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Content

Introductory Note ........................................................................................................................................................................ 13

Plenary Sessions ........................................................................................................................................................................... 15
T. Hortobágyi, U. Granacher, A. A. Vandervoort, P. DeVita and C. Beijersbergen: Do We Know How Strength and Power Training Improve Old Adults’ Gait Speed? ........................................................................................................................................................................... 17
Slobodan Jarić: Mechanical Properties of Leg Muscles: A Strength-Independent Optimum Loading In Vertical Jumping .............................................................................................................................................................................. 35
Christos Kotzamanidis: Central and Peripheral Factors Affecting Children Fatigability ............................................................ 41
Nickos Angelousis: Common Beliefs and Research-Based Evidence Regarding the Squat Exercise .................................................. 43
Jay R. Hoffman: Creatine Supplementation for Athletes: Is It Setting a Standard for How We Work with Older Adults ... 47
Rado Pišot and Boštjan Šimunič: Force of Gravity – The Basis of Human Motor Competences ........................................................ 49

Coaching, Training and Testing .......................................................................................................................................................... 63

Ana Kezić, Tina Erceg and Đurdica Miletić: Specific Rhythmic Gymnastics Skills Acquisition Conditionality in Preschool Children .............................................................................................................................................................................. 65
Dana Bádau: Identification of General Coordination Level According to Laterality in Handball ............................................................................................................................................................................. 71
Sunčica Poček and Milenko Vuković: Impact of Body Height and Weight on Specific Motor Abilities of Volleyball Players .............................................................................................................................................................................. 75
Marko Erceg, Alen Miletić, Ante Rada and Igor Jelaska: Anthropological Characteristics and Biological Age in Soccer Players ....................................................................................................................................................... 83
Petra Mandić Jelaska, Franjo Lovrić and Luka Bjelajnović: Relations Between Basic and Football Specific Motor Abilities Among First League Female Football Players ............................................................................................................................................................................. 89
Nebojša Došić: Differences in Playing Reversal Balls on Matches of the Finalists on the Football World Championship 2010 .............................................................................................................................................................................. 95
Zoran Đokić: Modeling of Table Tennis Training According Physiological Characteristics of the Game ........................................ 99
Goran Kuvačić, Saša Krstulović and Hrvoje Karninčić: Possibility of Subjective Evaluation of Different Load Intensity in Amateur Boxing Training .............................................................................................................................................................................. 107
Marko Erceg, Igor Jelaska and Boris Maleš: Conditionality of Maximum Oxygen Uptake Obtained by Different Exercise Machines with Training Load Setup Using Gross Motor Skill Tests .............................................................................................................................................................................. 113
Jelena Obradović, Milan Pantović and Mila Vukadinović: Influence of Extraversion-Introversion on the Balance of the Students from the Faculty of Sport and Physical Education .............................................................................................................................................................................. 117
Artan Shyti and Egreta Peja: Influence of Background Music on Physical Performance ................................................................................................................................. 123
Borut Fonda, Nejc Sarabon and François-Xavier Li: Validity of Different Kinematical Methods for Assesing Knee Angle During Cycling .............................................................................................................................................................................. 129
Tíbor Balga and Eugen Laczo: Effect of Plyometric Training on Changes in the Level of Speed Skills and Agility of Football Players .............................................................................................................................................................................. 135
Borut Fonda and Nejc Sarabon: Whole-Body Cryotherapy for Recovery after Plyometric Exercise .............................................................................................................................................................................. 141
Andrej Panjan and Nejc Sarabon: Assessment of Balance Using Different Sitting Tasks and Relationship to the Strength of Trunk Muscles .............................................................................................................................................................................. 147
Jernej Rosker and Nejc Sarabon: Inter- and Intra-Session Repeatability of Some Mvc Related Parameters Measured by an Isometric Knee Dynamometer .............................................................................................................................................................................. 153
Matej Voglar and Nejc Sarabon: Measurements of Postural Reflex Reactions to Sudden Loading of the Hands: a Reliability Study .............................................................................................................................................................................. 159
Health and Fitness .................................................................................................................................................................... 347

