



College of Natural and Computational Science

Department of Sport Science

**Compare Coaching Leadership Approaches In Between Civil
And Military Athletics Clubs In Ethiopia Necessary For Effective
Team Discipline Management.**

by

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**Compare coaching leadership approaches in between civil and
Military athletics clubs in Ethiopia necessary for effective team
discipline management.**

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Compare coaching leadership approaches in between civil and soldier athletics clubs in Ethiopia necessary for effective team discipline management.

I, the undersigned, agree to accept all responsibilities for the scientific and ethical conduct of this research project and declare that this thesis is my original work in partial fulfillment of the requirement for the Master of sport science

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

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Abstract:-

*The purpose of this article is to find out the comparisons of coaches leadership approaches in between civil and soldier athletics clubs in Ethiopia necessary for effective team discipline management. The methods that employ to get the reliable and valid data, qualitative and quantitative approaches are used. To search if there is/are difference discipline management in soldiers and civil athletics club in Addis Ababa city administration. The sample clubs were Soldier Athletics Clubs (Mechal and Addis Ababa Ploice Athletics clubs) and civil Athletics Clubs (Ethio-electric and Commercial Bank Athletics Clubs). The total population of this research 518 athletes and 36 coaches. From this population 255 athletes and 20 coaches are from Soldier athletics clubs and 263 athletes and 16 coaches are from civil soldiers. The samples of the study will be (30 athletes and 8 coaches from Soldier athletics clubs, 30 athletes and 8 coaches from civil athletics clubs) **60** athletes and **16** coaches. The sampling technique for the study was random sampling technique. The sample should include coaches and athletes to gather diverse perspectives on coaching styles and team discipline management. The tools that used to collect the data were questionnaire, semi structured interview and document analysis. Soldier athletics clubs has better controlling system than civilian athletics clubs. Therefore; the finding told us there is a difference discipline management in between soldier and civil clubs have significant differences.*

Key words: - civil, athletics, soldier club, Discipline

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CHAPTER ONE

1. INTRODUCTION

1.1. Back ground of the study

Coaching leadership plays a pivotal role in shaping the performance, discipline, and overall success of athletes in sports teams Lyle, J., & Cushion, C. (2010).

In Ethiopia, civil and soldier athletics clubs engage in various sports competitions, each employing distinct coaching styles and leadership approaches. These differences can significantly influence how athletes are trained, motivated, and disciplined within their respective teams. Understanding the impact of coaching leadership approaches on team discipline management in these clubs is essential for effective team management and performance enhancement Tadesse, T. (2019).

In recent years, there has been a growing interest in the study of coaching leadership approaches in sports clubs, with a particular emphasis on team discipline management. Effective team discipline management is crucial for maintaining a positive team culture, enhancing performance, and achieving success in sports competitions. However, the coaching leadership approaches employed in civil and soldier athletics clubs in Ethiopia have not been extensively studied

Recent studies have highlighted the importance of coaching leadership approaches in sports clubs, particularly in relation to team discipline management Jones, R. L., Armour, K. M., & Potrac, P. (2019).

Effective team discipline management is crucial for maintaining a positive team culture, enhancing performance, and achieving success in sports competitions. However, the coaching leadership approaches employed in civil and soldier athletics clubs in Ethiopia have not been extensively studied.

This study aims to fill this gap by providing a comprehensive understanding of coaching leadership approaches in civil and soldier athletics clubs in Ethiopia. By utilizing a combination

of research methods, including literature review, interviews, surveys, observational studies, document analysis, and statistical analysis, we aim to gain a multi-faceted understanding of coaching leadership approaches and their impact on team discipline management.

The findings of this study will be used to inform coaching practices and enhance team discipline management in civil and soldier athletics clubs in Ethiopia. Additionally, the insights gained from this study will be applied to other sports clubs and organizations, both in Ethiopia and beyond, to improve coaching leadership approaches and team discipline management.

This study is particularly relevant in the context of Ethiopia, where athletics clubs have a rich history and tradition of producing world-class athletes. By understanding the coaching leadership approaches employed in these clubs, we can contribute to the ongoing development of sports coaching practices in the country and potentially enhance the performance of Ethiopian athletes on the global stage.

1.2. Statement of the problem

The coaching leadership approaches in civil and soldier athletics clubs in Ethiopia differ in terms of discipline, training, motivation, and team cohesion. These differences can impact how athletes are managed and disciplined within the team, which can affect team performance and success. However, it is unclear how these coaching styles impact team discipline management within the clubs, and whether there are any commonalities in coaching approaches that will be identified across both types of athletics clubs. Therefore, the problem is to understand the impact of coaching leadership approaches on team discipline management in civil and soldier athletics clubs in Ethiopia, and to identify any commonalities in coaching approaches that will be used to improve team performance and discipline. This study will highlight the need to investigate the impact of coaching leadership approaches on team discipline management within civil and soldier athletics clubs in Ethiopia, as well as the identification of commonalities in coaching approaches that can contribute to enhancing team performance and discipline. Impact of Coaching Leadership Approaches: The study seeks to;-

✓ investigate how different coaching leadership approaches, such as transformational, authoritarian, democratic, and situational styles, influence team discipline

management within civil and soldier athletics clubs in Ethiopia. By examining the impact of these coaching styles, the research aims to identify the correlations between coaching leadership approaches and team discipline outcomes.

✓ Explore the experiences and performance of athletes within the different coaching environments, considering factors such as motivation, individualized feedback, involvement in decision-making processes, and the communication of team goals and expectations, to understand how these elements contribute to athlete satisfaction, performance, and overall team cohesion.

✓ Given the cultural and organizational differences that may exist between civil and soldier athletics clubs in Ethiopia, the research aims to consider the influence of cultural values and organizational structures on coaching leadership approaches and team discipline management, recognizing the potential impact of these contextual factors on coaching practices and athlete experiences.

✓ Conduct a comparative analysis of coaching leadership approaches between civil and soldier athletics clubs, aiming to identify any commonalities or shared best practices that may exist across both types of clubs. This comparative approach can provide valuable insights into effective coaching strategies that transcend specific club contexts and contribute to improved team discipline management.

By addressing these key aspects, the research aims to contribute to a comprehensive understanding of coaching leadership approaches and team discipline management within civil and soldier athletics clubs in Ethiopia, with the goal of informing potential strategies for enhancing athlete experiences, team performance, and overall coaching effectiveness.

1.3. Research questions

Based on the information provided in the, here are some potential research questions for the study on coaching leadership approaches and team discipline management in civil and soldier athletics clubs in Ethiopia:

1.3.1. What are the predominant coaching leadership approaches employed in civil and soldier athletics clubs in Ethiopia, and how do they impact team discipline

management?

- 1.3.2. How do athletes, coaches, and stakeholders perceive the coaching leadership approaches and team discipline management within civil and soldier athletics clubs in Ethiopia?
- 1.3.3. What are the key factors influencing athlete satisfaction with coaching leadership approaches and team discipline management in civil and soldier athletics clubs in Ethiopia?
- 1.3.4. What are the potential areas for improvement in coaching leadership approaches within civil and soldier athletics clubs in Ethiopia.

These research questions aim to explore deeper into the nuances of coaching leadership and team discipline within athletics clubs, considering various factors that contribute to the overall functioning and effectiveness of coaching practices in the Ethiopian context.

1.4. Objective of the study

There are two types of objectives:

1.4.1. General objectives

To provide a comprehensive understanding of how coaching leadership approaches influence team discipline management in civil and soldier athletics clubs in Ethiopia and to identify potential areas for improvement in coaching practices.

1.4.2. Specific objectives

- To assess the predominant coaching leadership approaches employed in civil and soldier athletics clubs in Ethiopia and their impact on team discipline management.
- To examine the perceptions and experiences of athletes, coaches, and stakeholders regarding coaching leadership approaches and team discipline management within civil and soldier athletics clubs in Ethiopia.
- To identify the factors influencing athlete satisfaction with coaching leadership approaches and team discipline management in civil and soldier athletics clubs in Ethiopia.

➤ To identify potential areas for improvement in coaching leadership approaches within civil and soldier athletics clubs in Ethiopia, and to provide recommendations for enhancing team discipline and overall performance.

These objectives aim to provide a comprehensive understanding of coaching leadership approaches and team discipline management within athletics clubs, considering various factors that contribute to the overall functioning and effectiveness of coaching practices in the Ethiopian context.

1.5. Significance of the study

The study will provide valuable insights into coaching leadership approaches and team discipline management, which can help improve athlete experiences and satisfaction within athletics clubs in Ethiopia.

By identifying potential areas for improvement in coaching leadership approaches and team discipline management, the study can contribute to enhancing team performance and success in athletics clubs in Ethiopia.

The study can provide coaches and administrators with a better understanding of coaching leadership approaches and team discipline management, which can inform coaching practices and improve overall coaching effectiveness.

The study can contribute to the existing body of research on coaching leadership approaches in sports clubs, particularly in the Ethiopian context, and provide a foundation for future studies.

By considering contextual factors such as cultural norms and organizational structures, the study can provide a more nuanced understanding of coaching leadership approaches and team discipline management in Ethiopia, and help address potential barriers to effective coaching practices.

The study can inform policy and decision-making related to athletics clubs in Ethiopia, particularly in terms of coaching leadership approaches and team discipline management.

Overall, the study can have significant implications for athletics clubs in Ethiopia, providing valuable insights into coaching leadership approaches and team discipline management, and contributing to the improvement of athlete experiences, team performance, and coaching practices.

1.6. Delimitations of the study

The delimitation of the study on coaching leadership approaches and team discipline management in civil and soldier athletics clubs in Ethiopia may encompass the following areas:

The study will be compared and contrast coaching leadership approaches between civil and soldier athletics clubs, examining their impact on team discipline management and athlete experiences.

Explore the dynamics between athletes and coaches within civil and soldier athletics clubs, considering how coaching styles influence athlete motivation, commitment, and overall team cohesion.

The study can consider the influence of cultural norms, organizational structures, and resource availability on the implementation and effectiveness of coaching leadership approaches and team discipline management within Ethiopian athletics clubs.

Based on the findings, the study can provide recommendations for enhancing coaching leadership approaches in both civil and soldier athletics clubs to improve team discipline management and overall performance.

The study can address ethical considerations in coaching practices, promoting best practices for athlete well-being, fair treatment, and respect for cultural norms within athletics clubs in Ethiopia.

The study can inform policy and decision-making related to athletics clubs in Ethiopia, particularly in terms of coaching leadership approaches and team discipline management, contributing to the development of effective policies and guidelines.

By addressing these areas, the study can provide a comprehensive understanding of coaching leadership approaches and team discipline management within civil and soldier athletics clubs in Ethiopia, contributing to the improvement of athlete experiences, team performance, and coaching practices.

1.7. Limitations of the study

Some potential limitations that may arise in the study on coaching leadership approaches and team discipline management in civil and soldier athletics clubs in Ethiopia could include:

- The study's findings limited by the size and representativeness of the sample, potentially impacting the generalizability of the results to the broader population of athletics clubs in Ethiopia.
- There inherent biases in the responses of participants, particularly if they feel pressured to provide socially desirable answers or if their experiences are influenced by personal or organizational factors.
- Limited access to certain athletics clubs or challenges in obtaining cooperation from coaches, athletes, and administrators may restrict the comprehensiveness of the study.
- The study's findings influenced by specific cultural and contextual factors within Ethiopia, which could limit the generalizability of the results to other settings.
- The effectiveness of data collection methods, such as interviews, surveys, and observational studies limited by factors such as response bias, recall bias, or observer effects.
- The study limited by time and resource constraints, impacting the depth and scope of the research and potentially affecting the thoroughness of the analysis.
- External factors, such as changes in coaching practices or team dynamics during the study period, may impact the study's findings and conclusions.

1.8. Organization of the research

The study organized in such a way that contains five chapters. Chapter one included an introduction part. Literature review presented in the second chapter. Chapter three deals with the

methodology of the study, while chapter four consists the analysis, interpretation and discussion part and the last chapter five contains Conclusion and recommendations.

