

ADDIS ABABA UNIVERSITY

**THE RELATIONSHIP BETWEEN COACHES' LEADERSHIP STYLES
AND PLAYERS' PERFORMANCE OUTCOME AND SATISFACTION: IN
SELLECTED ETHIOPIAN MEN PREMIER LEAGUE CLUBS**

BY

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ADDIS ABABA ETHIOPIA

JUNE, 2021

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DECLARATION

I the undersigned declare that the thesis entitled " The relationship between coaches' leadership styles and player's performance outcome and satisfaction: In selected Ethiopian men premier league clubs " is my original work, under the guidance of Dr. Bezabih W. This thesis has not been represented or submitted here and any other university, as part of the requirement of any other academic degree, all materials and resources used herein, has been duly acknowledged.

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Abstract

The purpose of this study was to identify the relationship between coaches' leadership styles and players' performance outcome and satisfaction. For the implementation of the study, a cross-sectional survey research design was employed. The study subjects were selected from the availability samples. Two sample Ethiopian premier league participant clubs were selected, from thirteen clubs (sebeta kenema football club and Hadiya Hosaina football club) premier league clubs using convenience sampling technique. Thus, the subjects in the study were 50 football players and eight coaches' participated from the two clubs.

In this study both Quantitative and descriptive survey method was employed. Questionnaire was dominantly used as data collection instrument; unstructured interview also used in this process. In this attempt, data collected through questionnaire were analyzed by using SPSS (statistical package for social science) descriptive statistics, correlation analysis, whereas the data collected through interview were analyzed through descriptive statement. The findings of the study indicated that, the characteristics of effective leadership styles with in the football clubs structure for developing a successful team. In this study, the researcher found that players, who perceived their coaches as being more compatible, evaluated the coaches' communication ability and player-support levels more favorably. Conversely, if athletes disagreed with the coaches' goals, personality, and/or beliefs, some of the psychological needs of the players were not met. At the end some recommendations were made for observed challenges or problems of the coaches' leadership style. Coaches often switch instinctively between styles, according to the players behavior and the task that needs to be done. Coaches look in to a training /an Instruction/ and positive feedback should be advisable coaching behavior.

Key words: leadership, leadership style, satisfaction, performance outcomes.

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ACRONYM AND ABRIVATIONS

CBAS	Coaching Behavior Assessment System
CBQ	Coach Behavior Questionnaire
CEO	The Chief Executive Officer
CET	Coach Effective Training
CIAU	Canadian Interuniversity Athletic Union
FC	Football Club
LBDQ	Leader Behavior Description Questionnaire DFB
LPC	Least Preferred Coworker
LSS	Leadership Scale for Sport
MLQ	Multifactor Leadership Questionnaire
MML	Multidimensional Model of Leadership
NAIA	National Association of Intercollegiate Athletics
PMCSQ	Perceived Motivational Climate in Sport Questionnaire
SLT	Situational Leadership Theory
SME	Subject Matter Experts
SPSS	Statistical Package for Social Scientists

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Leadership is critical to understand the performance of comrades and to have an honest interaction with them. Additionally to the current idea, (Kent & Chelladurai, 2001) stated that Leadership can be a subject continuing popular and datable. For several decades, the study of leadership has been critically important to understand the performance and effectiveness of organizations. The study of leadership continues to increase in importance as a determinant of the effective functioning of the organization there seem to be growing numbers of books and thousands of articles on leadership, which have increased our understanding of leadership.

There are different definitions as there are persons who attempted to define concepts (Bass, 1990). Most definitions of leadership contain a regard to the behavioral process of influencing individuals or groups toward set goals and achievement of these goals (Stogdill, 1974; Barrow, 1977).

Leadership is “an interaction between two or more members of a bunch that sometimes involves a structuring and restructuring of true and also the perceptions and expectations of the members” For Bass (1985:13).

There is nobody and only proper and true definition but it is important to define leadership in terms of acts, behavior, or roles played; it is a centrality to group process; and compliance with the observed performance and also perceived influence and power relations to keep with aspects of leadership within which one is fascinated by (Bass, 1990).

Leadership may well be a force for successful organizations, and effective leadership can help the organization develop new directions and promote change toward proposed objectives (Bennis and Nanus, 1985). Kotter (1988) argues that good leadership is required for a company to successfully suits greater worldwide competition and increased complexity. For this reason, today, high expectations are set for leaders for a successful organization, and leaders are seen to an organization’s survival (Taylor and Rosenbach, 1989). Lord and Maher (1993) argue that effective leaders influence subordinates’ decisions or policies in ways during which change

subordinates' tasks or behaviors and have a sway on the performance and accomplishment of organizational objectives.

Thus leaders should make their tasks per the target of the organization and also the performance of workers. As a determinant of performance and success, the importance of leadership has been reflected within the literature addressing this subject. Kind of theories are proposed to determine traits or personalities of leaders that are end in leader effectiveness and determine some way to influence the organization and follower effectiveness. Each of the theories indicated to extend an earlier work or propose a spanking new framework for understanding leadership, was the most focus of intensive research until the concept was proven to be inadequate in explaining this phenomenon (Kent and Challadurai, 2001).

Leadership in sports features a substantial effect on athletes' success and failure (Ch'ng & Koh-Tan, 2006). More specifically, a coach's leadership encompasses a sway on athletes' state of mind and their development (Chelladurai, 1993). However, football coaches may overlook this important point, which could have a considerable impact on not only players' technical qualities but also their psychological and satisfaction qualities.

Generally, the leadership style followed by most of the Ethiopian coaches is more dominated by democratic and autocratic leadership style and also it isn't considered the player's performance outcome and satisfaction. Moreover, many studies recommended that the coach should use differing kinds of leadership styles in line with matters and it should consider the performance and satisfaction of players.

Therefore, this can be often the foremost topic of interest which the researcher eager and enthusiastic to conduct on topic. The aim of this research is to assess the connection between coach leadership style with players' performance outcome and satisfaction. As a coach, coaches leadership styles have a decent influence on sports organizations, there are many studies done on related topics. This study was concentrated on coaches' leadership style, leadership theories, and sport-specific approaches to leadership, performance outcome, and athletes' satisfaction.

1.2. Statement of the Problem

“Each member of your team has a potential for personal greatness; the leader’s job is to help them achieve it.” (Wooden, , 2005 pg. 178). A challenge for coaches is to find a leadership style that is conducive to team success. Despite considerable research on coaching styles, the answer to the following question remains elusive: Which style of coaches’ leadership in sport is most effective for optimal team performance?

To the best researcher’s knowledge the studies conducted to understand the root causes of the relationship between coaches’ leadership style and players’ performance out come and satisfaction death and scant. It has yet to be determined which leadership style correlates to successful performance outcomes and satisfaction in sport (Jambor & Zhang, 1997). Hence, the current study shall help coaches better understand how their leadership behaviors relate to their team’s performance and satisfaction and enhance the literature in this area.

The result of the study will fill the gaps that were not identified in previous researches, and contribute some on the existing body of knowledge. In addition provide coaches with better awareness of the effect of their leadership styles on performance and satisfaction and help determine which style or styles are most effective.

The role played by the coach in developing coaches’ behavior has great impact on the players’ effectiveness. They also function the most model for imitation and inspiration to their players. Thus, it's on this ground that the researcher found it necessary to review the coaches’ leadership behavior on player's satisfaction that's an indication.

1.3. Basic Questions of the Study

1. What types of Football coaches’ leadership styles have a great effect on players’ performance outcome?
2. Does different football coaches’ leadership style have an impact on players’ satisfaction?
3. Is there a relationship between players’ satisfaction and their performance levels?
4. What is the effect of players’ satisfaction on the coaches’ leadership style and Football players’ performance level?

1.4. Objectives of the Study

1.4.1. General Objective

To investigating the relation sheep of coach leadership style with players' performance and satisfaction in selected Ethiopian men premier league clubs.

1.4.2. Specific Objectives

The specific objectives of the study are;

1. To identify the effect of Coaches' leadership styles on players' performance outcome.
2. To identify the impact of coaches' leadership styles on players satisfaction.
3. To examine a relationship between players' satisfaction and their performance levels.
4. To investigate the effect of players' satisfaction on the coaches' leadership style and Football players' performance level.

1.5. Significance of the Study

There is a gap between the relationship of leader ship behavior and athletes' effectiveness outcome and satisfaction in Ethiopian selected clubs. The leadership behaviors in athletics are largely ignored. Therefore, this study helps coaches to grasp the importance of leadership ability as a determination of success for sports organizations. Also, this study can encourage them to hunt a greater understanding of leadership behaviors which will produce the strongest influence on team performance. The study is intended to assess significant and unexplored research questions that have a crucial impact, on leadership style, satisfaction, and performance of the players. Thus, the obtained results will have the subsequent significance.

1. Coaches can identify a proper coaches' leadership style in respect to their players' performance outcome and satisfaction.
2. To grasp the problem of practicing a training leadership style that most closely fits players' performance outcome and satisfaction.
3. To spot the most important leadership style challenges on the player performance.
4. To provide information about the relevance of coaches' leadership style and players' satisfaction and performance outcome.
5. It'll use as a reference for further study on the identical and related topics.

1.6. Delimitations of the Study

At present, the Ethiopian men primer league consists of thirteen (13) participant clubs all over the country. However, due to constraints of resource and finance the study was carried out on Sebeta city football club (sebeta kenema Football club) and Hadiya Hossana football club. In relation to the researcher's interest competence, financial power, and time constraints the study has delimited only to the issue of the relevancy of leadership styles and players' performance outcomes and satisfaction.

1.7. Limitation of the Study

There were problems encountered in the process of finalizing this study. The major impediment was the ban made due to the COVID-19. The researcher could not able to get respondents as the timetable. Especially during the interview, many of the respondents were not willing to be interviewed for the fear of the pandemic of COVID-19. This made the researcher to spent most of the time persuading and facilitating suitable conditions for the process.

During data collection, there were financial problems. The researcher faced difficulties regarding transportation and other activities fees due to a lack of sponsors. As the researcher is self-sponsored, the financial problem has influenced the process of data collection at most. As a result, the researcher used e-mail and through the post office to get data from most of the respondents.

1.8. Definition of Terms

Athlete Satisfaction:- A positive affective state resulting from complex evaluation of the structures, processes, and outcomes associated with the athletic experience (Chelladurai & Riemer, 1997).

Coaching: - is the term covering involved in the work of the coach training, and development, directing, advising and correcting players and helping them to progress (soccer glossary).

Leader: - is a person that leads directing, commanding or guiding head, as of a group or activity (Stenerson, 1995, webmasters new world).

Leadership: - is the behavioral process of influencing individual and group towards set goals (Barrow, 1977:232). It refers to the qualities that make someone good loaders or the methods a leader uses to do his or her job (Collins Cobuild English dictionary).

Performance: is an observable behavior on the playground. It is the fact or action of doing a task (Collins cobuild English dictionary)

1.9. Organization of the Study

This study has five chapters. The first chapter dealt with the introduction part which includes background of the study, statement of the problem, basic research questions, general and specific objectives of the study, significance of the study, scope of the study, limitation of the study, and operational definition of key terms. The second chapter is more of the review of related literatures. This chapter reviewed the context of leadership, theories of leadership styles, and types of leadership, coaching philosophy and leadership style, coaches' leadership style and performance of player, performance, and satisfaction.

The third chapter dealt with the research design, research method, and source of data, population and sampling techniques, data gathering instruments, data gathering procedures, pilot study as well as the data analysis method. Chapter four presented the analysis and interpretation of data. The fifth chapter included a discussion, summary, conclusion, and recommendation. Finally, the reference and appendices were attached at the end.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter discusses about concepts of leadership, leadership theories, types of leadership, approaches to leadership, leadership scale, Football coaching style, theory of play, athletic coaches, athlete satisfaction model, coaching behavior, coach-athlete relationship, and teammate's relationship.

2.1. Concept of Leadership

Leadership plays a crucial part in leading groups of individuals furthermore as creating a corporation (Pyun, 2010). The concept of leadership has been widely defined. Ivancevich and Matteson (2002) defined leadership as “the process of influencing others to facilitate the attainment of organizationally relevant goals” (p. 425). Shama (2010) described leadership as having an enormous influence on individual or group behavior.

In the field of sports, leadership affects an athlete's success and failure (Ch'ng & Koh-Tan, 2006). Particularly, coaches may facilitate athletes' psychological stability and their development (Chelladurai, 1993). All of those perspectives describe the importance of leadership in various fields including sports.

2.2. Theories of Leadership

2.2.1. Trait Approach

The trait theory of leadership, which suggests that a leader is born, but is not made, was the very first theory of leadership (Slack & Parent, 2006). In this view, scholars asserted that most successful leaders, like Alexander the Great and the Emperor Napoleon, are born with innate personal leadership qualities, and they put emphasis on investigating the common traits of such leaders (Chun & Kwak, 2007).

Stogdill examined 124 studies relating to the trait approach of leadership and found that successful leaders had five primary traits in common: intelligence, achievement motivation, responsibility, participation, and status (as cited in Cox, 1990, p. 376). However, “persons who are successful leaders in one situation may not be successful in other situations, regardless of

their personal traits” (Cox, 1990, p. 377). In other words, it was not believed that personal traits guaranteed a successful leader.

According to Hersey and Blanchard (1993), “there is no universal set of traits that will ensure leadership success. The lack of validation of trait approaches led to other investigations of leadership” (p. 100). Due to these shortcomings, since 1972, studies in sports regarding the trait theory of leadership have rapidly decreased (Cox, 1990).

2.2.2. Behavioral Approach

During the mid-20th century, the behavioral approach to leadership was developed because the structure of trait theory was considered too simplistic and was difficult to generalize (Chun & Kwak, 2007). The behavioral approach suggests “the belief was that leaders are made, not born” (Cox, 1990, p. 378). This approach was largely classified in studies by Ohio State and the University of Michigan.

The *Ohio State researchers developed the Leader Behavior Description Questionnaire (LBDQ)* that examines leaders’ behaviors, as opposed to their personal traits (Slack & Parent, 2006). In the LBDQ, they found two important leader behaviors: consideration and initiating structure.

According to Johns and Moser (2001), “consideration was described as the extent to which an individual is likely to have job relationships characterized by mutual trust, respect for subordinates’ ideas, and consideration of their feelings” (p. 117). According to Cox (1990, p. 380), initiating structure is defined as the leader’s behavior in clearly defining the relationship between the leader and subordinates, and in endeavoring to establish well defined patterns of organization, channels of communication, and methods of procedure.

In brief, the Ohio State studies not only played a vital role in identifying two major leader behaviors, consideration and initiating structure (Johns & Moser, 2001), but were also essential to the conceptual foundations being shifted from the trait theory to the behavior theory of leadership (Schriesheim & Bird, 1979).

At the same time as the Ohio State studies were being conducted, a couple of important leadership styles – employee orientation and production orientation – were identified by researchers at the *University of Michigan (Slack & Parent, 2006). Employee-centered leaders*

place great emphasis on mutual relations with their employees, acting in a friendly manner, and considering their well-being (Fernandez, 2008). Production-centered leaders are more likely to focus on setting goals, making plans for their followers' tasks, and overseeing them (Fernandez, 2008).

In short, both the Ohio State and University of Michigan studies concentrated more on leader behaviors than on personality traits and identified two important leadership styles, relation-orientation and task-orientation. However, both failed to take into consideration contingencies or situation factors (Slack & Parent, 2006). Consequently, this distinct limitation of the behavioral approach led to the appearance of the situational approach to leadership.

2.2.3. Contingency or Situational Approach

The situational approach to leadership emerged in the early 1970s. As defined in this approach, leadership is basically determined by not only leaders' traits and behaviors, but also situational variables, such as members' attitude and abilities, organizational situations, and so on (Chun & Kwak, 2007). There have been many leadership theories that utilize the situational approach. Above all, Fiedler's contingency model of leadership, House' path-goal theory, Hersey and Blanchard's Situational Leadership Theory (SLT), as well as Chelladurai's Multidimensional Model of Leadership (MML) were the best known for contingency theories.

2.2.4. Contingency Model of Leadership

Fiedler's (1967) contingency model of leadership is concerned with group performances, depending upon the interaction between two variables: leadership styles and situational favorability.

Fiedler has divided leadership into two styles; one style is oriented towards tasks and the other towards relationships in accordance with the Least Preferred Coworker (LPC) scales scores (Fiedler, 1972). Fiedler proposes that a leader selects his least preferred coworker among all those who have worked together and evaluates the coworker (Slack and Parent, 2006). When the leader provides a relatively favorable assessment of his least preferred coworker, the style is oriented towards relationships with high LPC scores, yet when it is relatively unfavorable, the style is oriented towards tasks with low LPC scores (Fiedler, 1972).

Situational favorability is “the degree to which the situation allows the leader to exert influence on the group” (Curz, Nunes, & Pinheiro, 2011, p. 13). Situational favorableness includes three sub-dimensions: (1) leader-member relationship, (2) task structure, and (3) position power. According to Mitchell, Biglan, Oncken, and Fiedler (1970), “leader-member relationships” are defined as the extent to which the followers are more likely to place trust in their leaders and respect them. “Task structure” is referred to as the extent of formalization as well as systematization of the tasks, and “position power” is defined as the extent of the leader’s authority to carry out all activities in an organization (Mitchell et al., 1970).

As shown in Table 2.1, there are eight possible conditions for situational favorability factors and leadership effectiveness, from the most favorable condition for leaders (condition 1) to the least favorable for leaders (condition 8), with three subdimensions of situational favorability.

Table2. 1 Fiedler’s Situational Favorability Factors and Leadership Effectiveness
Situational Favorability

Condition	Leader/member relation	Task structure	Position power	Effective leadership
1	Good	High	Strong	Low LPC
2	Good	High	Weak	Low LPC
3	Good	Weak	Strong	Low LPC
4	Good	Weak	Weak	High LPC
5	Poor	High	Strong	High LPC
6	Poor	High	Weak	High LPC
7	Poor	Weak	Strong	High LPC
8	Poor	Weak	Weak	Low LPC

From Understanding Sport Organization: The Application of Organizational Theory (p. 300), by T. Slack and M. M. Parent (2nd ed.), 2006, Champaign, IL: Human Kinetics.

Fiedler described that task-oriented leader behavior (low LPC) can be effective with high situational favorability, such conditions as 1, 2, and 3, or in an unfavorable condition 8 (Slack & Parent, 2006). On the other hand, relationship-oriented behavior (high LPC) can be more effective in moderate favorability or moderate un favorability (conditions 4, 5, 6, and 7) (Slack &

Parent, 2006). Consequently, this theory provides that a certain type of leader behavior may be most effective in a specific situation (Northouse, 1997).

The advantage of Fiedler's contingency model is its logical underpinnings (Schriesheim, Tepper, & Tetrault, 1994). However, there are weaknesses within this model. First, Kennedy (1982) described that there is a full explanation of the low and high LPC leaders, yet no mention of the middle LPC leaders. Second, it can be necessary to add more variables explaining situational favorability (Armandi, Oppedisano, & Sherman, 2003). Third, the model fails to explain why there is greater effectiveness of certain leadership styles in a given situation (Northouse, 1997).

2.2.5. Path-Goal Theory of Leadership

House's (1971) path-goal theory of leadership proposes that the leaders play an important role in stimulating followers' motivation and satisfaction and in clarifying the paths to achieve goals.