Saša Pišot and Tadeja Volmut: How Active is Contemporary Family? .......................................................... 349

Željko Krneta, Damjan Jakšić, Sandra Vujkov and Patrik Drid: Body Mass Index in Preschool Children from Autonomous Province of Vojvodina .................................................................................................................. 355

Olja Ničiforović Šurković, Eržebet Ać Nikolić, Svetlana Kvrgić, Sonja Čanković, Sonja Šušnjević and Mario Kiršek: Leisure Time and Physical Activity Among Schoolchildren in Vojvodina .............................................................................................................................................. 361

Josefina Jukić, Ivan Pletikosić, Nebojša Zagorac, Željka Boban and Hrvoje Sivrić: The Level of Systemic Pressure in Adolescents Aged 15 to 16 years .............................................................................................................................................................................. 365

Dorjana Zerbo Šporin: Anthropometric Methods are Suitable for the Assessment of Body Fat that in Excessive Quantities Reduces Quality of Life – The Importance of Exercise ............................................................................................................................................................................. 371

Katja Koren, Rado Pišot and Boštjan Šimunič: Get Fit at the Office .............................................................................. 377

Tanja Jerina and Ivanka Šklempe Kokić: How is Active Travel to School Related to the Quantity and Intensity of Physical Activity of Children and Youth: Review Article ............................................................................................................................................................................. 383

Jelica Stojanović Tošić and Saša Pantelić: Influence of Physical Activity of Varying Intensity on the Functional Fitness of Female Students ............................................................................................................................................................................. 389

Vesna Mijatović-Jovanović, Snežana Ukropina, Vera Grujić, Mirjana Martinovic Cvejin, Sanja Harbaji and Ivana Radić: Differences in Physical Activity Between Various Socio-Economic Categories of the Adult Population in Vojvodina ............................................................................................................................................................................. 395

Jelica Stojanović Tošić and Dušica Đorđević: Differences in Motor Abilities of Women Attending Different Recreational Exercise Programs ............................................................................................................................................................................. 401

Milena Mikalački, Tatjana Pavlica, Nebojša Čokorilo, Darinka Korovljev, Biljana Srdić and Pedro Jesus Ruiz–Montero: Morphofunctional Characteristics of Women of Different Age Who Actively Exercise ............................................................................................................................................................................. 407

Mihaela Jurdana, Ana Petelin, Maša Černelić Bizjak, Rado Pišot and Zala Jenko Pržanikar: The Impact of Physical Fitness on Plasma Visfatin Levels in Overweight/Obese and Normal Weight Middle Age Subject ............................................................................................................................................................................. 413

Milena Mikalački, Nebojša Čokorilo, Darinka Korovljev and Pedro Jesus Ruiz Montero: Influence of Nordic Walking on Morphological Characteristics of Elderly Women ............................................................................................................................................................................. 419

Saša Pantelić, Zoran Milanović, Radmila Kostić, Slavoljub Uzunović, Bojan Jorgić and Nebojša Trajković: Does Quality of Life and Physical Fitness Depend on Physical Activity Level in Older Adults? ............................................................................................................................................................................. 425

Ksenija Bošković, Branka Protić-Gava, Aleksandar Knežević and Aleksandra Đorđević: Adapted Physical Activity After Amputation of Upper and Lower Extremities ............................................................................................................................................................................. 431

Branka Protić-Gava, Milena Mikalački, Tijana Šešpanović and Saša Radosav: Bad Body Posture and Ergonomics of the Classroom Furniture ............................................................................................................................................................................. 435

Gorana Tešanović, Goran Bošnjak and Zlatko Babić: The Effect of Ballroom Dances on The Curvature of the Spine in High School Youth ............................................................................................................................................................................. 441