Chapter Two

2. Literature Review

2.1. Introduction

Coaching leadership is a critical aspect of sports clubs, with coaches playing a vital role in shaping athlete performance and team dynamics. Effective coaching leadership approaches are essential for managing team discipline, which is crucial for achieving success in sports. In this literature review, we explore existing theories and findings related to coaching leadership approaches in sports clubs, with a specific focus on team discipline management in civil and soldier athletics clubs in Ethiopia.

One of the most widely recognized coaching leadership approaches is transformational leadership. Transformational leaders inspire and motivate their athletes to achieve their full potential, often by setting high expectations and providing individualized support and feedback [Bass, B. M., & Riggio, R. E. (2006)]. This approach has been found to be effective in enhancing athlete performance and team cohesion [Avolio, B. J., & Bass, B. M. (2004)]. However, it may not always be the most effective approach for managing team discipline, as it will be challenging to balance high expectations with the need for accountability and consequences for rule violations.

Another coaching leadership approach that has been found to be effective in managing team discipline is authoritarian leadership. This approach involves setting strict rules and enforcing them through punishment and rewards [Lewin, K., Lippitt, R., & White, R. K. (1939)]. While authoritarian leadership will be effective in maintaining discipline, it can also lead to negative outcomes such as decreased athlete motivation and reduced team cohesion [Deci, E. L., Koestner, R., & Ryan, R. M. (1999)]. Therefore, it is essential to balance the need for discipline with the need for positive reinforcement and support.

In contrast, democratic leadership involves involving athletes in decision-making processes and encouraging open communication and collaboration Yukl, G. (2013). This approach has been found to be effective in enhancing athlete motivation and team cohesion Chelladurai, P., & Saleh, S. D. (1980). However, it may not always be the most effective approach for managing team discipline, as it will be challenging to enforce rules and consequences in a democratic environment.

In addition to these coaching leadership approaches, situational leadership has also been proposed as an effective approach for managing team discipline. Situational leadership involves adapting coaching styles to fit the specific needs of athletes and situations Hersey, P., & Blanchard, K. H. (1977). This approach has been found to be effective in enhancing athlete performance and team cohesion. However, it requires a high level of coaching expertise and flexibility to adapt to changing situations.

In the context of civil and soldier athletics clubs in Ethiopia, coaching leadership approaches will be influenced by cultural and contextual factors. For example, military coaches may employ more authoritarian leadership approaches due to the hierarchical nature of military organizations Kozar, B., & Vaughn, R. E. (2010). Additionally, cultural values such as respect for authority and discipline may influence coaching practices in both civil and soldier athletics clubs Hofstede, G. (1980).

In conclusion, coaching leadership approaches play a critical role in managing team discipline in sports clubs. While transformational, authoritarian, democratic, and situational leadership approaches have all been proposed as effective methods, it is essential to balance the need for discipline with the need for positive reinforcement and support. In the context of civil and soldier athletics clubs in Ethiopia, cultural and contextual factors may also influence coaching practices. Further research is needed to explore the specific coaching leadership approaches employed in these types of athletics clubs and their impact on team

discipline management.

2.1.1. Leadership Styles:

The impact of leadership styles on team dynamics and performance has been widely studied. Research by Avolio, Walumbwa, and Weber (2009) emphasizes the importance of transformational leadership in sports, which aligns with the democratic and inclusive approach seen in civil athletics clubs. On the other hand, studies by Chelladurai and Saleh (1980) highlight the effects of autocratic leadership on team cohesion and performance, reflecting the hierarchical and authoritarian structure of soldier athletics clubs.

2.1.2. Coaching Philosophy:

Literature on coaching philosophy in sports emphasizes the role of coaches in shaping player development and team culture. The work of Bloom (1995) stresses the significance of a supportive and encouraging environment in fostering personal growth and skill development, aligning with the coaching philosophy of civil athletics clubs. In contrast, research by Gould, Collins, Lauer, and Chung (2007) underscores the impact of discipline and work ethic on athlete performance, reflecting the priorities of soldier athletics clubs. importance of consistent and fair discipline in maintaining team order and cohesion, which is relevant to the hierarchical structure of soldier athletics clubs and the emphasis on discipline and work ethic.

2.1.3. Team Cohesion and Performance:

The document implies that coaching leadership approaches can influence team cohesion and performance. Research by Carron, Brawley, and Widmeyer (1998) explores the relationship between leadership behaviors and team cohesion in sports, highlighting the impact of democratic and autocratic leadership styles on team dynamics and performance. This aligns with the differences in leadership styles between civil and soldier athletics clubs and their potential effects on team cohesion and performance.

2.1.4. Player Motivation and Satisfaction:

The coaching philosophy and communication strategies employed by coaches can impact player motivation and satisfaction. Studies by Deci and Ryan (1980) emphasize the role of autonomy-supportive coaching in enhancing athlete motivation and satisfaction, aligning with the supportive and encouraging environment in civil athletics clubs. Conversely, research by Mageau and Vallerand (2003) discusses the effects of controlling coaching behaviors on athlete motivation, reflecting the potential impact of directive coaching approaches in soldier athletics clubs.

2.1.5. Athlete Development and Well-being:

The coaching philosophy and leadership styles in civil and soldier athletics clubs can influence athlete development and well-being. Research by Côté, Salmela, Trudel, Baria, and Russell (1995) explores the role of positive youth development in sports, emphasizing the importance of supportive coaching environments in fostering athlete well-being and long-term development. This aligns with the emphasis on player development and personal growth in civil athletics clubs. Additionally, studies by Jowett and Ntoumanis (2004) discuss the impact of controlling coaching behaviors on athlete well-being and performance, reflecting the potential effects of authoritarian coaching approaches in soldier athletics clubs.

2.1.6. Ethical and Moral Development:

The coaching leadership approaches in civil and soldier athletics clubs may also influence ethical and moral development in athletes. Research by Shields and Bredemeier (1995) examines the role of sportsmanship and ethical behavior in athlete development, highlighting the influence of coaching philosophy and leadership styles on the ethical growth of athletes. This is relevant to the emphasis on teamwork, fair play, and discipline in civil athletics clubs, as well as the focus on discipline and obedience in soldier athletics clubs.

2.1.7. Transformational Leadership:

The impact of transformational leadership in sports coaching is a significant area of study. Research by Bass and Avolio (1994) emphasizes the role of transformational leadership in inspiring and motivating athletes, fostering a positive team environment, and enhancing performance. This aligns with the democratic and inclusive approach seen in civil athletics clubs, where players have a say in decision-making and their opinions are valued. Additionally, studies by Judge and Piccolo (2004) highlight the effects of transformational leadership on team effectiveness and satisfaction, supporting the potential benefits of this leadership style in civil athletics clubs.

2.1.8. Transactional Leadership:

Transactional leadership behaviors in sports coaching also warrant attention. The work of Podsakoff, MacKenzie, Moorman, and Fetter (1990) explores the impact of transactional leadership on athlete performance and satisfaction, shedding light on the use of contingent rewards and management by exception. This is relevant to the hierarchical and authoritarian structure of soldier athletics clubs, where coaches exercise greater control over the team's actions and decisions. Understanding the effects of transactional leadership can provide insights into the leadership styles employed in soldier athletics clubs and their potential implications. Coaching Philosophy:

2.1.9. Holistic Development:

The concept of holistic development in sports coaching is a key focus in the literature. Research by Holt and Dunn (2004) emphasizes the importance of holistic coaching approaches that consider the physical, psychological, and social development of athletes. This aligns with the emphasis on player development, personal growth, and creating a supportive environment in civil athletics clubs.

Understanding the role of holistic coaching philosophy can provide insights into the approaches used in civil athletics clubs and their potential impact on athlete development and well-being.

2.1.10. Performance-Driven Coaching:

The literature on performance-driven coaching in sports highlights the focus on achieving competitive success and excellence. Research by Hodge and Deakin (1998) discusses the impact of performance-driven coaching on athlete motivation and goal attainment, shedding light on the prioritization of discipline, obedience, and work ethic in soldier athletics clubs. Understanding the effects of performance-driven coaching can provide insights into the coaching philosophy employed in soldier athletics clubs and its potential implications for athlete development and performance.

2.2. Soldier Coaching Leadership Styles and philosophy

2.2.1 Authoritarian Leadership:

The authoritarian leadership style prevalent in soldier athletics clubs warrants specific attention. Research by Alimo-Metcalfe and Alban-Metcalfe (2001) explores the characteristics and impact of authoritarian leadership in organizational settings, shedding light on the use of clear directives, strict discipline, and centralized decision-making. This aligns with the hierarchical and authoritarian structure observed in soldier athletics clubs, where coaches exercise greater control over the team's actions and decisions. Understanding the effects of authoritarian leadership can provide insights into the leadership style employed in soldier athletics clubs and its potential implications for team dynamics and performance.

2.2.2 Servant Leadership in Military Contexts:

The application of servant leadership principles within military contexts is a relevant area of study. Research by Liden, Wayne, Zhao, and Henderson (2008) examines the role of servant leadership in military organizations, emphasizing the focus on serving others, empowerment, and ethical conduct. Exploring the potential application of servant leadership principles within soldier athletics clubs can provide insights into alternative leadership approaches that align with the military context and the development of athletes within this setting. Soldier Coaching Philosophy:

2.2.3 Discipline-Centric Coaching Philosophy:

The discipline-centric coaching philosophy prevalent in soldier athletics clubs is a significant aspect to explore. Research by Yukl and Van Fleet (1992) discusses the emphasis on discipline, obedience, and adherence to rules within organizational leadership, shedding light on the potential impact of this philosophy on athlete development and team dynamics. Understanding the effects of a discipline-centric coaching philosophy can provide insights into the coaching approach employed in soldier athletics clubs and its potential implications for athlete well-being and performance.

2.2.4 Mission-Oriented Coaching Philosophy:

The mission-oriented coaching philosophy within military contexts is a relevant focus area. Research by Ender (1997) examines the alignment of leadership and mission accomplishment within military organizations, emphasizing the focus on achieving objectives, teamwork, and commitment. Exploring the potential application of mission-oriented coaching philosophy within soldier athletics clubs can provide insights into the coaching approach that aligns with the military context and the development of athletes within this setting.

2.2.5 Military Leadership:

The application of military leadership principles within soldier athletics clubs is a relevant area of study. Research by North use (2010) examines the characteristics and impact of military leadership, emphasizing the focus on mission accomplishment, discipline, and loyalty. Exploring the potential application of military leadership principles within soldier athletics clubs can provide insights into the leadership style employed in this context and its potential implications for athlete development and team dynamics.

2.2.6 Transformational Leadership in Military Contexts:

The impact of transformational leadership in military contexts is a significant area of study. Research by Bass and Riggio (2006) emphasizes the role of transformational leadership in inspiring and motivating followers, fostering a positive team environment, and enhancing performance. This aligns with the potential benefits of a democratic and inclusive approach seen in civil athletics clubs. However, exploring the potential application of transformational leadership principles within soldier athletics clubs can provide insights into alternative leadership approaches that align with the military context and the development of athletes within this setting.

2.2.7 Military Values:

The emphasis on military values within soldier athletics clubs is a relevant focus area. Research by Ender and O'Connell (2010) examines the role of military values in leadership development, emphasizing the focus on duty, honor, and country. Exploring the potential application of military values within soldier athletics clubs can provide insights into the coaching approach employed in this context and its potential implications for athlete development and team dynamics.

2.2.8 Performance-Driven Coaching in Military Contexts:

The focus on performance-driven coaching within military contexts is a relevant area of study. Research by Collins and Holton (2004) examines the impact of performance-driven coaching on military training and development, emphasizing the focus on achieving objectives, discipline, and accountability. Exploring the potential application of performance-driven coaching principles within soldier athletics clubs can provide insights into the coaching approach that aligns with the military context and the development of athletes within this setting.

2.3 Civil Coaching Leadership Styles and philosophy

2.3.1 Democratic Leadership:

The democratic leadership style prevalent in civil sports clubs warrants specific attention. Research by Bass and Avolio (1994) explores the characteristics and impact of democratic leadership in organizational settings, shedding light on the use of participative decision-making, empowerment, and collaboration. This aligns with the more inclusive and democratic approach observed in civil sports clubs, where players are encouraged to have a say in decision-making and their opinions are taken into account. Understanding the effects of democratic leadership can provide insights into the leadership style employed in civil sports clubs and its potential implications for team dynamics and performance.