There are four leadership styles: directive, supportive, participative, and achievement-oriented. House and Mitchell (1974) described that "directive leadership" is more likely to put emphasis on making plans, laying out schedules, organizing tasks, clarifying policies, procedures, and rules, and giving directions to subordinates. "Supportive leadership" includes being concerned for the needs and wants of followers, focusing on their welfare, and creating a friendly working environment (House & Mitchell, 1974). "Participative leadership" occurs when the leader is likely to share opinions and suggestions with subordinates (House & Mitchell, 1974). Lastly, "achievement leadership" is more likely to set goals and instill confidence in subordinates to help them achieve goals (House & Mitchell, 1974).

The conclusion to be drawn from the path-goal theory of leadership is that "it has made a significant contribution to leadership research by helping researchers identify relevant situational variables. It has also given rise to a substantial body of research" (Slack & Parent, 2006, p. 299). On the other hand, the theory's conceptual foundation remains a problem (Schriesheim & Kerr, 1977). Cox (1990) suggested that Fiedler's contingency theory is more clearly defined than this theory. Consequently, House's path-goal theory of leadership is not being used much for studies in the sports field nor in other fields (Cox, 1990).

2.2.6. Situational Leadership Theory (SLT)

Hersey and Blanchard's (1977) Situational Leadership Theory (SLT) suggests that the SLT is essentially defined as leadership effectiveness, which is contingent on a combination of the follower's maturity and the leader's behavior. In fact, Gates, Blanchard, and Hersey (1976) argued that the SLT is based on: (a) the amount of leaders' task behavior, (b) the amount of leaders' relationship behavior, and (c) the followers' maturity levels.

"Task behavior," characterized as a one-way communication, can indicate that the followers are more likely to be under orders from their leaders as to how, what, where, and when to do the tasks (Blanchard & Hersey, 2010). "Leaders' relationship behavior," characterized as a two-way communication, can include interacting with their followers actively (Slack & Parent, 2006). "Maturity" can be classified by two sub-dimensions: job maturity and psychological maturity. Job maturity includes the followers' abilities to carry out their particular tasks, while psychological maturity refers to their levels of self-confidence to accomplish their tasks (Slack and Parent, 2006).

In the basic concept, Gate et al. (1976) argued that when there has been a steady increase in the followers' maturity up to the appropriate level, the leaders can slowly decrease the amount of their task-behavior and increase the amount of their relationship behavior. On the other hand, when the followers' maturity levels continue growing beyond the appropriate level, the leaders can exhibit their task behavior and relationship behavior as well (see Figure 2.1).

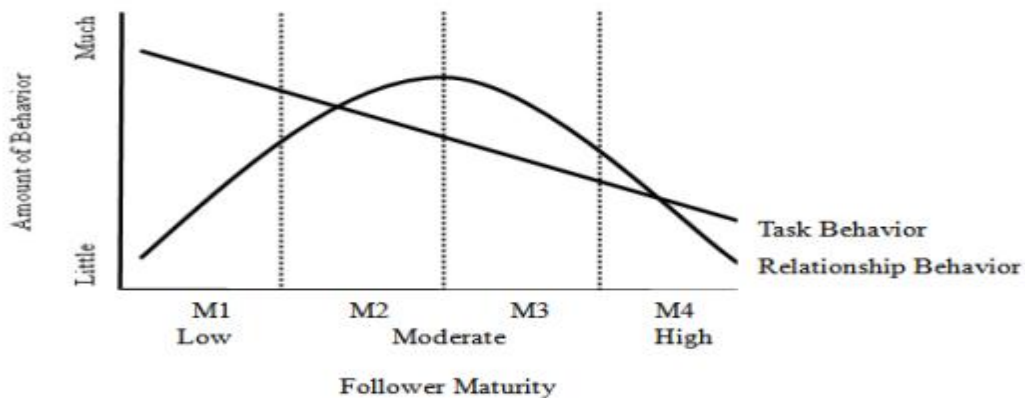


Figure 2- 1 Behavior prescriptions in Hersey and Blanchard's situational leadership theory

From Leadership of Organizations (p. 142), by G. A. Yukl, 1981, Englewood Cliffs, NJ: Prentice-Hall.

Within a more complex model, the followers' maturity can be divided into four levels, contingent upon their different abilities and willingness. As shown in Figure 2.2, Hersey and Blanchard (1993) described that when the followers are not only unable but also unwilling to carry out their tasks, it is defined as maturity level 1 (M1). When they are unable but willing, it is referred to as maturity level 2 (M2). When they are able but unwilling, it is defined as maturity level 3 (M3). Lastly, when they are able and willing, it is maturity level 4 (M4).

Furthermore, a leader's behavior is classified into four styles: telling, selling, participating, and delegating. According to Gates et al. (1976), "telling (S1)" – high amounts of leaders' task-behavior with low amounts of relationship-behavior; "Selling (S2)" – high amounts of task-behavior and high amounts of relationship-behavior; "Participating (S3)" – as high amounts of relationship-behavior and low amounts of task behavior; and "delegating (S4)" – low amounts of relationship-behavior and low-task behavior.

In selecting proper leadership styles, Hersey and Blanchard (1993) noted that the S1 leadership style is more likely to be appropriate for followers, who have low abilities and low willingness. The S2 leadership style is appropriate when the followers still lack abilities, but are strong willed (Hersey & Blanchard, 1993). The S3 leadership style is appropriate when the followers are able to perform their tasks, but they are unwilling (Hersey & Blanchard, 1993). Lastly, the S4 delegating style is effective for followers who are already both able and willing to perform their tasks (Hersey & Blanchard, 1993). Consequently, when using this model, the maturity level (M1, M2, M3, and M4) has an orderly fit for leaders to select an effective leadership style (S1, S2, S3, and S4).

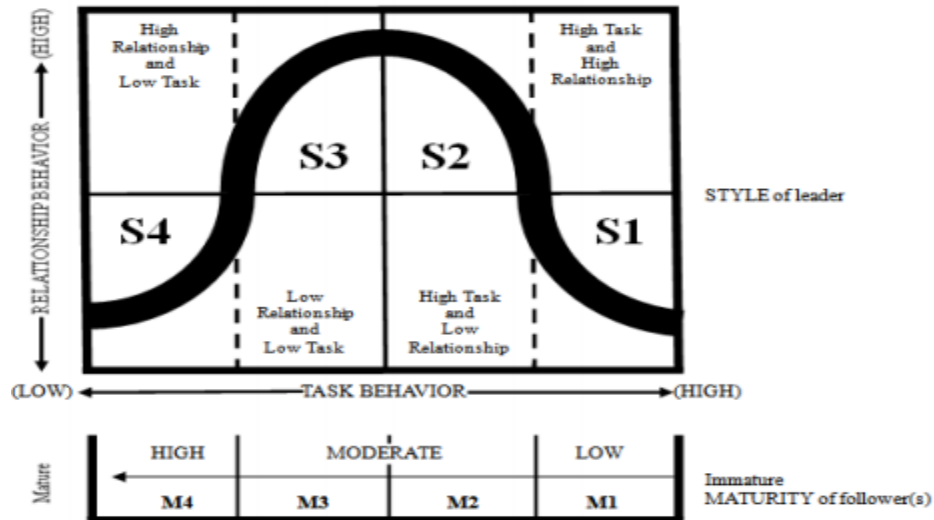


Figure 2-2 Determining an appropriate leadership style

From Management of Organizational Behavior: Utilizing Human Resources (p. 257), by P. Hersey and K. H. Blanchard (6th ed.), 1993, Englewood Cliffs, NJ: Prentice-Hall.

In short, Hersey and Blanchard’s situational leadership theory brings forth a new paradigm of leadership theory. However, there have been a few arguments about SLT. Some theorists have suggested that the model lacks a conceptual framework (Johansen, 1990). More precisely, Graeff (1983) demonstrated that “the diagnostic curve used to link maturity to task and relationship behaviors lacks theoretical justification, and the prescriptive model clearly is unable to handle some situations logically” (p. 290).

2.2.7. Charismatic Leadership theory

Charismatic leadership was unknown in the sphere of organizational theory until the late 1980s (Conger, Kanungo, & Menon, 2000). Historically, the word “charisma” has its origins in Greek for “gift,” and it has subsequently been used as terminology meaning “gift from God” in the Christian church (Conger & Kanungo, 1992). Max Weber, the German sociologist, primordially applied the term “charisma” to the sports field (Conger, Kanungo, Menon, & Mathur, 1997).

Weber described that the legitimate authority of a leader is derived from three types: (a) the traditional authority, (b) the rational-legal authority, and (c) the charismatic authority (Conger & Kanungo, 1992). According to Conger et al. (1997), “charismatic authority or leadership did not

gain its legitimacy from laws and rules or titles and traditions, but rather from a faith in the charismatic's exemplary character" (p. 291).

In short, there has been growth in the systematic study of charismatic leadership. It is indisputable that an incipient concept of transformational leadership is based on charismatic leadership (Bass, 1999).

2.2.8. Transactional-Transformational Leadership Theory

Transactional leadership refers to 'the exchange relationship between leaders and followers to meet their own self-interest' (Bass, 1990: p. 10). "Transformational leaders work by appealing to the ideals and values of subordinates. They seek to unite subordinates as they work toward a common purpose" (Slack & Parent, 2006, p. 303).

The Multifactor Leadership Questionnaire (MLQ) was developed by Bass and his colleagues to measure transformational-transactional leader behavior (Slack & Parent, 2006). In the MLQ, there are seven factors: (a) individualized influence; (b) inspirational motivation; (c) intellectual stimulation; (d) individualized consideration; (e) contingent rewording; (f) management-by-exception, and (g) Laissez-faire. The first four factors evaluate transformational leader behaviors, while the next three factors relate to transactional leadership (see Table 2.2).

Table 2.2 Definition of the factors of leadership

Transformational Leadership	
Individualized influence (charisma)	The degree to which the leader earns his/her followers' trust and respect and provides them with vision and a mission.
Inspirational motivation	The extent to which the leader encourages followers to be inspired
Intellectual stimulation	The degree to which the leader encourages his/her followers to think creatively and look at old problems from a new angle.
Individualized consideration	The extent to which the leader takes an interest in followers' needs and wants.
Transactional leadership	
Contingent rewording	The degree to which the leader pays reward to followers when performing their tasks well.
Management-by-exception	The extent to which the active leaders correct followers' mistakes at once, while passive leaders do not intervene as long as followers do not deviate from standards.
Laissez-faire	The degree to which the leader is more likely to evade his/her responsibility.

From "Personal Selling and Transactional/Transformational Leadership," by B. M. Bass, 1997, Journal of Personal Selling & Sales Management, 17, p. 22.

2.3. Multidimensional Model of Leadership

The Multidimensional Model of Leadership (MML) was proposed by Chelladurai (1978). The MML makes up for the weak point that the general leadership theories may be inapplicable broadly in the sports domain (Chelladurai & Carron, 1978). The model assumes that organizational effectiveness and member pleasure are a function of the congruence among three states of leader behaviors--(a) required, (b) preferred, and (c) actual (Chelladurai, 1993, p. 329).

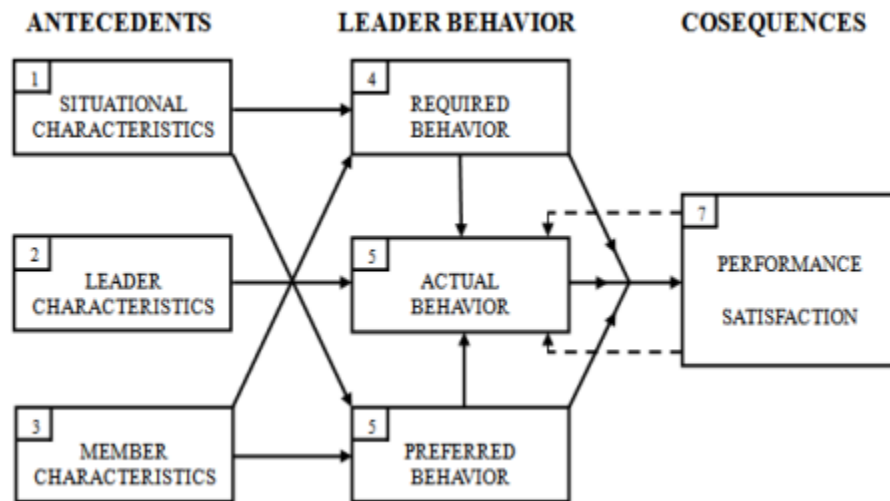


Figure 2.3. The multidimensional model of leadership

Required leaders' behavior is defined as demand and constraints imposed by the organization (Chelladurai, 2006). It stems from the situational characteristics including proper structure, group task, know-how, government procedures, social customs, administrative goals, and the nature of the group (Chelladurai, 1990). It can be also influenced by member characteristics, such as ability, intelligence, experience, and personality (Andrew, 2009). Consequently, the leader behavior can be required, depending on different situations and member characteristics in an organization.

“Preferred leader behavior” is defined as the followers' preferences of a certain leadership style (Chelladurai, 1990). This behavior stems from situational characteristics. For instance, guidance and supervision may be preferred by workers employed in a new program, but not by others engaged in a routine task (Chelladurai, 2006). This behavior may also stem from member characteristics. For example, an individual who displays the ability to perform his/her tasks is less likely to prefer a leader's heavy guidance, while those with insufficient abilities may give preference to higher levels of direction (Chelladurai, 2006).

“Actual leader behavior,” which is the most central category, is mentioned later within the athletes' perceptions of their coaches' leadership styles (Andrew, 2009). This type of leader behavior is determined by the leaders' personal characteristics, such as personality, ability, and experience (Chelladurai, 1990). For instance, a leader, showing an interest in a friendly working-

environment is likely to display a more participative style than a directive style (Chelladurai, 2006). “Actual leader behavior” is also influenced by both “required leader behavior” and “preferred leader behavior.” Consequently, actual leader behavior may not only be dependent upon its characteristics, but also situational requirements and member preferences. In brief, when there is harmony between these three types of leader behavior, these leader behaviors can positively affect a follower’s performance and satisfaction.

This measurement instrument is made up of 40 items with the five-dimensions of leader behavior, such as training/instruction, democracy, autocracy, social support, and positive feedback. Chelladurai and Saleh (1980) described the five-dimensions of leader behavior as follows: (a) training and instruction – this leader behavior is more likely to give importance to boosting athletes’ performance by providing training and passing down strategies, skills, and techniques; (b) democratic behavior – this style is more likely to encourage athletes to take an active part in the decision-making process over game, strategies, goal settings, and so on; (c) autocratic behavior – this style is apt to drive athletes to obedience through limiting their participation in the decision-making process; (d) social support – this style tends to focus its attention on the athletes’ welfare, building a friendly training environment, and communicating with them; and (e) positive feedback – this style is more likely to attach the most importance to giving credit and compensating for an athlete’s successful performance.

So far, this literature review has presented descriptions of trait theory, behavioral theory, and situational theory of leadership. Even though the situational theory is still given much attention, there has been a need for a new paradigm of leadership theory (Lee, 2011). More recently, charismatic leadership, transactional-transformational leadership, and servant leadership have received much public attention.

2.4. Leadership Styles

The various leadership studies that have been conducted to investigate effective behaviours of leaders’ in different times have had also their own style.

2.4.1. Authoritative style

This style is sometimes referred to as coercive leadership. Autocratic leaders usually demand unquestionable obedience from all within the organization. The member has no voice in matters

that affect their welfare. Thus, he/she has the sole authority to decide, control, penalize and reward (Rue and Byars, 1990:292, and Bennis et.al. 1994:251). Bush et.al. (2006:258), stated that autocratic leader can be regarded as one that cares little for the feeling of others, personality oversees administration and excludes others from decision making. Moreover it is rigidly structured and task oriented (Monahan and Hergest, 1982:253 suggests authoritative styles as where the duty of subordinates was to listen to the order of their leader and perform accordingly.

2.4.2. Democratic Style

Democratic /participatory leadership argues that the group is greater than the sum of its parts. Its major characteristics are shared decision making, cooperative planning and open communication (Adesina, (1990:149). Leader need not be limited to one individual such as by increasing the effectiveness of the performance of the group with whom the leader is working focus of leadership with whom the leader is working (Stogdill, 1976:127). Under democratic style leadership function within the group and decentralize and delegate (Adesina, 1990:150) and encourage group discussion and subordinates were informed (Lunenburg and Ornstein, 1991:131). Bush et.al. (1980:258) and Rue and Byars, (1990:293) also state that democratic leaders may be helpful to their subordinates, delegates freely and allows appropriate leadership acts to develop within group.

2.4.3. Laissez-Faire Style

A leader, who uses this style of leadership complete freedom to the follower, essentially provides no leadership (Rue and Byars, 1990:292). In other words, under Laissez-faire leadership style, there is no strict follow up on the group members, therefore, the members are allowed to do whatever they want to do (Hershey et.al, 1998:123) and it is without structure (Monahan and Hergest, 1982:253).

2.5. Leadership of Athletic Coaches

Current documents regarding the leadership of athletic coaches focus mainly on leadership behavior and leadership performance. Chelladurai (1993) stated that leadership behavior models include the Multidimensional Model, the Multidimensional Model, and also the Normative Model of Decision Style in Coaching, while Feng and Peng (2006) attributed the leadership of coaching into three types: authoritative, democratic and hands-off type. These studies provide

the entire picture on the leadership behavior of athletic coaches and may be employed by coaches within the process of coaching athletes and also for reference in related research (Cheng, 1995). Additionally to the overall classification, leadership strategies and behaviors differ specifically with the characteristics of every coach, and sometimes appear within the variety of written biography. Such is that the case with university coach Krzyzewski. His several leadership strategies and methods include attention to time management, emphasis on communication and cooperation, development of trusting relationship, strengthen individual responsibility, develop winning attitude, respect for authority, and plenty of others (Krzyzewski & Phillips, 2000). Attention is gradually being called upon case studies regarding leadership experiences of individual coaches (Lee, 2006; Wu, 2008; Liang, 2006).

Due to the range and different categories of sports, the particular leadership behaviors differ with coaches in numerous categories, and hence, the numerous related researches on the leadership of coaching within the sports field. as an example, Kang (2005) investigated the leadership behavior of baseball coaches and proposed that the factor structure consisted of 5 dimensions authoritative leadership, concern and support, fair responsibility, teamwork, inspiration and motivation. additionally, studies on the leadership behavior of coaches in wrestling, tennis, taekwondo, Ping-Pong, badminton, football, et al (Chou & Chen & Yeh, 2008; Hung, 2007; Hung & Kuo & Liao, 2007; Teng & Chen & Li & Chuang, 2009; Jang & Chen & Chia, 2009; Dooug & Wu & Tai & Han, 2006) compared with the leadership behavior of various coaches within the same field appeared more often.

The different items and different leadership behaviors of coaches exhibited are all worth exploring. In short, how athletic coaches effectively handles matters referring to athletes rely upon good leadership strategies and the way to decide on among the various leadership strategies the foremost effective to use for matters depends on the judgment and quick thinking of the coach. additionally to referencing leadership theories, one can think and judge through the idea of play within the next section. it's not for the exploration of a selected sport, but the reference for coaches in every field of sports and leadership performance.