Mišo Mudrić, Sanja Mandarić and Srečko Jovanović: Prevention of Lumbar Syndrome in Martial Arts ............................................................................................................................................................................. 447

Sonja Trebotić, Jelena Jakšić and Đurđica Miletić: Topological Critical Points in Ballet Exercise ............................................................................................................................................................................. 453
Psychology, Pedagogic and Multidisciplinary Issues

Damir Jurko, Josefin Jukić, Hrvoje Sivrić and Snježana Velić: Characteristics of Cohesion in Volleyball Teams of Younger Age Groups .......................................................... 457

Boris Milavić, Luka Pezelj, Damir Jurko and Andrea Ćelić: Relations Between Sports Motivation and Player Positions of Young Female Volleyball Players .......................................................... 459

Igor Vučković, Aleksandar Gadžić, Radenko Dobraš and Proko Dragosavljević: Athletes’ Competitive Experience as a Determinant of the Conformity .......................................................... 465

Tatjana Tübić and Višnja Dordić: Do Athletes Have a More Positive Self-Perception of Physical Appearance? .............. 471

Alen Miletic: Body Image and Competitive Rank Among Sport Dancers ........................................................................ 479

Noémi Keresztes, Bettina Pikó, Anikó Pálinkás, Virág Horváth and Márta Fülöp: Structure and Features of Competitiveness Index ........................................................................................................... 485

Radovan Čokoriolo: The Role of Parents in Prevention of a Child’s Aggressive Behavior .................................................. 503

Jelena Ilčić: Sports Idols of Junior Athletes .................................................................................................................... 507

Jelena Ilčić: Investigation of Differences in Sport Recreational Interests at Sample of Athletes in Early Adolescence ........ 509

Lenče Aleksovska-Veličkovska, Vujica Živković, Milan Naumovski, Daniela Šukova-Stojmanovska and Serjoža Gontarev: Effect of Some Psycho-Social Factors on the Motivational Readiness for Change in Physical Activity Habits Among Young School Girls Aged 15 to 18 .......................................................... 513

Nőra Szilágyi, Noémi Keresztes, Zsófia Rázsó, Balázs Kiss and Csaba Varga: Sporting Habits and Sport Motivation Among Volunteers in Hungary .......................................................................................... 523

Miroš Popović, Hana Valkova, Ružena Popović and Milan Dolga: Intellectual Maturity Relationship to Age and Accademic Achievement in Students of Special School for Elementary and Secondary Education in Niš .......................................................... 531

Špela Gosebović and Renata Škrbić: Quality of Life in Children with Disabilities Observed through Physical Health Domain ................................................................................................................... 539

Željko Banićević, Aleksandra Belić and Ivana Banićević: Mens Sana in Corpore Sano – from it’s Origins up to Now .... 555

Giovanni Capelli, Simone Digennaro and Antonio Borgogni: The Move Project: Good Practices in Cross-Cutting Community Initiatives to Promote Health-Enhancing Physical Activity for Socio-Economically Disadvantaged Groups .... 561

Peter Melek: Voucher System in Sport .......................................................................................................................... 569

Nevena Ćurić, Ivana Todorović, Svetlana Vukosav and Vuk Garača: Sports Component in Tourism – Analysis of Adventure Tourism ............................................................................................................. 575

Jānis Balodis: Military Sport Training Centers in Latvian Coastline: Example of Sport Infrastructure in Peripheral Areas 581

Mila Dukić, Milica Dukić and Milorad Dukić: The Role of Leaders in Managing Strategic Changes in the Republic of Serbia and in Women’s Sport .......................................................................................... 585

Mila Dukić, Lidija Petrović, Milorad Dukić, Sinija Zarić and Veselin Bunčić: The Strategic Sports Event Planning: A Case Study of the UEFA European Under-17 Football Championship .................................................................. 591

Nebojša Maksimović, Radenko Matić, Zoran Milošević, Borislav Obradović and Damjan Jakšić: Preferences for Traditional or Participatory Approach to Work in Students ................................................................................... 597