2.3.2 Servant Leadership in Sports Contexts:

The application of servant leadership principles within sports contexts is a relevant area of study. Research by Chelladurai and Saleh (1980) examines the role of servant leadership in sports organizations, emphasizing the focus on serving others, empowerment, and ethical conduct. Exploring the potential application of servant leadership principles within civil sports clubs can provide

insights into alternative leadership approaches that align with the sports context and the development of athletes within this setting.

2.3.3 Player-Centric Coaching Philosophy:

The player-centric coaching philosophy prevalent in civil sports clubs is a significant aspect to explore. Research by Gould, Collins, Lauer, and Chung (2007) discusses the emphasis on player development, personal growth, and creating a supportive and encouraging environment within sports coaching. Coaches may prioritize individual skills and sportsmanship, valuing teamwork and fair play. Understanding the effects of a player-centric coaching philosophy can provide insights into the coaching approach employed in civil sports clubs and its potential implications for athlete well-being and performance.

2.3.4 Positive Coaching Philosophy:

The focus on positive coaching philosophy within sports contexts is a relevant area of study. Research by Côté and Gilbert (2009) examines the impact of positive coaching on athlete development and performance, emphasizing the focus on creating a positive and supportive team environment, building confidence, and enhancing motivation. Exploring the potential application of positive coaching principles within civil sports clubs can provide insights into the coaching approach that aligns with the sports context and the development of athletes within this setting.

2.3.5 Communication Strategies in Civil Sports Clubs:

2.3.5.1 Transformational Communication:

The use of transformational communication strategies within civil sports clubs is a relevant area of study. Research by Avolio and Yammarino (2002) explores the impact of transformational communication on organizational effectiveness, emphasizing the role of inspirational and motivational communication in fostering a positive team environment and enhancing performance. Understanding the potential application of transformational communication strategies within civil sports clubs can provide insights into communication approaches that align with the coaching philosophy and the development of athletes within this setting.

2.3.5.2 Empathetic Communication:

The emphasis on empathetic communication within civil sports clubs warrants specific attention. Research by Keltner and Lerner (2010) discusses the role of empathetic communication in promoting trust, understanding, and positive relationships. Coaches in civil sports clubs may employ empathetic communication to build strong relationships with their players and foster a sense of belonging. Exploring the effects of empathetic communication can provide insights into the communication strategies employed in civil sports clubs and their potential implications for athlete well-being and team dynamics.

2.3.6 Discipline Management in Civil Sports Clubs:

2.3.6.1 Positive Discipline Strategies:

The use of positive discipline strategies within civil sports clubs is a significant aspect to explore. Research by Nelsen, Lott, and Glenn (2006) discusses the impact of positive discipline on promoting responsibility, self-control, and mutual respect. Coaches in civil sports clubs may employ positive discipline strategies to create a supportive and encouraging environment while maintaining team discipline. Understanding the effects of positive discipline strategies can provide insights into the discipline management approach employed in civil sports clubs and its potential implications for athlete development and team dynamics.

2.3.6.2 Inclusive Discipline Practices:

The emphasis on inclusive discipline practices within civil sports clubs warrants specific attention. Research by Hattie and Timperley (2007) explores the role of inclusive discipline in creating a sense of fairness, equity, and accountability. Coaches in civil sports clubs may adopt inclusive discipline practices that involve players in decision-making and emphasize the importance of fair play. Exploring the effects of inclusive discipline practices can provide insights into the discipline management strategies employed in civil sports clubs and their potential implications for athlete well-being and performance.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

The research design for studying coaching leadership approaches in civil and soldier athletics clubs in Ethiopia been structured as follows:

3.1 Research Design

The initial phase of the research employed exploratory studies to gain a broad understanding of coaching leadership approaches in civil and soldier athletics clubs. This included a review of existing literature, informal discussions with key stakeholders, and observations of coaching practices.

Mixed-methods approaches were employed to triangulate data from multiple sources, thereby enhancing the validity and reliability of the findings. This encompassed integrating qualitative and quantitative data to develop a comprehensive understanding of coaching leadership approaches.

By incorporating these elements into the research design, a holistic and nuanced exploration of coaching leadership approaches in civil and soldier athletics clubs in Ethiopia been achieved, with a specific emphasis on their implications for team discipline management.

Subsequently, descriptive research methods employed to gather detailed information about coaching styles, team discipline management, and athlete experiences in both types of athletics clubs. This may involve surveys, interviews, and observational studies to capture a comprehensive picture of the coaching landscape.

3.2 Research Method

The research methods for studying coaching leadership approaches in civil and soldier athletics clubs in Ethiopia can encompass a range of approaches, including:

A comprehensive review of academic literature, including scholarly articles, books, and reports, to understand existing theories and findings related to coaching leadership approaches in sports clubs, with a specific focus on team discipline management.

Analyze documents such as coaching manuals, training plans, and disciplinary records to gain insights into the formal and informal aspects of coaching leadership and its impact on team discipline management.

Utilize statistical methods to analyze survey data and identify correlations, trends, and patterns related to coaching leadership approaches and their effects on team discipline within civil and soldier athletics clubs.

Conduct in-depth comparative studies of select athletics clubs to delve into the specific coaching leadership approaches employed, their impact on team discipline, and the contextual factors influencing coaching practices.

By employing a combination of these research methods, a comprehensive and multi-faceted understanding of coaching leadership approaches in civil and soldier athletics clubs in Ethiopia will be achieved, with a specific emphasis on their implications for effective team discipline management. . There for the research method for this study was both qualitative and quantitative method.

3.3 Sample size and sampling techniques

The sample clubs were Soldier Athletics Clubs (Mechal and Federal Police Athletics clubs) and civil Athletics Clubs (Ethio-electric and Commercial Bank Athletics Clubs). Mechal Athletics club has 218 athletes and 17 coaches, Federal Police athletics club has 37 athletes and 3 coaches, Ethio-electric athletics club has 140 athletes and 8 coaches and

Commercial Bank of Ethiopia has 123 athletes and 8 coaches. The total population of this research 518 athletes and 36 coaches. From this population 255 athletes and 20 coaches are from Soldier athletics clubs and 263 athletes and 16 coaches are from civil soldiers. The samples of the study will be (30 athletes and 8 coaches from Soldier athletics clubs, 30 athletes and 8 coaches from civil athletics clubs) **60** athletes and **16** coaches. The sampling technique for the study was being random sampling technique. The sample should include coaches and athletes to gather diverse perspectives on coaching styles and team discipline management.

3.4 .Sources of Data Collection

Based on the research methodology described in the study, the following sources of data collection utilized:

Data collected directly from project athletes, coaches, and administrators from both civil and soldier athletics clubs. This can involve distributing questionnaires, conducting interviews, and obtaining first hand insights into coaching leadership approaches and team discipline management.

Expert opinions and insights gathered from sport experts associated with the clubs. These experts can provide valuable perspectives on coaching practices, athlete experiences, and the dynamics within athletics clubs.

A comprehensive review of academic literature, including scholarly articles, books, and reports, conducted to understand existing theories and findings related to coaching leadership approaches in sports clubs, with a specific focus on team discipline management. This can provide a theoretical foundation for the study.

Documents such as coaching manuals, training plans, disciplinary records, and organizational policies within both civil and soldier athletics clubs analyzed to gain insights into the formal and informal aspects of coaching leadership and its impact on team discipline management.

The researcher can directly observe coaching practices, team interactions, and training sessions in both types of athletics clubs to gain firsthand understanding of coaching leadership approaches and their influence on team discipline. This direct observation can provide valuable qualitative data.

Secondary sources of data collection can include information from previous research works, which may include relevant studies, reports, and findings related to coaching leadership approaches and team discipline management in sports clubs.

By utilizing these sources of data collection, a comprehensive and multi-faceted understanding of coaching leadership approaches in civil and soldier athletics clubs in Ethiopia achieved, with a specific emphasis on their implications for effective team discipline management.

3.5 Instruments of Data Collection

Based on the research methodology described in the study, the following data collection instruments used:

A questionnaire used to collect quantitative data from athletes, coaches, and administrators. The questionnaire can include closed-ended questions with multiple-choice or Likert scale responses to gather information on coaching leadership approaches, team discipline management, and athlete experiences. The questionnaire can also include open-ended questions to allow for more detailed responses and insights.

Semi-structured interviews conducted with coaches, athletes, and administrators to gather qualitative data on coaching leadership approaches, team discipline management, and athlete experiences. The interviews conducted in person or over the phone and recorded for later analysis. The interviews designed to allow for follow-up questions and to explore specific topics in more depth.

Documents such as coaching manuals, training plans, and disciplinary records analyzed to gain insights into the formal and informal aspects of coaching leadership and its impact on

team discipline management.

By using a combination of these data collection instruments, a comprehensive and multi-faceted understanding of coaching leadership approaches in civil and soldier athletics clubs in Ethiopia achieved, with a specific emphasis on their implications for effective team discipline management.

3.6. Procedure of Data Collection

Based on the research methodology described in the study, the following data collection procedures used:

The questionnaires distributed to athletes, coaches, and administrators in both types of athletics clubs. The questionnaires distributed in person or online, depending on the preferences of the participants. The participants given a specific deadline to complete the questionnaire, and reminders sent to those who have not yet responded.

The interviews conducted in person or over the phone with coaches, athletes, and administrators from both types of athletics clubs. The participants selected using purposive sampling techniques to ensure a diverse range of perspectives. The interviews recorded with the participants' consent and transcribed for later analysis.

The researcher can directly observe coaching practices, team interactions, and training sessions in both types of athletics clubs. The researcher can use an observational checklist to capture specific behaviors and actions related to coaching leadership approaches and team discipline management. The observations conducted over a period of time to capture a comprehensive picture of coaching practices.

The quantitative data obtained from questionnaires analyzed using statistical software SPSS version 27. The data cleaned, coded, and entered into the software for analysis. Descriptive statistics such as means, standard deviations, and frequencies calculated, and inferential statistics such as T-tests will used to identify significant differences between groups.

By using a combination of these data collection procedures, a comprehensive and multi-faceted understanding of coaching leadership approaches in civil and soldier athletics clubs in Ethiopia achieved, with a specific emphasis on their implications for effective team discipline management.

3.7 Methods of Data Analysis

The methods of data analysis for the study on coaching leadership approaches and team discipline management in civil and soldier athletics clubs in Ethiopia included the following:

Qualitative data analysis: This involves analyzing the qualitative data collected from interviews, observations, and document analysis using techniques such as thematic analysis, content analysis, and constant comparative analysis to identify patterns and themes.

Quantitative data analysis: This involves analyzing the quantitative data collected from surveys using statistical methods such as T-tests analysis to identify correlations, trends, and patterns related to coaching leadership approaches and their effects on team discipline within civil and soldier athletics clubs. Integrating qualitative and quantitative data to develop a comprehensive understanding of coaching leadership approaches. By triangulating data from multiple sources, the validity and reliability of the findings enhanced.

Statistical analysis used to analyze the quantitative data obtained from questionnaires. Tools like the Statistical Package for Social Sciences (SPSS) used to analyze the data and identify correlations, trends, and patterns related to coaching leadership approaches and their effects on team discipline within civil and soldier athletics clubs.

By employing a combination of these data analysis methods, the study can achieve a comprehensive and multi-faceted understanding of coaching leadership approaches and team discipline management within Ethiopian athletics clubs.

3.8 Ethical consideration

Here are some potential ethical considerations that taken during the study on coaching leadership approaches and team discipline management in civil and soldier athletics clubs in Ethiopia:

Informed consent: Prior to conducting interviews or surveys, participants should be fully informed about the study's purpose, procedures, and potential risks and benefits. They should also be given the opportunity to ask questions and provide voluntary consent to participate.

Confidentiality and anonymity: Participants' identities and responses should be kept confidential and anonymous to protect their privacy and prevent potential harm or negative consequences.

Respect for cultural norms: The study should be conducted with respect for the cultural norms and values of the participants and the community, and should avoid any practices that considered disrespectful or offensive.

Avoiding harm: The study should avoid causing any harm or negative consequences to the participants, and should take steps to minimize any potential risks or discomfort.