Chelladurai (1993) stated that leadership behavior models include the Multidimensional Model, the Mediation Model, and also the Normative Model of Decision Style in Coaching, while Feng and Peng (2006) attributed the leadership of coaching into three type's authoritative,

democratic and hands-off type. These studies provide the entire picture on the leadership behavior of athletic coaches and may be employed by coaches within the process of coaching athletes and also for reference in related research (Cheng, 1995). Additionally to the final classification, leadership strategies and behaviors differ specifically with the characteristics of every coach, and sometimes appear within the sort of written biography. Such is that the case with university coach Krzyzewski. His several leadership strategies and methods include attention to time management, emphasis on communication and cooperation, development of trusting relationship, strengthen individual responsibility, develop winning attitude, respect for authority, and lots of others (Krzyzewski & Phillips, 2000). Attention is gradually being called upon case studies regarding leadership experiences of individual coaches (Lee, 2006; Wu, 2008; Liang, 2006).

2.6. Athletes Satisfaction

Coaches have different coaching leadership styles. Athletes on a team might not prefer the coach's coaching style. When players are not satisfied with the coach's coaching style then problems with team unity may arise and athletes may quit the team (McClain, 2005; Wilson, 2007). Coaching style might be the key to keeping the sports team in harmony. The coach, as the center, the leader and teacher of the team, he or she must find a way to manage the team and maintain unity. The role of the coach is important to the success of the team (Jacob, 2006; McClain, 2005). Although many studies can be found in the academic literature regarding job satisfaction few studies have specifically examined athlete satisfaction as a separate construct.

The team integration was the most important subscale influencing athlete satisfaction in universities hockey team (Asiah & Rosli, 2009). Athlete satisfaction is a positive affective state resulting from a complex evaluation of the structures, processes, and outcomes associated with the athletic experience (Chelladurai & Riemer, 1997). The level of an athlete's satisfaction is determined by the discrepancy between what is wanted by the athlete and the perception of what is received within the psychological, physical, and environmental domains. Furthermore, Chelladurai and Riemer (1997) suggested that athlete satisfaction may prove to be the ultimate measure of organizational effectiveness of an athletic program based on the following unique features of athletics.

First, the measures of performance in athletics are deficient and/or contaminated by such factors such as luck, an opponent's extraordinary performance, a referee's mistake, and so on. Second, activities engaged in during the pursuit of excellence cannot be solely judged by measures of wins and losses since every contest results in a winner and a loser. Third, the winloss records pertain only to the periods of performance (i.e. the actual competitions), which does not encompass the total athletic experience. Therefore, the authors concluded, "It is imperative that evaluation of an athletic program and its coaches should be based on athlete satisfaction in addition to measures of performance such as win- loss records" (Chelladurai & Riemer, 1997).

2.6.1. Team member satisfaction

In 1978, Chelladurai studied the leadership preferences and perceptions of 216 university- level male athletes in basketball, track and field and wrestling. Using the team as the subjects of analysis, he found that the congruence between perceived and preferred autocratic and positive feedback behaviors influenced satisfaction with the coach in a curvilinear fashion.

Therefore, the members were less satisfied when the coach's perceived behavior deterred from the preferred behavior in either direction. Chelladurai (1984) later reanalyzed the data with the individual as the unit of analysis and found that the discrepancy between a member's preferences and his/her individual perceptions of coaching behavior was associated with member satisfaction with leadership, team performance, and overall involvement. It is also important to note that the effects of the discrepancies were more pronounced on satisfaction with leadership than on the other facets of satisfaction.

These findings were later supported by the work of Horne and Carron (1985), who found that discrepancies in training and instruction, social support, and positive feedback were significant predictors of satisfaction with leadership. Schliesman (1987) analyzed collegiate track and field athletes and found perceived democratic behavior and social support to be positively related to general satisfaction with leadership. In this particular study, perceived democratic behavior and social support were slightly better predictors of satisfaction with general leadership than the corresponding discrepancy scores. Weiss and Friedrichs (1986) studied the relationship of university basketball players' perceptions of their coaches' behavior on both the individual and team levels of analysis. At the individual level, the collective leadership variables contributed to

athlete satisfaction, but only the perceived democratic behavior and social support dimensions were statistically significant. At the team level of analysis, perceived leadership was predictive of team satisfaction, with positive feedback as the most predictive factor of team satisfaction.

2.6.2. Athlete Satisfaction Model

Satisfaction in sport has been studied extensively in combination with several variables, mostly leadership (Chelladurai, 1984; Chelladurai et al., 1988; Coffman, 1999; Dwyer & Fischer, 1990; Horne & Carron, 1985; Riemer & Chelladurai, 1995; Riemer & Toon, 2001; Schliesman, 1987; Sriboon, 2001; Yusof, 1999). For example, the multidimensional model of leadership (Chelladurai, 1980, 1990) includes satisfaction as an outcome variable along with performance. Studies based on the multidimensional model of leadership (Chelladurai, 1980, 1990) have been largely concerned with linking leadership dynamics with athlete satisfaction. Satisfaction as an outcome has been employed in different leadership studies based on the multidimensional model of leadership (Chelladurai, 1984; Chelladurai et al., 1988; Dwyer & Fischer, 1990; Eichas, 1992; Horne & Carron, 1985; Riemer & Chelladurai, 1995; Riemer & Toon, 2001; Schliesman, 1987; Sriboon, 2001). In the multidimensional model (Chelladurai, 1980, 1990), leadership behaviors were suggested to be antecedents of member satisfaction. In 1997, Chelladurai and Riemer proposed the model. The purpose of the model was to study the needs, benefit, and treatment that were provided for intercollegiate athletics.

Is Performance Related to Coaching Behavior? While there are various aspects of performance that affect the manner in which the sports team will perform, a critical aspect of coaching is considered to be the manner in which the coach behaves. The behavior of the coach can make a significant difference to the performance of the team as well as the psyche, the motivation and the team bonding too.

Performance: is quite central to the level to which a sportsperson or an athlete can perform. The coach is responsible for five key areas of performance coaching via tactical, technical, mental, physical and lifestyle and also social outcomes as a result of their coaching behavior. This can have a positive or negative effect on the performance of the athlete and the team. Coaches need to be aware how each of their actions can affect the team dynamics.

Sadly, most coaches themselves seem to be fairly oblivious of the kind of effect their behavior has on their team. There are many philosophies regarding coaching behavior. Behavior that has worked in one specific setting or situation for a coach may not work in another setting or team environment. In fact, sometimes a coach needs to be able to modify his behavior based on the needs of a specific player. The coach needs to align his/her coaching behavior with his or her coaching philosophy and then ensure whether these behaviors are consistent throughout the season. Many coaches have strong beliefs about the manner in which they go about their coaching. Some tend to make assumptions about the manner in which athletes want to be trained. Instead the coach should attempt to understand the needs of the players. Athlete or player-centric performance of coaching requires the coach to continuously focus on understanding on the strengths and weaknesses of the individual and team. An effective coach should revisit his behavior and have his coaching behavior assessed by someone in his management team or an external individual. This is important feedback to ensure that the coach is on track. Assuming that one coaching style is the best is a mistake many coaches make. There does not a specific model that is best suited for performance of coaching at all levels. However, one critical aspect of coaching must be kept in mind at all times:

A good coach needs to understand how the players interpret his coaching behavior. A coach needs to have an awareness of his own coaching behavior and the consequences of his actions as well as get feedback of what the players think about coaches' behaviors to ensure performance achieved.

2.7. Relationship between Leadership and Satisfaction

Studies examining the relationship between leadership and satisfaction have defined satisfaction in terms of satisfaction with one's job and leader. Job satisfaction is the overall attitude an individual has toward his or her job. Research has supported that leadership is a general determinant of job satisfaction as a job characteristic (Bateman & Strasser, 1984; Glisson & Durick, 1988). Specific studies examining leadership behaviors have also determined that job satisfaction is positively related to consideration and initiating structure leadership behaviors (Downey, Sheridan, & Slocum, 1975; Dubinsky, Childers, Skinner, & Gencturk, 1988; Halpin & Winer, 1957; House, Filley, & Kerr, 1971; Hunt & Liesbscher, 1973; Osborn & Hunt, 1975b; Szilagyi & Keller, 1976; Teas, 1983; Teas & Horrell, 1981; Yunker & Hunt, 1976). The leader

can also serve as the target of follower satisfaction. Research has shown that leader behavior can have a profound and consistent influence on several facets of subordinate satisfaction (Bass, 1985; Vroom & Yago, 1988). Other studies have indicated that transformational leadership can have significant add-on effects to transactional leadership in predicting subordinate satisfaction with the leader (Bass, 1985; Hater and Bass, 1988; Koh, Steers, & Terborg, 1995; Waldman, Bass, & Einstein, 1987).

In a sport setting, the studies of Horne & Carron (1985), Sherman et.al (2000), and Ramzaninezhad & Keshtan (2009) showed that the variables predicting athlete satisfaction between athlete perceptions and preferences for positive feedback, training and instruction, and social support. Preferred and perceived positive feedback behaviors predicted athlete performance perceptions. Rune, Gareth and Derek (2008) stated that positive feedback, training & instruction and democratic behaviour relation to success. The reward power of coach has relatively strong positive relationship with players' satisfaction (Turman, 2006; Mohammad, Hashem and Hadis, 2012). Supported study of Serpa and Antunes (1989) coaches to emphasize training and instruction, and rewarding behavior to sport performance.

The results showed that there is significance relationship between coach's leadership styles and team success, and the coaches of successful teams exhibited higher levels of democratic and social support behaviors and lower level of autocratic (Echas and Krane, 1993). Pease and Kozub (1994); Alfreman (2005); Fathi (2005); Dexter (2002); Wester & Weiss (1991); Moradi (2004); Range (2002); Moradi (2004); Bennet and Manuel (2000) found that coaches place more emphasis on training and instruction while expressing a lower preference for autocratic behaviour. Chelladurai (1990) also proposes that group performance and member satisfaction are dependent upon the congruency of required, preferred, and perceived leader behaviors. When the preferred coaching style is utilized player are more apt to respond with higher levels of performance (Howard, 2005) effective coaching style related to wining.

In the study by Schliesman (1987), the forty male university level track and field athletes and found a significant positive linear relationship between leadership discrepancy scores (preference and perceptions) and satisfaction with leadership. These results supported the findings of Friedrichs (1984) who noted the same significant relationship in a sample of 251 male collegiate basketball players. In a survey of 34 athletic directors and 142 head coaches,

Davis (2002) discovered a significant association between head coaches' perception of the leadership style of their respective athletic directors and their level of satisfaction. Asiah & Rosli (2009) recent study shown that there is a significant relationship on athlete preferred coaching leadership styles are democratic and positive feedback is the most have impact on athlete satisfaction among universities hockey team. The results of the above studies support the existence of a relationship between leadership behavior and satisfaction.

2.8. Coaches Behavior and Players Performance in Sport

The context of the sport situation and the characteristics of the coach and the players themselves dictate appropriate coaching behavior. To achieve improvement in athletic performance, it may be necessary for the coach to engage in coaching behaviors to which the athlete is receptive. What may be an appropriate? Similarly, specific behavior by the coach may be more productive of certain outcomes than others (Tinning, 1982). Different needs and preferences from individual athletes within the team confront coaches of team sports. The coach may adopt either a homogenous approach that treats all athletes equally, or alternatively create a heterogeneous style that provides differential treatment to individual athletes. According to Chelladurai and Carron (1978), if a coach adapts his or her behavior to comply with the athletes 'preferred behavior, the athlete may be more readily inclined to repay the coach through an improved performance.

2.9. Coaches' Leadership Styles and Athletes' Performance

A number of studies supported the idea that there is a relationship between a coach's leadership style and an athlete's performance. In a study of male basketball teams in the National Association of Intercollegiate Athletics (NAIA), Weiss and Friedrich (1986) found that there was a link between coaches' social support behaviors and team performance, but none existed between other leadership styles in the Leadership Scale for Sports (LSS). In this respect, higher levels of social support behavior from coaches were much less likely to improve athletes' performance levels.

With a sample of 161 regular starters on male soccer teams in the Canadian Interuniversity Athletic Union (CIAU), Gordon (1986) reported that athletes on more successful teams were more likely to perceive their coaches' leadership style as training/instruction, as opposed to those

on less successful teams. Additionally, coaches' leadership styles were more likely to be perceived by athletes on less successful teams as autocracy, as opposed to those on successful teams. Consequently, it seems as though training/instruction behavior of the coach can improve athletes' performance, while autocratic behavior is more likely to stunt performance in Canadian intercollegiate soccer teams.

In Chelladurai, Imamura, Yamaguchi, Oinuma, and Miyauchi's (1988) crosscountry study of college players in Japan and Canada, it was shown that there was a correlation between four leadership styles. Except for positive feedback and personal outcome among Japanese players, only training/instruction behavior was correlated among Canadian players.

Lee (2007) examined the relationship between coaching styles and athletic performance with a sample of 653 junior golfers in South Korea. It was found that there was a significant negative relationship between democratic behavior from a coach and golf performance, but there turned out to be a positive relationship between a coach's autocratic behavior and performance.

Im (2008) made an inquiry into the effects of coaching styles on athletes' performance in hockey. It was shown that training/instruction, democracy, social support, as well as positive feedback behavior from coaches led to better performance overall.

In a study of 371 intercollegiate basketball players in Taiwan, Lan (2009) found a negative effect of coaches' democratic behavior on team performance. This study only applied to female athletes, but not males.

In Rajabi's (2012) study of coaches' leadership styles in Tabriz City, Iran and their athletes' performance, he revealed that the higher training/instruction and democratic behavior exhibited by coaches, the better the performance. Taken together, these studies have shown different results on each game subject and cross-country setting. Therefore, in the current study, it is necessary to draw a conclusion from a different set of data.

2.10. Coaching and the Coach–Athlete Relationship

Initial research aimed at understanding effective coach–athlete interaction focused on identifying various leadership styles of coaches and their impact on athletes. Three lines of research emerged from investigators' attempts to analyze leadership of coaches and the coach athlete relationship:

(a) the meditational model of leadership and the Coaching Behavior Assessment System (Smith, Smoll, & Hunt, 1977; Smoll, Smith, Curtis, & Hunt, 1978); (b) coach–athlete compatibility (Carron & Bennett, 1977); and (c) the multidimensional model of leadership and the Leadership Scale for Sports (Chelladurai, 1993; Chelladurai & Arnott, 1985; Chelladurai & Saleh, 1978). Each of these research lines used quantitative approaches to study effective dimensions of coach athlete interactions. This research was useful for measuring specific qualities of coach–athlete relationships such as reward versus punishment and positive versus negative feedback, but failed to address how coaches attempt to develop productive and meaningful relationships with their athletes.

2.11. Teammate Relationships

In addition to studying how leadership and interpersonal behavior of coaches impact athletes' experiences and performances in sport, research has also considered how the behavior of coaches impacts the overall achievement orientation within a team. Research has also considered how relationships between teammates impact athletic performance. Researchers have specifically identified and investigated: motivational orientation, collective efficacy, and cohesion as group constructs that affect both performance and experience in sport.

Motivational Climate

Motivational climate is assumed to be a function of the goals that a group aspires to achieve, the evaluation and reward process, and how individuals are expected to relate to each other (Ames & Archer, 1988). As leaders of teams coaches are thought to have a significant impact on the motivational climate within a team. The goal perspective theory (Nicholls, 1984) has stated that there are primarily two major goal states operating in achievement situations: task and ego involvement. Walling, Duda, and Chi (1993) developed the Perceived Motivational Climate in Sport Questionnaire (PMCSQ) to assess the perceived motivational climate of teams. Climates that emphasize learning and development (task oriented) are referred to as mastery oriented, while climates that emphasize outcomes (ego orientation) are referred to as performance oriented. Research using the PMCSQ was initially completed with young athletes in order to determine how children were affected by perceptions of either performance or mastery environments. Research found that perceptions of a mastery climate were positively related to

satisfaction with being a member on the team and negatively associated with performance worry. Meanwhile, perceptions of a performance climate were associated with concerns about failing and the adequacy of one's performance and negatively related with team satisfaction (Walling et al. 1993).

Seifriz, Duda, and Chi (1992) administered the PMCSQ to male varsity high school basketball players and also found that perceptions of a mastery environment related positively to enjoyment. A study by Smith, Fry, Ethington, and Yuhua (2005) compared female high school athletes' perceptions of their coaches' behaviors with their perceptions of motivational climate. Perceptions of task-involving environments were associated with positive feedback while ego-involving climates were negatively correlated with positive feedback and positively related to punishment feedback. Results of the motivational climate research on youth athletes suggest that coaches should emphasize more mastery-oriented environments as they are associated with greater levels of satisfaction and enjoyment.

A study analyzed the boundary between the coach-created motivational environment and the coach-athlete association in team sports Olympiou, Jowett, and Duda (2008). Specifically, 591 British athletes (414 men and 177 women) ranging from 16 to 36 years old with varying levels of athletic ability were administered both the CART-Q and the PMCSQ to assess the motivational significance of the coach-athlete relationship in team sports. Results revealed that scores on the subscales of the CART-Q were positively associated with the task-involving subscales and negatively associated with the ego-involving subscales of the PMCSQ. These results represent an important contribution to coach-athlete and motivational climate research because they empirically show that a perceived task-involving coach climate (cooperative learning and effort, and improvement orientations) was associated with athletes' perceptions of feeling close, being committed, and interacting in a complementary fashion with their coach.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The aim of this study is to assess the relationship between coach leadership styles and players' satisfaction which reflects on the performance of players. Thus, a cross-sectional survey research design is employed with the assumption that it helps to identify the existing practices and situations that are encountered by trainees and coaches in the training stations. This method is selected because it is an economical and rapid turnaround in data collection and identifying attributes of a large population from a small group of individuals (Kothari 2004:35).

Thus, this approach enables the researcher to examine the prevailing constraints, the present situations of the training program. Moreover, this design is selected for it provides the best way to describe the basic questions stated in this research.

3.2. Study Area

The study was conducted on two Ethiopian premier league clubs (Sebeta Kenema and Hadiya Hossana Football clubs).

Sebeta is a town located in the Oromia Special Zone Surrounding Finfinne of the Oromia Region, this town has a latitude and longitude of 8°54'40"N 38°37'17"E and an elevation of 2,356 meters (7,730 feet) above sea level. Sebeta City F.C. was founded in 2005. In the 2010–2011 season of Ethiopian Premier League, the club was relegated to the Ethiopian second division after finishing in fourteenth place. The club was promoted to the Ethiopian Premier League after winning their group in the 2018-19 Ethiopian Higher League season

Hosaena (also spelled Hosaina or Hosa'ina, also called Hosanna (which has namesakes); an older name is Wachamo) is a town and separate woreda in southern Ethiopia, and the administrative center of the Hadiya Zone. Located in the Southern Nations, Nationalities, and People's Region (SNNPR), Hosaena has a latitude and longitude of 7°33'N 37°51'E Coordinates: 7°33'N 37°51'E with an elevation of 2177 meters above sea level. Hadiya Hossana F. C. is an Ethiopian football

club based in Hosaena. The club was founded in 2006; Prior to the start of the 2018-19 seasons .The club had an impressive start to its 2020-21 seasons, winning its first 4 games of the season.

3.3. Source of the Data

The collection of information carried out through primary and secondary sources. The primary data is collected through questionnaire and structured interviews from coaches and players. The secondary sources of information are published and unpublished works or materials, journals, books and articles.

3.4. Sample size and Sampling Technique

In Ethiopia there are 13 men primer league clubs, among which two primer league clubs (Sebeta Kenema and Hadiya Hossana Football clubs) are selected through convenience sampling technique. Whatever its intensity varies, all clubs encounter problem of coaches’ leadership style on players’ performance outcome and satisfaction. However, the researcher selected Sebeta Kenema and Hadiya Hossaina Football clubs as sample due to time and financial limitation. Each of this clubs has 25 players or a total of 50 players. In this study 50 of players are sampled through Census sampling technique, and 4 coaches in each clubs or a total of 8 coaches are selected through Census sampling technique.