Ivan Budimir and Igor Jelaska: Statistical Analysis of Betting Phenomenon: Why is “Always” just a Single Pair Missing .................................................................................................................. 603

Mira Milić, Tatjana Glušac and Ana Đurović: New Requirements in Teaching English for Specific Purposes .......................... 609
PREFERENCES FOR TRADITIONAL OR PARTICIPATORY APPROACH TO WORK MOTIVATION IN STUDENTS

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Abstract

Introduction: The function of leadership is strongly influenced by the personal philosophy or the general attitude of the people and motives that encourage people to best effort. The main problem: The problem of this research were student's attitudes towards people and motives, and their belief in the value of traditional and participatory approach to motivation. Subjects: The study included students of 4th year of the Faculty of Sport and Physical Education in Novi Sad (N=148). Procedure: The general attitude toward people and motives estimated using Mc Gregor questionnaire X and Y theory of leadership. Results: Statistical analysis revealed that nearly four time more students favor to traditional approach to leadership - Theory X (79.1%), compared to a participatory approach - Theory Y (20.9%). Conclusions and implications: This student beliefs about human nature, suggest and assume their frequent preference to traditional approach in future work with students or other users of physical activity through some of the managerial functions in the practice of physical education and sport.

Keywords: function of executive, leadership, x and y theory.

Introduction

Abstract functions of planning and organization remain, without people and their relationships, intangible and immobile creations. They become living through the power of communication, motivation and leadership. Through these powers of management functions, managers activate energies and talents of their organization. For such an activating function managers need great abilities for establishing relationships between people. Some managers have innate interpersonal skills, while most acquire them by learning, observing and developing them through experience and application.

Leadership is a topic that is universally applicable and is often represented in numerous academic researches (Antoakis, Ciancolo & Sternberg, 2004; Gardner, 1990; Mumford, 2006). Physical education teachers, coaches and sports officials at various levels in the organization are fulfilling their managerial role in working with children in elementary or high schools, sportsmen, recreational sportsmen or in the management of sports facilities, clubs, etc. In their work environment they are required to implement various plans: the school curriculum, the implementation of macro and micro training cycles in sports all the way to the strategic plans of sports organizations development.

Leadership according to Maksimović and Raič (2012) is managerial function that initiates the organization, puts it into operation, gives energy to it. This function has three interdependent components that managers are required to carry out in corresponding proportions: 1) Communication - messages, management directives, individually or collectively, which give the signal to the organization to activate. Communications may be oral, written and gestural (by movements). Messages to other members of the organization may contain information and ideas, instructions, orders and commands. The purpose of these messages is guidance which make people know what to do, how and when, where and how to act. 2) Motivation – people who execute various works in the organization act by orders of management mainly to satisfy their own needs. These needs can be different: making money, providing security, creating friendships and respect, checking the success on the work. Managers need to find out which of these needs motivate employees and how work assigned to individuals can satisfy them, 3) Leading/leadership - personal ability of manager to establish non-forced power over others in the organization. This power is...
partly a result of the formal position and authority of managers but mainly stems from their ability to persuade, influence and winning. Successful managers need to be able to 1) anticipate dangers and opportunities the group is faced with, 2) identify and apply insight about what influences the group and makes it follow the leader's sense for right directions of activities.

The function of leadership is strongly influenced by the personal philosophy or the general attitude towards people and motives that encourage people to do their best. Historically, managers have passed through three stages in this regard:

1) The traditional view - that money incentive stimulates the highest work initiative. This view is explained by Frederick Taylor at the beginning of the 20th century. This view has neglected other motivational factors, such as the need for security of employment and employees desire to be respected and to gain recognition.

2) Fairness - a concept in which employees perform their work better if the superiors give them appropriate treatment and not just financial compensation for their work. This approach to motivation also has drawbacks (it mitigates the authority of the manager).