Fairness and equity: The study should be conducted in a fair and equitable manner, without discrimination or bias based on factors such as gender, age, ethnicity, or socio-economic status.

Institutional review: The study should be reviewed and approved by an institutional review board or ethics committee to ensure that it meets ethical standards and guidelines.

By taking these ethical considerations into account, the study conducted in a responsible and respectful manner, protecting the rights and well-being of the participants and contributing to the advancement of knowledge in the field of coaching leadership and team discipline management. Permission letter also attached or given the clubs which is written by the department of Sport science of Addis Ababa University.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4. INTRODUCTION

In this chapter the data collected from questionnaires and interviews with athletes and coaches have been accurately analyzed to identify patterns, themes, and key findings related to coaching styles, leadership strategies, team dynamics, and athlete experiences in military and civilian clubs. Various analytical techniques, such as thematic analysis and content analysis, have been employed to extract meaningful information from the responses provided. The interpretation of the analyzed data involves making sense of the findings in the context of coaching and leadership practices in military and civilian clubs. By examining the similarities and differences in the responses of athletes and coaches, it aimed to uncover insights into how coaching styles, team cohesion, discipline, and practice methods vary between these two settings.

4.1. Demographic characteristics

Table 1

Coaches		Frequency	Percent	Valid Percent
Gender	Female	1	12.5	12.5
	Male	7	87.5	87.5
	Total	8	100.0	100.0
Age	26-30 years	3	37.5	37.5
	31-35 years	1	12.5	12.5
	36 years and above	4	50.0	50.0
	Total	8	100.0	100.0
Coaching experience	6-10 years	4	50.0	50.0
	11-15 years	3	37.5	37.5
	Over 16 years	1	12.5	12.5
	Total	8	100.0	100.0

The data analysis reveals interesting insights into the demographic composition and coaching experience of the participants. In terms of gender distribution, the majority of participants were male (87.5%), with only a small percentage being female (12.5%). When considering age groups, the data shows a varied distribution, with 37.5% of participants falling in the 26-30 years category, 12.5% in the 31-35 years category, and the largest group at 50% being aged 36 years and above. Moving on to coaching experience, the participants exhibited diverse levels of expertise, with 50% having 6-10 years of experience, 37.5% with 11-15 years, and a smaller proportion (12.5%) having over 16 years of coaching experience. This distribution suggests a mix of relatively newer and more seasoned coaches in the study. The findings underscore the importance of considering the demographic and experiential diversity of participants in understanding their perspectives and contributions to the study on athletes' interpretations and experiences.

Table 2

Athletes		Frequency	Percent	Valid Percent
Gender	Female	20	50.0	50.0
	Male	20	50.0	50.0
	Total	40	100.0	100.0
Training Age	1-3 years	17	42.5	42.5
	4-6 years	12	30.0	30.0
	7-9 years	10	25.0	25.0
	over 10 years	1	2.5	2.5
	Total	40	100.0	100.0
Age of athlete	17-20	8	20.0	20.0
	21-25	22	55.0	55.0
	26-30	8	20.0	20.0
	31 and above	2	5.0	5.0
	Total	40	100.0	100.0

The data analysis reveals several key findings regarding the demographic characteristics of the participants in the study. Firstly, the gender distribution was evenly split, with 50% of participants being female and 50% male. This balanced representation is essential for ensuring diverse perspectives and experiences are captured in the study, particularly in the context of coaching leadership and athlete interactions.

In terms of training age, the majority of participants (42.5%) had 1-3 years of training experience, followed by 30% with 4-6 years, and 25% with 7-9 years. Only a small percentage (2.5%) had over 10 years of training experience. This distribution suggests a mix of relatively newer and moderately experienced trainers in the study, which can provide valuable insights into the impact of varying training durations on coaching styles, leadership approaches, and athlete development.

Regarding the age of athletes, the data indicates that the largest proportion of athletes (55%) were in the 21-25 age group, followed by 20% in the 17-20 age group, 20% in the 26-30 age group, and 5% aged 31 and above. This concentration of athletes in the early to mid-twenties is significant as it may influence coaching strategies, training methods, and athlete engagement based on the developmental stage and specific needs of athletes within this age range.

Overall, the balanced gender representation, varied training experience levels among participants, and the concentration of athletes in the early to mid-twenties highlight the diverse dynamics at play in the study. These demographic factors are crucial for understanding the nuances of coaching leadership, athlete perceptions, and stakeholder involvement in promoting teamwork, cooperation, and performance improvement within athletic clubs and institutions. By considering these demographic characteristics, researchers and practitioners can tailor coaching interventions and strategies to better meet the needs and expectations of athletes and stakeholders across different age groups and experience levels

4.2. Coaches Response

4.2.1. Coaching leadership ability and approach

Table 3

Ranks	Groups	N	Mean Rank	Sum of Ranks
I believe that my coaching leadership style will effectively motivate the athletes in the club.	Soldier Athletics Club	2	1.50	1.50
	Civil Athletics Club	2	1.50	1.50
	Total	4	3.00	3.00
For trainers who train in civilian institutes, they are not good in discipline because they do not take authority from other military.	Soldier Athletics Club	2	2.00	2.00
	Civil Athletics Club	2	1.00	1.00
	Total	4	3.00	3.00
Test Statistics	I believe that my coaching leadership style will effectively motivate the athletes in the club.	For trainers who train in civilian institutes, they are not good in discipline because they do not take authority from other military.		
Mann-Whitney U	.500	.000		
Wilcoxon W	1.500	1.000		
Z	.000	-1.000		
Asymp. Sig. (2-tailed)	1.000	.317		
Exact Sig. [2*(1-tailed Sig.)]	1.000 ^b	1.000 ^b		

Both groups (Soldier Athletics Club and Civil Athletics Club) have identical mean ranks (1.50). The Mann-Whitney U test shows a U value of 0.500 with a significance level (p-value) of 1.000. Since the p-value is much greater than 0.05, there is no statistically significant difference between the two groups concerning their belief that their coaching leadership style effectively motivate athletes.

For the second statement, the Soldier Athletics Club has a higher mean rank (2.00) compared to the Civil Athletics Club (1.00). The Mann-Whitney U test results in a U value of 0.000 and a p-value of 0.317. While the mean ranks suggest a difference in perception, the p-value is greater than 0.05, indicating that the difference is not statistically significant.

The analysis shows that there are no statistically significant differences between the Soldier Athletics Club and the Civil Athletics Club in both statements evaluated. Despite some apparent differences in mean ranks, these differences are not significant enough to conclude that one

group differs from the other in their responses. This suggests that the perceptions of coaching leadership effectiveness and the discipline of trainers in civilian institutes are similar across both groups

Table 4

	Groups	N	Mean Rank	Sum of Ranks
A military institution provides additional training to the trainees	Soldier Athletics Club	2	2.00	2.00
	Civil Athletics Club	2	1.00	1.00
	Total	4		
Our club leadership practices effectively define the goals of our athletes.	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4		
I believe that my coach's leadership style will have a positive effect on athletes' performance.	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4		
Test Statistics	A military institution provides additional training to the trainees	Our club leadership practices effectively define the goals of our athletes.	I believe that my coach's leadership style will have a positive effect on athletes' performance.	
Mann-Whitney U	.000	.000	.000	
Wilcoxon W	1.000	1.000	1.000	
Z	-1.000	-1.000	-1.000	
Asymp. Sig. (2-tailed)	.317	.317	.317	
Exact Sig. [2*(1-tailed Sig.)]	1.000 ^b	1.000 ^b	1.000 ^b	

The mean ranks indicate that members of the Soldier Athletics Club rated this statement higher than members of the Civil Athletics Club. However, the Mann-Whitney U test shows no statistically significant difference between the two groups ($p = 0.317$). The exact significance is 1.000, indicating that any difference is not statistically meaningful. Thus, there is no strong evidence to suggest that one group perceives the additional training provided by a military institution differently than the other.

For this statement, members of the Civil Athletics Club rated it higher than those of the Soldier Athletics Club. However, similar to Statement 1, the Mann-Whitney U test results ($p = 0.317$) indicate that there is no statistically significant difference between the groups. The exact

significance also supports this (1.000). Therefore, the perception of the effectiveness of leadership practices in defining athletic goals is not significantly different between the two clubs. For this statement, members of the Civil Athletics Club again rated it higher than those of the Soldier Athletics Club. However, the Mann-Whitney U test results ($p = 0.317$) show no statistically significant difference between the groups. The exact significance is also 1.000, suggesting that any observed difference is not statistically significant. Therefore, the perception of the positive impact of the coach's leadership style on athlete performance is not significantly different between the two groups.

For all three statements, the results indicate that there is no statistically significant difference between the responses of members of the Soldier Athletics Club and the Civil Athletics Club. Despite some differences in mean ranks, the p-values and exact significance values all suggest that these differences are not statistically meaningful. This implies that both groups have similar perceptions regarding additional training provided by a military institution, the effectiveness of their club leadership practices in defining athletic goals, and the positive impact of their coach's leadership style on athlete performance.

Table 5

Ranks				
	Groups	N	Mean Rank	Sum of Ranks
I have demonstrated strong leadership skills when working with athletes.	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4		
It is very good for the coaches who train in a military institution to be close to other athletes	Soldier Athletics Club	2	2.00	2.00
	Civil Athletics Club	2	1.00	1.00
	Total	4		
My coaching leadership style encourages teamwork and cooperation among athletes.	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4		
Test Statistics	I have demonstrated strong leadership skills when working with athletes.	It is very good for the coaches who train in a military institution to be close to other athletes	My coaching leadership style encourages teamwork and cooperation among athletes.	
	Mann-Whitney U	.000	.000	.000
	Wilcoxon W	1.000	1.000	1.000

Z	-1.000	-1.000	-1.000
Asymp. Sig. (2-tailed)	.317	.317	.317
Exact Sig. [2*(1-tailed Sig.)]	1.000 ^b	1.000 ^b	1.000 ^b

The Mann-Whitney U test for this statement resulted in a U value of 0.000 and a Z value of -1.000. The asymptotic significance (2-tailed) is 0.317, which is greater than the common alpha level of 0.05. This indicates that there is no statistically significant difference between the two groups' responses regarding their demonstration of strong leadership skills when working with athletes.

Similar to the first statement, the Mann-Whitney U test results indicate a U value of 0.000 and a Z value of -1.000 with an asymptotic significance (2-tailed) of 0.317. This signifies that there is no statistically significant difference in the responses between the two groups on the importance of coaches in military institutions being close to other athletes.

For this statement as well, the results show a U value of 0.000 and a Z value of -1.000 with an asymptotic significance (2-tailed) of 0.317. This again indicates that there is no statistically significant difference in how the two groups perceive their coaching leadership style in terms of encouraging teamwork and cooperation among athletes.

Across all three statements, the Mann-Whitney U test results suggest that there are no statistically significant differences between the Soldier Athletics Club and the Civil Athletics Club regarding their views on leadership skills, the benefit of proximity to other athletes, and the encouragement of teamwork and cooperation through their coaching leadership styles. The p-values for all statements are greater than 0.05, indicating a lack of significant differences between the two groups.

4.2.2. Perception of coaches in athletic clubs

Table 6

Ranks				
	Groups	N	Mean Rank	Sum of Ranks
I value feedback from athletes at the club.	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4		

I address athlete concerns and issues in a timely and effective manner.	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4		
I believe that coaching leadership plays a positive role in maintaining team discipline.	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4		
Test Statistics	I value feedback from athletes at the club.	I address athlete concerns and issues in a timely and effective manner.	I believe that coaching leadership plays a positive role in maintaining team discipline.	
Mann-Whitney U	.000	.000	.000	
Wilcoxon W	1.000	1.000	1.000	
Z	-1.000	-1.000	-1.000	
Asymp. Sig. (2-tailed)	.317	.317	.317	
Exact Sig. [2*(1-tailed Sig.)]	1.000 ^b	1.000 ^b	1.000 ^b	

The value of feedback from athletes at the club, as the Mann-Whitney U test results show no statistically significant difference between the Soldier Athletics Club and the Civil Athletics Club regarding the statement "I value feedback from athletes at the club." The mean ranks suggest that the Soldier Athletics Club rated this statement lower compared to the Civil Athletics Club, but the Asymp. Sig. value of .317 indicates this difference is not statistically significant. Therefore, both clubs similarly value athlete feedback, with no significant preference indicated by the test.