Table 3. 1 The total populations of the study

R.N	Respondent Group	Population size	Sample size	Frequency	Sampling Technique
1	Coaches	8	8	100%	Census sampling
2	Athletes(Players)	50	50	100%	Census sampling
	Total	58	58	100%	

3.5. Data Gathering Instrument

In this study the researcher was used questionnaire and semi-structured interview. Both instruments are implemented to maintain the validity of the study and to acquire information from different sources. According to (Yallew;2003). Using more than one instrument is very important for the fact to make cross check the data collected.

In order to obtain information about coach leadership behavior on the basis of principles of training applied by the coaches, researcher employed diverse self-reported questionnaires consisted of demographic information from players and coaches. This instrument is preferred since it is helpful to gather data from respondents within appropriate period of time. Interview guide is deployed in order to gain information about coach's leadership behavior, player's performance outcomes and their satisfaction by having direct contact with respondents.

3.5.1. Questionnaire

In this study, the main data collection instruments to conduct the study were adapted from the standardized scale of (Yeman, 1967) which was originally developed by (Chulho Bum, 2013). The questionnaire consisted of the following two measurement instruments: (1) Leadership Scale for Sports (LSS) to measure an athlete's perception of his/her coach's leadership style; (2) performance outcome and satisfaction to assess an athlete's performance and satisfaction level.

1: The Leadership Scale for Sports (LSS)

The Leadership Scale for Sports (LSS) has been widely used for measuring a coach's leadership style (Chelladurai, 1990). According to Chelladurai (1990), the LSS is classified into three versions, taking measurements of: "(a) athletes' preferences for specific leader behaviors, (b) athletes' perceptions of their coaches' leader behavior, and/or (c) coaches' perceptions of their own behavior" (p. 332). Of the three versions, the athlete-perception version was adopted for this study and marginally revised to better fit selected Ethiopian football clubs.

The modified LSS was made up of five dimensions of coaches' leadership styles with 38 items. As shown in Table 3.2, eleven items are linked to training/instruction behavior from a coach, and nine items account for democratic behavior. Additionally, five items are associated with autocratic behavior, eight items are connected with social support behavior, and the last five items are linked to positive feedback behavior.

Table 3. 2 Five dimensions of the coach’s leadership style

Subscales	Items	The number of items
Training/Instruction	1,2,7,8,13,14,19,20,25,26,35	11
Democratic behavior	3,9,15,21,27,31,32,34,36	9
Autocratic behavior	4,10,16,22,28	5
Social support	5,11,17,23,29,33,37,38	8
Positive feedback	6,12,18,24,30	5

To quantify football players’ perceptions of their coaches’ leadership styles, a five point Likert scale was used. The format consists of the following: (i.e. 1 = never, 2 = seldom, 3 = occasionally, 4 = often, and 5 = always). In this respect, when calculating the mean of the items for each of the five dimensions, the scores are respectively computed. A higher average score indicates a higher perception of a certain coaching style among athletes.

Chelladurai and Saleh (1980) established the validity and reliability of the LSS in three different samples of physical education students and intercollegiate athletes in a variety of sports.

Validity

McMillan (2004) defines validity as follows: Validity is an overall evaluation of the extent to which theory and empirical evidence support interpretations that are implied in given uses of the scores. In other words, validity is a judgment of the appropriateness of a measure for the specific inferences or decisions that result from the scores generated by the measure. (Pp.136-137)

Evidence based on internal structure

Using factor analyses, Chelladurai and Saleh (1980) found that 40 items in the LSS were repeatedly tied to the same factors in all three of the studies’ samples. The authors concluded that there was evidence based on internal structure of the 40-item LSS. As a result, “the five dimensional description of leader behavior could be replicated in different sets of data” (Chelladurai, 1990, p. 332).

Evidence based on relations to other variables

Chelladurai (1990) found that convergent and discriminant validity was proven by a suitable item-to-total correlation in a number of studies. In addition, the author stated:

Criterion related validity can be inferred from the empirical support for the theoretical relationships between the five dimensions of leader behavior and selected criterion variables – (a) athletes' satisfaction (Chelladurai, 1984; Chelladurai et al., 1988; Schliesman, 1987; Weiss & Friedrichs, 1986); (b) performance level of the athletes (Garland & Barry, 1988); (c) performance (Gordon, 1986; Summers, 1983; Weiss & Friedrichs, 1986); (d) drop out behavior in athletics (Robinson & Carron, 1982); and (e) coach-athlete compatibility (Horne & Carron, 1985). (Chelladurai, 1990, p. 336) Consequently, not only convergent and discriminant validity, but also criterion related validity have been shown in several studies. Hence, it can be concluded that there is evidence based on relations to other variables.

Reliability

In a Chelladurai and Saleh's study (1980), each of the five leader dimensions across two different samples was analyzed by Cronbach's alpha (α), which indicates a reliability coefficient. With regard to the coefficient, it was shown that the athlete perception version was relatively high, as opposed to the preferred version administered to physical education students or intercollegiate athletes. The reliability coefficient ranged from autocratic behavior ($\alpha = .79$) to training/instruction behavior ($\alpha = .93$), which turned out to be adequate (Chelladurai & Saleh, 1980). Consequently, the Leadership Scale for Sports (LSS) was shown to be a valid and reliable instrument for measuring a coach's leadership style.

2: The player's performance outcome and satisfaction

In a sports setting, the player's performance outcome and satisfaction has been frequently employed to measure an athlete's performance and satisfaction level (Abouzekri & Karageorghis, 2010; Raudsepp & Kais, 2008). Consequently, this measurement instrument was adopted to examine the relationship between coach's leadership style and player's performance outcome and satisfaction in selected Ethiopian football club.

The performance outcome and satisfaction was made up of two sub-dimensions with 18 total items. Stated in detail, nine items account for each of two dimensions: performance outcome, and satisfaction. (see Table 3.3).

Table 3.3 Two dimensions in performance out come and satisfaction

Subscales	Items	The numbers of items
Performance out come	1,3,5,7,9,11,13,15,17	9
Satisfaction	2,4,6,8,10,12,14,16,18	9

The data were quantifiable using a five-point Likert Scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree).

The average score of each dimension is calculated and indicates that the higher the average score, the higher the athlete’s performance and satisfaction levels.

3.5.2. Interview

The researcher was used structured interview for additional information to fulfill the problem of the research. Therefore, nine open ended interview questions, having similar concerns as of questionnaires had prepared by the researchers that provide clarification on the coach’s leadership style, players performance outcome and satisfaction. A face to face interviewing had been conducted to each coach of football clubs [See Appendix III for English Version]. An average time for interviewing was 40-45 minutes per person.

3.6. Translation and Back-translation

The translation and back-translation procedure was conducted with Subject Matter Experts (SMEs). Originally, the language used in the two measurement instruments, the LSS and the performance outcome and satisfaction, was English. However, the subjects of this study were selected football players and their coach’s in Ethiopia. Thus, the questionnaires were translated into Amharic by a bilingual student in English and Amharic who completed her dissertation in the Language, Literacy, and Sociocultural Studies program at the University of Haromaya. Subsequently, another expert who is well experienced in translation back translated the Amharic into English. At this stage, the expert compared the back-translated version to the original

version in order to ensure their homogeneity. Consequently, there were two homogeneous versions, the original English-language version and the Amharic language version, and the latter was used as the measurement instrument in this study.

3.7. Pilot Study

Prior to the main study, the pilot study was implemented at the Adama Kenema football club. This club was selected because there were the members of Ethiopian premier league football clubs, i.e. they were the same level with selected research samples.

The purpose of the pilot study was to assess the relevance and clarity of the questionnaires designed to collect data for the main study. With a random sampling method, 14 (10, from athletics and 4 from coaches) volunteers participated. In this pilot study, it was found that there were some ambiguous words and errors in translation.

Ultimately, a few words were modified to make it easier for football players' to understand. As a result, this procedure created a clearer measurement instrument to be used in the main study.

3.8. Procedure of Data Collection

Before, the questionnaire was distributing to the athletes and coaches. The researcher was asked permission to fill the questionnaire. After that some relevant information had given for respondent to help them and understand each item. Next to that explain the objectives of the research to the respondents. Then the questionnaire distributed to the respondent and finally the respondents completed the questionnaires.

After designing the research instruments (questionnaire and interview) the research sites and sample size of participants were identified and asked permission to fill the questionnaire. After that some relevant information had given for respondent to help them and understand each item and explain the purposes of the research to the respondents. Then, to guarantee relevance of the questionnaires pilot study had taken the first step in data gathering. Then, time of contact is firm and questionnaires were distributed to designated clubs' team players and their coaches, and the accomplishment of questionnaires took approximately 55 minutes. The interview session followed with coaches. After completing the data collection, processing the raw data or analysis had follow suit.

3.9. Methods of Data Analysis

The data collected using the above identified instruments had been analyzed and interpreted based on the nature of the raw data; which means data that can be measured in number is analyzed and defined using the Statistical Package for the Social Sciences (SPSS) version 26.0 program. The statistical techniques used in this study were: (a) descriptive statistics, (b) validity, reliability, (c) correlation analysis,

First, descriptive statistics were presented to identify the demographic characteristics of participants. Such characteristics were comprised of gender, Educational Level, and playing/coaching experience. Also, descriptive statistics were employed mean to compare the difference in player perceptions of a coach's leadership style, their performance outcome, and their satisfaction according to their demographic characteristics. In addition descriptive statistics were employed to analyses coach's perception his own behavior and player's performance outcome and satisfaction.

Second, using the Exploratory Factor Analysis (EFA) and Cronbach α , the validity and reliability of the two measurement instruments, Leadership Scale for Sports (LSS) and player's performance out come and satisfaction, were analyzed.

Third, correlation analysis was performed to inquire into the relationship among the variables used in this study. In this analysis, the direction and strength of the relationship were reported. In the same way non quantifiable data is analyzed and interpreted by narrating in words.

3.10. Ethical Considerations

To make the research participants fully aware of the purpose of the research, the researcher gave explanation about the study before the beginning of data collection. Verbal consent of individual participants was obtained after they were fully informed about the purpose of the study and the procedures. Confidentiality and anonymity was ensured. No name or other identifying information was included in the instruments.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

This chapter presents the results of the study with data analysis and interpretation of the data collected through questionnaire, and interview. The data are presented in: 1st descriptive statistics for the demographic characteristics of sample, 2nd the validity and reliability item analysis of the LSS and player performance outcome and satisfaction, 3rd Mean value of a player's perception of his coach's leadership style 4th Descriptive statistics of the respondent coaches 5th the correlation analysis of the research variables and 6th Qualitative Analysis of data that are collected from interview.

4.1. Descriptive Statistics for Respondents Demographics

4.1.1. Demographic characteristics of the respondent player

The demographic characteristics of respondents players' that participated in this study consisted of gender, Age of respondent, Education Level and Playing experience. Details are shown in Table 4.1:

Table 4.1 Demographic characteristics of the respondent player

Characteristics		Frequency	Percent	Cumulative %
Gender	Male	50	100	100
Age	18 - 22 years	17	34.0	34.0
	23 - 27years	28	56.0	90.0
	28 - 32 years	5	10.0	100.0
Education Level	Less than grade 8	10	20.0	20.0
	Grade 9 – 12	31	62.0	82.0
	Diploma	9	18.0	100.0
playing experience	Under 2 years	15	30.0	30.0
	3 - under 4 years	25	50.0	80.0
	Above 4 years	10	20.0	100.0

In terms of gender, all participants of this study are male. The numbers of participants are 50(100%) players.

In terms of Age, 17 players (34%) are between eighteen years and less than twenty-two years and 28 players (56%) are between twenty-three years and less than twenty-seven years, While, 5 players (10%) are between twenty-eight and less than thirty-two years.

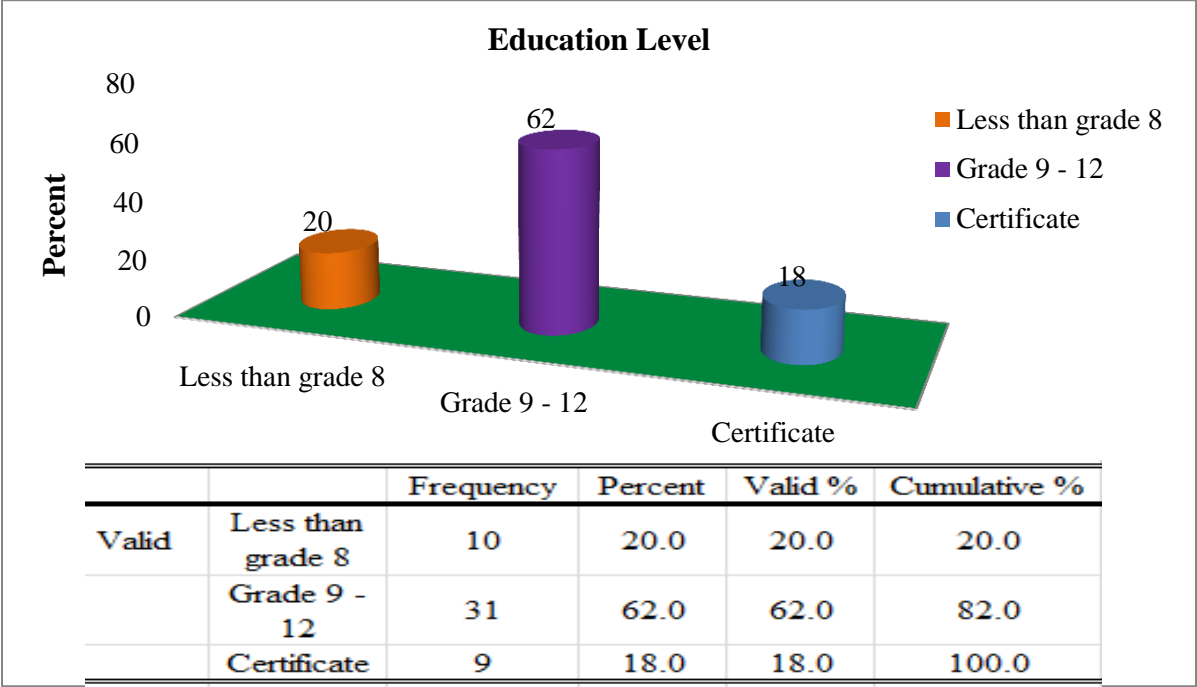


Figure 4.1: Education Level of respondent players'

As shown figure 4.1: in regard to education level, there are 10 (20%) players who are below grade 8 in their education background, 31(62%) of them who are of grade 9 to 12 and 9(18%) players are certificate holders.

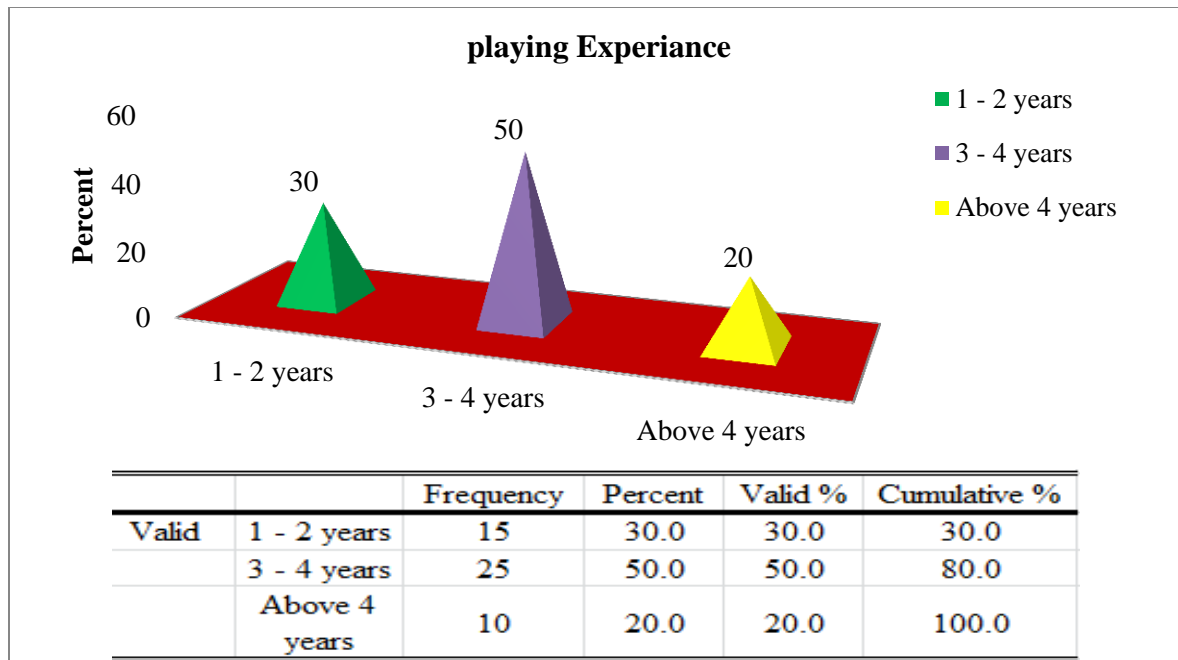


Figure 4.2: Playing Experience of respondent

As shown figure 4.2: Regarding to playing experience, 15 players (30%) are less than two years of playing experience, and 25 players (50%) are between three years and less than four years, While, 10 players (20%) have greater than four years playing experience.

4.1.2. Demographic characteristics of the respondent coaches

The demographic characteristics of respondents coaches that participated in this study consisted of gender, Age of respondent, Educational qualification, coaching experience and level of coaching license. Details are shown in Table 4.2:

Table 4.2 Demographic characteristics of the respondent Coach

Characteristics		Frequency	Percent	Cumulative %
Gender	Male	8	100	100
Age	25 - 35 years	3	37.5	37.5
	36 - 45 years	3	37.5	75.0
	46 - 55 years	2	25.0	100.0
Education Level	Diploma	6	75.0	75.0
	Degree	2	25.0	100.0
Coaching experience	2 - under 4 years	2	25.0	25.0
	4 - under 6 years	2	25.0	50.0
	6 - under 10 years	2	25.0	75.0
	above 10 years	2	25.0	100.0
Current level of Coaching license	Second level	2	25.0	25.0
	A	3	37.5	62.5
	B	1	12.5	75.0
	C	2	25.0	100.0

In terms of gender, all participants in this study are male. The numbers of participants are 8(100%) coaches.