3) The share of the responsibility (participatory approach) - a concept which refers to people as valuable resources that can make a major contribution to the planning of the ways in which they can perform their tasks. By participating in making managerial decisions, employees perceive their work as meaningful and purposeful and bring more effort and thinking into work which goals are partly chosen by themselves. In contemporary conditions this approach to motivation is consistent with the general climate of emancipation, interaction and learning created by information civilization.

In accordance with all of the above, for this research problem we used a model that is used in management for investigating managers’ tendencies towards traditional or participatory approach to work motivation, or in some way diverse role of the future sports officials and their required leadership skills to better fulfill the tasks became associated with the approach to manager as one who manages children, professional sportsmen, recreational sportsmen or facilities and plans.

The aim of the research is to determine the tendencies of future teachers of physical education towards traditional or participatory approach, i.e. rigid or flexible approach in their future employment.

Method

According to the survey of McGregor, some managers choose the way of leading people by relying on their belief in the value of either traditional or participatory approach to motivation. The traditional approach has been labeled as “Theory X” and the participatory approach as “Theory Y”. If theory X prevails in the personal philosophy of management, it means that such a manager approach to people 1) as people who hate to work, 2) as people in need of strict control, 3) as they avoid taking responsibility during the work, 4) give priority to job security and financial benefits. If theory Y prevails, such a manager approach to people 1) as persons who accept work as normal, fruitful human condition, 2) they are able to monitor their activity by themselves, 3) they tend and try to learn, 4) are able to solve problems in their work, 5) are not only motivated by money and employment security but primarily by need for self-esteem and personal development. (Figure 1)
The respondents sample included 148 students of IV year at the Faculty of Sport and Physical Education, University of Novi Sad. Based on McGregor’s questionnaire tendency towards traditional or participatory approach to work motivation was determined. The end result on the scale of numbers from 15-60, if it was in the range of 15-37 implied the respondents orientation and closeness to the assumptions of the Theory Y, while result in the range of 38-60 implied orientation and closeness to the assumptions of the Theory X. (The final result was calculated as follows: $1 \times$ sum from column (I strongly disagree), $2 \times$ sum of the column (I disagree), $3 \times$ sum of the column (I agree), $4 \times$ the sum of the column (I strongly agree).

In addition to descriptive statistics, data processing included Chi square ($\chi^2$) test.

Results

The results of all analyzed variables shown in Table 1, are grouped based on different approaches of managers to people, in relation with how their attitude towards work, motivation, accountability, supervision and creativity in business is observed.

If we look at the results of the different groups of respondents dedicated to X or Y theory in Table 1, we can see that the observed groups did not differ in only one variable in the segments that are related to work and creativity. In terms of performance, both groups almost identically considered that almost everyone can improve their performance if they really tried, and among them there were no statistically significant differences, which shows that for this item both groups of respondents were closer to the theory X. Over 90% of the entire sample of respondents agreed that people can improve their working potential, or the manager or leader should find a way to motivate and encourage them to improve and use their “hidden” capacities. This trend is observable also for the other variables in the group of questions related to defining of labor standards and human nature. The same can be stated for the attitude towards motivation, where in the range of 70-90% of the responses is stated that the respondents, followers of both theories, are close to point of view that when thinking about the greater responsibility and status or recognition at work, actually everyone think about the money.
As for creativity at work, the opinions in the both groups are fairly divided, with 40% of Theory X and 35% of Theory Y followers agree that human resources do not express their creativity enough, while even bigger percents, with 60% of Theory X and 65% of Theory Y followers, agree that human resources can further exploit their creative potential. It can be noted that most of the respondents in this variable was closer to Theory Y. Over 70% of respondents who are prone to Theory X, and over 90% of Theory Y, do not believe that strictness brings effectiveness in performing the task. In support of this finding is the result that less than 50% of all respondents believe that the expected results are more important than the method which is used in dealing with people. In other variables that relate to the supervision of the fulfillment of work standards, statistically significant differences were observed.

