PRACTICES AND CHALLENGES OF FOOTBALL COACHING LEADERSHIP STYLE AND PLAYERS SATISFACTION: THE CASE OF ADDIS ABABA NATIONAL LEAGUE CLUBS

BY

MELAKE TSEGAY

A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF SCIENCE IN Sport SCIENCE

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Approved by the Board of Examiners

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ACRONYMS

LSS = leadership scale for sport

CBAS= coaching behavior assessment system

Table of Contents

Acknowledgement.....i

Acronyms.....ii

Table of contents.....iii

List of table.....iv

Appendixes.....v

Abstract.....vi

CHAPTER ONE

Introduction 1

1.1 Background of the study..... 1
1.2 Statement of the Problem..... 3
1.3 Basic questions of the study 3
1.4 Objectives of the study..... 3
1.4.1. General Objective 3
1.4.2. Specific objective 3

1.5. Significance of the study 4

1.6. Delimitation of the Study 5

1.7. Limitation of the study 5

1.8. Definition of Operational terms 6

1.9. Organization of the study 7

CHAPTER TWO

Review of related Literature 8

2. Concept of leadership style 8

2.1. Leadership theories 9

2.1.1. Trait Theory 10
2.1.2. Behavioral theories 11
2.1.3. Personality theories 11
2.1.4. Situational theories 12
2.1.5. Interactional theories 13

2.2. A sport specific approaches of leadership 15

2.2.1. The leadership behavior model 15

2.2.2. Multidimensional model of leadership 18

2.3 leadership studies by using leadership scale for sport 21

2.4 The coach athlete relationship 26

2.5 theoretical frame work regarding leadership style in sport 27

2.6 athlete satisfaction 28

CHAPTER THREE

Research design and method 31

3.1. Research Design 31

3.2. Source of the data 31

3.2.1 Primary data..... 31

3.2.2 Secondary data..... 32

3.3. Sample population and sampling techniques..... 32

3.4. Data gathering instrument 33

3.5. Procedure of data collection 34

3.6. Methods of Data analysis 34

CHAPTER F0UR

Data analysis and presentation 35

4.1. Background characteristics of the players 35

4.2. Response of players on their career 38

4.3. Socio- Demographic Characteristics of Football Coaches 48

4.4. Finding from observation..... 53

4.5. Result from the interview 55

CHAPTER FIVE

Summary, conclusions and recommendation 56

5.1. Summary..... 56

5.2. Conclusion..... 58

5.3. Recommendation 60

Reference

Appendixes

List of Tables

Table I: Characteristics of the sample clubs

Table II: Demographic characteristics of the respondent players

Table III: The response of players for the democratic coaching leadership behavior of their coaches

Table IV: The response of players to the autocratic coaching leadership style of their coaches

Table V: Response of players to training and instruction type of coaching leadership style of their coaches

Table VI: The player's response to the social support coaching leadership style of their coaches

Table VII: The players Response to satisfaction in their clubs

Table VIII: Socio demographic characteristics of football coaches respondents

Table IX: Response of coaches on football carrier

List of Appendixes

Appendix-1 Questionnaire provided for Coaches

Appendix-2 Questionnaire provided for Players

Appendix-3 Questionnaire provided for Players (Amharic version)

Appendix-4 Interview provided for managers

Appendix-5 Observation Chick List

Abstract

The purpose of this study was to identify the practices and challenges of coaching leadership styles and players satisfaction that can which reflect on the performance of players. For the implementation of the study, a descriptive survey design was employed. The study subjects were selected from the availab ility samples. In this attempt, data were collected through questionnaires, interview and observation checklist. Four sample Ethiopian national league participant clubs were selected, from nine clubs (Addis Ababa University, Bios College, Addis Ababa police and federal police) national league clubs using simple random sampling technique. Thus, the subjects in the study were 60 randomly selected football players from the four clubs and four coaches, four managers were purposively selected The findings of the study indicated that, following major problems are dominant in Addis Ababa league: understanding level of the player, individual difference, family background of the player, educational levels of the players and soon. These were the most difficulties that faced to coaches to apply the best suited coaching leadership style to enhance the player's performance. At the end some recommendations were made for observed challenges or problems o the coaching leadership style.

Key words: challenge, coaching, football, leadership, sport

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Leadership is a vital to understand the performance of co-workers and to have a good interaction them. In addition to this idea, (Kent & Chelladurai, 2001) stated that Leadership is a topic continuing popular and datable. For many dec ades, the study of leadership has been critically important to understand the performance and effectiveness of the organizations. The study of leadership continues to increase in importance as determinant of 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 also almost as many different definitions as there are persons who attempted to define concept (Bass, 1990). Most definitions of leadership contai n a reference to the behavioral process of influencing individuals or groups toward set goals and achievement these goals (Stogdill, 1974; Barrow, 1977). Additionally, for Bass (1985) leadership is “an interaction between two or more members of a group that often involves a structuring and restructuring of the situation and the perceptions and expectations of the members”. (1985:13)

There is no one and only proper and true definition but it is important to define leadership in terms of acts, behavior, or roles played; it is centrality to group process; and compliance with the observed performance and also perceived influence and power relations according to aspects of leadership in which one is interested in (Bass, 1990).

Leadership is a vital 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 more

leadership is needed for organization to successfully adjust greater worldwide competition and increased complexity. For this reason, today, high expectation s are set for leaders for successful organization and leaders are seen to an organization's survival (Taylor and Rosenbach, 1989). Lord and Maher (1993) argues that effective leaders influence subordinates' decisions or policies in ways that change subordinates' tasks or behaviors and have an impact on performance and accomplishment organizational objectives.

Thus leaders should make their tasks according to the objective of the organiza tion and the performance of workers. As a determinant or performance and success, the importance of leadership has been reflected in the literature dealing with this subject. A number of theories have been proposed to determine trait or personality or leaders that are result in leader effectiveness and determine how influence organization and follower effectiveness. Each of the theories, indicated to extend an earlier work or propose a new framework for understanding leadership, was the focus of intensive research until the theory was proven to be inadequate in explaining this phenomenon (Kent and Challadurai, 2001).

The purpose of this research is to identify the practice and challenges of coaching leadership styles and players satisfaction. As a coach, coaching leadership styles has great influence on sport organization, there are many studies done on related topics. This literature focuses on coaching leadership style, leadership theories, sport specific approaches to leadership and athlete's satisfaction.

Generally, the leadership style which followed by most of Ethiopian coaches are more dominated by democratic and autocratic leadership style and also it is not considered the satisfaction of players. Moreover, a lot of study recommende that the coach should used different types of leadership styles according to the situation and it should consider the satisfaction of players. There for this is

the main topics of interest which the researcher eager and enthusiastic to cond uct on this topic.

1.2. statement of the Problem

Although leadership has great value in soccer and sport, most of the time majority of coaches did not give a great attention to determine the coaching leadership styles according to player's satisfaction. In addition to this the researcher observed a lot of problems regarding to coaching leadership style. That is why the researcher interested to conduct on this topic. Therefore, the main aim of this study was to find the interrelationship between each of the variables, and their effect on the performance of the clubs. So in this study an intelligent, attempts were made to answer the following basic questions.

1.3. Basic questions of the Study

1. What are the major factors which affect coaching leadership style and athletes satisfaction?
2. How much different coaching styles can be correlated to the players' satisfaction?
3. Do coaches have one best coaching leadership style that will match for their players' achievement?

1.4. Objectives of the Study

1.4.1.General Objective

To identify the practices and challenge of coaching leadership style and players' satisfaction in national leagues of Addis Ababa.

1.4.2.Specific Objectives

The specific objectives of the study are to;

- To assess the challenges of coaching leadership styles

- To identify the relationship between coaching leadership styles and players satisfaction.
- To find out the major challenges of coaching leadership style which reflects on the performance of players.
- For ward possible suggestions to improve the current situation

1.5. Significance of the Study

So far, there is no study to examine the relationship between leader's behavior and athlete's satisfaction in Ethiopia. The leadership behaviors in athletics have been largely ignored. Therefore, this study helps coaches to understand the importance of leadership ability as a determination of success for sport organizations. Also, this study may encourage them to seek greater understand ing of leadership behaviors that will produce the strongest influence on team performance. The study is design to test significant and unexplored research questions that have an important impact, on the satisfaction, experience and performance of the players. Thus, the obtain results will have the following significance.

1. To help player to identify the best leadership style for their achievement.
2. To help coaches to identify the proper coaching leadership style in relation to their players' satisfaction.
3. To know the difficulty of practicing coaching leadership style that best suite with players' satisfaction.

1.6. Delimitations of the Study

According to the data that researcher gathered from Ethiopian football federati on, currently in Addis Ababa there are nine (9) national league participant club s. The researcher was randomly selected from these nine national league participant clubs only four of them. For the sake of assessing and evaluating the overall program, it seems mandatory and invaluable to make the study at a national level. However, because of the resource and financial constraints the researcher has obliged to undertake the study only on four national league part icipant clubs of Addis Ababa.

1.7. Limitation of the Study

In conducting the research, there were some difficulties in fixing appointments with participants. When time and venue was agreed, not all participants were available due to some personal reasons. Inadequacy of available relevant research materials was the other limitation encountered in this study. In addition, the scarcity of sufficient books, literature in the area of study and the shortage of time and budget or finance was the major short coming that the researcher encountered during the execution of the study.

1.8. Operational Definition of Terms

1. **Athlete Satisfaction:** A positive affective state resulting from complex evaluation of the structures, processes, and outcomes associated with the athletic experience (Chelladurai & Riemer, 1997).
2. **Challenge: -** is something new and difficult which requires great effort and determination.
3. **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).
4. **Football:** a game played by two teams of 11 players, using a round ball which players kick up and down the playing field. Teams try to kick the ball into the others teams goal. (oxford dictionary**)**
5. **Leader:-** is a person that leads directing commanding or guiding head, as of a group or activity (Stenerson, 1995, webmasters new world)
6. **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).
7. **Performance**: is an observable behavior on the play ground. It is the fact or action of doing a task (Collins cobuild English dictionary)
8. **Style:** - is the general way in which it is done on presented, which often shows the attitudes of the people involved (Collins Co build English Dictionary).
9. **Sport :** it's a competitive physical activity, governed by formal rules and played by individuals seeking to outperform their opponents, it also defined as a structured, goal oriented, competitive, contest based and lucid physical activity (barrel 1978)

1.9. Organization of the study

This thesis has five chapters. The first chapter deals with background of the study, statement of the problem, basic questions of the study, objective of the study, significance of the study, delimitation of the study, limitation of the stud y, and definition of some key terms and concepts.