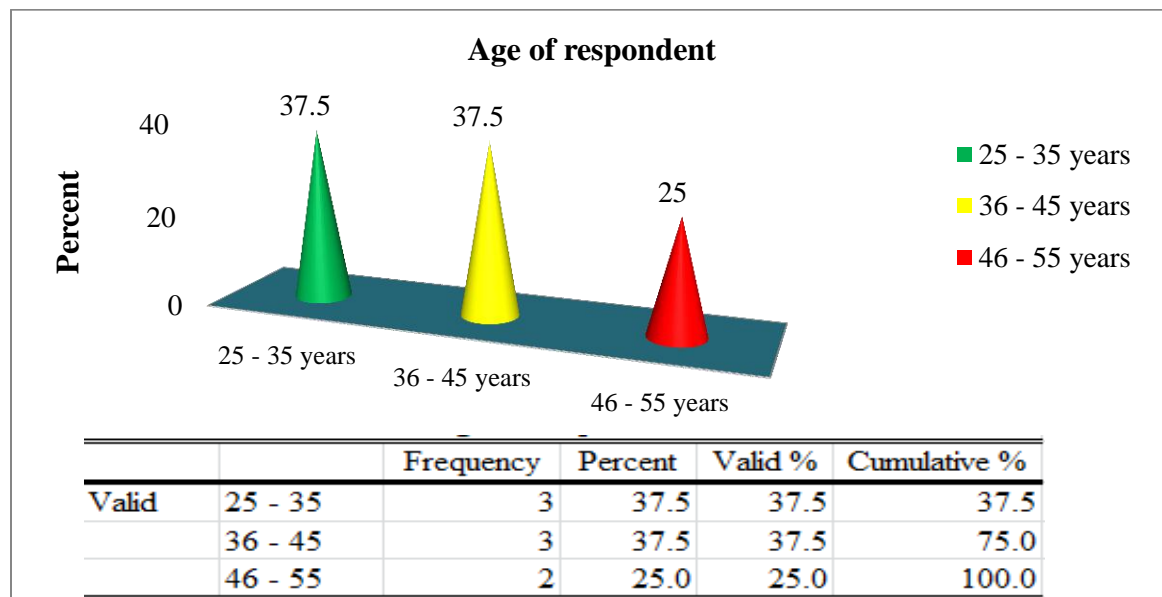


Figure 4.3 Age of respondent coaches

As shown figure 4.3: In terms of Age, 3 coaches (37.5%) are between twenty five years and less than thirty three years and 3 coaches (37.5%) are between thirty six years and less than forty five years. While, 2 coaches (25%) are between forty six and less than fifty five years. In regard to education level, there were 6 Diploma (75%), followed by 2 (25%) degree holders.

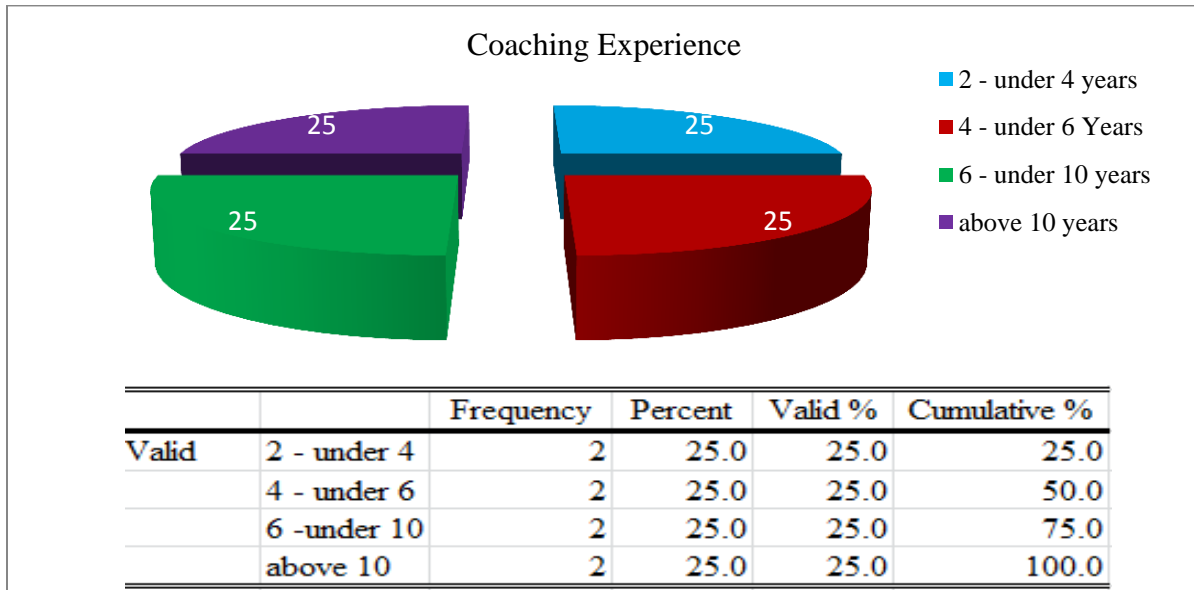


Figure 4.4 Coaching experience

As shown figure 4.4: Regarding to coaching experience, 2 coaches (25%) are between two years and less than four years of coaching experience, and 2 coaches (25%) are between four years and less than six years and 2 coaches (25%) are between six years and less than ten years while, 2 (25%) of them have greater than ten years of coaching experience.

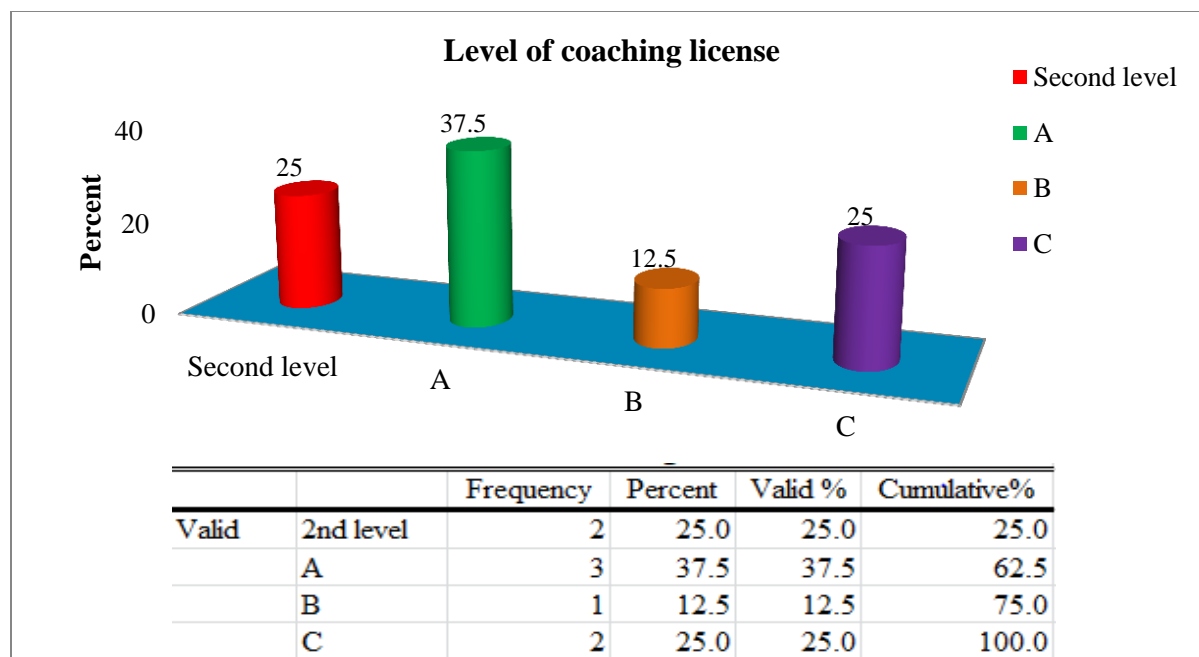


Figure 4.5 Level of coaching license

As shown figure 4.5 regarding to their coaching license, 2 (25%) of them have 2nd level coaching license while 3(37.5%) and 1(12.5%) were having “A” and “B” level coaching license respectively. Only 2(25%) coaches have “C” (International) coaching license.

4.2. Validity and Reliability of the Item

4.2.1. The Validity and Reliability of the Leadership Scale for Sports (LSS)

To validate the validity of the modified Sport Leadership Scale (LSR), a factor analysis was performed. Using the Exploratory Factor Analysis (EFA) with varimax rotation, the factors were extracted. The criterion for selecting factors and items were 60 based on an eigenvalue (greater than 1) and a factor loading (more than 60).

Table 4.2: The Validity and Reliability of the LSS

Item	Training	Democratic	Social	Autocratic	Positive	Alpha If item Deleted	Cronbach A
Item 1	.81					.90	
Item 2	.76					.91	
Item 7	.78					.91	
Item 8	.76					.91	
Item 13	.75					.91	.92
Item 14	.73					.91	
Item 19	.72					.91	
Item 20	.66					.91	
Item 25	.69					.91	
Item 26	.71					.91	
Item 35	.66					.91	
Item 3		.79				.85	
Item 9		.73				.85	
Item 15		.68				.85	
Item 21		.68				.86	
Item 27		.71				.85	.87
Item 31		.70				.85	
Item 32		.67				.85	
Item 34		.64				.86	
Item 36		.66				.85	
Item 5			.67			.82	
Item 11			.71			.82	
Item 17			.71			.82	
Item 23			.67			.82	.84
Item 29			.73			.82	
Item 33			.70			.82	
Item 37			.65			.83	
Item 38			.64			.83	
Item 4				.80		.67	
Item 10				.74		.68	
Item 16				.71		.68	.74
Item 22				.65		.72	
Item 28				.62		.74	
Item 6					.69	.70	
Item 12					.66	.71	
Item 18					.72	.70	.75
Item 24					.66	.72	
Item 30					.73	.68	
Eigen-value	6.08	4.53	3.88	2.65	2.63		
% of Variance	16.01	11.92	10.20	6.98	6.91		

The above table 4.3 results was shown that eleven items were described by the first factor (training/instruction, behavior) from a coach, accounting for 16.01 % of the variance. Nine items were confined within factor 2 (democratic behavior) explaining a variance of 11.92%, while eight items were loaded onto the third factor (social support behavior) accounting for a 10.2% variance. Additionally, five items were tied to factor 4 (autocratic behavior) explaining a variance of 6.98%, and five items were loaded onto the last factor (positive feedback behavior) accounting for a 6.91% variance. As a result, these five factors accounted for approximately 52% of the variance. Consequently, since these were consistent with the earlier studies, all five factors with 38 items were retained and were used for a reliability analysis.

A reliability analysis was also conducted to determine whether or not there was consistency in the scores measured by the LSS. With respect to the reliability coefficient, there were training/instruction ($\alpha = .92$), democratic behavior ($\alpha = .87$), social support ($\alpha = .84$), autocratic behavior ($\alpha = .74$), and positive feedback ($\alpha = .75$). This analysis found relatively high reliability. Consequently, based upon the validity and reliability analyses, it was shown that a football coach's leadership style is relatively well measured by the measurement instrument, the revised Leadership Scale for Sports (LSS).

4.2.2. The Validity and Reliability of the Player performance out come and satisfaction

The validity and reliability analysis of the Player performance outcome and satisfaction was measured in the same way as the LSS.

Table 3.4: The Validity and Reliability of the performance outcome and satisfaction

Items	Performance out come	Satisfaction	Alpha If item Deleted	Cronbach α
Item 11	.84		.92	.93
Item 17	.82		.92	
Item 9	.82		.92	
Item 13	.82		.92	
Item 15	.80		.92	
Item 7	.79		.92	
Item 5	.77		.92	
Item 3	.76		.92	
Item 1	.72		.92	
Item 10		.80	.88	.90
Item 6		.78	.88	
Item 14		.76	.88	
Item 8		.75	.88	
Item 16		.74	.88	
Item 2		.73	.89	
Item 12		.72	.89	
Item 18		.70	.89	
Item 4		.67	.89	
Eigen-value	5.71	4.94		
% of Variance	31.74	27.42		

The above table 4.4 results indicated that nine items were loaded onto the first factor (performance outcome) accounting for 31.74% of the variance. The rest of the items were confined within factor 2 (satisfaction) accounting for a 27.42% variance. These two factors were explained by roughly 59% of the variance. Consequently, these results are consistent with those of previous studies, so that all factors (18 items) were used for reliability analysis.

A reliability analysis was also shown that there was a performance outcome ($\alpha=.93$) and satisfaction ($\alpha =.90$). This can be regarded as relatively high reliability of the instrument. Consequently, in this validity and reliability analysis, it can be concluded that the tools may well explain the performance outcome and satisfaction of the football player.

4.3. Descriptive statistics of mean value of the respondent players

4.3.1. Mean value of a players' perception of his coach's leadership style

Table 4.4: The mean value of players' perceptions of Coaches' Leadership styles

	TI	DB	AB	SS	PF
Gender					
Male	3.35 (.83)	3.02 (.64)	2.78 (.75)	3.01 (.73)	3.30 (.72)
Age of player					
18 – 22 years	3.34 (.65)	2.86 (.63)	2.67 (.73)	2.86 (.33)	3.14 (.59)
23 – 27 years	3.50 (.86)	2.98 (.68)	2.75 (.82)	3.16 (.64)	3.29 (.68)
28 – 32 years	3.47 (.86)	2.99 (.62)	2.72 (.84)	2.98 (.72)	3.35 (.77)
Education level					
Less than grade 8	3.56 (.86)	3.20 (.67)	2.82 (.59)	2.90 (.83)	3.11 (.60)
Grade 9 – 12	3.24 (.80)	3.11 (4.2)	2.72 (.91)	3.05 (.49)	3.25 (.70)
Diploma	3.25 (.91)	3.03 (.76)	2.67 (.61)	2.98 (.90)	3.36 (.92)
Playing Experience					
under 2 years	3.23 (.92)	3.06 (.74)	2.97 (.73)	2.94 (.64)	3.12 (.69)
2 – under 4 years	3.48 (.82)	3.08 (.58)	2.66 (.71)	3.10 (.78)	3.37 (.75)
Above 4 years	3.46 (.71)	2.88 (.67)	2.69 (.75)	2.93 (.73)	3.26 (.73)

Notes. TI=training/instruction, DB=democratic behavior, AB=autocratic behavior, SS=social support, PF=positive feedback.

The descriptive statistics above (see Table 4.5) show the mean value of a players' perception of their coach's leadership style, depending on the demographic characteristics. First, among gender of the players, they perceived their coaches' leadership styles to be given training/instruction (3.35), democrats (3.02), autocratic (2.78), social support (3.01) and positive feedback (3.30).

Second, among age of players between eighteen years and less than twenty two years, coaches displayed the highest training/instruction, behavior (3.34) and the lowest autocratic behavior (2.67). Among players between twenty two years and less than twenty seven years, training/instruction behavior of a coach (3.50) was most likely to be high, but autocratic behavior (2.75) was the lowest. Additionally, among players between twenty seven years and less than thirty two years, a coach's training/instruction behavior (3.47) was the highest, but autocratic behavior (2.72) was the lowest.

Third, among less than grade eight education level players, coaches displayed the highest training/instruction, behavior (3.56) and the lowest autocratic behavior (2.82). Among between grade nine and less than grade twelve educational level players, positive feedback behavior from a coach (3.25) was most likely to be high, but autocratic behavior (2.72) was the lowest. Additionally, among diploma level players, a coach's positive feedback behavior (3.36) was the highest, but autocratic behavior (2.67) was the lowest.

Fourth, regarding to playing experience, a coach's training/instruction behavior (from 3.23 to 3.46) was the highest among the five leadership styles. On the other hand, social support behavior (2.94) among athletes who had less than two years of playing experience was the least. For the other three groups, autocratic behavior (from 2.66 to 2.69) was the lowest.

4.3.2. The mean value of players' performance out come and satisfaction

The descriptive statistics below (see Table 4.6) shows the mean value of a player's performance outcome and satisfaction, depending on the demographic characteristics.

Table 4.5 The mean and standard deviation of players' performance out come and satisfaction

	PO	St
Gender		
Male	2.48 (.85)	2.91 (.63)
Age of player		
18 – 22 years	3.05 (.61)	2.30 (.36)
23 – 27 years	2.52 (.77)	2.98 (.63)
28 – 32 years	2.46 (.86)	3.02 (.70)
Education level		
Less than grade 8	2.77 (.79)	2.87 (.57)
Grade 9 – 12	2.38 (.79)	2.92 (.72)
Certificate	2.41 (.85)	2.88 (.69)
Playing Experience		
under 2 years	3.06 (.72)	2.67 (.63)
2 – under 4 years	2.43 (.71)	3.05 (.64)
Above 4 years	2.05 (.67)	3.03 (.67)

Notes. PO = Performance outcome, St = Satisfaction

In terms of gender, males (2.48) were less likely to performance outcome. On the other hand, males (2.91) were more likely to be satisfied.

In terms of age of players, in regards to performance outcome, between eighteen years and less than twenty-two years of players (3.05) were the best, followed by between twenty three years and less than twenty-seven years of players (2.52) and between twenty eight years and less than thirty two years of players (2.46). In regards to satisfaction, between twenty eight years and less than thirty-two years of players (3.02) were the best, followed by between twenty three years and less than twenty-seven years of players (2.98) and between eighteen years and less than twenty-two years of players (2.30).

In terms of educational level, in regards to performance outcome, less than grade eight (2.77) were the best, followed by the certificate level (2.41) and grade nine to grade twelve (2.38). In regards to satisfaction, grade nine to grade twelve (2.92) were the best, followed by the certificate level (2.88) and less than grade eight (2.87).

In regards to playing experience, the more-experienced players were far more likely to have better playing performances, as opposed to the less-experienced ones (from 3.06 to 2.05). Additionally, players with between two years and under four years of playing experience showed the most satisfaction (3.05), and those with less than two years showed less satisfaction (2.67).

4.4. Descriptive statistics of the respondent coaches

4.4.1. Importance of Coaches' Perception of Their Own Behavior

Coaches have a great role to performance of players and team result, due to this they must identify at what time and in what condition to react.

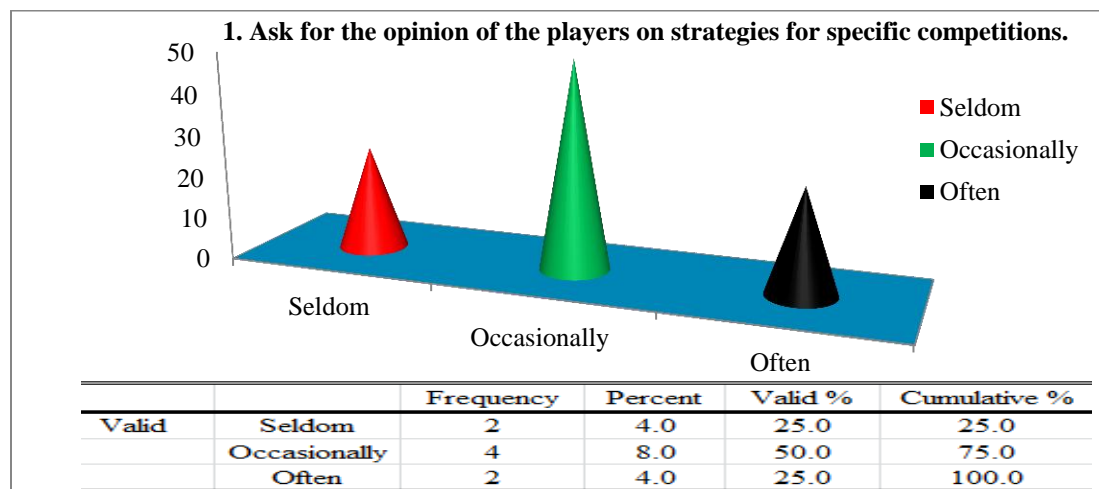


Figure 4.6 Ask for the opinion of the players on strategies for specific competition.

As shown in figure 4.6 the majority of the respondents in the study 4(75%) indicated “occasionally”, for ask the opinion of the players on strategies for specific competitions, 2(25%) of respondents are “often”, and 2(25%) of respondents are “seldom”, Therefore, the above responses clearly indicated that there is good communication between coaches and players.