In addressing of athlete concerns and issues in a timely and effective manner, Similar to the first statement, there is no statistically significant difference between the two groups regarding the statement "I address athlete concerns and issues in a timely and effective manner." The Soldier Athletics Club has a lower mean rank than the Civil Athletics Club, suggesting a lower score, but this difference is not significant as indicated by the Sig. value of .317. Both clubs rate their timeliness and effectiveness in addressing athlete concerns similarly.

For the statement "the writer believes that coaching leadership plays a positive role in maintaining team discipline," there is no statistically significant difference between the Soldier Athletics Club and the Civil Athletics Club. The Soldier Athletics Club again has a lower mean rank, suggesting a slightly lower agreement with the statement compared to the Civil Athletics

Club, but the Asymp. Sig. value of .317 indicates that this difference is not statistically significant. Both clubs have similar views on the positive role of coaching leadership in maintaining team discipline.

The Soldier Athletics Club consistently had lower mean ranks than the Civil Athletics Club. The test statistics (Mann-Whitney U, Wilcoxon W, Z) and significance values (Asymp. Sig., Exact Sig.) All indicate no statistically significant differences between the two groups.

The Asymp. Sig. values of .317 for all statements suggest that any observed differences in ranks are likely due to random chance rather than a true difference in opinions or perceptions between the two clubs.

Therefore, the analysis concludes that the Soldier Athletics Club and the Civil Athletics Club do not significantly differ in their responses to valuing athlete feedback, addressing athlete concerns timely and effectively, and the belief in the positive role of coaching leadership in maintaining team discipline

Table 7

Ranks				
	Groups	N	Mean Rank	Sum of Ranks
I am committed to the growth and development of athletes through my leadership style.	Soldier Athletics Club	2	1.50	1.50
	Civil Athletics Club	2	1.50	1.50
	Total	4	3.00	3.00
I maintain open and transparent communication with athletes and stakeholders.	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4	3.00	3.00
I believe that coaching leadership is a significant contributor to the team's overall success.	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4	3.00	3.00
Test Statistics	I am committed to the growth and development of athletes through my leadership style.	I maintain open and transparent communication with athletes and stakeholders.	I believe that coaching leadership is a significant contributor to the team's overall success.	
Mann-Whitney U	.500	.000	.000	
Wilcoxon W	1.500	1.000	1.000	
Z	.000	-1.000	-1.000	

Asymp. Sig. (2-tailed)	1.000	.317	.317
Exact Sig. [2*(1-tailed Sig.)]	1.000 ^b	1.000 ^b	1.000 ^b
a. Grouping Variable: Groups			
b. Not corrected for ties.			

In the first statement both groups have the same mean rank (1.50), indicating that there is no difference in their responses regarding this statement. The Mann-Whitney U value of 0.500 with an asymptotic significance of 1.000 suggests there is no statistically significant difference between the two groups' perceptions. The exact significance also supports this, confirming no significant difference.

In Statement 2: Soldier Athletics Club has a lower mean rank (1.00) compared to Civil Athletics Club (2.00), suggesting that members of the Soldier Athletics Club perceive themselves as more committed to open and transparent communication. The Mann-Whitney U value of 0.000 with an asymptotic significance of 0.317 indicates that while there is a numerical difference in ranks, it is not statistically significant at the conventional alpha level of 0.05. The exact significance of 1.000 further confirms the lack of a statistically significant difference.

Statement 3: Similar to Statement 2, Soldier Athletics Club has a lower mean rank (1.00) compared to Civil Athletics Club (2.00), indicating a stronger belief in the importance of coaching leadership among members of the Soldier Athletics Club. The Mann-Whitney U value of 0.000 with an asymptotic significance of 0.317 again suggests that the observed difference is not statistically significant. The exact significance of 1.000 supports this lack of statistical significance.

In all three statements, while there are some differences in the mean ranks between the Soldier Athletics Club and Civil Athletics Club, none of these differences are statistically significant. This indicates that there is no substantial evidence to suggest that the perceptions of members of these two clubs differ regarding their commitment to athlete development, their communication practices, or their belief in the importance of coaching leadership.

4.2.3. Identify areas for improvement for coaches

Table 8

Ranks				
	Groups	N	Mean Rank	Sum of Ranks
I recognize opportunities to improve relationships with athletes at the club.	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4	3.00	3.00
I am open to further training in effective leadership strategies to improve my coaching approach.	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4	3.00	3.00
It is beneficial for the trainers who are trained in a military institution to have good behavior from other military training	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4	3.00	3.00
Test Statistics	I recognize opportunities to improve relationships with athletes at the club.	I am open to further training in effective leadership strategies to improve my coaching approach.	It is beneficial for the trainers who are trained in a military institution to have good behavior from other civilian training	
Mann-Whitney U	.000	.000	.000	
Wilcoxon W	1.000	1.000	1.000	
Z	-1.000	-1.000	-1.000	
Asymp. Sig. (2-tailed)	.317	.317	.317	
Exact Sig. [2*(1-tailed Sig.)]	1.000 ^b	1.000 ^b	1.000 ^b	

The mean rank for the Soldier Athletics Club is lower than that for the Civil Athletics Club, indicating that the participant from the Soldier Athletics Club perceives more opportunities for improving relationships than the participant from the Civil Athletics Club. However, with a Mann-Whitney U value of 0.000 and an Asymp. Sig. (2-tailed) of 0.317, the difference is not statistically significant at the common significance level of 0.05. This indicates that the observed difference could likely be due to chance. Similar to the first statement, the Soldier Athletics Club participant is more open to further training than the Civil Athletics Club participant. The statistical test results (Mann-Whitney U = 0.000, Asymp. Sig. (2-tailed) = 0.317) suggest that this difference is also not statistically significant, meaning no strong evidence exists to conclude a real difference between the groups based on the data.

The Soldier Athletics Club participant agrees more strongly with the benefit of military training compared to the Civil Athletics Club participant. The test results indicate no statistically significant difference between the groups for this statement either (Mann-Whitney U = 0.000, Asymp. Sig. (2-tailed) = 0.317). The data shows that, while there are observable differences in the mean ranks between the Soldier Athletics Club and the Civil Athletics Club for the given statements, these differences are not statistically significant. The p-values are quite high (greater than 0.05), indicating that any observed differences are likely due to random chance rather than a real underlying difference between the groups. This suggests that, based on the provided sample, we cannot conclude that there are significant differences in perceptions or attitudes between members of the Soldier Athletics Club and the Civil Athletics Club regarding these statements.

Table 9

Ranks				
	Groups	N	Mean Rank	Sum of Ranks
I am open to fostering teamwork and collaboration among athletes through coaching leadership.	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4	3.00	3.00
I am committed to improving my understanding of athletes' needs and preferences to better support their development.	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4	3.00	3.00
Test Statistics				
	I am open to fostering teamwork and collaboration among athletes through coaching leadership.	I am committed to improving my understanding of athletes' needs and preferences to better support their development.		
Mann-Whitney U	.000	.000		
Wilcoxon W	1.000	1.000		
Z	-1.000	-1.000		
Asymp. Sig. (2-tailed)	.317	.317		
Exact Sig. [2*(1-tailed Sig.)]	1.000 ^b	1.000 ^b		

The mean rank for the Soldier Athletics Club is 1.00, while for the Civil Athletics Club, it is 2.00. The Mann-Whitney U value is 0, indicating that there is a difference in ranks between the two groups, but with an asymptotic significance (2-tailed) of 0.317, this difference is not statistically significant at the common alpha level of 0.05. The exact significance value of 1.000

suggests that this test is not reliable due to the small sample size (N=2).

The results for the second statement mirror those of the first. Again, the mean rank for the Soldier Athletics Club is 1.00, and for the Civil Athletics Club, it is 2.00. The Mann-Whitney U value is 0, indicating a difference in ranks, but the asymptotic significance of 0.317 suggests this difference is not statistically significant. The exact significance value of 1.000 further indicates that the results are not reliable due to the minimal sample size.

For both statements, the Soldier Athletics Club consistently has a lower mean rank (1.00) compared to the Civil Athletics Club (2.00). However, the Mann-Whitney U test results indicate that these differences are not statistically significant, with asymptotic significance values greater than 0.05 and exact significance values of 1.000. The small sample size (N=2) significantly limits the reliability and validity of these findings. Consequently, any interpretations should be made cautiously, acknowledging the lack of statistical power in this analysis.

4.3. Athletes' response

4.3.1. Evaluating coaching leadership approaches

Table10

Ranks	Groups	N	Mean Rank	Sum of Ranks
1. A coach's leadership style motivates athletes.	Soldier Athletics Club	2	2.00	2.00
	Civil Athletics Club	2	1.00	1.00
	Total	4	3.00	3.00
2. It is easier than many other things for the trainees who are training in a civilian institution	Soldier Athletics Club	2	1.50	1.50
	Civil Athletics Club	2	1.50	1.50
	Total	4	3.00	3.00
3. timekeeping strategy will be a good lesson.	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4	3.00	3.00
	A coach's leadership style motivates athletes.	It is easier than many other things for the trainees who are training in a civilian institution	Coaches' timekeeping strategy will be a good lesson.	
Mann-Whitney U	.000	.500	.000	
Wilcoxon W	1.000	1.500	1.000	

Z	-1.000	.000	-1.000
Asymp. Sig. (2-tailed)	.317	1.000	.317
Exact Sig. [2*(1-tailed Sig.)]	1.000 ^b	1.000 ^b	1.000 ^b

A coach's leadership style motivates athletes." This statement suggests that the leadership approach adopted by coaches influences the motivation levels of athletes in sports clubs. Research by Deci and Ryan (2000) highlights the importance of autonomy-supportive coaching styles in enhancing athletes' intrinsic motivation and performance

Training in a civilian institution implies that athletes training in civilian institutions may face fewer challenges compared to other aspects of their training. Studies by Jowett and Shanmugam (2016) emphasize the role of social support and positive relationships in facilitating athletes' training experiences and overall well-being.

In Coaches' timekeeping strategy the statement suggests that the implementation of effective timekeeping strategies by coaches can serve as a valuable lesson for athletes. Research by Mageau and Vallerand (2003) emphasizes the importance of structure and organization in coaching practices to enhance athletes' discipline and performance.

Table 12

Ranks	Groups	N	Mean Rank	Sum of Ranks
4. Coaches demonstrate strong leadership skills.	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4	3.00	3.00
5. For the trainees who are trained in a military institution, the pressure of different military training is high.	Soldier Athletics Club	2	1.50	1.50
	Civil Athletics Club	2	1.50	1.50
	Total	4	3.00	3.00
Statistics	Coaches demonstrate strong leadership skills.	For the trainees who are trained in a military institution, the pressure of different military training is high.		
Mann-Whitney U	.000	.500		
Wilcoxon W	1.000	1.500		
Z	-1.000	.000		
Asymp. Sig. (2-tailed)	.317	1.000		
Exact Sig. [2*(1-tailed Sig.)]	1.000 ^b	1.000 ^b		

Coaches demonstrate strong leadership skills." This statement indicates that coaches exhibit notable leadership abilities within the athletic clubs. Studies by Chelladurai and Saleh (1980) highlight the significance of coaches' leadership behaviors in shaping athletes' perceptions,

motivation, and team dynamics.

"For the trainees who are trained in a military institution, the pressure of different military training is high." This statement suggests that athletes undergoing training in military institutions experience significant pressure due to the nature of military-style training programs. Research by Gould et al. (2002) discusses the unique stressors and challenges faced by athletes in military settings and the impact on their performance and well-being.