Chapter two deals with review of related literature, which consists concepts of leader ship style, leadership theories, sport specific approaches of leadership, the Leadership Studies by Using Leadership Scale for Sport, the coach athlete relationship, theoretical frame work regarding leadership style in sport and athlete satisfaction.

Chapter three comprises methods and procedures of the study. While chapter four deals with presentation, analysis and conclusion of findings. Eventually, chapter five provides summery of the findings, conclusions reached on and recommendation made on the bases of the conclusions from the data analyzed.

CHAPTER TWO

REVIEW OF RELATTED LITRATURE

2. Concept of Leadership Style

Leadership styles of the manager have a great relation with the performance and satisfaction of workers. Moreover, Barrow (1977) defined leadership as “the behavioral process of influencing individuals and groups towards set goals. This definition is so important that it places a special emphasis on the vision of a leader (i.e. goals, objectives) while also highlighting the necessary interaction between the leader and group members. Effective leadership will encompass an understanding of motivation and is likely to minimize any loss of productivity through the development of ask and group cohesion, allowing a group to operate at, or close to its potential. Indeed, Carron and Chelladuria (1983) found that cohesion was dependent upon player and coach relationships.

Loehr (2005) stressed that the common theme of effective leadership is the positive impact that individuals can have on group dynamics relative to a team objective.” The act of leadership attempts to influence and convert others into ‘followers’ and may be achieved through a variety of mechanisms such as coercion, persuasion, and manipulation. Leadership requires an understanding or respect for the power dynamics between the influencer and the follower. This implies that both, the leaders and followers need to understand there survive a power balance between them. The relationship recognizes that every act between the two parties is a ‘political act’ with potential for coercion (Miller, 1985).

2.1. Leadership Theories

Several authors were written a lot about leadership, some of them said it can meet by heredity and the left of them also said by experience. Generally the word “leadership” is a sophisticated, modern concept. In earlier times, words meaning “head of state, “military commander”, “princes”, “proconsul”, “chief” or “king” were common in most societies. These words differentiated the ruler from other members of society. Although the Oxford English Dictionary noted the appearance of the word “deader” did not appear until the first half of nineteenth century in writings about political influence and control of British Parliament and the word did not appear in the most other modern languages until recent times (Bass, 1990).

Today, there are many different definitions of leadership but there still appears to be no generally accepted definition of leadership. Burns (1978) sated that leadership is one of the least understood phenomena on earth. However, in order to make clear understanding of leadership phenomena, social scientists and behavioral psychologists have studied leadership for several decades and developed leadership theories. Leadership theories can be classified in three approaches. The first approach focused on the traits of great leaders.

It was believed that successful leaders have certain personality that make them to be successful leaders in every situations and great leaders were born not made. The second approach focused on behaviors of effective leaders. Behaviorists argued that anyone could be great leader by learning behaviors of other effective leaders. Because of the weakness and fallacy of traits and behavioral approaches, leadership researchers focused on situational factors that are important to leadership success.

Whereas trait and behavioral approaches, situational approach (the third approach) assumes that there is not one best type of leader but that leadership effectiveness depends on interaction between the leader and situation.

2.1.1. Trait Theories

In the 1920's and 1930's, leadership research focused on trying to identify the traits that differentiated leaders from non-leaders. These early leadership theories focused on "what" an effective leader is, not on 'how' to effectively lead. The trait approach suggested that physical, intellectual and personality traits are inherent in leaders. Because leadership traits thought to be stable to be successful leader, leaders who were successful in one situation were expected to be successful in every situation. Sets of common traits and characteristics, such as intelligence, assertiveness, independence, self confidence, initiative, and self-assurance, to great leaders were identified to assist in selecting the right people to become leaders.

Attempts were also made in sport to identify successful coaches according to the trait view. In their study, Ogilvie and Tutko (1966) profiled typical coach as someone who is authoritarian, independent in their thinking, and realistic in their perspective and emotionally mature. This approach had a great deal of support from social scientists prior to and during World War II, but lost favor around the end of World War II, when Stogdill (1948) published his review of 124 trait- related studies of leadership and found only a couple of consistent personality traits and he concluded that it was simply not possible to evidence that successful leaders have a universal set of leadership traits. In addition, in his review of the sport personality literature, Sage (1975) made the same conclusion relative to leadership in sport. As a result of Sage's review, the number of sport studies investigating trait leadership was discontinued. Trait theory has not been able to identify a set of traits that consistently distinguish

leaders from followers. The limiting aspect of the trait theory was de-emphasized to take into account situational conditions.

2.1.2. Behavioral Theories

To measure traits, researchers had to rely on constructs that were lack of reliability and also lack of validity because of given differing definitions. After World War II, owing to the problems with the trait approach became evident; researchers turned their attention to leader behaviors. Researchers decided to examine the behaviors of successful leaders. Unlike trait theory, this approach stressed that “leaders are made, not born” (Cox, 1998). Researchers interested in “how” a leader leads not “what” a leader is. This approach to leadership was very optimistic. Behaviorists argued that anyone could learn to become a potential leader by learning the behaviors of other effective leaders. In fact, several different successful leader behaviors have been identified.

First, leaders can be categorized either autocratic or democratic. Second, leaders can be classified as directive or as permissive. Third, some leaders are task oriented while others are people oriented. Two important products or concepts with leadership behaviors were undertaken by the University of Michigan and by Ohio State University by attempts to define more specific leadership dimensions (Stogdill, 1959).

2.1.3. Personality Theories

The earlier view to understand leadership emphasizes on great man approach. The attention was focused on great men and women leaders in history and on their personalities. It: was based on the assumption that the route to become an effective leader was to study their lives and emulate them. But the world’s most effective leaders display widely different personal qualities. Early leadership research attempted to identify the personality traits that distinguished leaders from followers, the search for personality traits was

driven by a. belief that leaders were different. Richard (2002) stated that trait theory has its origin great 'great man' theory of leadership, which suggests that certain great leaders have personality traits and personality characteristics that make them ideally suited for leadership. Proponents of trait theory believe that successful leaders have certain personality characteristics or leadership traits that make it possible for them, to be successful leaders in any situation.

Personality theories like "great man theory", proposed that great leaders would be great leaders in all situations. It was assumed, that the individual achievements of great persons were the casual factors of progress. Personality theories emphasized who the leader was rather than what the leader did. various personality traits, social traits, and physical traits were identified to differentiate leaders from non- leaders. These theories were identified to differentiate leaders from non-leaders. These theories were unsuccessfully applied to sport to try to identify personality traits and behaviors that predicted leadership effectiveness.

2.1.4. Situational Theories

As personality theories proved ineffective as predictors of group performance, leadership research changed direction. Instead of investigating the effect of the leader on the situation, researchers investigated haw the situation influenced leadership beaver and their subordinates' performance (Barrow, 1977). Situation referred to variables in the external environment.

Situational variables, such subordinate behavior, teak type, task complexity, technology, and the size of the organization were found to influence leader behavior. As those factors continue to influence leader behavior, however, the leader also influences, in turn, the situational factors. Situational theories have been applied to sport irregularly. There has been more interest in exploring

specific variables and their influences on leader behaviors compared to developing a deeper understanding of the leadership process.

In terms of the personality, Fiedler (1967) believes that leaders are either relationship motivated or task motivated. Relationship motivation leaders are those who are highly concerned with the interpersonal relationships between leader and followers. Successful performance of the task is of secondary importance to this type of leaders. Task motivation, on the other hand, refers to the leaders concern with accomplishing the task at hand. The satisfactory completion of the task is an interpersonal relationship is secondary. From this we can easily understand coaches should learn to recognize their own personality and work to compensate for their weakness through personal adjustment or through the half of assistant coaches. If the head coach is task motivated person, a relationship- motivated assistant coach might be important to provide the personal touch.

2.1.5. Interactional theories

Interactional theories strengthen the current models and research in the study of leadership effectiveness in sport. The failure of both the trait and behavioral approaches ushered the emergence of various situational based leadership theories have considered a whole set of situational variable that may change the impact of a leader of a given set of leader behaviors. Variable, such as leader-member relations, task variables, strikers and ambiguity, and the personality of both leaders and followers, are taken into consideration. The interactional approach is improved in models such as contingency theory, path-goal theory and adaptive- reactive theory. (Fiedler, 1967)

Contingency theory (Fiedler, 1967), describes the effectiveness of a leader or group as contingent: on

a) The leaders need structure, specifically, whether the leader is motivated through task achievement or the development of interpersonal relationships;

b) The leaders situational control, which refers to the leaders confidence that the task will be accomplished; and

c) The interaction between the leaders needs structure and situational control

In path-goal theory, the emphasis is on the needs and goals of the subordinates or the athletes. In other words, the leader is viewed as a facilitator (Richard H, 2002) as cited in Tadios Gadebo (2013). The coach or leader helps athletes realize their goals. The leader's success is viewed in terms of whether or not the subordinates achieve their goals. Thus, the basic proposition of path- goal theory is that the function of the leader is to provide "a well- lighted path" to asset the follower in achieving goals. This is done by rewarding subordinates for goal attainment, and increasing the opportunities for personal satisfaction. For example, if an athlete's goal is to break the clubs goal scoring record, it is the coach's job to provide a training program that is rewarding and enable the athlete to accomplish the goal.

According to the path- goal theory of leadership leaders are effective because of their impact on subordinates' motivation, which leads to the satisfaction and the ability to perform effectively. Effective leaders very their behavior in accordance with the task, the personal characteristics of the subordinate, and the environmental pressure of the situation that the subordinates must deal with in order to accomplish world. Goals and satisfy member goals.

The adaptive- reactive theory was an extension of path- goal theory. To be effective, leaders must also adapt to the individual needs of their subordinates and to the situations. By adapting to the situations and by meeting the needs, desires, and pressures of the subordinates, it is assumed that the subordinates will respond to the reactive behaviors of the leader. This adaption becomes a

two- way relationship; with leaders behaviors influenced by the preferences and needs of the subordinates, and the subordinates responsive to the behaviors of the leader. This theory assumes that the leader has the capacity to identify and respond to the subordinates, needs, desires and pressures.

2.2 A Sport Specific Approaches to Leadership

Only recently, two significant theoretical frameworks have been advanced for the study of leadership in sport settings (Riemer & Chelladurai, 1995). Smoll and Smith and their associates have proposed one approach. They posited a cognitive - behavioral model of leadership which specifies individual difference variables, situational factors, and cognitive processes assumed to mediate overt coaching behaviors and athletes' reactions to them (Smith, Smoll & Curtis, 1978, 1979; Smith, Smoll, Curtis & Hunt, 1978; Smoll & Smith, 1980, 1989). The second approach is exemplified by Chelladurai's Multidimensional Model of Leadership that focused on the congruence among three leadership behavior al states: required, actual, and preferred. The antecedents of these three states of leader behaviors are the characteristics of the situation, the leader, and the members (Chelladurai, 1978, 1990, 1993; Chelladurai& Carron, 1978).