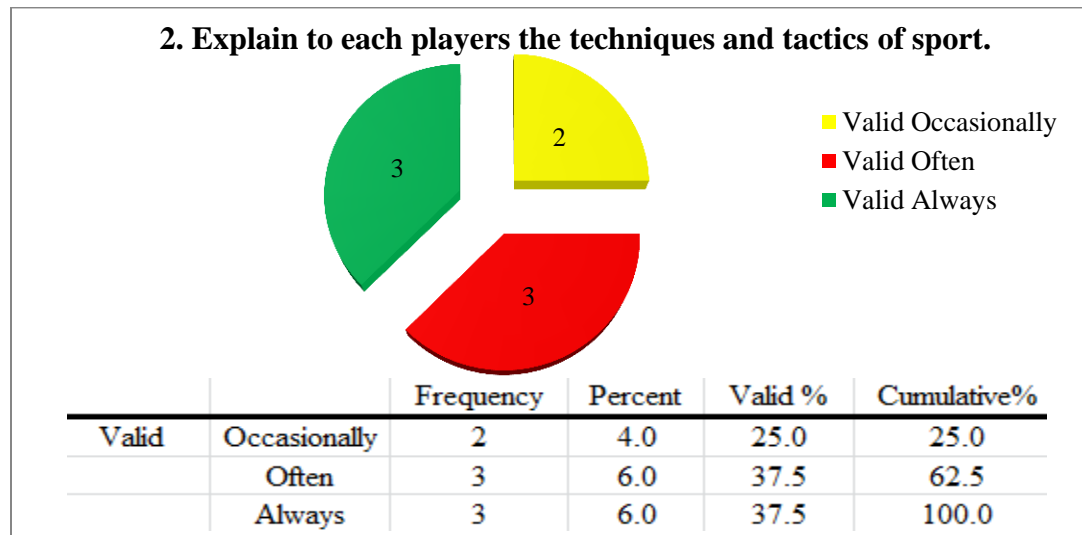


Figure 4.7 Explain to each players the techniques and tactics of sport

As it is seen in the figure 4.7 the majority of respondents in the study 6(62.5%) indicated always and often, for explain to each players the techniques and tactics of sport, followed by 2(25%) occasionally. Therefore, the above responses clearly indicated that there is high explanation about techniques and tactics of sport for players.

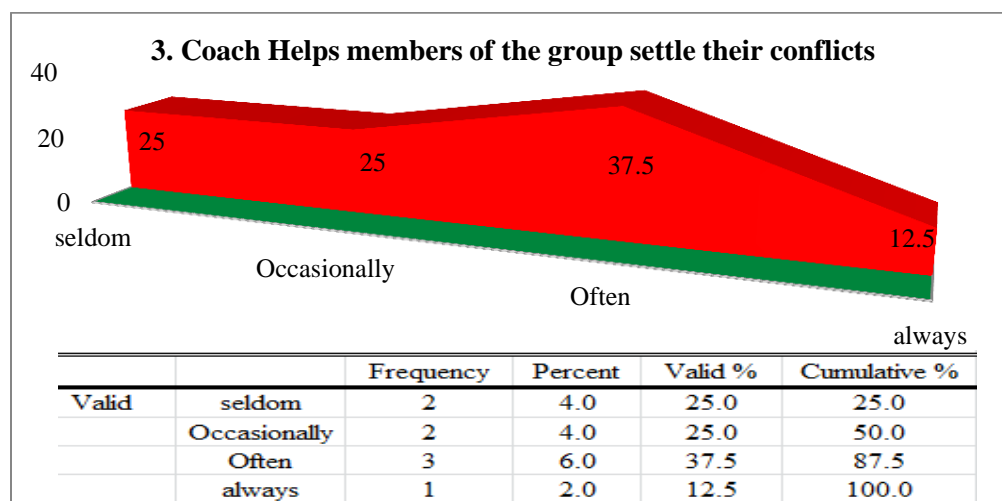


Figure 4.8. Coach helps members of the group settle their conflicts

As shown in figure 4.8 the highest of the coaches respondents in the study 3(37.5%) indicated that they are often for Coach helps members of the group settle their conflicts, 2(25%) occasionally, 2(25%) seldom and 1(12.5%) always. Therefore, the above responses clearly indicated that there is high ability of coaches to problem solving, because the majority of the coaches have a good relations with their players.

Table 4.6 coaches' response on their own behavior

4. Tell player when the player does a particularly good job.					
		Frequency	Percent	Valid %	Cumulative %
Valid	Occasionally	2	4.0	25.0	25.0
	Often	4	8.0	50.0	75.0
	Always	2	4.0	25.0	100.0
5. Let the athlete share in the decision making					
		Frequency	Percent	Valid %	Cumulative %
Valid	Seldom	4	8.0	50.0	50.0
	Occasionally	2	4.0	25.0	75.0
	Often	2	4.0	25.0	100.0
6. Encourage players to make suggestions for ways to conduct practices.					
		Frequency	Percent	Valid %	Cumulative %
Valid	Seldom	3	6.0	37.5	37.5
	Occasionally	2	4.0	25.0	62.5
	Often	3	6.0	37.5	100.0
7. Do you able to motivate player to play hard and practice diligently?					
		Frequency	Percent	Valid %	Cumulative %
Valid	Occasionally	2	4.0	25.0	25.0
	Often	2	4.0	25.0	50.0
	Always	4	8.0	50.0	100.0

The data available in table 4.7 shows the responses on tell player when the player does a particularly good job. Accordingly, 2 (25%) of respondents (coaches) have responded that occasionally, 4(50%) of respondent (coach) has responded often and 2(25%) of respondents (coaches) have responded always. From this data most of the coaches motivate players when they do good jobs because of appreciation when the player did a particular job. 4(50%) of respondents (coaches) were participate players on decision making responded seldom, 2(25%) of

respondents (coaches) have responded occasionally, 2(25%) of respondents (coaches) have responded always. From the above results coaches were deeply follow their players. This is very important to players and coaches to improve team and individual performance. In this case the later coaches can be right because players do not make decision in every aspect. 3(37.5%) of the respondents (coaches) were motivate players to give suggestion often, 3(37.5%) of the respondents (coaches) have responded seldom and 2(25%) of the respondents (coaches) have responded occasionally. This is very important issue; coaches must give chance to players due to gathering sufficient information and can be analyzed players attitude. 4(50%) of the respondents (coaches) were motivate players to play hard and practice diligently always, 2(25%) of the respondents (coaches) have responded often and 2(25%) of the respondents (coaches) have responded occasionally.

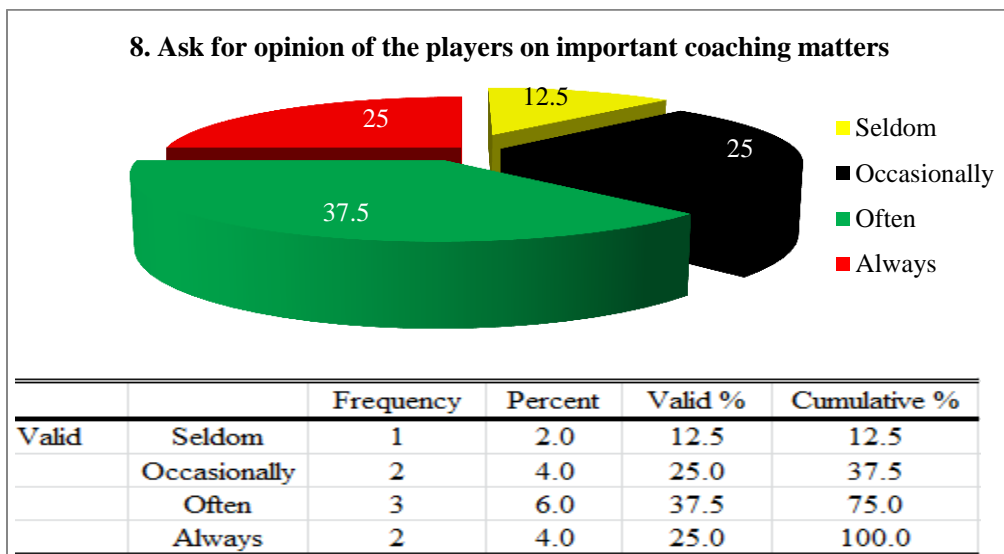


Figure 4.9. Ask for opinion of the players on important coaching matters

As shown in figure 4.9 the majority of the respondents of the coaches in the study 3(37.5%) indicated that they are often for participating players on coaching mater, 2(25%) always, 2(25%) occasionally, and 1(12.5%) seldom. Therefore, the above responses clearly indicated that there are high players' participation on coaching mater.

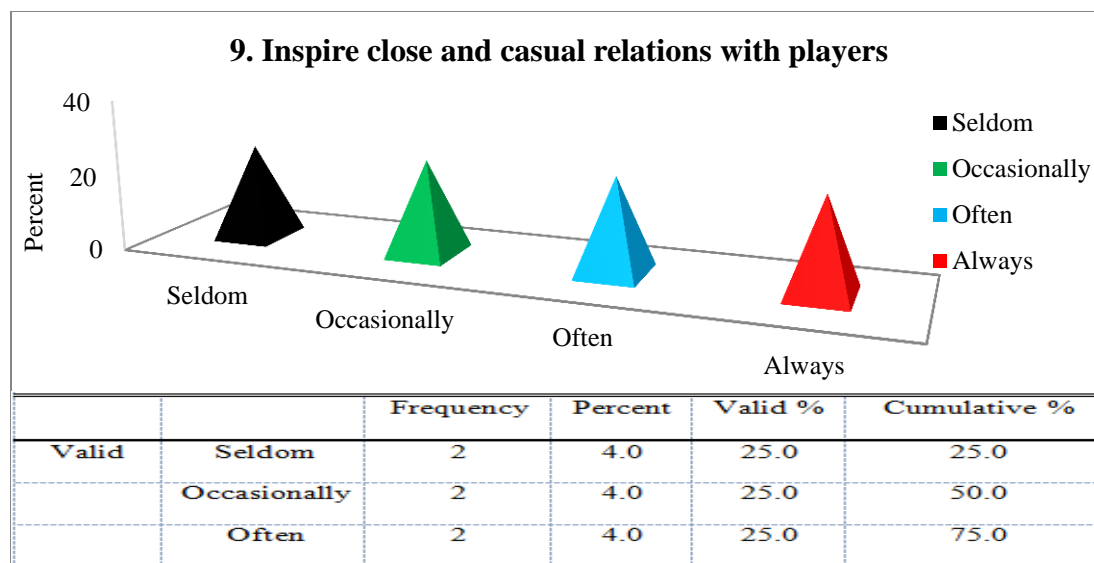


Figure 4.10 Inspire close and causal relations with players

As can be seen in the figure 4.10 the responses of coaches in the study 2(25%) indicated always, for encourage close and informal relations with athletes, followed by 2(25%) occasionally and 2(25%) seldom. Therefore, the above responses clearly indicated that there is high relation between coaches and players.

Table 4.7. Coaches' response on their own behavior

10. Keep aloof from the players					
		Frequency	Percent	Valid %	Cumulative %
Valid	Never	2	4.0	25.0	25.0
	Seldom	2	4.0	25.0	50.0
	Occasionally	4	8.0	50.0	100.0

11. Speak in a manner which discourages question.					
		Frequency	Percent	Valid %	Cumulative %
Valid	Often	2	4.0	25.0	25.0
	Always	6	12.0	75.0	100.0

The data available in table 4.8 shows the responses on keep aloof from the player. Accordingly, 4 (50%) of respondents (coaches) have responded that occasionally, 2(25%) of respondent (coach) has responded seldom and 2(25%) of respondents (coaches) have responded never. From this data most of the coaches keep aloof from the players. With regard to manner 6(75%) of respondents (coaches) were not disappointed by players discourages questions, 2(25%) of

respondents (coach) were angry with them. This indicate majority of coaches control their temper. Coaches must control his/her temper to create conducive atmosphere

4.4.2. Coaches opinion on the coach -Athlete Relationship

Coach-athlete relationship can have an effect on performance outcomes and players satisfaction. So that coaches give attention and carefully manage it.

Table 4.8 Coaches opinion on the coach - Athlete relationship

1, Are you close to friendly to all your Players?					
		Frequency	Percent	Valid %	Cumulative %
Valid	Strongly Agree	3	6.0	37.5	37.5
	Agree	3	6.0	37.5	75.0
	Neutral	2	4.0	25.0	100.0
2, Do you trust to all your players?					
		Frequency	Percent	Valid %	Cumulative %
Valid	Strongly Agree	3	6.0	37.5	37.5
	Agree	4	8.0	50.0	87.5
	Neutral	1	2.0	12.5	100.0
3, Are you tried to motivate your Players?					
		Frequency	Percent	Valid %	Cumulative %
Valid	Strongly Agree	4	8.0	50.0	50.0
	Agree	3	6.0	37.5	87.5
	Neutral	1	2.0	12.5	100.0
4, Are you angry if the players can't Perform well?					
		Frequency	Percent	Valid %	Cumulative %
Valid	Strongly Agree	3	6.0	37.5	37.5
	Agree	2	4.0	25.0	62.5
	Neutral	1	2.0	12.5	75.0
	Disagree	2	4.0	25.0	100.0

As can be shown table 4.9 With regard to coach- athlete relationship from coaches perspective 3(37.5%) of the respondents (coaches) strongly agree, 3(37.5%) of the respondents (coaches) agree and 2(25%) of the respondents (coaches) neutral that there were friendly relationship from their players. 3(37.5%) of the respondents (coaches) strongly agree, 4(50%) of the respondents (coaches) agree were believe with their players, 1(12.5%) of the respondent was neutral. It indicated majority of players are selected by the coaches. 4(50%) of the respondents (coaches)

strongly agree, 3(37.5%) of the respondents (coaches) agree and 2(25%) of the respondents (coaches) neutral at training and competition time they were tried to motivate their players. This indicates coaches know motivation is a key for performance enhancing. On the other side 3(37.5%) of the respondents (coaches) strongly agree, 2(25%) of the respondents (coaches) agree, 1(12.5%) of the respondents (coaches) neutral, angry when players couldn't perform well and 2(25%) of the respondents (coaches) disagree. It indicates all coaches need well performed players but all players can't be performing well so that coaches control their temper.

4.4.3. Coaches Responsibility from Players Perspective

The responsibility of the coach is crucial for players, because those players do not think with different direction. They try only to satisfy their emotion so coaches must follow them and give proper direction.

Table 4.9 Coaches Responsibility from Players Perspective

Q1. Are you treating each player fairly?					
		Frequency	Percent	Valid %	Cumulative %
Valid	Strongly Agree	3	6.0	37.5	37.5
	Agree	2	4.0	25.0	62.5
	Neutral	2	4.0	25.0	87.5
	Disagree	1	2.0	12.5	100.0
Q2. Are you providing a safe environment for the players?					
		Frequency	Percent	Valid %	Cumulative %
Valid	Strongly Agree	5	10.0	62.5	62.5
	Agree	2	4.0	25.0	87.5
	Neutral	1	2.0	12.5	100.0
Q3. Are you contributing positively to the development of each player's self-esteem?					
		Frequency	Percent	Valid %	Cumulative %
Valid	Strongly Agree	4	8.0	50.0	50.0
	Agree	3	6.0	37.5	87.5
	Neutral	1	2.0	12.5	100.0

As can be shown table 4.10 With regard to coach responsibility 3(37.5%) of respondents (coaches) said strongly agree, 2(25%) of respondents (coaches) said agree, 2(25%) of

respondents (coaches) said neutral, 1(12.5%) of respondents (coaches) said disagree they were fairly treat all the players. This is nice for coaches and players to improve team performance, satisfaction of players, free from back bit etc. In the same way 5(62.5%) of respondents (coaches) said strongly agree, 2(25%) of respondents (coaches) said agree, 1(12.5%) of respondents (coaches) said neutral, were tried to provided safe environment for their players. It is must for coaches to give protection for their players. 4(50%) of respondents (coaches) said strongly agree, 3(37.5%) of respondents (coaches) said agree, 1(12.5%) of respondents (coaches) said neutral, were contribute positively to the development of players self-esteem.

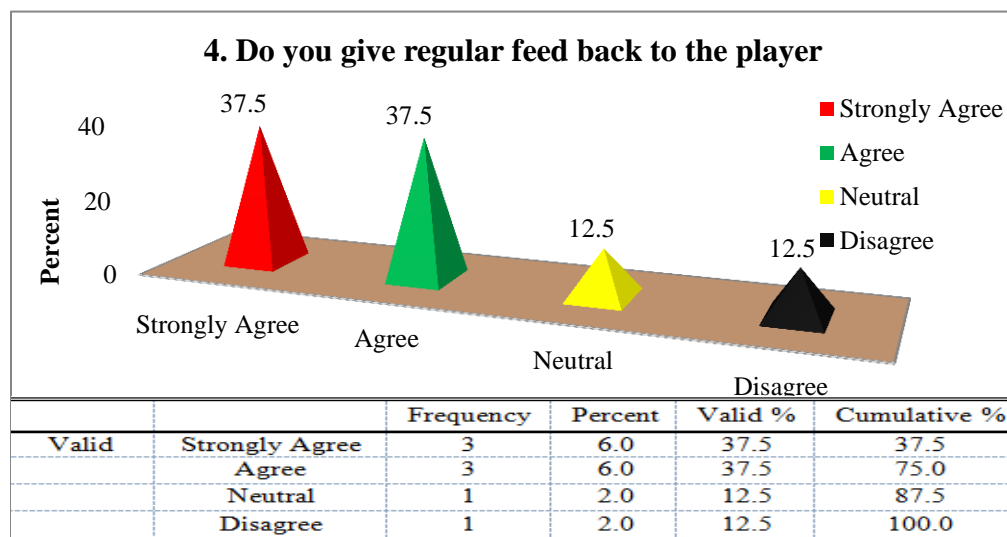


Figure 4.11 coaches give regular feedback to the players?

As can be shown figure 4.11 Coaches give advice to players not only about football but also their personal life. 3(37.5%) of the respondents (coaches) said strongly agree, 3(37.5%) of respondents (coaches) said agree, 1(12.5%) of respondents (coaches) said neutral were given regular feedback to the players and 1(12.5%) of respondents (coaches) said disagree. Immediate and regular feedback is important to reduce their problems. So, all coaches expected to tell feedback immediately.