4.3.2. Perceptions and experiences of athletes, coaches and stakeholders

Table 13

Ranks	Groups	N	Mean Rank	Sum of Ranks
6. Athletes feel their opinions are respected by coaches.	Soldier Athletics Club	2	1.50	1.50
	Civil Athletics Club	2	1.50	1.50
	Total	4	3.00	3.00
7. Coaches effectively address athletes' concerns and issues.	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4	3.00	3.00
8. Stakeholders believe that coaching leadership has a positive effect on team discipline.	Soldier Athletics Club	2	2.00	2.00
	Civil Athletics Club	2	1.00	1.00
	Total	4	3.00	3.00
Test Statistics	Athletes feel their opinions are respected by coaches.	Coaches effectively address athletes' concerns and issues.	Stakeholders believe that coaching leadership has a positive effect on team discipline.	
Mann-Whitney U	.500	.000	.000	
Wilcoxon W	1.500	1.000	1.000	
Z	.000	-1.000	-1.000	
Asymp. Sig. (2-tailed)	1.000	.317	.317	
Exact Sig. [2*(1-tailed Sig.)]	1.000 ^b	1.000 ^b	1.000 ^b	

The Mann-Whitney U test results reveal no significant difference in the mean ranks between the Soldier Athletics Club (Mean Rank = 1.50) and the Civil Athletics Club (Mean Rank = 1.50) at a significance level of $p = 1.000$. This indicates that the perception of athletes' opinions being respected by coaches is similar in both clubs. This statement indicates that athletes perceive their

coaches as valuing and respecting their opinions within the sports environment. Research by Jowett and Cockerill (2003) emphasizes the importance of positive coach-athlete relationships built on mutual respect and communication for athlete satisfaction and performance.

The Mann-Whitney U test shows a significant difference in the mean ranks between the Soldier Athletics Club (Mean Rank = 1.00) and the Civil Athletics Club (Mean Rank = 2.00) at a significance level of $p = 0.317$. This suggests that the effectiveness of coaches in addressing athletes' concerns and issues may vary between the two clubs, with the Civil Athletics Club scoring higher in this aspect. This statement suggests that coaches demonstrate proficiency in handling and resolving athletes' concerns and problems. Studies by Jowett and Ntoumanis (2004) highlight the role of effective communication and support from coaches in addressing athletes' needs and enhancing their performance.

The Mann-Whitney U test indicates a significant difference in the mean ranks between the Soldier Athletics Club (Mean Rank = 2.00) and the Civil Athletics Club (Mean Rank = 1.00) at a significance level of $p = 0.317$. This implies that stakeholders in the Civil Athletics Club are more likely to perceive coaching leadership as positively impacting team discipline compared to stakeholders in the Soldier Athletics Club. This statement indicates that stakeholders, such as team managers or sponsors, perceive coaching leadership as positively influencing team discipline. Research by Bloom et al. (1998) discusses the impact of coaching leadership on team dynamics, cohesion, and performance outcomes.

Table 14

Rank	Groups	N	Mean Rank	Sum of Ranks
9. For the trainees who are training in a military institution, our relationship with our other trainers is good	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4	3.00	3.00
10. Stakeholders perceive a strong sense of team and unity among athletes.	Soldier Athletics Club	2	1.50	1.50
	Civil Athletics Club	2	1.50	1.50
	Total	4	3.00	3.00
Test Statistics	For the trainees who are training in a military institution, our relationship with our other trainers is good	Stakeholders perceive a strong sense of team and unity among athletes.		
Mann-Whitney U	.000	.500		

Wilcoxon W	1.000	1.500
Z	-1.000	.000
Asymp. Sig. (2-tailed)	.317	1.000
Exact Sig. [2*(1-tailed Sig.)]	1.000 ^b	1.000 ^b

In coach's leadership style to motivate athletes the Mann-Whitney U test results indicate a significant difference in the mean ranks between the Soldier Athletics Club (Mean Rank = 2.00) and the Civil Athletics Club (Mean Rank = 1.00) at a significance level of $p = 0.317$. This suggests that the coach's leadership style may have a more motivating effect on athletes in the Soldier Athletics Club compared to the Civil Athletics Club.

The Mann-Whitney U test shows no significant difference in the mean ranks between the Soldier Athletics Club (Mean Rank = 1.50) and the Civil Athletics Club (Mean Rank = 1.50) at a significance level of $p = 1.000$. This indicates that the ease of training for athletes in civilian institutions is similar between the two clubs.

4.3.3. Regarding improvement issues

Table 15

Ranks		Groups	N	Mean Rank	Sum of Ranks
11. There will be more opportunities than we have now to develop relationships between coaches and athletes.	Soldier Athletics Club		2	1.50	1.50
	Civil Athletics Club		2	1.50	1.50
	Total		4	3.00	3.00
12. Coaches should receive additional training in effective leadership strategies.	Soldier Athletics Club		2	1.50	1.50
	Civil Athletics Club		2	1.50	1.50
	Total		4	3.00	3.00
13. For the trainees who are trained in military institutes, we have training pressure from others	Soldier Athletics Club		2	1.00	1.00
	Civil Athletics Club		2	2.00	2.00
	Total		4	3.00	3.00
Test Statistics	Opportunities develop relationships between coaches and athletes.	Coaches should receive additional training in effective leadership strategies.			military trainees have training pressure from others
Mann-Whitney U	.500	.500		.000	
Wilcoxon W	1.500	1.500		1.000	
Z	.000	.000		-1.000	
Asymp. Sig. (2-tailed)	1.000	1.000		.317	
Exact Sig. [2*(1-tailed Sig.)]	1.000 ^b	1.000 ^b		1.000 ^b	

In Coaches' timekeeping strategy the Mann-Whitney U test reveals a significant difference in the mean ranks between the Soldier Athletics Club (Mean Rank = 1.00) and the Civil Athletics Club (Mean Rank = 2.00) at a significance level of $p = 0.317$. This suggests that the perception of timekeeping strategies as valuable lessons may vary between the two clubs, with the Civil Athletics Club showing a higher ranking.

Coaches demonstrate strong leadership skills The Mann-Whitney U test indicates a significant difference in the mean ranks between the Soldier Athletics Club (Mean Rank = 1.00) and the Civil Athletics Club (Mean Rank = 2.00) at a significance level of $p = 0.317$. This implies that the perception of coaches' strong leadership skills differs between the two clubs, with the Civil Athletics Club ranking higher in this aspect.

The Mann-Whitney U test shows no significant difference in the mean ranks between the Soldier Athletics Club (Mean Rank = 1.50) and the Civil Athletics Club (Mean Rank = 1.50) at a significance level of $p = 1.000$. This suggests that the perceived pressure of military training on athletes is similar across both clubs.

Table 16

Ranks	Groups	N	Mean Rank	Sum of Ranks
14. Stakeholders work to promote teamwork and cooperation among athletes.	Soldier Athletics Club	2	1.50	1.50
	Civil Athletics Club	2	1.50	1.50
	Total	4		
15. Areas where team discipline and performance can be improved by strengthening coaching leadership are different from other clubs.	Soldier Athletics Club	2	1.00	1.00
	Civil Athletics Club	2	2.00	2.00
	Total	4		
Test Statistics	Stakeholders work to promote teamwork and cooperation among athletes.	Areas where team discipline and performance can be improved by strengthening coaching leadership are different from other clubs.		
Mann-Whitney U	.500	.000		
Wilcoxon W	1.500	1.000		
Z	.000	-1.000		
Asymp. Sig. (2-tailed)	1.000	.317		
Exact Sig. [2*(1-tailed Sig.)]	1.000 ^b	1.000 ^b		

Stakeholders work to promote teamwork and cooperation among athletes." The Mann-Whitney U test results indicate no significant difference in the mean ranks between the Soldier Athletics

Club (Mean Rank = 1.50) and the Civil Athletics Club (Mean Rank = 1.50) at a significance level of $p = 1.000$. This implies that stakeholders' efforts to promote teamwork and cooperation among athletes are similar across both clubs.

The Mann-Whitney U test shows a significant difference in the mean ranks between the Soldier Athletics Club (Mean Rank = 1.00) and the Civil Athletics Club (Mean Rank = 2.00) at a significance level of $p = 0.317$. This suggests that the areas for improvement in team discipline and performance through coaching leadership may vary between the two clubs, with the Civil Athletics Club having different areas for improvement.

4.4. Interview question responses of coaches

1. According to your guidelines, how can athletes be approached to increase their performance and contribution to the team?

In the military, we emphasize a structured approach to performance improvement by setting clear goals, providing specific feedback, and implementing targeted training programs. By establishing performance standards and holding athletes accountable for their contributions, we can motivate them to strive for excellence and maximize their impact on the team. Additionally, fostering a culture of teamwork and camaraderie through shared missions and collective responsibility can further enhance athletes' performance and commitment to the team.

However, the rigid nature of military guidelines may sometimes limit the individualized approach needed to address the unique strengths and weaknesses of each athlete. This one-size-fits-all approach could overlook the diverse needs and preferences of athletes, potentially hindering their full potential and engagement within the team.

2. Successful coaching strategies implemented to improve team discipline and cohesion within the club. Can you tell us if you have it?

In the military, we implement successful coaching strategies that emphasize discipline, accountability, and teamwork to improve team cohesion. By establishing clear expectations, enforcing standards of behavior, and promoting a culture of mutual respect and support, we can strengthen the bonds among athletes and enhance overall team discipline. Team-building activities, effective communication channels, and consistent feedback mechanisms are key components of our coaching strategies to foster a cohesive and high-performing team

environment.

However, the strict focus on discipline and hierarchy may sometimes overshadow the need for flexibility and adaptability in addressing individual differences and conflicts within the team. This rigid approach could lead to a lack of creativity, innovation, and open communication, potentially impacting team dynamics and morale.

3. In your opinion, if you could describe to us the main leadership strategies that contribute to effective communication between coaches and athletes in the club?

In the military, effective communication between coaches and athletes is facilitated through clear directives, active listening, and open dialogue. By establishing channels for feedback, addressing concerns promptly, and providing regular updates on team goals and expectations, we can ensure that communication flows smoothly and transparently within the club. Building trust, fostering a culture of respect, and promoting a two-way exchange of ideas are essential leadership strategies that contribute to effective communication and collaboration between coaches and athletes.

However, the hierarchical nature of military leadership may sometimes create barriers to open communication and hinder the free exchange of ideas and feedback. This top-down approach could limit the input and creativity of athletes, leading to missed opportunities for innovation and improvement within the team.

4. How do you adapt your coaching leadership approach to meet the different needs and preferences of the athletes on the team?

In the military, we adapt our coaching leadership approach by recognizing the diverse backgrounds, skills, and preferences of athletes on the team. By conducting individual assessments, providing personalized feedback, and offering tailored training programs, we can address the specific needs of each athlete and maximize their potential for success. Flexibility, empathy, and a willingness to listen are key elements of our adaptive coaching style that allows us to cater to the unique requirements of athletes and create a supportive and inclusive team environment.

However, the standardized nature of military training and protocols may sometimes limit the degree of customization and individualization needed to fully meet the diverse needs of athletes. This lack of flexibility could result in missed opportunities to leverage the unique strengths and talents of each athlete, potentially impacting their motivation and engagement within the team.

5. Describe specific leadership training situations, indicating whether you are from a military or civilian institution.

military coach, specific leadership training situations often involve simulated combat scenarios, physical fitness drills, and team-building exercises that emphasize discipline, teamwork, and resilience. These training situations are designed to test athletes' abilities under pressure, enhance their decision-making skills, and foster a sense of camaraderie and trust within the team. By simulating real-world challenges and providing hands-on experiences, military leadership training aims to prepare athletes for success in high-stakes environments and instill the values of dedication, integrity, and service.

Civilian coach, specific leadership training situations may involve role-playing exercises, communication workshops, and problem-solving activities that focus on building interpersonal skills, emotional intelligence, and conflict resolution techniques. These training situations are geared towards enhancing athletes' self-awareness, empathy, and adaptability in diverse team settings. By promoting collaboration, creativity, and open dialogue, civilian leadership training aims to cultivate a culture of inclusivity, innovation, and continuous learning among athletes.

4.5. Athletes' response on interview questions

1. Motivating and Leading Athletes:

Military Clubs: Military clubs often have a coaching style that reflects the hierarchical nature of military organizations. Coaches in military clubs may focus on instilling discipline, structure, and teamwork among athletes. The emphasis is on following orders, adhering to rules, and working together towards a common goal.

Civilian Clubs: In contrast, civilian clubs may adopt a coaching style that prioritizes individual growth, creativity, and collaboration. Coaches in civilian clubs may encourage athletes to express themselves, think innovatively, and work together in a more flexible and inclusive environment.

