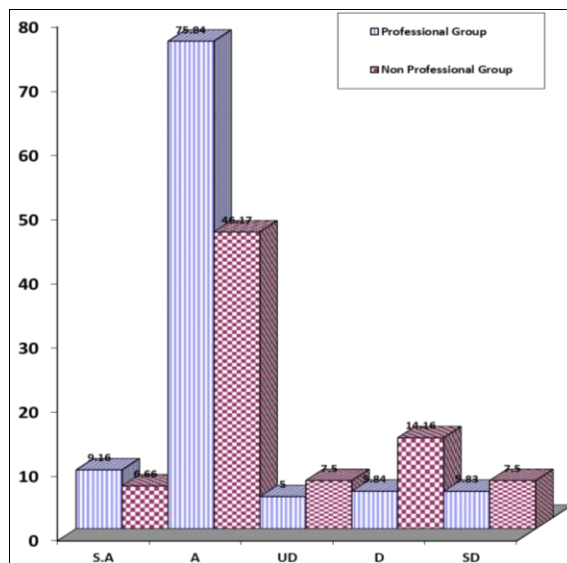


Fig 2

**Table 3:** Showing the Chi-square among the opinion of students towards Leadership Qualities regarding statement numbers 3

Statement	Group	S.A %	A %	UD	D	SD	N	$\chi^2$ Value
3. Believes in hard work	P. G.	150	280	15	18	6	120	18.04*
	N.P.G	110	248	36	26	11	120	
		18.34%	51.66%	10.0%	10.84%	9.16%		

Note: i. above scores of percentages indicate composite score of responses.

ii. Percentages (%) indicate number of respondent responses.

\*Significant at .05 level

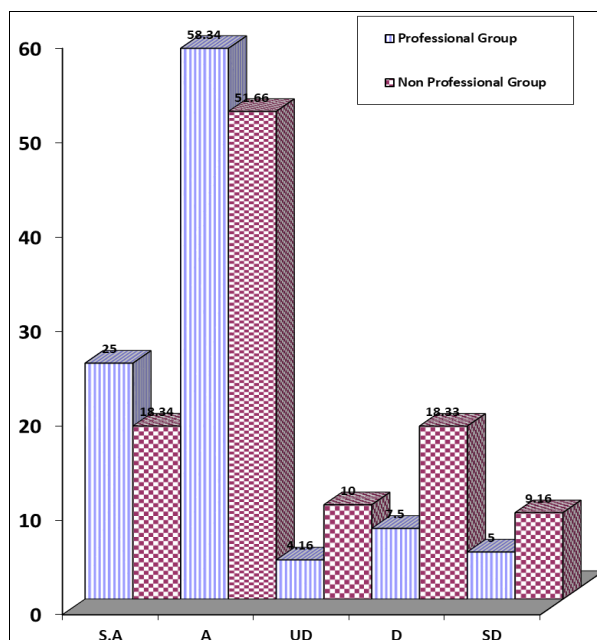
Table-3 shows that in the 3th statement the professional student's of opinion regarding the leadership quality 'Believes in hard work' with respect to 'S.A', 'A', 'UD', 'D', and 'SD' category, the percentage are 25.0 %, 58.34% 4.16%, 7.5% and 5.0% respectively. In case of non-professional student's of opinion regarding the leadership quality 'Believes in hard

Work' with respect to 'S.A', 'A', 'UD', 'D', and 'SD' category, the percentage are 18.34%, 51.66% 10.0%, 18.34% and 9.16% respectively. As the computed  $\chi^2$  value of 18.04 was greater than the tabulated value of  $\chi^2_{.05(4)}$  df. = 9.49. It might be indicated that significant difference was found between the opinions of professional and non-professional student's with respect to 'S.A', 'A', 'UD', 'D', and 'SD' category on the 6th statement. It was also indicated that leadership quality 'Believes in hard work' are found positively more in the professional students of Kashmir University.

Thus the null hypothesis is rejected with respect to the opinion of the students for the statement -3.