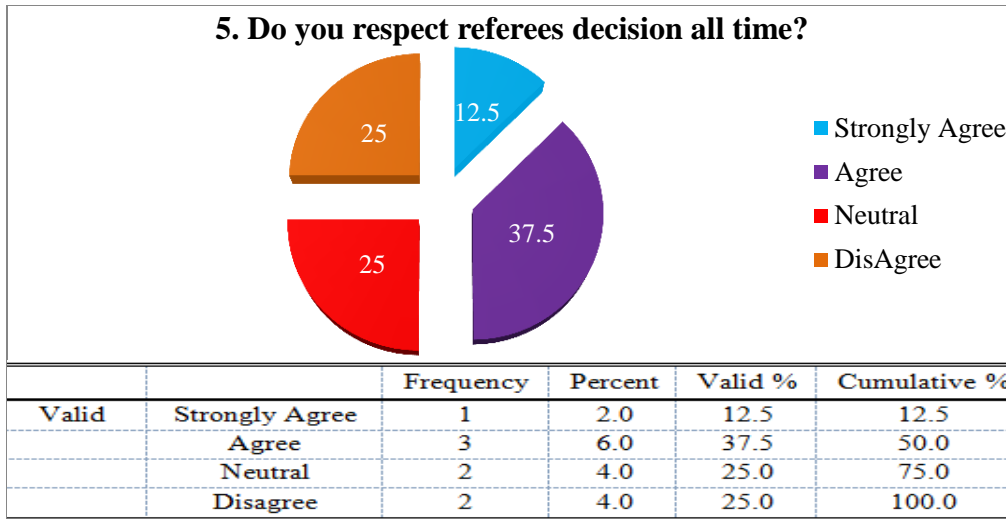


Figure 4.12 coaches respect referees decision all time

As can be shown on figure 4.12, 1(12.5%) of the respondents (coaches) said strongly agree, 3(37.5%) of respondents (coaches) said agree, 2(25%) of respondents (coaches) said neutral (respect referees decision), 2(25%) of the respondents (coaches) said disagree

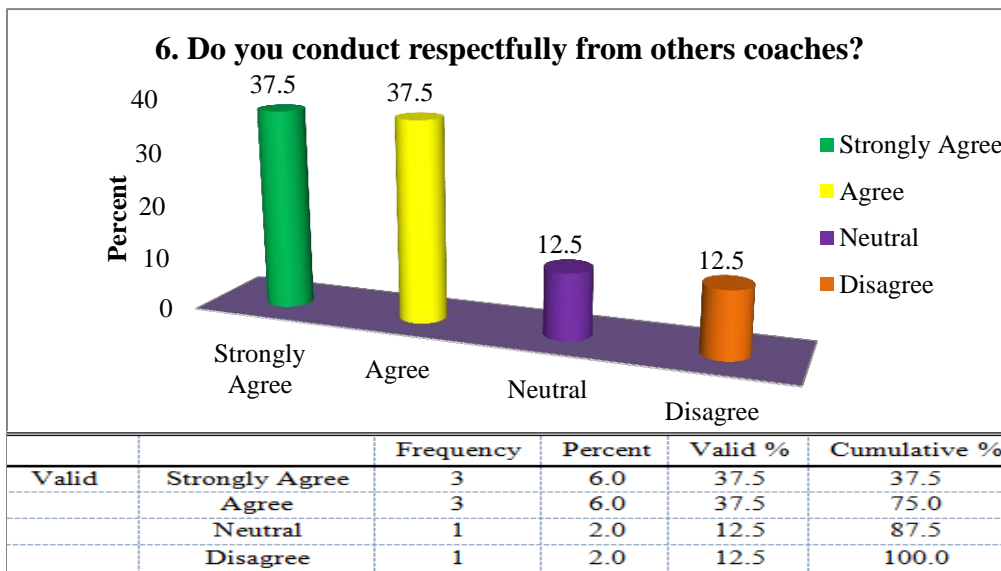


Figure 4.13 coaches conduct respectfully from others coaches

As can be seen in the figure 4.13, 3 (37.5%) of the respondents (coaches) said strongly agree, 3(37.5%) of respondents (coaches) said agree, 1(12.5%) of respondents (coaches) said neutral there were nice time from other coaches and 1(12.5%) of respondents (coaches) said disagree.

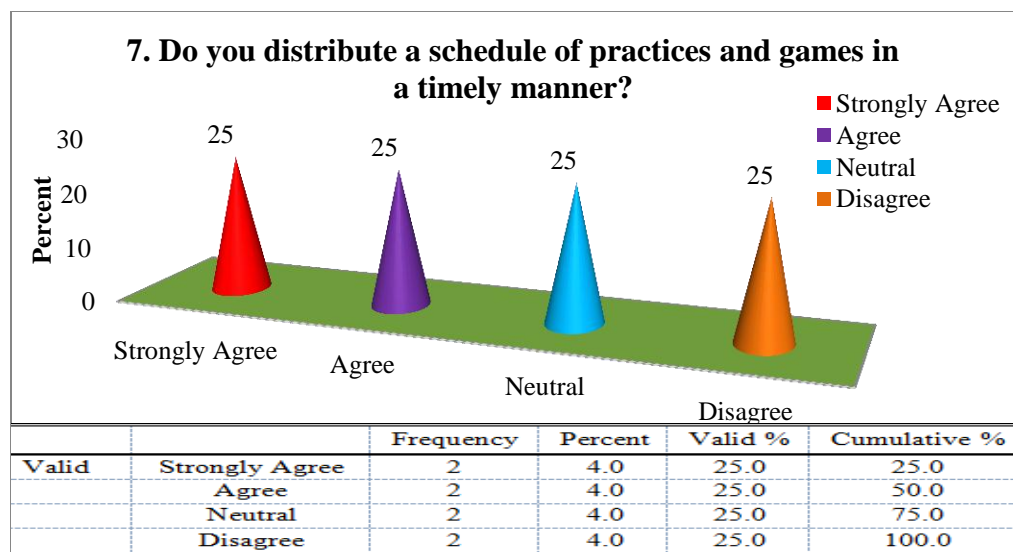


Figure 4.14 coaches distribute a schedule of practices and games in a timely manner

As can be seen in the figure 4.14, 2(25%) of the respondents (coaches) said strongly agree, 2(25%) of respondents (coaches) said agree, 2(25%) of respondents (coaches) said neutral were distribute schedule of practices and games in timely manner and 2(25%) of respondents (coaches) said disagree.

4.5. Correlation Analysis of the research Variables

A bivariate correlation test was carried out to look into the relationships among the variables. The results are presented as follows (see Table 4.7).

Table 4.10 The Correlations among research variables

Variable	TI	DB	AB	SS	PF	St	PO
TI	-	.16*	-0.06	-0.08	.58**	.69**	.72**
DB		-	0.08	0.04	0.04	0.07	0.03
AB			-	-0.06	-0.02	-0.58**	-.52**
SS				-	-0.03	-0.12	0.25
PF					-	.65**	.68**
St						-	.54**
PO							-

Note. TI = training / instruction, DB = democratic behavior, AB = autocratic behavior, SS = social support, PF = positive feedback, St = satisfaction, PO= performance outcome, * $p = .05$ (2-tailed). ** $p = .01$ (2-tailed).

Training and instruction correlated with positive feedback, $r(50) = .58^{**}$, $p < .01$, satisfaction $r(50) = .69^{**}$, $p < .01$ performance outcome, $r(50) = .72^{**}$, $p < .01$.

There was a statistically significant correlation between autocratic behavior and satisfaction, $r(50) = -.58^{**}$, $p < .01$ and performance outcome, $r(50) = -.52^{**}$, $p < .01$, there was a statistically significant correlation between positive feedback and satisfaction, $r(50) = .65^{**}$, $p < .01$, and performance outcome, $r(50) = .68^{**}$, $p < .01$, lastly, there was a correlation between satisfaction and player performance, $r(50) = .54^{**}$, $p < .01$.

4.6. Qualitative Analysis

4.6.1. Result From the Interview

As described in the method section, qualitative data were collected through interview with the sample coaches of each football club. The responses to the interview questions revealed the relationship between a coach's leadership style with the player performance outcome and satisfaction.

Key informants were asked about the contribution of leadership styles to performance outcomes and players' satisfaction?" Accordingly, almost all of the participants replied that there is a challenge to use fixed leadership style that can best suit with players' performance outcome and satisfaction, therefore Coaches of the clubs preferred more democratic and training / instruction leadership behaviors.

To the question of having best leadership styles that can satisfy all players all respond "No". This indicated that the coaches of the clubs were facing problem of using fixed leadership style to perform well and satisfy their players because of the player's individual differently. Players differed in their experience, educational background, attitude, social background.

Finally, the participants were asked about whether the coaches have a strategic and unit training plan or not. Consequently, all respondents replied that they have. This indicated that the coaches of the sample Ethiopian premier league participant clubs have good practice in preparing a strategic and unit training plan.

4.7. Discussion

For the question of difference in football players' satisfaction level according to their coaches' leadership styles.

This study examined the relationship between coach's leadership style and player performance outcome and satisfaction. The results from this study showed that a coach's training/instruction and positive feedback behavior increased athletes' satisfaction, but autocratic behavior decreased athletes' satisfaction levels.

First, among a coach's five leadership styles, such as training/instruction, democracy, autocracy, social support, and positive feedback, it was found that in selected Ethiopia, coaches' training/instruction behavior had a significantly positive impact on football players' satisfaction levels. In other words, higher levels of coaches' training/instruction behavior were far more likely to increase players' satisfaction levels. According to Hong's (2008) research on Korean Tae-Kwon-Do athletes and Yeom's (2009) research on Korean intercollegiate bowling athletes, coaches' training/instruction behavior increased athletes' satisfaction levels. The result of this study support Hong's and Yeom's findings. Consequently, it can be assumed that football players who are well-trained by a coach find that their psychological and physical fitness is in proportion to increasing their performance and satisfaction.

Second, it was shown that autocratic behavior from a coach significantly predicted an athlete's satisfaction level. That is, higher levels of autocratic behavior from a coach were significantly related to decreasing football player satisfaction. This result, however, contradicts Yeom's (2009) finding that autocratic behavior from a coach actually increased athletes' satisfaction levels. In this respect, it generally seems as though many coaches in Ethiopia have a belief that the autocratic style of leadership is effective in leading athletes. Instead, among football players, it was proven to have exactly the opposite effect.

Lastly, it was found that a coach's positive feedback behavior positively affected football players' satisfaction levels. Along this line, the more coaches displayed positive feedback behavior, the more satisfied athletes were likely to be. However, the result of this study does not coincide with Hong's (2008) study that showed in Taekwondo, a coach's training/instruction behavior, democratic behavior, and social support behavior increased athletes' satisfaction

levels. In this respect, by using different samples in the research studies, it is possible to show a different result. Consequently, this study found that a coach's positive feedback behavior, that praises football players when performing well and provides them credit for it, could be effective in boosting athletes' satisfaction.

The raised question for difference in football players' performance levels according to their coaches' leadership styles.

This study tested the relationship between coaches' leadership styles and athletes' performance outcome and satisfaction. It was found that training/instruction behavior from a coach improved athletes' playing performance, but autocratic behavior lowered their performance.

First, among the five leadership styles proposed by Chelladurai and Saleh (1980), it was found that a coach's training/instruction behavior had a significantly positive impact on football player performance. More specifically, if coaches displayed training/instruction behavior, football players tended to enjoy better performance. This study is in agreement with the findings of Im (2008) and Rajabi (2012) showing that training/instruction behavior, one of the coach's leadership styles, improves sports performance levels. Taken together, it can be assumed that training under the guidance of a coach helps football players acquire the skills needed to help them develop into good players.

Second, it turned out that there was a significantly negative relationship between autocratic behavior from a coach and player performance. The more coaches showed this leadership style, the worse football players were likely to perform. The result of this study supports the early finding of Gordon (1986) that in Canadian intercollegiate football players, a coach's authoritative leadership style decreased athletes' performance levels. Consequently, unlike in the past, forceful leadership style is no longer considered as an effective way for guiding football players. Instead, it can be concluded that this style leads to the deterioration of their performance.

The item gave to the respondents on relationship between football players' satisfaction levels and their performance levels.

It was proven that the relationship between athletes' satisfaction and player performance was significantly positive. In detail the more satisfaction, better playing performance. This is

consistent with previous studies (Chamberlain & Hale, 2007; Doo et al., 2002; Martens et al., 1990b). Chun and Kwak (2007) described that satisfaction leads to thinking positively, reinforcing concentration, and providing energy to achieve a goal. Therefore, it can be inferred that these help football players enhance their performance. Consequently, this study can be meaningful as it demonstrates a close connection between players' psychological state of mind and their performance levels.

According to the item mentioned effect of football players' satisfaction on the relationship between their coaches' leadership styles and their performance levels.

This study found that a higher level of a coach's training/instruction behavior was more likely to higher players' satisfaction levels, and their higher levels of satisfaction tended to increase their playing performance. In contrast, the more a coach displayed an authoritative leadership style, the more the players' poor satisfaction level.

First, it was proven that there was effect of an athlete's satisfaction level in the relationship between training/instruction behavior from a coach and playing performance. In this respect, the more coaches showed this behavior, the more football players had satisfaction. In turn, higher levels of satisfaction were more likely to improve playing performance. Thus, it can be inferred that training enables football players to become highly skilled, and this is followed by a great level of satisfaction. In effect, this leads to better playing performance. Consequently, this study may be meaningful, since it indicates that a coach's leadership style can influence not only athletes' performance levels, but also their satisfaction levels.

Second, it was shown that a coach's autocratic behavior had a statistically significant impact on a football player's satisfaction levels and his performance. The results of this study indicated that autocratic behavior decreased athletes' satisfaction, and the lower satisfaction level they felt, the more likely they were to perform poorly. Consequently, it can be concluded that the oppressive leadership style exerts psychological pressure on football players, and this state is far more likely to lower their performance.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter provides a general discussion related to exploratory questions including how leadership style related to performance outcomes and satisfactions. The chapter also provides a brief summary of the results of this study. Finally, conclusion of the findings and recommendation is presented.

5.1. Summary

This study was intended to identify the relationship between coaches' leadership styles and players' performance outcome and satisfaction in selected Ethiopian premier league football clubs. The study also designed to achieve specific objectives to assess challenges of coaching leadership styles, to identify the relation between coaching leadership style and players satisfaction, to find out the major challenges of coaching leadership styles which reflect on the performance of players and to forward possible suggestions to improve the current practice.

In order to achieve the purpose of the study, some basic questions regarding the relationship between coaching leadership style and athletes performance outcome and satisfaction, different coaching styles can be correlated to the players satisfaction, and coaching leadership style that will match for their players' achievement were raised.

Similarly, In order to achieve intended objectives the procedures that followed are relevant literatures were reviewed, questioners were prepared and distributed to the sample respondents and interview were made and those collected data were interpreted and analyzed. A total of 58 respondents; that was 50 trainees and 8 coaches from two selected Ethiopian premier League football clubs were participated as respondents in this study.

The information obtained from the questionnaires were analyzed and interpreted by using statistical package for social science (SPSS), cronbach alpha, descriptive statistics, mean value, and cross- sectional survey analysis. Whereas, the data gathered through interview were analyzed qualitatively to strengthen

Players are satisfied in most of activities of their clubs and not satisfied in few activities. They are satisfied in team relation with coaches and other concerned bodies; individual player and team performance on play round, training and instruction providing, appropriateness of team strategies, dedication of players to achieve the club's goal, and the leadership style that their coaches are using but they are unsatisfied in getting playing opportunity and utilization of individual player ability.

The other part which should be summarized is the coaches' response about the challenges that can be faced during practicing different types of coaching leadership styles. In this concern some coaches of the sample clubs were agreed that selecting the best style is too difficult to perform and satisfy all players once because players have individual difference in nature as well as depending on their experience, educational background, and other factors.

5.2. Conclusion

Based on the results of the study, the researcher has found the following major problems training/instructional coaching leadership style is a coaching behavior that permits better players partaking in decisions pertaining to group goals, training methods game tactics and strategies. The majority of participants of the sample clubs were indicated that their coaches are democratic in some cases. But the coaches also have shortcomings in few cases while applying democratic behavior. Because they are not participating players in some important decision making activities, and encouraging players to comment on training program and its load.

Similarly, the findings of clubs are not free from autocratic leadership behavior. Have a good experience in applying training and instruction coaching leadership style. Their only short coming is they are not working at individual base to indicate tactical and technical improvement. In regarding the social support coaching leadership styles, coaches of the clubs are good in helping the team members to settle during conflict is happening; and showing their affection to the players. But they are not good in encouraging close and personal problems.

In line with this idea the study indicated that, the coaches of sample clubs are not autocratic in some activities. Since autocratic coaching behavior involves independence in decision making stress personal authority. But here also they have shortcomings in that working independent of players, encouraging win centered philosophy and giving priority for only their idea. This also

indicated that the coaches of the sample clubs are not free from autocratic leadership behavior. Regarding the social support coaching leadership style, coaches of the clubs are good in helping the team members to settle during conflict is happening and showing their affection to the players, but they are not good encouraging close and informal relations with the players and helping the athletes in their personal problems.

Moreover, a challenge for the coaches was to find a leadership style that is conducive to team success. Therefore, the coaches of the clubs were faced the problem of using fixed leadership style to perform and satisfy their players because of players individual difference. Players are differed in their experience, educational background and their age. The finding concluded that it is too difficult to use fixed leadership style, rather it is possible to use mixed styles according to the situation. In addition to the above idea Players are satisfied in most of activities of their clubs. But they are unsatisfied in getting playing opportunity and utilization of individual player ability.

Generally the finding of this study indicated that coaching leadership styles have a direct relationship with players' performance outcome and satisfaction. And there are challenges to use fixed leadership style that can best suit with players' performance and satisfaction. Not all but also majority of the players more training and instruction and positive feedback leadership style for their development of performance.

5.3. Recommendations

Based on the findings of the study, the following are the possible areas of intervention suggested as recommendation which might improve the relationship between coaching leadership styles and players' performance outcome and satisfaction.

- ❖ Coaches of the clubs were more preferred democratic and training and instruction leadership behaviors. As democratic coach, they should give a chance for their players to participate in decision making processed, and should encourage players to comment on training programs and other affairs. This will enables players to understand objectives of the club and helps them to feel as responsible person in the club.

- ❖ The coaches' leadership style should fit to the situation. Excellent coaches often switch instinctively between styles, according to the players behavior and the task that needs to be done.
- ❖ The other crucial point that was missed by coaches is two way communications. Both coaches and players should communicate on mutual activities of the club, i.e. the coach must listen what players are saying for their improvement and vice versa.
- ❖ Players should motivate to participate in decision making design and they have to be alert to comment their coaches in well planned manner.
- ❖ The coaches should work to enhance the performance of the players as well as to achieve the club's intended goal. The successful coaches are not only highly driven and intrinsically motivated but also foster that some enthusiasm in their players. They also should update themselves through riding, getting seasonal training and by matching their woks with modern coaching science. In addition to these, all concerned bodies should exert unreserved effort to create suitable training environment.
- ❖ Generally the researcher suggest that coaches look in to a training /an Instruction/ and positive feedback should be advisable coaching behavior. To be effective selected Ethiopian coaches have to widely use based on the research findings.

5.4. Suggestion onwards the study

This research studied which coaches' leadership styles relate athletes' performance outcome and satisfaction. Additional studies could provide an extensive analysis with a broader subset of professional athletes or even other sports in various countries.

This study employed a quantitative research method; it only included interview which relies upon qualitative data. However, there is a limit to quantitative research methods. To make up for this, there has been a growing interest in qualitative research methods, such as observing participants, analyzing documents, using recorders, video cameras, and so on. These methods could provide useful data in follow-up studies.

In addition, this study used a Census sampling technique; however, this method has a limitation that generalizes from the extracted sample (Fraenkel & Wallen, 2006). Thus, a probability

sampling procedure – simple random sampling, systematic sampling, and so on – could be used in future studies.

Also, a cross-sectional survey was used in this study. According to Lee (2009), this method has an advantage in collecting data over a short time, plus it is less expensive and requires less effort. On the other hand, it is limited to investigating a change over time. Hence, further studies could use a longitudinal approach to investigate more deeply how participants' satisfaction and performance levels change over time, depending on their coaches' leadership styles.

Lastly, Chelladurai's Multidimensional Model of Leadership (MML) theory was employed in this study. This theory proposes that team effectiveness and member pleasure are considered to be a function of the congruence among three states of leaders' behavior: required, preferred, and actual (Chelladurai, 1990, p. 329). Among the three states of leader behavior, only a coach's actual behavior, as perceived by their athletes, was examined in this study. Consequently, further studies may be necessary to examine how concurrence in those three states of leader behavior will affect an athlete's performance level.