2.2.1 The Leadership Behavior Model

Leadership styles of the coach have a great value on the satisfaction of players. Therefore coaches should follow different leadership style based on the situatio n. In addition the above idea Smoll and Smith (1989) proposed the leadership Behavior Model that is based upon situation specific behaviors of the leader. The models central process is defined with lines leading from coach behaviors to player perception of coach behaviors to player perception of coach behaviors to player responses. This model stipulates that the ultimate effects of coaching behaviors are mediated by the meaning that players attribute to them. In other words, cognitive and affective processes serve as filters between overt coaching

behaviors and youngsters' attitudes toward their coach. Thus, this model measured and defined relationship existing between

a) What coaches actually do?

b) How these behaviors are perceived and recalled by their players, and

c) Children's attitudinal responses to the total situation (Smoll & Smith, 1989). In the model, coach individual difference variables include such factors as goals, intentions, perceptions of self/athletes, and gender. Player individual difference variables include such things as age, gender, and perceptions about coach, motivation, anxiety, and self-confidence. Situational factors include such things as nature of sport, competitive level, success/failure, and team cohesion. Coach behavior is influenced by the coach's perception of the individual athlete. A coach may treat an athlete who exhibits low self-confidence or high anxiety differently from other athletes. In order to observe and code coaching behaviors Coaching Behavior Assessment System (CBAS) was developed by Smith, Smoll, and Hunt (1977). The CBAS permits the direct observation and coding of coaches' leadership behaviors during practices and games (Smoll & Smith, 1989). The observed behaviors are reactive and spontaneous in nature. The CBAS includes 12 categories that are divided into two classes of behaviors and spontaneous. Reactive behaviors are coach reaction to player or team behaviors. Spontaneous behaviors are initiated by the coach and do not occur in response to a player behavior.

1. REACTIVE BEHAVIORS

Responses to desirable performance.

- Reinforcement: a positive, rewarding reaction to a good play or good effort.
- Non reinforcement: failure to respond to a good Performance.

Responses to Mistakes

- **Mistake- contingent encouragement:** encouragement given to player following a mistake.
- **Mistake contingent technical instruction:** instructing and demonst rating to player how to correct a mistake he or she has made.
- **Punishment:** a negative reaction, verbal or non-verbal following mistake.
- **Punitive technical instruction:** technical instruction following a mistake given a punitive or hostile manner.
- **Ignoring mistakes:** failure to respond to a player mistake.

Responses to Misbehavior

- **Keeping control:** reactions intended to restore or maintain order among team members. (Smoll & Smith, 1989)

2. SPONTANEOUS BEHAVIORS

Game-Related

- **General technical instruction:** spontaneous instruction in the techn iques and strategies of the sport (not following a mistake).
- **General encouragement:** spontaneous encouragement that does not follow a mistake.
- **Organization:** administrative behavior that sets the stage for play by assigning duties or responsibilities.

Game- Irrelevant

- **General communication:** interactions with players unrelated to the game (Smoll & Smith, 1989).

The CBAS has been the most widely studied system for observing and documen ting coaching behaviors in youth sports. Research with the CBAS has revealed a number of interesting relationships. When they are working with the youth s port athletes, the dominant behaviors of coaches are positive reinforcement, general technical instructions, and general encouragement. The behaviors of keeping control and administrating punishment are perceived by players to occur much more often than they usually do. Another interesting finding is that coaches of youth sport teams spend a great amount of their time providing technical instruction and feedback to low-expectation youth than to high-expectation youth (Cox, 1998).

2.2.2. Multidimensional Model of Leadership

Chelladurai and Saleh (1980) to assist in the testing of the Multidimensional Model of Leadership developed the Leadership Scale for Sport (LSS). The LSS was developed to measure leadership behaviors, including the athletes' preferences for specific behaviors, athletes' perceptions of their coaches' behavi ors, and coaches' perceptions of their own behavior (Chelladurai & Saleh, 1980). thus, coaches should used all leadership styles by considering the different factors such as, sex, educational back ground of players, and their family, environment statues of players. The LSS has five dimensions:

Training and Instruction: coaching behavior aimed at improving the athletes' performance by emphasizing and facilitating hard and strenuous training; instructing them in the skills, techniques, and tactics of the sport; clarifying the relationship among the members; and by structuring and coordinating the members' activities (Chelladurai, 1990).

Democratic Behavior: coaching behavior which allows greater participation by the athletes in decisions pertaining to group goals, practice methods, and game tactics and strategies (Chelladurai, 1990).

Autocratic Behavior: coaching behavior which involves independent decision making and stress personal authority (Chelladurai, 1990).

Social Support: coaching behavior characterized by a concern for the welfare of individual athletes, positive group atmosphere, and warm interpersonal relations with members (Chelladurai, 1990).

Positive Feedback: coaching behavior which reinforces an athlete by recognizing and rewarding good performance (Chelladurai, 1990).

Situational consideration behaviors:- coaching behavior aimed at considering situational factors such as time, games, environment, maturity states, individual, gender, skill level and health conditions.

Fiedler (1967), model of leadership effectiveness, shows there are three important dimensions of leadership effectiveness:

1) Leader member relations

2) Task structure and

3) Power position.

Fiedler (2002) emphasized the Importance of situational factors in influencing the effectiveness of leaders. Fielder contends that good leaders are flexible and they adopt their coaching behaviors. Challedrai and Carron (1978) state, it a coach adapts his/her behavior to comply with athletes preferred behaviors, the athlete may be more readily inclined to the coach through an improved satisfaction and performance. Preferred leader behavior refers to actual behaviors favored by athletes and athletes' perceptions of leader behavior are similar to required leader behavior

Researches and theories from non-sports settings provided useful frameworks for understanding leadership (Horn, 2002), specific approaches that reflected

the unique demands of sports settings were required. In response, chelladurai (1978, 1990, and 1993) developed the multidimensional model of leadership to provide a conceptual framework that allowed leadership effectiveness to be studied in the sport domain. Chelladurai proposed that effective leadership is dynamic and is based on a complex series of interaction between leader, group members, and situational constraints.

The model suggests that positive outcomes (performance and satisfaction) will occur when there is congruence between the leaders' actual behavior (i.e. either organizing practices or providing positive feedback), the group members preferred leadership behavior (I.e. preference for a highly organized, supportive leader) and the behavior that is required in relation to the situation. In addition, behavior does not occur in a vacuum, and antecedent factors such as leader of the leader and group preference for leadership behaviors. The challenge for football managers is to show flexibility in adapting their dominant leadership style to suit specific leadership situations, and with large squads of highly paid players, to keep everyone satisfied. In essence, chelladurai (1978, 1990, and 1993) model stresses the importance of 'fit' or 'alignment' with high levels of satisfaction (a multifaceted construct which includes satisfaction with individual performance behaviors.

Therefore, when discrepancies occur, it would seem that leaders are faced with important dilemmas to carry on without making significant changes and to expect (or encourage) other to be more accommodating: to remove barriers (i.e. problem players or coaching staff who are creating disharmony); or to more flexible (which may prove decidedly difficult for controlling, authoritarian managers).

Although there are more similarities than differences in the preferred leadership behaviors of men and women, there is some evidence that males prefer more instructive behaviors and an autocratic style of leadership

(chelladuria and saleh, 1978). Interestingly, there is evidence that participants in highly interactive team sports such as basketball, football or volleyball prefer more autocratic leadership that does participants from co-acting sports such as swimming or bowling. Finally, Weiss and fredrich (1986) found a relationship between poorer team performance and frequently of social support from leaders in order to sustain motivation.

In general, research evidence has supported the predictions of the between required behavior, actual leader behavior and group preferences that increased group performance and satisfaction will result. In contrast larger discrepancies between actual,, preferred and required behaviors are likely to produce less satisfaction and influence performance negatively. More recently, researchers (chelladuria 1978) have used the LSS to investigate the decision-making styles of coaches.

While both the democratic and limitations. Stressed that the appropriateness of autocratic or democratic styles varied with the problem situations. Also, labeling styles in absolute terms implies that autocratic and democratic styles do exist, and it is not unreasonable to suggest that flexible managers can use the styles large squads of players are involved, it is likely that more autocratic styles will predominate by necessity, as chelladuria (1978) point out, democratic styles are less effective for complex problems and are more time consuming.

2.3. Leadership Studies by Using Leadership Scale for Sport

Leadership scales for sport is very important to measure the behavior and perception of coaches and sport officials each other. Several authors have dealt with some of the antecedents elements of the Multidimensional Model of Leadership in their research and in the recent years, the LSS has been mostly used in coaching leadership studies (Weiss & Friedrichs,

1986; Schliesman, 1987; Garland & Barry, 1988; Dwyer & Fischer,1990; Riemer & Chelladurai, 1995; Riemer & Toon, 2001; Ipinmoroti, 2002).

Individual Differences assessed the effects of sex, experience, and motivation on the leadership preferences of university and intramural players. He found that males preferred training and instruction more than females. Also, athletes high on task motivation preferred more training and instruction, on the other hand, athletes high on affiliation motivation and extrinsic motivation preferred more social support.

Moreover, the greater experience the higher the preference for positive feedback in competitive sports. Chelladurai and Carron (1983) examined the high school midget, high school junior, high school senior, and university level basketball players' preferences – a paradigm thought to reflect the maturity level of the subjects. Trend analysis revealed two significant results.

First, preference for training and instruction progressively decreased from high school midget through junior to senior levels and increased at the university level. Secondly, the preference for social support progressively increased from the high school midget level to the university level. Garland and Barry (1988) examined the influence of personality traits and perceived leader behaviors on performance in collegiate football. Garland and Barry considered the grouping of athletes into regulars, substitutes, and survivors as a performance measure.

They found that personality traits and leader behaviors taken together contribute significantly to the prediction of performance. Players who were more group dependent, tough-minded, extroverted, emotionally stable and who perceived their coach as offering more training and instruction, having a democratic decision style, being more socially supportive, and offering more positive feedback were associated with higher levels of performance.

Whereas, players who perceived their coach as having an autocratic decision style were associated with lower levels of performance. Situational Variables Chelladurai, Imamura, Yamaguchi, Oinuma, and Miyauchi (1988) studied the effects of culture (a situational variable) on sport leadership. This study explored the difference between Japanese and Canadian university level male athletes in their leader behavior preferences and perceptions of leader behaviors, their satisfactions with leadership and personal outcome, and the relationships between leader behaviors and satisfactions.