Table 1. Hi square test between respondents of X and Y theory

<table>
<thead>
<tr>
<th>Items</th>
<th>Theory</th>
<th>(1) I strongly disagree (%)</th>
<th>(2) I disagree (%)</th>
<th>(3) I agree (%)</th>
<th>(4) I strongly agree (%)</th>
<th>( \chi^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almost all the workers would be able to greatly improve their performance, if they really try.</td>
<td>X</td>
<td>0</td>
<td>3,4</td>
<td>56,4</td>
<td>40,2</td>
<td>3,37</td>
</tr>
<tr>
<td>It is not realistic to expect people to show the same enthusiasm for their work and for their leisure activities.</td>
<td>Y</td>
<td>0</td>
<td>3,2</td>
<td>74,2</td>
<td>22,6</td>
<td></td>
</tr>
<tr>
<td>Even when the supervisor is encouraging, very few people are showing a desire to improve on the workplace.</td>
<td>X</td>
<td>1,7</td>
<td>7,7</td>
<td>58,1</td>
<td>32,5</td>
<td>12,33**</td>
</tr>
<tr>
<td>Supervisor who expects people to set their own standards for the operation very soon will make sure that people do not set them high enough.</td>
<td>Y</td>
<td>3,2</td>
<td>67,7</td>
<td>25,8</td>
<td>3,2</td>
<td></td>
</tr>
<tr>
<td>It's in human nature to do as little as they can to get away with it.</td>
<td>X</td>
<td>6,9</td>
<td>39,3</td>
<td>54,7</td>
<td>5,1</td>
<td>9,78*</td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you give people enough money, the less they will take care of some intangibles such as status or recognition.</td>
<td>X</td>
<td>0</td>
<td>13,8</td>
<td>71,6</td>
<td>14,7</td>
<td>10,13**</td>
</tr>
<tr>
<td>When people talk and say they would like a more responsible job, they usually think of more money and a better status.</td>
<td>Y</td>
<td>6,5</td>
<td>22,6</td>
<td>64,5</td>
<td>6,5</td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Because most people do not like to make decisions, it is difficult to force them to take responsibility.</td>
<td>X</td>
<td>0</td>
<td>16,2</td>
<td>65,0</td>
<td>18,8</td>
<td>26,69**</td>
</tr>
<tr>
<td>Supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the people are treated strictly they will do anything they are asked to do.</td>
<td>X</td>
<td>10,3</td>
<td>61,5</td>
<td>19,7</td>
<td>8,5</td>
<td>15,26**</td>
</tr>
<tr>
<td>Supervisor loses prestige when he has to admit that the subordinate was right, and he was not.</td>
<td>Y</td>
<td>35,5</td>
<td>58,1</td>
<td>6,5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>A good way to make people work harder is to periodically tighten them.</td>
<td>X</td>
<td>6,8</td>
<td>21,4</td>
<td>66,7</td>
<td>5,1</td>
<td>10,14**</td>
</tr>
<tr>
<td>The most successful supervisor is the one who achieves the expected results, regardless of the method that was used in their dealings with people.</td>
<td>Y</td>
<td>12,9</td>
<td>58,1</td>
<td>29,0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>It is unrealistic to expect people to work well without a supervisor who constantly warns them.</td>
<td>X</td>
<td>6,8</td>
<td>21,4</td>
<td>66,7</td>
<td>5,1</td>
<td>19,96**</td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If people do not use imagination and intuition enough in the workplace, it is because only few people possess these qualities.</td>
<td>X</td>
<td>3,4</td>
<td>36,8</td>
<td>43,2</td>
<td>4,3</td>
<td>0,79</td>
</tr>
<tr>
<td>One of the problems that arises when you ask a subordinate for an idea is that their views are so limited that their ideas will have no practical value.</td>
<td>Y</td>
<td>9,7</td>
<td>54,8</td>
<td>29,0</td>
<td>6,5</td>
<td></td>
</tr>
</tbody>
</table>

Theory X=79,1 % of total number of respondents
Theory Y=20,9 % of total number of respondents
By reviewing the literature that deals with issues of work motivation it can be concluded that Theories X and Y are not managerial strategy per se, but rather a set of assumptions that managers have about human nature and adversely influence the generation of their management style.