2. Team Cohesion and Cooperation:

Military Clubs: Military clubs often place a strong emphasis on unity, loyalty, and adherence to rules and regulations. Athletes in military clubs are expected to demonstrate a high level of camaraderie, mutual support, and a shared sense of mission. This fosters a cohesive team

environment where individuals work together towards a common objective.

Civilian Clubs: Civilian clubs may prioritize diversity, innovation, and mutual respect among athletes. The focus is on creating a collaborative and supportive team culture where individual contributions are valued, and athletes are encouraged to bring their unique perspectives to the table. This can lead to a more inclusive and dynamic team dynamic.

3. Discipline and Accountability:

Military Clubs: Military clubs are known for their strict discipline, accountability, and adherence to protocols. Coaches in military clubs enforce rules and regulations rigorously, instilling a sense of responsibility and commitment in athletes. This helps in maintaining order and ensuring that athletes understand the consequences of their actions.

Civilian Clubs: In civilian clubs, there may be a greater emphasis on personal accountability, self-motivation, and ethical conduct. Coaches empower athletes to take ownership of their actions and decisions, fostering a culture of individual responsibility and integrity. This approach encourages athletes to be proactive and self-disciplined.

4. Practice and Instruction:

Military Clubs: Military clubs often provide structured training programs, technical expertise, and performance evaluations to enhance athletes' skills and readiness for challenges. Coaches in military clubs focus on developing athletes' capabilities through rigorous practice, instruction, and feedback. This helps in preparing athletes for demanding situations and improving their overall performance.

Civilian Clubs: In civilian clubs, there may be a greater emphasis on personalized feedback, skill development opportunities, and holistic support for athletes. Coaches in civilian clubs tailor their instruction to meet the individual needs of athletes, offering guidance, encouragement, and resources to nurture their talents and facilitate continuous improvement. This approach focuses on the holistic development of athletes.

5. Coaching Leadership Improvement:

Military Clubs: Military clubs may benefit from enhancing communication, adaptability, and emotional intelligence in coaching leadership. Coaches in military clubs can improve their leadership by fostering better connections with diverse athletes, promoting teamwork, and

creating a more inclusive and supportive environment. This can lead to improved athlete experience and overall team performance.

Civilian Clubs: In civilian clubs, there may be a focus on strengthening conflict resolution, inclusivity, and mentorship in coaching leadership. Coaches in civilian clubs can enhance their leadership by promoting positive team dynamics, empowering athletes to overcome challenges, and fostering a culture of growth and collaboration. This approach can contribute to a more positive and empowering team culture.

4.6. Result

The study evaluated several statements to compare the perceptions of coaching leadership between the Soldier Athletics Club and the Civil Athletics Club using the Mann-Whitney U test: The test results indicate a significant difference in the mean ranks between the Soldier Athletics Club and the Civil Athletics Club regarding the relationship with other trainers. The analysis suggests that the coach's leadership style may have a more motivating effect on athletes in the Soldier Athletics Club compared to the Civil Athletics Club.

While there is a difference in mean ranks between the Soldier Athletics Club and the Civil Athletics Club in perceiving team unity, the p-value suggests that this difference is not statistically significant.

The perceptions of coaching leadership effectiveness and discipline of trainers in civilian institutes are similar across both groups.

The Mann-Whitney U test results show a difference in mean ranks between the Soldier Athletics Club and the Civil Athletics Club regarding the provision of additional training, but the p-value indicates that this difference is not statistically significant.

There is a difference in mean ranks between the Soldier Athletics Club and the Civil Athletics Club in defining the goals of athletes, but the p-value suggests that this difference is not statistically significant.

Results show no statistically significant difference between the Soldier Athletics Club and the Civil Athletics Club in believing that the coach's leadership style will positively affect athletes' performance.

Results indicate no statistically significant difference between the Soldier Athletics Club and the

Civil Athletics Club in recognizing opportunities to improve relationships with athletes at the club

Similarly, there is no statistically significant difference between the two clubs in being open to further training in effective leadership strategies to improve coaching approaches.

The analysis shows no statistically significant difference between the Soldier Athletics Club and the Civil Athletics Club in perceiving the benefit of good behavior from other trainers in a military institution.

These findings highlight the similarities and differences in perceptions and experiences of athletes and coaches in military and civilian clubs, shedding light on various aspects of coaching styles, leadership strategies, and team dynamics. The discussions can further delve into the implications of these findings on training programs, athlete development, and overall club performance.

4.7. Discussion

The results of this study highlight the similarities in coaching leadership perceptions between the Soldier Athletics Club and the Civil Athletics Club. Despite different institutional contexts, the study found no statistically significant differences in the way athletes and coaches perceive leadership styles, training environments, and the overall impact of coaching strategies. This suggests that the fundamental principles of effective coaching are perceived similarly across these different contexts.

Motivation and Leadership

One of the key findings is that both groups believe that their coaches' leadership styles effectively motivate athletes. This underscores the universal importance of motivational leadership in sports. Coaches who can inspire and motivate their athletes are likely to see better performance and higher levels of commitment. This finding is crucial for both military and civilian sports programs, as it highlights the need for coaches to develop strong motivational skills.

In both military and civilian settings, the role of a coach extends beyond technical training to include psychological and emotional support. Coaches who exhibit strong leadership qualities, such as the ability to motivate and inspire, are likely to foster a positive training environment. This, in turn, can lead to improved athletic performance and a greater sense of team cohesion.

Discipline and Training Environment

The study also found no significant differences in perceptions of discipline and the training environment between the two groups. This suggests that both military and civilian institutions are equally effective in maintaining discipline and providing a conducive training environment. Discipline is a cornerstone of effective training in both settings. In the military, discipline is a fundamental aspect of training, essential for operational readiness and effectiveness. In civilian sports, discipline is equally important for achieving peak performance and maintaining a competitive edge.

The similar perceptions of discipline and training environments indicate that both types of institutions have established effective systems and practices. For coaches, this means that the strategies they use to instill discipline and create a positive training environment are likely to be effective, regardless of the institutional context. This finding emphasizes the importance of consistency in coaching practices and the need for continuous improvement to maintain high standards.

Value of Athlete Feedback and Addressing Concerns

Both groups value athlete feedback and address concerns in a similar manner, highlighting the importance of communication and responsiveness in coaching. Effective communication is critical in building trust and understanding between coaches and athletes. When athletes feel that their feedback is valued and their concerns are addressed, they are more likely to be engaged and committed to their training programs.

This finding has important implications for coaching practices. Coaches should prioritize open communication channels and actively seek feedback from their athletes. By doing so, they can gain valuable insights into the athletes' experiences, identify areas for improvement, and foster a supportive training environment. This approach not only enhances the athletes' experience but also contributes to their overall development and performance.

Implications for Coaching Practices

Despite the lack of statistically significant differences, the trends observed in this study provide valuable insights for improving coaching practices in both military and civilian settings:

Emphasizing Motivational Leadership:

Coaches should focus on developing and enhancing their motivational leadership skills. This

includes setting clear goals, providing constructive feedback, and creating a positive and supportive training environment. Motivational leadership is crucial for fostering athlete engagement and performance.

Maintaining Discipline:

Both military and civilian coaches should continue to prioritize discipline in their training programs. This includes establishing clear rules and expectations, enforcing consistent standards, and creating a structured training environment. Effective discipline is essential for achieving high levels of performance and maintaining team cohesion.

Enhancing Communication:

Coaches should prioritize effective communication with their athletes. This includes actively seeking feedback, addressing concerns promptly, and maintaining open and transparent communication channels. Good communication is key to building trust and understanding, which are essential for effective coaching.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1.SUMMARY:

The study titled Comparing Coaching Leadership Approaches in Civil and Soldier Athletics Clubs in Addis Ababa, presents a detailed exploration of coaching practices and team discipline management in the context of sports clubs in Addis Ababa.

- The study aims to compare coaching leadership approaches between civil and soldier athletics clubs to understand their impact on team discipline and athlete experiences.
- By analyzing coaching styles, cultural influences, and organizational structures, the research seeks to provide valuable insights into effective coaching strategies that can enhance athlete satisfaction, performance, and overall team cohesion.
- The research methodology outlined in the document includes a comprehensive review of academic literature, analysis of coaching manuals and training plans, statistical methods for data analysis, and in-depth case studies of select athletics clubs. By employing a combination of these research methods, the study aims to achieve a multi-faceted understanding of coaching leadership approaches in Athletics sports clubs, with a specific emphasis on team discipline management.
- The sample clubs selected for the study are Soldier Athletics Clubs (Mechal and Federal Police Athletics clubs) and civil Athletics Clubs (Ethio-electric and Commercial Bank Athletics Clubs).
- Key research questions identified in focused on the predominant coaching leadership approaches in civil and soldier athletics clubs, perceptions of athletes, coaches, and stakeholders regarding coaching leadership and team discipline management, and the influence of cultural values and organizational structures on coaching practices.
- The study aims to contribute to the improvement of athlete experiences, team performance, and coaching practices within athletics clubs.
- The scope of the study encompasses a comparative analysis of coaching leadership approaches, exploration of athlete-coach dynamics, consideration of cultural norms and

organizational structures, and the provision of recommendations for enhancing coaching leadership in both civil and soldier athletics clubs.

- The study emphasizes the importance of ethical considerations in coaching practices and the potential impact of the research on policy-making related to athletics clubs in Ethiopia.

5.2. CONCLUSION

The comprehensive study on comparing coaching leadership approaches in civil and soldier athletics clubs in offers valuable insights into the intricate dynamics of coaching practices, team discipline management, and athlete experiences within the country's sports clubs. Through a meticulous examination of coaching leadership styles, cultural influences, and organizational structures, the research has provided a nuanced understanding of the factors that shape coaching effectiveness and team cohesion in athletics sport clubs.

The findings of the study underscore the importance of tailored coaching approaches that consider the unique characteristics of civil and soldier athletics clubs. By recognizing the impact of cultural values and organizational differences on coaching leadership, the research highlights the need for context-specific strategies to enhance athlete satisfaction, performance, and overall team dynamics. The comparative analysis of coaching practices between different types of clubs has revealed commonalities and best practices that can inform effective coaching strategies transcending specific club contexts.

Moreover, the study's exploration of athlete-coach dynamics, perceptions of stakeholders, and the influence of cultural norms on coaching practices has provided a holistic view of the challenges and opportunities in team discipline management within the clubs. By addressing ethical considerations and promoting best practices for athlete well-being and fair treatment, the research advocates for a supportive and respectful environment that fosters positive team culture and performance.

The implications of this study extend beyond the realm of sports clubs in Addis Ababa, offering insights that can inform policy-making and decision-making processes related to coaching leadership and team discipline management. By providing recommendations for enhancing coaching approaches and promoting effective team discipline, the research contributes to the

development of guidelines that can elevate the standards of coaching practices and athlete experiences in Ethiopian athletics.

In the end, the study on coaching leadership approaches in civil and soldier athletics clubs serves as a foundation for further research and initiatives aimed at improving athlete experiences, team performance, and coaching effectiveness in the country's sports landscape. By emphasizing the significance of understanding cultural and organizational influences on coaching practices, the research sets a precedent for fostering positive change and excellence in Ethiopian athletics clubs through informed and strategic interventions.

5.3. RECOMMENDATIONS

Building upon the insights gained from the study on comparing coaching leadership approaches in civil and soldier athletics clubs, several recommendations can be proposed to enhance coaching practices, team discipline management, and athlete experiences within the sports clubs.

Implement structured professional development programs for coaches in civil and soldier athletics clubs to enhance their leadership skills, communication strategies, and conflict resolution abilities. These programs should focus on promoting a positive team culture and fostering athlete development.

Provide cross-cultural training for coaches to better understand and navigate the diverse cultural values and norms present in athletics clubs. By promoting cultural sensitivity and awareness, coaches can tailor their leadership approaches to effectively engage with athletes from different backgrounds.

Organize collaborative workshops and seminars that bring together coaches, athletes, and stakeholders to discuss and share best practices in coaching leadership and team discipline management. Encouraging open communication and knowledge exchange can lead to the adoption of innovative coaching strategies and improved team dynamics.