The results showed that

a) The Japanese athletes preferred more autocratic behavior and social support while the Canadian athletes preferred significantly more training and instrut tion,

b) The Japanese athletes perceived higher levels of autocratic behavior while the Canadian athletes perceived higher levels of training and instruction, democratic behavior, and positive feedback.

Another study to mention effects of situational variables on leadership behavior patterns was performed by Ipinmoroti (2002). This study was to find out whether type of sport would be a predictor of coach leadership behavior. Subjects in this study consisted of team sport coaches and individual sport coaches. Findings of this study did not show any significant differences in coach leadership behaviors of team and individual sport coaches.

Consequences of Leadership some authors have dealt with the consequences of leadership. For example, Chelladurai (1984) examined the relationship between the discrepancy between preferred and perceived leadership and athlete satisfa ction in varying sports on the basis of task variability and/or task dependence. The results showed that discrepancy in leadership for athletes in various sports

were associated with three measures of satisfaction: satisfaction with team performance, with leadership, and overall involvement.

Further, discrepancies in training and instruction and positive feedback were the most common dimensions of leader behavior affecting the athletes' satisfaction in all three sport groups (basketball, track and field, and wrestling). Horne and Carron (1985) examined the relationship between coach-athlete compatibility and athlete performance and the relationship between coach-athlete compatibility and athlete satisfaction on university volleyball, basketball, track and field, and swimming athletes and their coaches.

They found that the discrepancy between athletes' perceptions and their preferences for positive feedback and autocratic behavior were the best discriminators of compatible and incompatible dyads. Further, the results showed that the discrepancies in training and instruction, social support and positive feedback were significant predictors of athlete satisfaction with leadership.

In Schliesman's (1987) study of university track and field athletes, perceived democratic behavior and social support were positively related to general satisfaction with leadership. Also discrepancy scores in training and instruction, social support, and positive feedback were significantly related to satisfaction with the three leader behaviors. The higher the perception of those behaviors relative to the preferences, the higher the satisfaction.

In addition, Schliesman mentioned that the perceived democratic behavior and social support were slightly better predictors of satisfaction with general leadership than the corresponding discrepancy scores. Weiss and Friedrichs (1986) examined the relationship of university basketball players' perceptions

of coach behavior, coach attributes, and institutional variables to team performance and athlete satisfaction.

They found that neither institutional nor coach attribute variables were significantly related to team performance or satisfaction. On the other hand, leader behaviors were found to be significantly related to these team outcomes. Positive feedback was found as the most predictive of team satisfaction.

Analysis with individual satisfaction scores revealed that size of school, coach attributes, and leader behaviors were predictive of athlete satisfaction. Moreover, coaches who engaged in more frequent rewarding behavior, social support behavior, and democratic behavior produced more satisfied athletes.

In their study, Riemer and Chelladurai (1995) the differences between the offensive and defensive personnel of football teams in preferred leadership, perceived leadership and satisfaction with leadership, and also, the relationship among preferred and perceived leadership, their congruence, and satisfaction with leadership were examined.

The results showed that defensive players preferred and perceived greater amounts of democratic behavior, autocratic behavior, and social support than did offensive players. Also, the congruence preferred and perceived leadership in the dimension of social support was critical to enhancing member satisfaction.

On the other hand, perceived leadership in training and instruction as well as positive feedback was stronger determinants of satisfaction with leadership than either the preferred leadership or the congruence of preferred and perceived leadership in these dimensions. The authors Riemer and Toon (2001) investigated the congruence between preferred and actual leadership behavior that enhance member satisfaction in tennis players competing at NCAA Division I and II Tennis Championship level. Results indicated that athlete

satisfaction was not dependent on the congruence between preferred and perceived leadership behavior. Previous findings related to central thesis of the Multidimensional Model of Leadership have been inconsistent.

While some indicated a significant curvilinear relationship between discrepancy scores of leadership behavior and satisfaction with leadership, others indicated a significant linear relationship or no relationship. Riemer and Chelladurai, 1995 suggested that the inconsistencies in the direction and pattern of the reported significant relationship may stem from the problems associated with the use of discrepancy scores.

2.4. The Coach Athlete Relationship

Although no scientific studies have examined the relationship between associate football managers and players, recent research has develop a clearer understanding of important features of successful coach- athlete relationship. Jowett and Colleagues (Jowett, 2001; Jowett and Cokerill, 2002; Jowett and Ntounamis, 2004) have explored the reciprocal nature of such relationship, giving particular emphasis of effective, behavioral and cognitive factors.

This research has focused on how coaches and athletes influence each other and the interdependency that is evident. Initially, Jowett and others highlighted the importance of the three C's of closeness, commitment and complementarily to the coach-athlete relations (Jowett, Pauli, Pensgaard, Hoegmo, and Riise, 2005).

Complementarily, the third reflects a positive working environment which the coach and athletes work together to attempt improve performance. Jowett et al (2005) suggest that complementarily has been found to relate to both high levels of performance and greater satisfaction with the leadership. Recently, Jowett et al (2005) proposed a forth factor, co-orientation, which still requires

further investigation, but reflects coach and athlete perception of how the other perceives them.

2.5. Theoretical Framework Regarding Leadership Style in Sport

Several models have emerged as major approaches in examining leadership in sport (chelladurai & Riemer, 1998). Proposed have been a meditational model (smoll & smith, 1989; smoll, smith, Curtis & Hunt, 1978), a normative model of decision styles' (chelladurai &Haggerty, 1978), and a multidimensional leadership model (chelladurai., 1980, chelladurai, 1990; chelladurai & saleh, 1980) as cited in Tadios Gadebo (2013). While the meditational and normative models have made important contributions to the sport leadership literature, the multidimensional model will be described in further detail as it lends itself nicely for purposes of the present research.

The multidimensional theory of leadership synthesized previous non sport leadership models (e.g. path –goal theory, house & Dressir, 1974) and extended them to a sport context (chelladurai & Riemer, 1998). The model proposes that athlete satisfaction and group performance are a function of the combined effects of required, preferred, and actual leader behavior. Three antecedents affect the leader behavior.

These include situational, leader, and member characteristics. Required leader behaviors are those necessitated by both situational and member characteristics. These would include the parameters of the organization, its environment, governmental regulations, age and gender, for example (chelladurai, 1990; chelladurai & Riemer, 1998). Preferred leader behavior is determined by member characteristics and the situational variables actual leader behavior is function of characteristics of the leader, required behavior, preferred leader behavior, and group performance and satisfaction.

However, related research has focused on coach and athlete leadership preferences and satisfaction as a result of varying coach behaviors. Using the multidimensional model and dimensions of the LSS as a guide, several studies have examined athlete and coach preferences of various leadership behaviors. For example, chelladurai and Saleh (1978) found that athletes in team sports preferred greater coaching behaviors emphasizing training than those in individual sports.

Further, males were found to prefer studies these two coaching behaviors. Their investigation assessed if preferences for social support and training and instruction varied as a function of athletic maturity. Their results indicated that training and instruction preferences decreased throughout high school but increased at the university level.

2.6. Athlete Satisfaction

Chelladurai and Riemer (1997) define athlete satisfaction as the positive affective state that arises when an athlete evaluates the structures, processes, and outcomes that are related to the athletic experience. In other words, an athlete's level of satisfaction can be seen as a reflection of how well the athletic endeavor meets the athlete's own personal standards. Chelladurai and Riemer(1998) note that athlete satisfaction is important for three reasons.

First, an athlete's satisfaction with his or her sport should naturally be linked to his or her performance in that sport. For example, an athlete who is more satisfied will put out more effort and persistence during competition. The second reason that athlete satisfaction is important is because satisfaction can be seen as a precursor or outcome in the conceptual frameworks of other constructs, such as cohesion.

The final reason, which is central to the rationale behind this study, is because athletic satisfaction is a key concern in athletic programs. The humanistic view suggests that the athletic experience needs to be enjoyable and instrumental to further the development of athletes, and development is a primary outcome, at the college level. That being said, athlete satisfaction has both theoretical and practical implications. One construct that could have quite an impact on athlete satisfaction is role ambiguity . looked at the need for role clarity as a potential moderator variable between role ambiguity and athlete satisfaction.

To examine this relationship, Bray etal. had 112 male ice players complete the Athlete Satisfaction Questionnaire, the Role Ambiguity Scale, and a measure that assessed the athletes' need for role clarity . Their co relational results showed that greater ambiguity was associated with lower athlete satisfaction, which is consistent with the results from Eys and colleagues (2003).

They also found that the relationship between role ambiguity and the various facets of athlete satisfaction were only apparent in the athletes who had a higher need for role clarity . It is important to note that the authors elected to use the subscales of the Athlete Satisfaction Questionnaire that related to the individual as opposed to the team.

Their reason for doing this was because they were concerned with athlete satisfaction as it related to the primary role sender (i.e., the coach) based on friedrichs (1986) meta-analytic findings from the business literature that showed that job satisfaction and satisfaction with supervision were the dimensions of satisfaction that correlated the strongest with role ambiguity

The findings from the Bray, et al. study suggest that there could be more involved in the ambiguity-satisfaction relationship. Two variables that have

not been examined, but may be essential to athlete satisfaction, are role acceptance and role satisfaction.

For example, an athlete may understand his or her role and accept that role, but not be satisfied with that role; the literature is not clear on whether that athlete will be satisfied with the athletic experience.

CHAPTER THREE

RESEARCH DESIGN AND METHOD

3.1. RESEARCH DESIGN

The aim of this study is to identify the practices and challenge of coaching leadership styles and players' satisfaction which reflect on the performance of players. To this end, a descriptive survey research design methodology was employed with the assumption that it will help to identify the existing practices and situations that are encountered by trainees, coaches and managers in the training stations.

A descriptive survey attempts to picture or document current conditions that is to describe what exists at the moment. Thus, this approach was enables the researcher to examine the prevailing constraints, the presence situations of the training program. Moreover, this design was selected because it provides the best way to describe the basic questions stated in the research.

3.2. SOURCE OF THE DATA

The collection of information was carried out through primary and secondary sources.

3.2.1 PRIMARY DATA: - The primary data were collected through questionnaire, and structured interviews. Questionnaires: was employed to generate both qualitative and quantitative data relevant to the demographic, social and economic characteristics of the sample population. For this purpose, the questionnaire was designed comprising of both open-ended and close-ended questions.

3.2.2 SECONDARY DATA: - The secondary sources of information were obtained from published and unpublished works or materials, journals, books and articles.

3.3. SAMPLE POPULATION AND SAMPLING TECHNIQUE

In light of consideration of research methodology and taking the significance of this study into account, the simple random sampling, and purposive sampling techniques were employed. The subject of the study was coaches, trainees and expertise or officers.