The comparisons of percentage about the statement- 3 graphically presented below in fig-3

**Graphical representation of percentage regarding the opinion of students towards Leadership Qualities (statement numbers 3)**



**Fig 3**

**Table 4:** Showing the Chi-square among the opinion of students towards Leadership Qualities (statement numbers 4)

Statement	Group	S.A	A	UD	D	SD	N	$\chi^2$ Value
4. Believes in doing work systematically	P. G.	75	334	24	14	4	120	11.61 *
	N.P.G	55	296	45	24	8	120	
		12.5%	71.66%	6.66%	5.84%	3.34%		
		9.16%	61.67%	12.5%	10.0%	6.67%		

Note: i. above scores of percentages indicate composite score of responses.

ii. Percentages (%) indicate number of respondent responses.

\*Significant at .05 level

The above table-4 shows that in the 4 th statement the professional students of opinion regarding the leadership quality 'Believes in doing work systematically' with respect to 'S.A', 'A', 'UD', 'D', and 'SD' category, the percentage are 12.5 %, 71.66% 6.66%, 5.84% and 3.34% respectively. In

case of non-professional Student's of opinion regarding the leadership quality 'Believes in doing work systematically' with respect to 'S.A', 'A', 'UD', 'D', and 'SD' category, the percentage are 9.16%, 61.67% 12.5%, 10.0% and 6.67% respectively. As the computed  $\chi^2$  value of 11.61 was greater than the tabulated value of  $\chi^2_{.05(4)}$  df. = 9.49. It might be indicated that significant difference was found between the opinions of professional and non-professional student's with respect to 'S.A', 'A', 'UD', 'D', and 'SD' category on the 7th statement.

It was also indicated that leadership quality 'Believes in doing work systematically' are found positively in the professional students of Kashmir University.

Thus the null hypothesis is rejected with respect to the opinion of the students for the statement -4.

The comparisons of percentage about the statement- 4 graphically presented below in fig-4.

**Graphical representation of percentage regarding the opinion of students towards Leadership Qualities (statement numbers 4)**

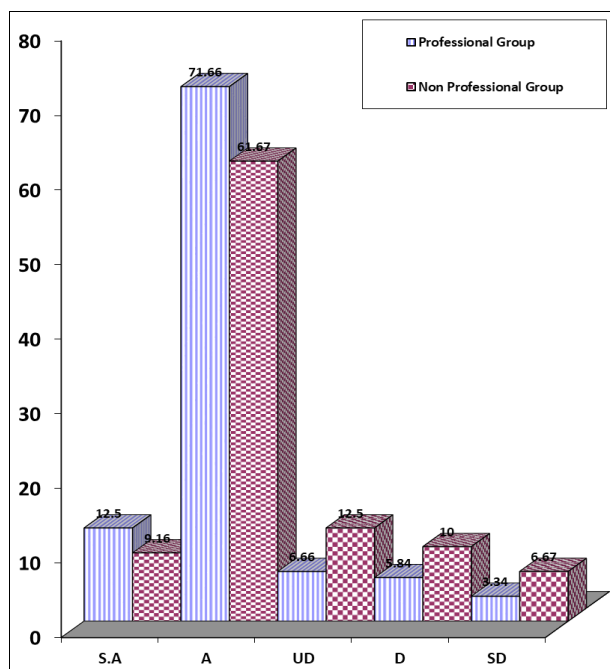


Fig 4

**Table 5:** Showing the Chi-square among the opinion of students towards Leadership Qualities regarding statement numbers 5

Statement	Group	S.A	A	UD	D	SD	N	$\chi^2$ Value
5. Not rigid in my act.	P. G.	60	368	8	8	8	120	12.13 *
	N.P.G	45	336	12	24	11	120	
		10.0%	76.66%	3.34%	3.34%	6.66%		
		7.5%	70.0%	3.33%	10.0%	9.17%		

Note: i. above scores of percentages indicate composite score of responses.

ii. Percentages (%) indicate number of respondent responses.

\*Significant at.05 level

The above table-5found that in the 5th statement the professional student’s of opinion regarding the leadership quality ‘Not rigid in my act’ with respect to ‘S.A’, ‘A’, ‘UD’, ‘D’, and ‘SD’ category, the percentage are 10.0 %, 76.66% 3.34%, 3.34% and 6.66% respectively. In case of non-professional student’s of opinion regarding the leadership quality ‘Not rigid in my act’ with respect to ‘S.A’, ‘A’, ‘UD’, ‘D’, and ‘SD’ category, the percentage are 7.5%, 70.0% 3.33%, 10.0% and 9.17% respectively. As the computed  $\chi^2$  value of 12.13 was greater than the tabulated value of  $\chi^2_{.05}(4)$  df. = 9.49. It might be indicated that significant difference was found between the opinions of professional and non-professional student’s with respect to ‘S.A’, ‘A’, ‘UD’, ‘D’, and ‘SD’ category on the 8th statement. It was also indicated that leadership quality regarding ‘Not rigid in my act’ are found positively in the professional students of Kashmir University. Thus the null hypothesis is rejected with respect to the opinion of the students for the statement -5. The comparisons of percentage about the statement- 5 graphically presented below in fig-5.