Managers’ beliefs about the nature of people (tendency towards theory X or theory Y), as a consequence, influence their behavior which in practice causes corresponding behavior of people managed by such managers. Under the leadership of manager who believes in the validity of the theory X, the majority of employees under his command begin to act accordingly to this philosophy of their superior. The same goes for application of the managerial philosophy described by theory Y. Such effect of the managerial philosophy is referred to as “self-fulfilling prophecy.” To some extent the theory X outlook is a self-fulfilling prophecy because, when people are treated as if they weren’t responsible, they are likely to behave as expected, not caring about their work. This is also true of the theory Y style. People given responsibility and trusted are likely to work harder to prove that they are indeed responsible (McCrimmon, 2006).

Based on the obtained results about followers of these two theories, with Theory X = 79.1% of total number of respondents and Theory Y = 20.9% of total number of respondents, the following research question is imposed. Why the students in their future work would be more prone to Theory X or why they believe that this approach provides advantages? It may be noted that the tendency of such a large number of students towards the theory X, can be understood as the effect of a large number of well-known coaches, physical education teachers and other sports officials who exercise their tasks by applying “strict disciplined” mode, which recognizes only success and defined plans and results. However, Milošević, Maksimović, Matić and Bjelica (2011) point out that one should not forget the basic mission of physical education, the natural connection between physical exercise and health, impaired during the instrumentalisation of, above all, sport achievements, and that it is necessary to bring it back not only through “struggle” against the excessive commercialization of sport or by affirmation of anti-doping measures, but, through a humanistic, more comprehensive and wider model of physical education.

Such a mission requires a participatory approach. Accordingly, comprehensive developing of proneness towards Theory Y in students as future sports officials should be pursued, because even McGregor himself points out that assumptions of the Theory Y contributed to the reduction of dissatisfaction at work and that it serves as a description of how efficient managers look at human nature and behavior. McGregor's explanation was that the manager had created conditions that enabled "the individual to achieve his (her) own goals (including those of self-actualization) best by directing his (her) efforts toward organizational goals" (McGregor, 1960). Subsequently, numerous, more intricate, psychological and social-psychological mechanisms have been invoked to explain this phenomenon (e.g., Bandura and Locke, 2003; Eden, 1990; Heil, Bennis and Stephens, 2000). Goldsmith (2009) quotes several reasons why has it become fashionable to have a leadership group in sporting teams: 1) Society has changed, 2) Players have to solve problems and make decisions on the field that determine the outcome of the game. Coaches can coach off-field and at training, but have limited impact on the field in the heat of battle. Better problem-solving and decision-making occurs when people „own“ their performance and are responsible for the outcome. 3) Players are smarter — One impact of the internet and the improved electronic literacy of players is that they have access to ideas, techniques and skills that once were hidden away in coaching education texts. Professional players are comfortable using video analysis to evaluate their performances. Players have views and opinions about their performances that can add real value to their coaching program. 4) We understand leadership more.

Participative leadership involves consulting with subordinates and the evaluation of their opinions and suggestions before the manager makes the decision (Mullins, 2005). Participative leadership is associated with consensus, consultation, delegation, and involvement (Bass 1981). Results revealed that employees who perceive their managers as adopting consultative or participative leadership behavior are more committed to their organizations, more satisfied with their jobs and higher in their performance. (Yousef, 2000). Generally, Drucker’s (2002) response eliminates this threat: "Employees may be our greatest liability, but people are our greatest opportunity".
Like most leadership style theories, this one is a little simplistic. The truth is that there are both types of people in the world (motivated and unmotivated) and they should be managed differently. Still, people are more likely to rise to the challenge if you start by assuming them to be responsible.

References