According to the data that the researcher gathered from Ethiopia football federation, there are a total of nine national league participant clubs in Addis Ababa. Among those, 4(105 players) were selected, using simple random sampling and then 60 players were randomly selected from four Addis Ababa national league participant clubs. Finally 4 coaches and 4 managers were selected using purposive sampling. The total populations of the study are discussed below as follow:

TABLE I: characteristic of the sample clubs

№	Club's name	Place of training	Questionnaire	
			distributed	Collected
1.	Addis Ababa university football club	6 kilo campus	15	15
2.	Bios college football club	Kaliti (08 kebele)	15	15
3.	Addis Ababa police football club	Abebe bekila and goto meda	15	15
4.	Federal police football club	Omedla	15	15

3.4. DATA GATHERING INSTRUMENT

The means of collecting data used in this study was questionnaires, interview and observation. The questionnaires include closed-ended and open-ended items. Besides, interview and observation guides were used to stabilize to data which gathered through questionnaires. Moreover, both primary and secondary sources of data were used for the study. Secondary data was obtained through analysis of documents. Trainees and coaches were used as primary source of data.

3.5. PROCEDURE OF DATA COLLECTION

The data gathering instruments used in the study was drafted on the basis of the reviewed literature and the intended data to be collected. To maximize the quality of the responses and the rate of return the time convenient for the respondents was arranged. The researcher was made the objectives of the study clear to all of the sample respondents at the verge of questionnaire administration in order to avoid confusion and facilitate case of administration. A close follow-up was also made to immediately correct problems that arose during the filling in of the questionnaires.

3.6. METHOD OF DATA ANALYSIS

The data secured from different sources were analyzed and interpreted using both quantitative and qualitative approaches. Quantitative data's were analyzed by utilizing descriptive techniques; frequencies were used to compute percentages and mean values for the proportion of responses on issues raised on closed-ended items. The views, options, observation relating opinions to facts were used in the open ended questions, and observation evidences analyzed in narration under each category in table relating in to relevant issues addressed through the questioner items. In the results section, responses of all subjects were analyzed on each research question.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

This part of the thesis deals with analysis of the data gathered from the sample trainees, coaches and managers through questionnaires, interview and observa tion. Out of questionnaires in which distributed were filled and returned. As a result, the basic questions rose in chapter one will be given appropriate treatment in this chapter. A total of 68 respondents with 60 football players and 4 coaches were participated in the questionnaire. And 4 club managers were interviewed.

4.1 Background Characteristics of the players

The main sources of data for the study were some selected Addis Ababa national league participant clubs of football players. Grouping the characteristi c of the respondents is very essential to analyze the collected data and it is also important for the readers to know from whom data was collected. Therefore, th e following table shows background characteristics of the sample respondents.

Table II. Demographic characteristics of the respondent players

№	Item	Alternatives	Players	
			№ of Respondents	%
1.	Age	1. below 18	-	
		2. 18-23	18	30
		3. 24-28	32	53.3
		4. Above 28	10	16.6
2.	educational level	1.elementary level	5	8.3
		2. high school	29	48.3
		3.some certificate level	11	18.3
		4.diploma	12	20
		5. degree	3	5
		6. masters	-	-
3.	Position in the club	1,goal keepers	6	10
		2.defenders	24	40
		3.mid fielders	20	33.3
		4.attackers	10	16.6
4.	Service year in the club	1.one year	26	43.3
		2.two year	23	38.3
		3.three year	6	10
		4.above three year	5	8.3

The first background information of the respondents was about their age group. There are no respondents below 18 age. Therefore, 18(30%) of the respondents were grouped between 18-23 age, 32(53.3%) of the between 24-28 age and 10 (16.6%) of them above the age of 28. This shows that the majority (53.3%).

The second background information of the sample respondents was their educational background. With this regard, 5(8.33%) of them are in elementary level, 29(48.3%) of them are in high school level, 11(18.33%) were with certificate level, 12(20%) were diploma level and only 3(5%) of them were categorized at degree level. Thus, it is possible to conclude the respondents also academically to give reliable information for the study. Since most of the respondents (48.3%) are high school completed, it is recommended as they must try to upgrade their educational level. Because upgrading ones education level may directly be related to improve its performance in the field of sport.

The third background information of the respondent was their position in the club. With this respect, 6(10%) were goalkeepers, 24(40%) were defenders, 20(33.3%) were midfielders and 10(16.6%) were attackers. Collecting information from all position in the clubs in useful to get balanced information to conclude the result of the study.

The last background information of the sample respondents was focused on their service year in the club. in this focus, 26(43.3%) were served for one year , whereas 23(38.3%) were served for two years and 6(10%) and 5(8.33%) were served for three and above three years respectively. According to these characteristics 56.63 % of the respondents were served two years and above. This also indicates that the sample respondents can have enough knowledge about the coaching leadership style which will helps the researcher to achieve some points for the findings of the study.

Moreover, the sample respondents were asked why they joined the club. Most of the respondents answered that they want to upgrade their career through present club they included and to improve the clubs level, i.e. they want to participate in Ethiopia premier league in next season if possible. They also asked why they stayed in the club. They answerer for this question is the same

as the first question. Most of them are agreed in good relationship with their coaches and the clubs pay them sufficient salaries.

4.2. Response of players on their career

The researcher were analyzed the data which gathered through questionnaire and observations respect to different coaching leadership styles and the challen ge of practicing those behaviors in relation to players' satisfaction. Therefore, it is possible to identify the most dominant coaching leadership style of Addis Ababa national league participating clubs' coaches which is more preferred by the players that helps to develop their performance. So, the respondents' response is analyzed as below.

Table III: The response of players for the democratic coaching leadership behavior of their coaches

№	Item	Alternative	Players	
			№ of Respondents	%
1.	Present on time always.	1. yes	40	66.7
		2. no	20	33.3
2.	Promotes the player to participate on the team plan and strategy.	1. yes	35	58.4
		2. no	25	41.6
3.	Promotes the team members to participate during decision making time.	1. yes	10	16.66
		2. no	50	83.33
4.	Asking the player's opinion on the most important coaching affairs.	1. yes	20	33.3
		2.no	40	66.7
5.	Promotes the players to comment on his training program and its load.	1. yes	30	50
		2. no	30	50

In table III item 1 requested the respondents to express the degree of their agreement on the punctuality of their coaches. The result revealed that the majority of the players agreed on the punctuality of their coaches. To indicate quantitatively, 40(66.7%) of the respondents were a greed 20(33.3%) were disagreed.

Items 2 concerned about the encouragement of their coaches to participate on their clubs' plan and strategies. The finding indicates that 35(58.4%) of the

participants were responded positively and 25(41.6%) of them were respond negatively to the item. From this one can conclude that players are participating on the team plan and strategies in the clubs.

Item 3 refers about the participation of the players during decision making time. Regarding to this item, 10(16.66%) participants were replied positively and 50(83.33%) of them were gave their negative response to the statement.. This shows that majority of the sample respondents are not participating when their coaches were made decision on the issues which concern them.

In item 4 of the same table, the sample participants were asked to reveal their agreement wither their coaches ask their opinion on the most important coaching affairs. With this regard 20(33.3%) of the participants were indicted negative response to the statement. only 40(66.7) of them undecided to the item. This shows that their coaches aren't asking them to give their opinion on the most important coaching affairs.

The fifth item is regarded about encouraging the players to comment on their coaches' training practice and its load. In this regard, 35(58.4%) of the sample respondents were disagreed, and 25(41.6%) of them were agreed. Therefore, one can conclude that most of the players were not encouraged to comment on their coaches' works.

generally, the above findings show that the Addis Ababa national league participant clubs are trying to use democratic leadership style for the success of their clubs as well as for the development of their players performance which helps the players to be satisfied in players performance which helps the players to be satisfied in their leadership in their players performance which helps the players to be satisfied in their leadership. But the numerical expression indicates that coaches have weak sides in some issues for example, the coaches aren't asking them to give their opinion on the most important

coaching affairs. So, these problems should be correct to be an excellent democratic coach.

Table IV: The response of players to the autocratic coaching leadership of their coaches

№	Item	Alternative	Players	
			№ of Respondents	%
1.	Gives priority for only his idea.	1. yes	45	75
		2. no	15	25
2.	The way he punishes his players is not actable.	1. yes	38	63.3
		2. no	22	36.7
3.	Works relatively independent of the players and other bodies?	1. yes	10	16.66
		2. no	50	83.33

Table four (IV) aimed to investigate about the autocratic leadership style of coaches. With this regard item 1 also indicated that 45(75%) of the participants were agreed to the statements and 15(25%) of them disagreed. From this finding one can conclude that the coaches of Addis Ababa National league participating clubs are giving priority for their own idea.

Item 2 of the same table, indicates that 38(63.3 %) of the respondents were agreed to the way their coaches are punishing the player who show misbehavior is not acceptable. The other 22 (36.7 %) were replied that their coaches are punishing their players the way which is acceptable. the general conclusion for the item is the coaches of the clubs are punishing their players

aren't according to the interest of the athlete and cannot be acceptable by the concerned bodies of the clubs.

Item 1 tried to ask sample participants to give information whether their coaches are carrying out all the works independent of them or not. The response indicates that 10(16.7%) of them were agreed that their coaches are carrying out all the activities independent of the players and 50(83.3%) of them were disagreed. Thus, the Majority of the sample respondents replied that their coaches are working all the activities independently which concerned to the players and other bodies.

Generally, It can be concluded that the coaches of the clubs are not autocrat in their leadership style. But it doesn't mean that they are hundred percent free from the autocratic leadership behavior because the quantitative expression shows that they are autocrat in some cases.

Table V. Response of players to Training and instruction Type of coaching leadership style of their coaches

№	Item	Alternative	Players	
			№ of Respondents	%
1.	Knows strong and weak side of each player in detail?	1. yes	36	60
		2. no	24	40
2.	Explains to each player the techniques and tactics of the football.	1. yes	50	83.3
		2. no	10	16.7
3.	Works at individual base to indicate tactical and technical improvement.	1. yes	18	30
		2. no	42	70

Table V, item 1 is regarding the knowledge of coaches about their players' strong and weak sides. In this concern 36(60%) of the respondents agreed with the ideal and 24(40%) of them were disagreed to the statement. this implies that the coaches of the clubs were knowing the strong and weak side of their players.

In table V, item 2, the participants asked to respond that whether their coach explains the technique and tactics of the football to each player or not. According to the response 50(83.3%) of them were agreed, only 10(16.7%) of them were disagreed. The observation check list also shows that the coaches of the clubs were explaining tactical and technical approach of football to their players in detail. Therefore, one can say that the coaches of the club are good enough in knowledge of tactics and techniques in football and they are doing so.