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APPENDICES

APENDICS I

Addis Ababa University
School of Graduate Studies
Faculty of Natural and Computational Science
Department of Sport Science

QUESTIONNAIRE FOR PLAYERS

Dear Respondents!

This questionnaire is designed to gather data about coaches/ leadership styles and its contribution to the players. The case of selected Ethiopian men premier league football clubs participant. Since the success of the study depends on the response that you provide, I will ask your genuine and accurate response to each of the items. I would like to assure you that your response and answers remain strictly confidential.

Instruction

1. Do not put your name on this questioner
2. Make sure that your assessment of the coaches' performance applies only to the current situation.

SECTION I: Personal Information

Direction one:

Please respond the following questions by writing the appropriate information on the space provided or by writing “√” mark in one of the boxes provided.

1. Name of your club _____
2. Sex M F
3. Age _____
4. How many years of experience do you have in playing?
Less than one year 1-2 years 3-4 years above 4 year
5. What is your educational qualification?
Less than grade eight
Grade nine to twelve Diploma and above

SECTION II: Leadership Scale for Sports

Direction:- The items below are questions about the respondent's perception of their coaching behavior. Please circle a number, referring to the list below:

1=Never 2=Seldom 3=Occasionally 4=Often 5= Always


No	Item	Never			Always
1	Your coach sees to it that an athlete is working to his capacity	1	2	3	4 5
2	Your coach explains to an athlete the techniques and tactics of football	1	2	3	4 5
3	Your coach asks for the opinion of the athlete on strategies for specific competitions.	1	2	3	4 5
4	The coach works relatively independent of the athlete.	1	2	3	4 5
5	The coach helps the athlete with his personal problems.	1	2	3	4 5
6	Your coach compliments an athlete for his performance in front of others.	1	2	3	4 5
7	The coach pays special attention to correcting an athlete's mistakes.	1	2	3	4 5
8	The coach instructs an athlete in football techniques according to his ability levels.	1	2	3	4 5
9	Your coach gets group approval on important matters before going ahead.	1	2	3	4 5
10	The coach does not explain his action	1	2	3	4 5
11	The coach helps members of the group settle their conflicts.	1	2	3	4 5
12	The coach tells an athlete when he does a particularly good job.	1	2	3	4 5
13	The coach instructs an athlete individually in the skills of football.	1	2	3	4 5
14	Your coach figures ahead on what should be done.	1	2	3	4 5
15	The coach lets his athlete share in decision making.	1	2	3	4 5
16	Your coach refuses to compromise a point.	1	2	3	4 5
17	The coach looks out for the personal welfare of the athlete.	1	2	3	4 5
18	The coach sees that an athlete is rewarded for a good performance.	1	2	3	4 5
19	The coach explains to an athlete what he should and what he should not do	1	2	3	4 5
20	The coach expects an athlete to carry out his assignment to the last detail.	1	2	3	4 5
21	Your coach encourages an athlete to make suggestions for ways of conducting practices.	1	2	3	4 5
22	Your coach keeps himself.	1	2	3	4 5
23	Your coach does personal favors for the athlete.	1	2	3	4 5
24	The coach expresses appreciation when an athlete performs well.	1	2	3	4 5
25	The coach points out an athlete's strengths and weaknesses.	1	2	3	4 5
26	The coach gives specific instructions to an athlete as to what he should do in every situation.	1	2	3	4 5
27	The coach lets the athlete set its own goal.	1	2	3	4 5
28	Your coach speaks in a manner not to be questioned.	1	2	3	4 5
29	The coach expresses affection he feels for his athletes.	1	2	3	4 5

30	Your coach gives credit when is due.	1	2	3	4	5
31	The coach lets the athlete try their own way even if he makes mistakes.	1	2	3	4	5
32	Your coach asks for the opinion of the athlete on important coaching matters.	1	2	3	4	5
33	The coach encourages the athlete to confide in him.	1	2	3	4	5
34	Your coach creates a friendly practicing environment.	1	2	3	4	5
35	The coach specifies in detail what is expected of the athlete.	1	2	3	4	5
36	Your coach lets the athlete decide on the plays to be used in a game.	1	2	3	4	5
37	The coach encourages close and informal relations with athlete.	1	2	3	4	5
38	The coach invites an athlete to his home.	1	2	3	4	5

SECTION III: players' performance outcome and satisfaction

Direction: The items below are questions about the respondent's performance and satisfaction level. Please circle a number, referring to the listed below:

1= strongly disagree 2= Disagree 3= Neutral 4= Agree 5= strongly agree

No	Item	Strongly disagree  strongly agree				
1	Is innovative, imaginative, and realistic in choosing systems of operation (offense, defense, etc.)?	1	2	3	4	5
2	Do you fell free with team ethics and discipline?	1	2	3	4	5
3	Is able to motivate players to play hard and practice diligently?	1	2	3	4	5
4	Are you satisfied team relation with coach and other concerned bodies?	1	2	3	4	5
5	Does the coach contribute positively to the development of players' self-esteem?	1	2	3	4	5
6	Do you feel happy with Team cohesion?	1	2	3	4	5
7	Does the coach distribute a schedule of Practices and games in a timely manner?	1	2	3	4	5
8	Are you satisfied with Dedication of the player to achieve the clubs goal?	1	2	3	4	5
9	Does the coach conduct respectfully from other coaches?	1	2	3	4	5
10	Are you satisfied with Appropriateness of team objectives and strategies?	1	2	3	4	5
11	Does the coach respect decision of the referee?	1	2	3	4	5
12	Does the coach give Playing opportunity for each player's?	1	2	3	4	5
13	Are you happy with individual teammate's performance?	1	2	3	4	5
14	Are you satisfied with coach leadership behavior?	1	2	3	4	5
15	Does the coach give regular feedback to the players?	1	2	3	4	5
16	Are you happy with individual players' treatment by the coach?	1	2	3	4	5
17	Do you appreciate your coaches' sacrifices in order to improve performance?	1	2	3	4	5
18	Do you feel happy with coaching philosophy of the coach?	1	2	3	4	5

APENDICS II

Addis Ababa University

School of graduate studies

Faculty of natural and computational science

Department of sport science

QUESTIONNAIRE PROVIDE FOR COACHES.

Dear Respondent!

The main purpose of this questionnaire is to get information about the relationship between coach leadership style with players' performance outcome and satisfaction in selected Ethiopian men premier league clubs. So you are kindly requested to give genuine responses in order to make this study successful. I would like to appreciate your genuine response to the questionnaire in advance.

- Writing your name in any part of the questionnaire is unnecessary.
- To those questions with alternatives you can encircle or you can provide the answer putting the sign “√” in front of your choice.
- For alternatives that requires open answer, please feel free to express and write your response in the space provided.

Thank you for your heart felt cooperation in advance!

Part one: background information

Direction one:

Please respond the following questions by writing the appropriate information on the space provided or by writing “√” mark in one of the boxes provided.

1. Name of your club _____

2. Sex M F

3. Age _____

4. How many years of experience do you have in coaching?

Less than two year 2-5 years 6-10 years above 10 year

5. What is your current level of coaching license?

First level second level C B A

6. What is your educational qualification?

Diploma

Degree Masters and above

Part Two: coaches' perception of own behavior

Direction Two: Each of the following statement describes a specific behavior that a coach may exhibit. For each statement there are five alternatives.

1. Always 2. Often 3. Occasionally 4. Seldom 5. Never

For each item, please check the appropriate response indicating which behavior best represents your leadership style in football. There are no rights or wrong answers. Your first response is most likely the best response. Your spontaneous and honest responses are important for the success of the study.

Thank you for participating.

No	As a football coach	Never	seldom	occasionally	Often	always
1	Ask for the opinion of the athletes on strategies for specific competitions.					
2	Explain to each athlete the techniques and tactics of sport.					
3	Help members of the group settle their conflicts					
4	Tell an athlete when the athlete does a particularly good job.					
5	Let the athlete share in the decision making					
6	Encourage athletes' to make suggestions for ways to conduct practices.					
7	Do you able to motivate player to play hard and practice diligently?					
8	Ask for the opinion of the athletes on important coaching matters					
9	Encourage close and informal relations with athletes					
10	Keep aloof from the athletes.					
11	Speak in a manner which discourages questions.					

Thank you so much for taking the time to fill in the questionnaire. I sincerely hope you to perform as well in this competition.

APENDICS III
Addis Ababa University
School of Graduate Studies
Faculty of Natural and Computational Science
Department of Sport Science

Unstructured Interview Guide for coaches

Dear Respondents!

The main purpose of this interview is to get information the relationship between coach leadership style with players' performance outcome and satisfaction in selected Ethiopian men premier league. So you are kindly requested to give genuine responses in order to make this study successful. I would like to appreciate your genuine response to my interview in advance.

Thank you!

1. Is there any similarity between your coaching philosophy and leadership styles?
2. Does it have an advantage that you apply different types of leadership styles with in different situations?
3. What do you think about the contribution of your leadership styles to performance outcomes and players satisfaction?
4. How do you describe the relationship between performance and satisfaction in your club?
5. How much different coaching styles can be correlated to your players' satisfaction?

Thank you so much for taking the time to fill in the questionnaire. I sincerely hope you to perform as well in this competition.

APENDICS IV

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ክፍል

የተፈጥሮ ሳይንስ ኮሌጅ

የስፖርት ሳይንስ ትምህርት ክፍል

ለአሰልጣኞች የተዘጋጀ መጠይቅ

ውድ መልስ ሰጪዎች!

የዚህ መጠይቅ ዋና ዓላማ በተመረጡ የኢትዮጵያ ወንዶች ፕሪሚየር ሊግ ክለቦች የአሰልጣኝ አመራር ዘይቤ ከተጫዋቾች አፈፃፀም ውጤት እና እርካታ ጋር ያለውን ግንኙነት መረጃ ለማግኘት ነው። ስለዚህ ይህ ጥናት ስኬታማ እንዲሆን የእርሶ ሚና የላቀ ነውና ትክክለኛና እውነተኛ ምላሾች እንድትሰጡን በትህትና እጠይቆታለሁ። በቅድሚያ ላደረጉልኝ ሁለንተናዊ ትብብር ከልብ ለመሰግን እፈልጋለሁ።

- በየትኛውም የመልስ ወረቀት ለይ ስምዎን መጻፍ አላስፈላጊ ነው።
- ለቀረበልዎ መጠይቅ የመረጣችሁትን (ያመናችሁበትን) አማራጭ መልስ በማክበብ ወይም "√" ምልክት በማስቀመጥ መመለስ ይችላሉ
- ማብራርያ መልስ ለሚፈልጉ መጠይቆች እባክዎን መልስዎን በተጠቀሰው ባዶ ቦታ ላይ (ነጭ ወረቀት) በመጠቀም በመግለጽ እና በመፃፍ ያስቀምጡ።

ስለ ትብብርዎ ከልብ አመሰግናለሁ!

ክፍል አንድ ግላዊ መረጃ

አቅጣጫ አንድ

እባክዎ የሚከተሉትን ጥያቄዎች በተሰጣችሁ ባዶ ቦታ (ሳጥኖች) ውስጥ "✓" ምልክት በመጻፍ ተገቢውን መረጃ (ምላሽ) ይስጡበት።

1. የክለብዎ ስም _____
2. ያታ ወንድ ሴት
3. ዕድሜ _____
4. በአሠልጣኝነት ውስጥ ስንት ዓመት ልምድ አለዎት?
ከ1- 2አመት ከ2- 5 አመት ከ6-10 አመት ከ10 አመት በላይ
5. አሁን ያለዎት የአሠልጣኝነት ፈቃድ ደረጃ ምን ያህል ነው?
አንደኛ ደረጃ ሁለተኛ ደረጃ C B A
6. የትምህርት ደረጃዎ ምንድነው?
ዲፕሎማ የዲግሪ ማስተርስ እና ከዚያ በላይ

ክፍል ሁለት፡- አሰልጣኞች ስለራሳቸው ባህሪ ያላቸው አመለካከት

አቅጣጫ ሁለት : ከታች የተደረገውን በግል (በተናጥል) አሰልጣኞች የምያንፀባርቁት ባህሪን ይገልጻል፤ ለያንዳንዳቸው አምስት አማራጮች ቀርበዋል።

1. ሁል ጊዜ 2. ብዙ ጊዜ 3. አልፎ አልፎ 4. አንድ አንድ ጊዜ (እምብዛም) 5. በጭራሽ

እባክዎን ለእያንዳንዱ ነገር በእግር ኳስ ውስጥ የአመራር ዘይቤዎን የትኛው በተሻለ እንደሚወክል የሚጠቁም ተገቢውን ምላሽ ይምረጡ። የትኛውም መልሶች ትክክለኛ ወይም የተሳሳቱ መልሶች አይኖሩም። የእርስዎ የመጀመሪያ ምላሽ በጣም የተሻለው ምላሽ ነው። እርስዎ በአጭር ጊዜ የሚሰጡኝ ትክክለኛ ምላሾች ለጥናቱ መሳካት አስፈላጊ ናቸው።

ስለተሳተፉ እናመሰግናለን!!

ተ.ቁ	እንደ እግር ኳስ አሰልጣኝ	በጭራሽ	አምብዛም	አልፎ አልፎ	ብዙ ጊዜ	ሁል ጊዜ
1	ለውድድሮች ስትራቴጂዎች ላይ የተጫዋቾቹን አስተያየት ይቀበላሉ					
2	ለእያንዳንዱ ተጫዋች ስለ ስፖርት ስልቶች እና ታክቲኮች ያስረዱ።					
3	የቡድን አባላት ግጭቶቻቸውን እንዲፈቱ ይረዳሉ።					
4	ተጫዋች በተለይ ጥሩ ሥራ ሲሠራ ይነገረዋል (ይበረታታል)					
5	ውሳኔ አሰጣጥ ላይ ተጫዋቾች ድርሻ አላቸው።					
6	ልምምዶችን ለማካሄድ መንገዶች ሀሳቦችን እንዲያቀርቡ ተጫዋቾችን ያበረታታሉ።					
7	ተጫዋቾች ጠንክር ብሎ እንዲጫወቱ እና በትጋት እንዲለማመዱ ማበረታታት ይችላሉ					
8	አስፈላጊ በሆኑ የአሰልጣኝ ጉዳዮች ላይ የተጫዋቾቹን ሃሳብ ይጠይቃሉ					
9	ከተጫዋቾች ጋር የጠበቀ እና መደበኛ ያልሆነ ግንኙነትን ያበረታታሉ					
10	ከአትሌቶቹ ራቅ ይበሉ (ገላልተኛ)።					
11	ከተጫዋቾች የሚነሱትን ጥያቄዎች በጥሩ ስሜት (ያላ ንቀት) ይቀበላሉ					

APENDICS V
አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ክፍል

የተፈጥሮ ሳይንስ ኮሌጅ

የስፖርት ሳይንስ ትምህርት ክፍል

ለተጫዋቾች የተዘጋጀ መጠይቅ

ውድ መልስ ሰጪዎች!

ይህ መጠይቅ የተዘጋጀው ስለ አሰልጣኝ የአመራር ዘይቤዎች እና ለተጫዋቾች ስላለው አስተዋጽኦ መረጃ ለመሰብሰብ ታሰቦ ነው። ለተመረጡ የኢትዮጵያ ፕሪሚየር ሊግ ተሳታፊ ክለቦች የተዘጋጀ ነው። የጥናቱ ስኬት ግብ የሚመታው እርስዎ በሚሰጡት ምላሽ ስለሆነ ለእያንዳንዳቸው ጥያቄዎች እውነተኛ እና ትክክለኛ ምላሽዎን እንድትሰጡኝ እጠይቃለሁ። የእርስዎ መልስ ምስጢራዊ በሆነ መንገድ እንዲጠበቅ በቅድምያ ላረጋግጥላችሁ እፈልጋለሁ።

ክፍል አንድ- የተጫዋቾች ግላዊ መረጃ:

አቅጣጫ አንድ: የሚከተሉት ጥያቄዎች አሰልጣኞች ይበልጥ ውጤታማ አሰልጣኝ እንዲሆኑ ለመርዳት ስለ አሰልጠኝ የአመራር ዘይቤዎች ለማወቅ የተዘጋጁ ናቸው።

መመሪያ

1. ስምዎን በዚህ መጠይቅ ላይ አያስቀምጡ
2. እርግጠኛ ይሁኑ የእርስዎ ግምገማ የአሰልጣኞች የስራ አፈጻጸም የእስከ አሁን ድረስ ያለውን ብቻ ይመለከታል።

አቅጣጫ አንድ

እባክዎ የሚከተሉትን ጥያቄዎች በተሰጣችሁ ባዶ ቦታ (ሳጥኖች) ውስጥ "√" ምልክት በመጻፍ ተገቢውን መረጃ (ምላሽ) ይስጡበት።

7. የክለብዎ ስም _____

8. ያታ ወንድ ሴት

9. ዕድሜ _____

10. በተጨማሪነት ስንት ዓመት ልምድ አለዎት?

ከ1አመትቦታች ከ1- 2 አመት ከ3-4 አመት ከ4 አመት በላይ

11. የትምህርት ደረጃዎ ምንድነው?

ከ8ኛ ክፍል ቦታች ከ9 — 12ኛ ክፍል ዲፕሎማ እና ከዚያ በላይ

APENDICS VI
አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ክፍል

የተፈጥሮ ሳይንስ ኮሌጅ

የስፖርት ሳይንስ ትምህርት ክፍል

የቃለ-መጠይቅ መመሪያ ለአሰልጣኞች

ውድ መልስ ሰጪዎች!

የዚህ ቃለ መጠይቅ ዋና ዓላማ በተመረጡ የኢትዮጵያ ወንዶች ፕሪሚየር ሊግ ክለቦች የአሰልጣኝ አመራር ዘይቤ ከተጫዋቾች አፈፃፀም ውጤት እና እርካታ ጋር ያለውን ግንኙነት መረጃ ለማግኘት ነው። ስለዚህ ይህ ጥናት ስኬታማ እንዲሆን የእርሶ ሚና የላቀ ነውና ትክክለኛና እውነተኛ ምላሾች እንድትሰጡኝ በትህትና እጠይቆታለሁ። በቅድሚያ ላደረጉልኝ ሁለንተናዊ ትብብር ከልብ ለመሰግን እፈልጋለሁ።

አመሰግናለሁ!

1. በአንተ አሰልጣኝነት ፍልስፍና እና በአመራር ዘይቤዎች መካከል ተመሳሳይነት አለ?
2. የተለያዩ የአመራር ዘይቤዎችን በተለያዩ ሁኔታዎች ውስጥ ተግባራዊ ማድረግ ጥቅም አለው?
3. የክህሎት መጨመር ውጤቶችን እና የተጫዋቾችን እርካታ በተመለከተ የእርሶ የአመራር ዘይቤዎች ስላደረጉት አስተዋጽኦ ምን ይላሉ?
4. በክለብዎ ውስጥ በአፈፃፀም(ብቃት፣ክህሎት) እና በእርካታ መካከል ያለውን ግንኙነት እንዴት ይገልፁታል?
5. ከተጫዋቾችዎ እርካታ ጋር ምን ያህል የተለያዩ የአሰልጣኝነት ዘይቤዎች ሊያዛምዱ ይችላሉ?