**Graphical representation of percentage regarding the opinion of students towards Leadership Qualities (statement numbers 5)**

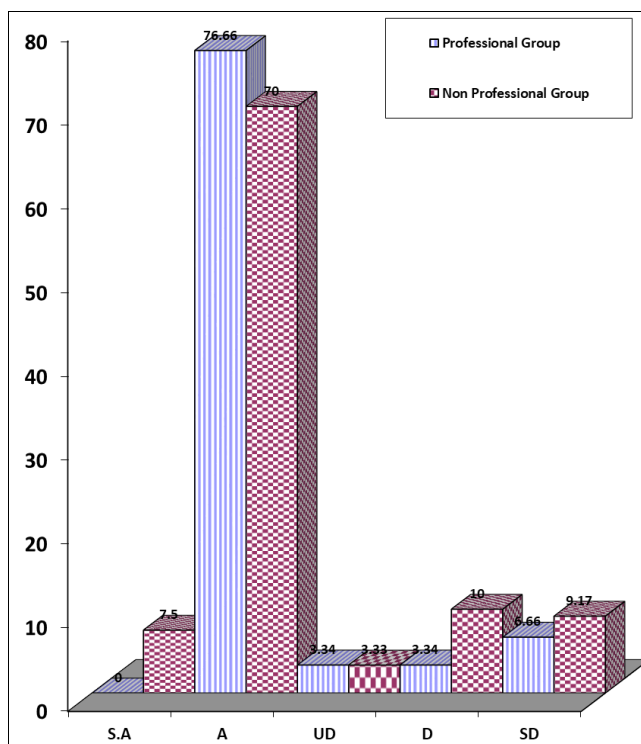


Fig 5

**Table 6:** Showing the Chi-square among the opinion of students towards Leadership Qualities regarding statement numbers 6

Statement	Group	S.A	A	UD	D	SD	N	$\chi^2$ Value
6. have the ability to develop confidence in my team Members.	P. G.	65	264	18	64	3	120	14.2 *
	N.P.G	35	232	27	82	5	120	
		10.84%	55.0%	5.0%	26.66%	2.5%		
		5.84%	48.34%	7.5%	34.16%	4.16%		

Note: i. above scores of percentages indicate composite score of responses.

ii. Percentages (%) indicate number of respondent responses.

\*Significant at.05 level

The above table-6indicated that in the 6th statement the professional student’s of opinion regarding the leadership quality ‘have the ability to develop confidence in my team members’ with respect to ‘S.A’, ‘A’, ‘UD’, ‘D’, and ‘SD’ category, the percentage are 10.84 %, 55.0% 5.0 %, 26.66% and 2.5% respectively. In case of non-professional student’s of opinion regarding the leadership quality ‘have the ability to develop confidence in my team members’ with respect to ‘S.A’, ‘A’, ‘UD’, ‘D’, and ‘SD’ category, the percentage are 7.5%, 70.0% 3.33%, 10.0% and 9.17% respectively. As the computed  $\chi^2$  value of 14.2 was greater than the tabulated value of  $\chi^2_{.05}(4)$  df. = 9.49. It might be indicated that significant difference was found between the opinions of professional and non-professional student’s with respect to ‘S.A’, ‘A’, ‘UD’, ‘D’, and ‘SD’ category on the 9th statement.



It was also indicated that leadership quality regarding 'have the ability to develop confidence in my team members' are found difference opinions between the professional and non-professional students of Kashmir University.

Thus the null hypothesis is rejected with respect to the opinion of the students for the statement -6.

The comparisons of percentage about the statement- 9 graphically presented below in fig-6.