In the same table, item 3, 18(30%) of the respondents agreed that their coach is working at individual base indicate and technical improvement, 42 (70%) of them disagreed. The researcher also observed that the coaches are not spending their time by working in individual base tactics and techniques but they were working more in group and team tactics during training sessions. Although football is team game it needs individual technique and tactic to achieve the clubs intended goals.

Generally, the information's obtained from table vi and as well as from observation can be concluded that Addis Ababa national League participating football clubs' coaches are following training and intrusion type of caching leadership style to improve their athletes' performance and as well to achieve the club's intended goals.

Table VI. The players Response to the social support Coaching Leadership style of their coaches

№	Item	Alternative	Players	
			№ of Respondents	%
1.	Helps the team members to during conflict are happening?	1. yes	49	81.6
		2. no	11	18.4
2.	Promotes close and informal relations with the players?	1. yes	47	78.4
		2. no	13	21.6
3.	Helps the athletes in their personal problems?	1. yes	33	55
		2. no	27	45

As table VI indicates, which is concerned the social support coaching leadership style of the caches' the first item indicates the cache support for the team members to settle conflict that is happened within them. For this item 49(81.6%) of the respondent agreed 11(18.4%) of them disagreed. The participants' response shows that the coaches are helping their plays while they are facing conflict between them.

Item 2 of the same table, the respondents were asked to rate the encouragement of their coach to make closed and informal relationship with him. For the item 47(78.4%) of the total respondents were agreed, 13(21.6%) of them disagreed. So it is possible to conclude that the coaches of Addis Ababa national league are not encouraging their players to make close and informal relationship with them. Though, the general conclusion is positive because of the majority of the agreement, the numerical indication shows that there nuts

be an improvement to develop the personal relationship between coaches and players.

Concerning item 3, the participants were asked to reply whether their coach is helping the players in their personal problems or not. So that 33(55%) of them replied positively, 27(45%) of them replied negatively. This implies that the coaches of the clubs are helping their players in their personal problems. In fact, the coaches have to understand and help their players when they faced personal problems in their life. Such activities help players to feel their club or camp as their home that promotes them to be satisfied in their coaches as well in clubs.

Generally, the above issues raised were indicating that the coaches of Addis Ababa National League are very good in social support coaching leadership style.

Table: VII the players' response to satisfaction in their clubs

№	Item	Alternative	Coaches	
			№ of Respondents	%
1.	Team ethics and discipline.	1. yes	34	56.7
		2. no	26	43.3
2.	Team relation with coach and other concerned bodies.	1. yes	30	50
		2. no	30	50
3.	Team cohesion	1. yes	45	75
		2. no	15	25
4.	Dedication of the players to achieve the clubs goal.	1. yes	33	55
		2.no	27	45
5.	Appropriateness of team objectives and strategies.	1. yes	52	86.7
		2. no	8	13.3
6.	Playing opportunity of each player's.	1. yes	18	30
		2. no	42	70
7.	The way individual player is treating	1. yes	12	20
		2. no	48	80
8.	The leadership style that your coach is using.	1. yes	38	63.3
		2. no	22	36.7

Items in the table seven tried to investigate the players' response about their satisfaction in the clubs they concerned. Thus, item one asks the respondents to reply about their team ethics and discipline. The response shows that 34(56.7%) of the respondents are agree and only 26(43.3%) of them disagree to the item. The next item is about team relation with coach and other concerned bodies of the clubs; 31(51.7%) of the participants showed their positive

response and 29(48.3%) of them showed their negative response to the item the remaining.

The third item tried to assess the players' satisfaction about their team cohesion. In this regard 45(75%) of the respondents were agreed and 15(25%) of them were disagreed about their team's integration. The considerable number from this it can be possible to conclude that there an integration in the team members.

About their dedication for the players achievement of objectives of the club, 33(55%) of the sample participants were replied that they are using unlimited effort to achieve an intended goal of the club and only 27(45%) of them were disagreed to the issue. The fifth item also tried to assess the appropriateness of team objectives and strategies set. In this concern most of the respondents were agreed.

The exceeding items, 6 and 7, are also tried to assess the playing opportunity of each player and the way individual plays is treating in the clubs, in contrary to above items majority of the respondents were unsatisfied on the issues as indicated in the table. Therefore, the players should be treated equally and logically in the clubs and they should get playing opportunity according to their performance.

The last item eight is asked the respondents whether they are satisfying on the coaching leadership style of their coach. For this item, 38(63.3%) of them were indicated their satisfaction agreement on the leadership behavior that their coach is following and 22(36.7%) of them were unsatisfied.

Even if it is possible to say that the majority of the players are indicated their satisfaction on the coaches' leadership behavior, the number of the players replied to the item in both sides (agreements and disagreements) is very approached to each other. This also shows that satisfying all players by using selected or mixed leadership styles is how much challengeable for coaches.

4.3. Socio Demographic Characteristics of Football Coaches

Coaches were asked to indicate their background information through question naire. Responses on their sex, age, years of experience in coaching, their current level of coaching license, educational level or qualification and availability of performance enhancing courses are summarized in table eight.

Table: VIII Socio Demographic Characteristics of Football Coaches Respondents

№	Item	Alternatives	Coaches	
			№ of Respondents	%
1.	Sex	1. Male	4	100
		2. Female	-	-
2.	Age	1. 20-29	-	-
		2. 30-40	3	75
		3. 41-50	-	-
		4. Above 50	1	25
3.	What is your educational level and qualification?	1.Grade 10th complete		
		2. Grade 12th complete		
		3. Certificate in FIFA	-	-
		4. Diploma in sport science	1	25
		5. Degree in sport science	2	50
		6. Masters in sport science	1	25
4.	How many years of experience do you have in coaching?	Less than one year	1	25
		1-4years	-	-
		5-10 years	1	25
		More than 10 years	2	50
5.	Do you have an assistance coach?	1.yes	2	50
		2.no	2	50
6.	Did you have a chance of getting performance enhancing courses?	1.yes	1	25
		2.no	3	75
7.	If your answer for question number 6 is yes, how many times a year?	1.it is not known	3	75
		2.one times a year	1	25
		3.two times a year	-	-
8.	What is your current level of coaching license?	1. first level	-	-
		2.second level	3	25
		3.higher level	1	75

The above table shows socio demographic characteristics of coaches responden ts. To start with their gender, all of the respondents (100%) under consideratio n were male coaches.

Item 2 reveals that 3(75%) of the coaches and 1(25%) of the coaches are found between the age of 30-40 and 51-60 respectively. From this, one can conclude that the majority of the coaches are found in the adult age. With regard to their experience in coaching as a main coach, 1(25%) have less than one year, 1(25%) have an experience of range between 5-10 year, and 2(50%) of the coaches have an experience of more than 10 year. Pertaining the educational qualification, table 2 depicts, 2(50%) of the coaches have degree, and 1(25%) diploma in physical education and sports, and 1(25%) of coaches have masters in Football coaching. However, as shown on the above table their chance or opportunity of getting performance enhancing courses from the Football Federation is very low.

In addition, the table shows the status of coaching license and having an assistance coach. To this end, even though two of the respondents 2(50%) have not an assistance coach, whereas two of the respondents 2(50%) have an assistance coach, 3(75%) of them had second level coaching license whereas the other 1(25%) of the coaches have higher level of coaching license.

Table IX: Response of Coach on Football Career

№	Item	Alternative	Coaches	
			№ of Respondents	%
1.	Do you have a strategic plan?	1. yes	4	100
		2. no	-	-
2.	Do you have a training unit plan?	1. yes	4	100
		2. no	-	-
3.	Do you have a good relationship with your players?	1. yes	4	100
		2. no	-	-
4.	Did you have a good mechanism to motivate your players?	1. yes	4	100
		2.no	-	-
5.	Are you satisfied with the rule and regulation of the club?	1. yes	2	50
		2. no	2	50
6.	Do you have enough sport materials?	1. yes	3	75
		2. no	1	25
7.	Is the training field standard one?	1. yes	2	50
		2. no	2	50
8.	Do you think the players are satisfied with the training method?	1. yes	4	100
		2. no	-	-
9	Do you evaluate your players?	1. yes	4	100
		2. no	-	-

The above table IX depicts the response of Football Coaches on Football Career. According to the table, all of the respondents 4(100%) under consideration had a strategic and training plan. From this one can conclude that most of Addis Ababa national league coaches are good in making the training unit and

strategic plan. In addition to this the response regarding the relationship of the coaches with his/her players, all of the respondents 4(100%) under considerati on are agreed.

In addition, the table shows have a good mechanism to motivate players, the satisfaction of the coaches with rule and regulation of the club and have enough sport materials. To this end, all of the respondents 4(100%) have a good mechanism to motivate players, 2(50%) of them are satisfied with the rule and regulation of the club whereas the other 2(50%) of them aren't satisfied with the rule and regulation of the club. However, as shown on the above table, 3(75%) of them are agreed on having enough sport materials whereas the other 3(75%) of them aren't agreed on having enough sport materials. Therefore, from this one can conclude that most of Addis Ababa national league participant clubs have enough supply of sport materials.

The data available in table IX also shows the responses on the standard of training field, the satisfaction of players with the training method of the coaches, the evaluation of the coaches to his/her players . Accordingly, 2(50%) of them are agreed on standard of training field whereas, 2(50%) of respondents aren't agreed on the standard of training field. Regarding to the responses on the satisfaction of players with the training method of the coaches and evaluation of the coaches to his/her players indicated that, 4(100%) of the respondent agreed. Therefore from this one conclude that most of Addis Ababa national league participant club coaches are good in evaluating his/her players.

4.4. Finding from Observation

In order to obtain information about challenges and practicing leader ship styles to satisfy players the observation were made to evaluate their attitude and practice.

Therefore, one the observation questions is whether they have one best coaching leadership style which well suited for all players or not. For this question the observation was indicating it is too difficult to select the best style which can suite for all players because using coaching leadership is depends on players personality, experience, educational background, attitude... etc. it is possible to use the styles accordingly. Which means at a given time you may be democratic, another time you may be autocratic for the same player depending on the situation. You may also be casual for one, autocrat for other player concerning on their behavior at the time.

The other question is whether their players are satisfying using such a way or not. The observation replied that they are facing different difficulties in relation to players' satisfaction while using coaching leadership behavior because the understanding level of the players is different that depends on their experience and personality. So they are using different types of coaching leadership styles with its problems accordingly. But most of the players prefer democratic and training and instruction coaching leadership style to develop their performance.

Moreover, the researcher observed Most of the coaches commented that to use whatever the style, it is must to have good communication between players and coaches to be successful. The other comment is that the coach should be trained well and he has to read always to apply newly investigated scientific approaches. The coach who has good insight may overcome the challenge.

In general, one can conclude that there is a challenge while practicing coaching leadership style in relation to players' satisfaction from the information given above. A challenge for the coaches is to find a leadership styles that is conducive to team success. Hence, the current study shall help coaches better understand how their leadership behaviors relate to their team's performance. So it is advisable to have good insight, and communication with players, fun and parents as well as following scientific methods to overcome the challenge for the coaches.

4.5. Result from the interview

Key informants were asked for the question “What are the major factors which affect coaching leadership style and athletes satisfaction?” Accordingly, almost all of the participants have replied that challenges to use fixed leadership style that can best suit with players’ satisfaction, therefore Coaches of the clubs were more preferred democratic and training and instruction leadership behaviors.

Pertaining to the having one best coaching leadership style that will match for their players’ achievement. Accordingly, all of the participants have replied that “No”. This indicated that the coaches of the clubs were faced the problem of using fixed leadership style to satisfy their players because of players individual difference. Players are differed in their experience, educational background, attitude, social background and soon.

Finally participants were asked about whether the coaches have a strategic and unit training plan or not. Consequently all of respondents replied that “Yes”. This indicated that the coaches of Addis Ababa national league participant clubs have good practice on preparing a strategic and unit training plan.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with an overview of the purpose and procedures of the study, major findings, conclusions and recommendations forwarded.

5.1. SUMMARY

This study was intended to identify the practice and challenges of coaching leadership styles and players' satisfaction which reflect on the performance of players in selected Addis Ababa National 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 major factors which affect coaching leadership style and athletes 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 observations were made and those collected data were interpreted and analyzed. A total of 68 respondents; that was 60 trainees and 4 coaches and 4 managers from four selected Addis Ababa National League football clubs were participated as respondents in this study.

The information obtained from the questionnaires were analyzed and interpreted by using percentage frequencies mean, and descriptive statements.

Whereas, the data gathered through observations and interview were analyzed qualitatively to strengthen the conclusion that obtained from questionnaires.

Players are satisfied in most of activates 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 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 democratic coaching leadership style is a coaching behavior that allows greater athletes participation in decisions pertaining to group goals, practice 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 activates, 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. The only their 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 caching 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 caches 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 satisfy their players because of players individual difference. Players are differed in their experience, educational background, attitude, social background and soon. 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 is indicating that coaching leadership styles have a direct relationship with players' satisfaction. And there are challenges to use fixed leadership style that can best suit with players' satisfaction. Not all but also majority of the players more training and instruction and democratic 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 practice and challenges of coaching leadership styles and players' satisfaction which reflect on the performance of players.

- Among the rooted problems, as indicated by this research are challenges to use fixed leadership style that can best suit with players' satisfaction, therefore 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 coaching 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 coaches should motivate their players during losing and winning the match. 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.

- Lastly, 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. The coach should have good insight and communication skill with players, players' families, and other concerned biddies of the clubs. 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.

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APPENDIXES

APPENDIX-I

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

FACULTY OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

QUESTIONNAIRE PROVIDED FOR COACHES

This questionnaire is designed to gather data on the "practice and challenges of foot ball coaching leadership style and players satisfaction: the case of Addis Ababa national league participant clubs"

Dear respondents, with this respect, your information is taken as a crucial input for the success of this study. This information is intended purely for academic research purpose and will be kept confidential, therefore, kindly requested to fill in the questionnaire for which the success of this study will directly depend upon your genuine and truthful responses to the questions.

- Writing you 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 1: read the following questions and fill the appropriate answer or "√" mark on the space provided.

1. Name of your club_____
2. Sex ☐ Male ☐ Female
3. Age ☐ 20-29 ☐ 31-40
   ☐ 40-50 ☐ above 50
4. Educational Level
   - ☐ Certificate in FIFA
   - ☐ Grade 10^{th} Complete
   - ☐ Grade 12^{h} Complete
   - ☐ Diploma in Sport Science
   - ☐ Degree in Sport Science
   - ☐ MA in Sport Science
   - ☐ PhD in Sport Science

If it is out of teaching please write it _____

_____.

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

a. Less than one year b.1-4 year's c. 5-10 year's d. above 10 years

6. What is your current level of coaching license?

a. First level b. Second level

If any please write it _____

_____.

7. Did you have a chance of getting performance enhancing courses?
   - ☐ Yes
   - ☐ No
8. If your answer is "yes" for question number 7, how many times a year? Please specify it

   _____.

9. Do you have an assistant coach?

   ☐ Yes No ☐

Part 2 read the following questions and fill the appropriate answer or "√" mark on the space provided.

1. Do you have a strategic plan?

   Yes ☐ No ☐

2. Do you have a training unit plan?

   Yes ☐ No ☐

3. Do you have a good relationship with your players?

   Yes ☐ No ☐

4. Do you have a good mechanism to motivate your players?

   Yes ☐ No ☐

5. Are you satisfied with the rule & regulation of the club?

   Yes ☐ No ☐

6. Do you have enough sport material?

   Yes ☐ No ☐

7. Is the training field standard one?

   Yes ☐ No ☐

8. Do you think the players are satisfied with the training method?

   Yes ☐ No ☐

9. Do you evaluate your players?

   Yes ☐ NO☐

Appendix II

ADDIS ABABA UNIVERSITY

FACULITY OF LIFE SCIENCE

DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by Addis Ababa National League participating clubs foot ball players

This is a survey questionnaire designed to collect data for undertaking a master's thesis on "practice and challenges of football Coaching Leadership Style and players Satisfaction: the case of Addis Ababa National League participant clubs".

Dear respondents, this is a survey questionnaire designed to obtain information on the practice and challenges of football coaching leadership styles and players satisfaction of Addis Ababa National League participant clubs. With this respect, your information is taken as a crucial input for the success of this study. This information is intended purely for academic research purpose and will be kept confidential, therefore, kindly requested to fill in the questionnaire for which the success of this study will directly depend upon your genuine and truthful responses to the questions.

Thank you in advance for your cooperation!

General direction:-

- Writing you 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.

Part One Personal Information

Direction: - please mark with "✔" your response on the space provide except those questions which requires written response.

1. Name of the club_____
2. Age A. below 18 ☐ B. 18-23 ☐ C.24-28 ☐ D. 28 years and above ☐
3. Academic status
   A. Completed elementary school level ☐
   B. Completed high school level ☐
   C. Certificate
   D. Diploma E. Degree ☐ F. Masters and above ☐
4. Your position of play in the playing formation
   A. Goalkeeping
   B. Central defender (back)
   C. Right /Left defender (back)
   D. Attacking /Defensive mid fielder
   E. Right /Left winger ☐
   F. Attacking /Forward
5. For how long have you played for the club?
   A. 1 year B. 2 Years ☐ C. 3 Years ☐ D. 3 Years and above ☐
6. You stayed in this club because
   A. Its attractive salary ☐
   B. Players Administration relation is good ☐
   C. It better for the players security ☐
   D. There is freedom in the coaching and training process ☐
   E. I have no idea about other clubs ☐
   Mention if any other,_____
7. If possible, would you move to another club with the same amount of salary?
   A. Yeas ☐ B. No ☐

8. If your answer for question number 7 is “yes” your reasons could be
   A. Lack of recognition for my performance ☐
   B. Limited of playing opportunity ☐
   C. Unstructured training and coaching program ☐
   D. Lack of respect from the coach and administration ☐
   E. Unattractiveness of salary ☐
9. Rules and regulations of the club you are playing tend to encourage the players
   A. Strongly agree ☐
   B. Agree ☐
   C. Disagree ☐
   D. Strongly disagree ☐

Part Two: - Items related to the leadership styles of the coaches

Direction: - the following are a list of statement about the different coaching leadership styles of your coaches. Read each one carefully, then, using the following scale, pleas mark with a tick "✔" to indicate your level of agreement with each of the statements regarding your coach. For best results, answer as truthfully as possible.

No	Statement of opinions	Yes	No
1	Is the coaches Present on time?		
2	Is the coach Promote the players to participate on the team plan and strategy?		
3	Is the coach Promotes the team members to participate during decision making time?		
4	Is the coach Ask the player's opinion on the most important coaching affairs?		
5	Is the coach Promote the players to comment on his training program and its load?		
6	Is the coach Gives priority for only his idea?		
7	Way of punishes his players is not actable?		
8	Works relatively independent of the players and other bodies?		
9	Is the coach Helping the athletes in their personal problems?		
10	Are the coaches Promotes close and informal relations with the players?		
11	Is the coach Help the team members to during conflict are happening?		
12	Does the coaches Knows strong and weak side of each players in detail?		
13	Does the coaches Explains to each player the techniques and tactics of the football?		
14	Does the coaches Works at individual base to indicate tactical technical improvement		

Part Three: - Items related player's satisfaction in their team.

Direction: - the following are some important rating means of the player's satisfaction in their team. Pleas mark with a tick "✔" for what your response is with respect to each factor which most influences your satisfaction in your team.

1= Satisfied **2=** unsatisfied

No	Statement of opinions	1	2
1	Team ethics and discipline		
2	Team relation with coach and other concerned bodies		
3	Team cohesion		
4	Dedication of the players to achieve the clubs goal		
5	Appropriateness of team objectives and strategies		
6	The way individual players are treating		
7	Giving playing opportunity to each players		
8	The leadership style that your coach is using		

Appendix- III

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ክፍል

የተፈጥሮ ሳይንስ ኮሌጅ

የስፖርት ሳይንስ ትምህርት ክፍል

በአዲስ አበባ ከተማ ዙሪያ በሚገኙ የብሔራዊ ሊግ ክለብ ተጫዋቾች የሚሞላ መጠይቅ፡፡

ይህ መጠይቅ የተዘጋጀው በአዲስ አበባ ከተማ ዙሪያ በሚገኙ የእግር ኳስ ብሔራዊ ሊግ ክለብ አሰልጣኞች፤ ቡድኖችን የመምራት ባህረ፣ የአሰለጣጠን ዘይቤና ተጫዋቾች በቡድኖቻቸው ውስጥ ያላቸው ደስተኝነት እዲሁም የተጫዋቾችን ክህሎት በማሻሻል ረገድ የሚያበረክተውን አስተዋፅኦ በተመለከተ መረጃ ከተጫዋቾች ለማሰባሰብ ነው፡፡ በመሆኑም ከስር ለተዘረዘሩት እያነእዳንዱ መጠይቆች በጥሞና በማንበብ ለጥያቄዎቹ ትክክለኛውን ምላሽ በመስጠት የበኩላችሁን አስተዋፅኦ ታደርጉ ዘንዱ ከወዲሁ በትህትና እጠይቃለሁ፡፡

ለትብብራችሁ በቅድሚያ አመሰግናለሁ!!!