### Graphical representation of percentage regarding the opinion of students towards Leadership Qualities (statement numbers 6)

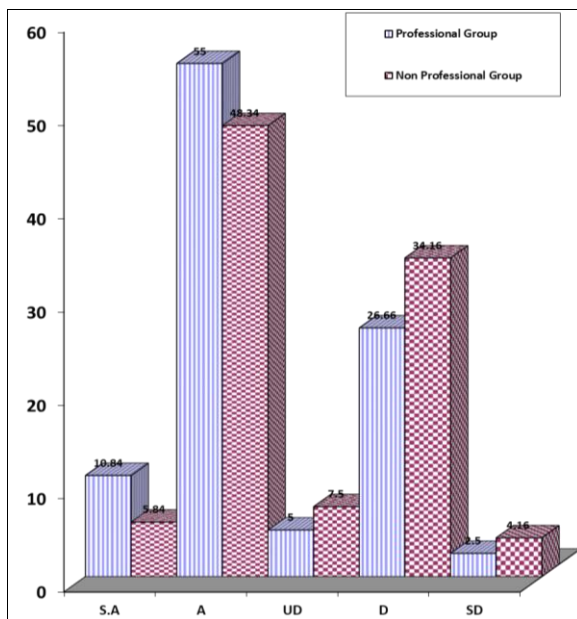


Fig 6

### Conclusion and findings

Findings made the present researcher to conclude that most of the statements towards leadership qualities there is significant difference between the responses of professional and non-professional students of Kashmir University beside the statements of 1, 2, 3, 4, 5 and 6 respectively. It is concluded that the percentage of responses are found difference between the professional and non-professional students towards leadership qualities, like; stay firm on my decision, have lot of patience, believes in hard work, believes in doing work systematically, not rigid in my act, and have the ability to develop confidence in my team members etc. as the calculated Chi-square ( $\chi^2$ ) values are greater than the tabulated values on.05 level of confidence. It is also indicated that professional students have positively higher leadership qualities in comparison to non-professional students.

### References

1. Agyajit Singh. Sports Psychology A study Of Indian Sportsmen, Delhi: Friends Publication, 1983, 18.
2. Dr Rajeev, Chauhan P. sports psychology and Sociology. Nagpur Nirmal Kanwar, publication, 2016, 1-13.
3. Dr Ramesh KN Jha. UGC NET SET JRF Physical education. New Delhi, Ramesh publication, 2017, 209-

- 2010.
4. Snyder CR. Handbook of Positive Psychology, Oxford University Press, 2005.
5. Dr Ramesh Chand Kanwar. Educational and Sports Psychology, Nagpur Nirmal Kanwar, publication. 2017, 9.
6. <http://www.aboutleaders.com/leaders-influence-team-oerformance-and-goal-acheivement>.
7. Dr Kamlesh ML, Dr Sangral Ms. "principles and history of physical education", New Delhi friends. Publication. 2017, 134.
8. Wingenbach Kahler. "self-perceive youth leadership and skills of iowa of FFA members. Journal of agricultural education, Published, 1997; 38:18-27.
9. Dr Kiran Sandhu. Professional preparation and career development in physical education and sports, friend's publication. New Delhi, 2004, 70.
10. Ryska. On "Leadership Styles and Occupational Stress among College Athletic Directors: The Moderating Effect of Program Goals", the Journal of Psychology. 2002 136:195-213.
11. Eagly AH. "Transformational, Transactional and Laissez-Faire Leadership Styles: A Meta-Analysis Comparing Women and Men", Journal on Psychological Bulletin. 2003; 4:569-591.
12. Engelbrecht AS. On "The Influence of Transformational and Transactional Leadership on Dyadic Trust Relationships through Perceptions of Fairness", South African Journal of Industrial Psychology. 2004; 30(1):281-282.
13. Okanveli Şafakli. "A Study on the Leadership Style Adopted in the Public Banks of TRNC", Dogus University Journal. 2005; 6(1):132-143.
14. Molero F. "Relations And Effects Of Transformational Leadership", A Comparative Analysis With Traditional Leadership Styles", The Spanish Journal Of Psychology. 2007; 2:358-368.
15. Rui Gomes A. "Leadership, Cohesion and Satisfaction In Sporting Teams: A Study With Portuguese Football And Futsal Athletes", Federal University of Rio Grande do Sul. 2008; 21(3):482-491.
16. Singh A. "stress and emotional adjustment of students of professional courses", Indian industrial psychiatry journal volume. 2008; 17:26-27.
17. Murphy et.al. "A Comparative Study of Professional Student Stress." J Dent Educ. 2009; 73(3):328-37.