***<u>መመሪያ</u>*፡-**

1. **ስም መጻፍ አያስፈልግም**
2. **የምትሰጡትን መልስ ሚስጥራዊ ስለሆነ እንዳይሰጉ**

ክፍል አንድ፡- ግላዊ መረጃ

መመሪያ፡- ለሚከተሉት ጥያቄዎች የራይት "✓" ምልክት በሳጥኑ ውስጥ በማስገባት ወይም በጽሁፍ ለሚመለሱ ጥያቄዎች ደግሞ አጭርና ግልፅ መልስ በመፃፍ ትክክለኛውን መረጃ ይስጡ፡፡

1. **የክለቡ ስም** _____
2. **ዕድሜ** ከ18-23 **ዓመት** ☐ ከ24-28 **ዓመት** ☐
   28 **ዓመትና ከዚያም በላይ** ☐
3. **የትምህርት ደረጃ** 10ኛ **ክፍል ያጠናቀቀ** ☐
   12ኛ **ያጠናቀቀ** ☐
   ሰርተፍኬት በስፖርት ሳይንስ ☐
   ዲፕሎማ በስፖርት ሳይንስ ☐
   ድግሪ በስፖርት ሳይንስ ☐
   ማስተርስ በስፖርት ሳይንስ እና ከዚያ በላይ ☐
   ሌላ ካለ ይግለፁ_____
4. **የምትጫወትበት ቦታ** ☐
   ግብ ጠባቂ ☐
   የመሃል ተከላካይ ☐
   የአጥቂ አማካይ ወይም የተከላካይ አማካይ ☐
   የቀኝ ወይም የግራ መስመር ተመላላሽ ☐
   አጥቂ
5. **ለዚህ ክለብ ለምን ያህል ጊዜ ተጫወትክ?**
   ለ1 **ዓመት** ☐ **ለ** 2 **ዓመታት**☐ **ለ** 3 **ዓመታት** ☐
   ከ 3 **ዓመት በላይ** ☐
6. **እዚህ ክለብ ይህን ያህል ጊዜ ልትቆይና ልትጫወት የቻልክበት ምክንያት ምንድን ነው?**
   ተመጣጣኝ ደመወዝ ስለሚከፈለኝ ☐
   በተጫዋቾችና በአስተዳደሩ መካከል ያለው መልካም ግንኙነት☐

በጠጫዋቾችና በአሰልጣኙ መካከል ያለው መልካም ግንኙነት☐

በስልጠናውና በትሬኒንግ ወቅት የሚሰጠን ሙሉ ነፃነት☐

ስለሌሎች ክለቦች ምንም ስለማላውቅ ☐

ሌላ ምክንያት ካልዎት ቢጠቅሱ _____

_____

7. አጋጣሚዎች ቢመቻቹልህና ቢሳካልህ በተመሳሳይ የደመወዝ መጠን ወደ ሌላ ክለብ የመዘዋወር ፍላጎት አለህ?

አዎ አለኝ ☐ የለኝም ☐

8. ለጥያቄ ቁጥር 7 መልስህ #አዎ$ ከሆነ ምክንያትህ ምን ሊሆን ይችላል?

በቡድኑ ውስጥ ለማደርገው መልካም እንቅስቃሴ ምስጋና ማጣት ☐

ለመጫወት የሚሰጠኝ ዕድል ዝቅተኛ መሆን ☐

ያልተቀናጀ የሥልጠናና የትሬኒንግ ፕሮግራም ☐

ከአስተዳደሩና ከአሰልጣኙ ጋረ በተፈጠረ የግል ግጭት ☐

ደመወዙ አነስተኛ ስለሆነ ☐

ሌላ ምክንያት ካልዎት ቢጠቅሱ_____

_____

9. የክለባችሁን ህግና ደንብ በአግባቡ ታውቁታላች ወይ

አዎ ☐ የለም ☐

10. በተራ ቁጥር 9 ለተጠየቀው ጥያቄ መልስዎትን ‹ አዎ$ ከሆነ ህግና ደንቦችን ተጨዎቹን በክለቡ እንዲቆዩና እንዲጫወቱ የሚያበራታታ ነው ብለህ ታስባለህ

አዎ ☐ የለም ☐

ክፍል ሁለት

መመሪያ፡- ከዚህ በታች የተዘረዘሩት መግለጫዎች የእግር ኳስ አሰልጣኞች ቡድኖችን የመምራት ባህሪና የአሰልጣጠን ዘይቤን የተመለከቱ ናቸው፡፡ በመሆኑም እያንዳንዱን መግለጫ በሚገባ በማንበብ መልስዎን ከተሰጡት አማራጮች ውስጥ #✔$ በመጻፍ ያመልክቱ፡፡

ተ.ቁ	መመዘኛ መግለጫዎች	አዎ	የለም
1	አሰልጣኛችሁ ሁል ጊዜ በሰዓቱ ይገኛል?		
2	አሰልጣኛችሁ ተጫዋቾችን በውሳኔ መስጠት ሥራ ላይ እንዲሳተፉ ያደርጋል?		
3	አሰልጣኛችሁ በቡድናችሁ ዕቅድና ስትራቴጂ ላይ ተጫዋቹ አስተያየት እንዲሰጠበት ይፈቅዳል?		
4	አሰልጣኛችሁ ተጫዋቾች በትሬኒንግ ፕሮግራሙ ላይ አስተያየት እንዲሰጠበት ሁኔታዎችን ያመቻቻል?		
5	አሰልጣኛችሁ ሁል ጊዜ የቡድኑ አባላት ሳያውቁ ውሳኔዎች ይወሰናል?		
6	ክለባቹህ በግልፅ የተቀመጠ የቡድኑ ዕቅድ አለው?		
7	አሰልጣኛችሁ ተጫዋቾች በስራው ላይ አስተያየት እንዲሰጡ ያበረታታል?		
8	አሰልጣኛችሁ የተጫዋቾችን አስተያየት ተቀብሎ በተግባር ላይ ያውላል?		
9	አሰልጣኛችሁ ተጫዋቾች የግል ችግር ሲገጥማቸው እርዳታ ያደርግላቸዋል?		
10	ተጫዋቾች ለሚያደርጉት ጥሩ እንቅስቃሴ የቡድኑ አባላት ባለበት ምስጋና ያቀርባል?		
11	በምንም አይነት መንገድ ተጫዋቾችን የሚያበረታ ሥራ ሲሰራ አይታይም?		
12	ለእያንዳንዱ ተጫዋቾች የእግር ኳስ ተክኒክና ታክቲክ ያብራራል?		
13	ተጫዋቾች እንደ ወቀታዊ ቢቃታቸው እንዲሰለፉ ያደርጋል?		
14	እያንዳንዱ ተጫዋች የግሉን ተክኒክና ታክቲክ እንዲያዳበር ጠንክሮ ይ ሰራል?		
15	የእያንዳንዱን ተጫዋች ጠንካራና ደካማ ጎን በግልፅ ለይቶ ያወቃል?		

ክፍል ሦስት፡- ተጫዋቾች በክለቦቻቸው ውስጥ ያላቸውን ደስተኛነት ለመለካት የቀረቡ ጥያቄዎች፡፡

መመሪያ፡- ከዚህ በታች የተዘረዘሩት መግለጫዎች ተጫዋቾች በክለቦቻቸው ውስጥ ያላቸውን እርካታ ለመለካት የቀረቡ ናቸው፡፡ በመሆኑም እያንዳንዱን መግለጫ በጥሞና በማንበብ በቡድናችሁ ውስጥ ከሚታዩ ሁኔታዎች አንጻር ላንተ የሚስማማህን ከስር ከተዘረዘሩት 2 መመዘኛ ነጥቦች ባሉት ክፍት ቦታዎች ላይ የራይት #✔$ ምልክት በማስቀመጥ መልስዎን ያመልክቱ፡፡

1= እረካለሁ 2= አያረካኝም

ተ.ቁ	መመዘኛ መግለጫዎች	1	2
1	በቡድናችሁ ተጫዋቾች ስርዓትና ሥነ-ምግባር ትረካለህ?		
2	በሚሰጣችሁ ስልጠናና በሚተላለፉ መመሪያዎች ትረካለህ ?		
3	በቡድናችሁ ተጫዋቾች ጥምረትና ተግባብቶ የመጫወት ባህል ትረካለህ ?		
4	ቡድናችሁ በሚያሳየው የሜዳ ላይ የቡድን እንቅስቃሴ ትረካለህ ?		
5	የቡድናችሁ አባላት በሜዳ ላይ በሚያሳዩት የግል እንቅስቃሴ ትረካለህ ?		
6	በቡድናችሁ ዕቅድና ስትራቴጂ ትረካለህ?		
7	አሰልጣኙ እየተከተለው ባለው አመራር ትረካለህ?		
8	አሰልጣኛችሁ አስተያየት ለመቀበል ባለው ፍቃደኝነት ትረካለህ ?		
9	በአሰልጣኛችሁ የልምምድ አሰጣጥ ትረካለህ?		
10	አሰልጣኛችሁ በሚጠቀምባቸው የማበረታቻ ስልቶች ትረካለህ?		
11	ከአሰልጣኛችሁ ባላችሁ ግንኙነት ትረካለህ?		
12	በክለባችሁ ህግና ደንብ አተገባበር ትረካለህ?		

APPENDIX - V

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

INTERVIEW GUIDE FOR ADMINISTRATIVE OFFICIALS

1. What are the major factors which affect coaching leadership style and athletes satisfaction?
2. How much different coaching styles can be correlated to the players' satisfaction?
3. Do you think coaches have one best coaching leadership style that will match for their players' achievement?
4. Do you think coaches have a strategic and unit training plan?

Appendix - IV

Observation checklist

Name of observer_____ Date_____

Name of the club_____ Time _____

Training center/camp_____ Sign of observer_____

Starting_____

Ending_____

No	Behavior variables	Yes	No
1	Does the coach have ability to communicate with players?		
2	Is the club supply enough amount of sport facilit y and equipments?		
3	Does the club have a medical specialist during every training session?		
4	Does the coach have ability to introducing, explai ning, Demonstrating the desire skill?		
5	Does the coach have one best coaching leadershi p style that wills much for their player's achieve ment?		
6	Is the coach managerial grace of leading interesting?		
7	Is the coach asks the opinion of the players on team strategies?		
8	Is the coach having ability link daily training to the previous contents?		
9	Is the leadership style of the coach more attractive?		

Declaration

I declared that this thesis is my own original work and has not been presented for a degree in any other university, and that all sources of materials used for the study have been duly acknowledged.

Name _____

Signature _____

Date: _____

This thesis has been submitted for examination with my approval as a university advisor.

Name _____

Signature _____

Date: _____