Establish mentorship programs where experienced coaches can mentor and support novice coaches in honing their leadership skills and implementing effective team discipline strategies. This mentorship approach can facilitate knowledge transfer and skill development within the coaching community.

Implement regular feedback mechanisms for athletes, coaches, and stakeholders to provide input on coaching leadership approaches and team discipline management. By soliciting feedback and actively listening to the perspectives of all involved parties, clubs can adapt and refine their coaching practices to better meet the needs of their athletes.

Ensure adequate resource allocation for coaching development initiatives, including access to training materials, sports equipment, and facilities. Investing in the professional growth of coaches and providing them with the necessary resources can enhance their capacity to lead effectively and promote team discipline.

By implementing these recommendations, civil and soldier athletics clubs in Ethiopia can foster a culture of excellence, respect, and collaboration within their teams. The continuous improvement of coaching leadership approaches and team discipline management is essential for creating a supportive and empowering environment that nurtures athlete growth, enhances team performance, and upholds the values of sportsmanship and fair play. Through strategic interventions and a commitment to ongoing development, Ethiopian athletics clubs can elevate their coaching standards and set a benchmark for success in the realm of sports leadership and team dynamics.

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Appendices

አዲስ አበባ ዩኒቨርሲቲ የተፈጥሮና ቀመር ሳይንስ ኮሌጅ የስፖርት ሳይንስ ትምህርት ክፍል

በአሰልጣኞች የሚሞላ የሁለተኛ ዲግሪ ምርምር ማሟያ መጠይቅ

ውድ አሰልጣኞች የዚህ መጠይቅ አላማ በኢትዮጵያ ውስጥ ባሉ የሲቪል እና ወታደር አትሌቲክስ ክለቦች መካከል ያለውን የአሰልጣኝነት አመራር ለውጤታማ የቡድን ዲሲፕሊን አስተዳደር በማወዳደር መረጃ ለማግኘት ነው።

የጥናቱን ስኬት ለመወሰን የእርስዎ እውነተኛ እይታ፣ ግልጽ አስተያየት እና ወቅታዊ ምላሾች በጣም ጠቃሚ እንዲሆኑ ሚስጥራዊ እሆናለሁ። ስለሆነም ለዚህ አላማ የተዘጋጀውን መጠይቅ በመሙላት በቅንነት ጥቂት ጊዜዎትን በመስጠት እንዲሞሉልኝ ከምስጋና ጋር እጠይቃለሁ።

መመሪያ

- ስምዎን መጻፍ አያስፈልግም
- በተሰጠው መመሪያ መሰረት ጥያቄውን ለመመለስ ይሞክሩ
- ተጨማሪ መረጃ ከፈለጉ በመጠይቁ መጨረሻ ላይ ያለውን ቦታ ይጠቀሙ

ሀ. የግለሰብ/ዒ መረጃ

- | | | | | | |
|-----------------|---------------|---------|---------------|-----------------|--|
| 1. ያታ:- | ሀ. ወንድ | ለ. ሴት | | | |
| 2. ዕድሜ | ሀ.18-25 | ለ.25-30 | ሐ. 31-35 | መ.36 እና ከዚያ በላይ | |
| 3. የአሰልጣኝነት ልምድ | ሀ. ከ1-5 አመት | | ለ. 6-10 ዓመታት | | |
| | ሐ. 11-15 ዓመታት | | መ. 16 ዓመት በላይ | | |

ለ. ዋናው መጠይቅ

1. የምርጫ መጠይቆች

ተ.ቁ	ጥያቄዎች	በጣም አልስማማም	አልስማማም	ገለለልተኛ ነኝ	እስማማለሁ	በጣም እስማማለሁ
1: የአሰልጣኝነት አመራር ብቃትና አቀራረብ						
1.1	የአሰልጣኝ አመራር አካሄዶ በክለቡ ውስጥ ያሉ አትሌቶችን በብቃት ያነሳሳል ብዬ አምናለሁ።					
1.2	ሲቪል ተቋም ለምታሰለጥኑ አሰልጣኞች					

	ከሌሎች የወታደራዊ ስልጣና ባለመውሰዳቸው በዲ.ሲ.ፒ.ሲ.ን ጥሩ አይደሉም					
1.3	ወታደራዊ ተቋም ለምታሰለጥኑ ስልጣኖች ከሌሎች የተለየ ሌሎች ተጨማሪ ስልጠናዎች ይሰጣቸዋል					
1.4	የክለሳችን የአመራር አተገባብር ስራዎቻችን የአትሌቶችን ግቦች በብቃት ይገልጻል።					
1.5	የአሰልጣኝ አመራር አካሄድ በአትሌቶች ብቃት ላይ በጎ ተጽእኖ ይኖረዋል ብዬ አምናለሁ።					
1.6	ከአትሌቶች ጋር ስራ ጠንካራ የአመራር ክህሎቶችን አሳይቻለሁ።					
1.7	ወታደራዊ ተቋም ለምታሰለጥኑ አሰልጣኞች ከሌሎች ከአትሌቶች ጋር ቅርርባችን በጣም ጥሩ ነው					
1.8	የአሰልጣኝ አመራር አካሄድ በአትሌቶች መካከል የቡድን ስራ እና ትብብርን ያበረታታል።					
2: በአትሌቲክስ ክለሶች ውስጥ የአሰልጣኞች ግንዛቤ						
2.1	በክለሱ ውስጥ ባሉ አትሌቶች የሚሰጡ አስተያየቶችን ከፍ አድርጌ እመለከተዋለሁ።					
2.2	የአትሌቶችን ስጋቶች እና ጉዳዮችን በወቅቱ እና ውጤታማ በሆነ መንገድ እፈታለሁ።					
2.3	የቡድን ዲ.ሲ.ፒ.ሲ.ን ለመጠበቅ የአሰልጣኝ አመራር አወንታዊ ሚና ይጫወታል ብዬ አምናለሁ።					
2.4	በእኔ አመራር ስልት ለአትሌቶች እድገት እና እድገት ቁርጠኛ ነኝ።					
2.5	ከአትሌቶች እና ከባለድርሻ አካላት ጋር ግልጽ እና ግልጽ የሆነ ግንኙነትን እጠብቃለሁ።					
2.6	የአሰልጣኝነት አመራር ለቡድኑ ሁለንተናዊ ስኬት ጉልህ አስተዋፅኦ እንዳለው አምናለሁ።					
3: ለአሰልጣኞች መሻሻል ቦታዎችን መለየት						
3.1	በክለሱ ውስጥ ካሉ አትሌቶች ጋር ግንኙነትን ለማሻሻል እድሎችን እገነዘባለሁ።					
3.2	የአሰልጣኝነት አካሄድን ለማሻሻል ውጤታማ የአመራር ስልቶች ላይ ተጨማሪ ስልጠና ለመቀበል ክፍት ነኝ።					
3.3	ወታደራዊ ተቋም ለምታሰለጥኑ አሰልጣኞች ከሌሎች ወታደራዊ ስልጠና መውሰዳቸው ጥሩ ባህሪ እንዲኖራቸው ጠቅሟል					
3.4	በአሰልጣኝነት አመራር በአትሌቶች መካከል የቡድን ስራን እና ትብብርን ለማሳደግ ክፍት ነኝ።					
3.5	እድገታቸውን በተሻለ ሁኔታ ለመደገፍ ስለ አትሌቶች ፍላጎቶች እና ምርጫዎች ያለኝን					

ግንዛቤ ለማሻሻል ቁርጠኛ ነኝ።					
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2. የፃፍ/የገለፃ መጠይቆች

1. በእርሶ መመሪያ መሰረት አትሌቶችን እንዴት ቀርቦ አፈፃፀማቸውን እና ለቡድኑ ያላቸውን አስተዋፆ ማሳደግ ይቻላል?

2. የቡድን ዲሲፕሊንን እና በክለቡ ውስጥ ያለውን አብሮነት ለማሻሻል ተግባራዊ ያደረጉትን የተሳካ የአሰልጣኝነት ስልት በአስረጅነት የሚቅረቡት ካለ ይግለጹልን?

3. በእርስዎ አስተያየት በክለቡ ውስጥ ባሉ አሰልጣኞች እና አትሌቶች መካከል ውጤታማ ግንኙነት እንዲፈጠር አስተዋጽኦ የሚያደርጉ የአመራር ስልቶች ዋና ዋናዎቹን ይግለጹልን?

4. በቡድኑ ውስጥ ያሉ አትሌቶችን የተለያዩ ፍላጎቶችን እና ምርጫዎችን ለማሟላት የአሰልጣኝ አመራር አቀራረብዎን እንዴት ያስተካክላሉ?

5. እርስዎ ከወታደራዊ ወይም ከሲቪል ተቋም መሆንዎን በመግለጽ የተለየ የአመራርን የአሰልጣኝ ሁኔታዎችን በዝርዝር ያጻፍልን።

አዲስ አበባ ዩኒቨርሲቲ የተፈጥሮና ቀመር ሳይንስ ኮሌጅ የስፖርት ሳይንስ ትምህርት ክፍል

በአትሌቶች የሚሞላ ለሁለተኛ ዲግሪ ምርምር ማሟያ መጠይቅ

ውድ አትሌቶች የዚህ መጠይቅ አላማ በኢትዮጵያ ውስጥ ባሉ የሲቪል እና ወታደር አትሌቲክስ ክለቦች መካከል ያለውን የአሰልጣኝነት አመራር ለውጤታማ የቡድን ዲሲፕሊን አስተዳደር ማወዳደር መረጃ ለማግኘት ነው።

የጥናቱን ስኬት ለመወሰን የእርስዎ እውነተኛ እይታ፣ ግልጽ አስተያየት እና ወቅታዊ ምላሾች በጣም ጠቃሚ እንዲሆኑ ሚስጥራዊ ይሆናሉ። ስለሆነም ለዚህ ዓላማ የተዘጋጀውን መጠይቅ ጥቂት ጊዜዎችን በመስጠት በቅንነት እንድትሞሉልኝ ከምስጋና ጋር እጠይቃለሁ።

መመሪያ

- ስምዎን መጻፍ አያስፈልግም
 - በተሰጠው መመሪያ መሰረት ጥያቄውን ለመመለስ ይሞክሩ
- ተጨማሪ መረጃ ከፈለጉ በመጠይቁ መጨረሻ ላይ ያለውን ቦታ ይጠቀሙ

ሀ. የግለሰቡ/ቧ መረጃ

1. ጾታ:- ወንድ----- ሴት-----
2. ዕድሜ ሀ.17-20 ለ.20-25 ሐ.26-30 መ.31 እና ከዚያ በላይ
3. የእርስዎ በስልጠና የቆዩበት አመት ሀ. 1-3 ዓመት ለ. 4-6 ዓመታት
 ሐ. 7-9 ዓመታት መ. 10 ዓመት በላይ

ለ. ዋናው መጠይቅ

1. የምርጫ መጠይቆች

ተ.ቁ	ጥያቄዎች	በጣም አልስማማም	አልስማማም	ገለልተኛ ነኝ	እስማማለሁ	በጣም እስማማለሁ
1: የአሰልጣኝ አመራር አቀራረቦችን መገምገም						
1.1	የአሰልጣኝ አመራር አካሄድ አትሌቶችን ያነሳሳል።					
1.2	ሲቪል ተቋም ለምትሰለትኑ ሰልጣኞች ክሌሎች በብዙ ነገሮች ቀለል ያለ ነው					
1.3	የአሰልጣኞች ሰዓት አከባብር ስልት ጥሩ ማስተማሪያ ይሆናል።					
1.4	አሰልጣኞች ጠንካራ የአመራር ችሎታዎችን					

	ያሳያሉ።					
1.5	ወታደራዊ ተቋም ለምትሰለትኑ ሰልጣኞች ከሌሎች የተለየ ወታደራዊ ስልጠና ጫና መጠኑ ከፍተኛ ነው።					
2: የአትሌቶች፣ የአሰልጣኞች እና የባለድርሻ አካላት ግንዛቤ እና ተሞክሮ						
2.1	አትሌቶች አስተያየቶቻቸው በአሰልጣኞች እንደሚከበሩ ይሰማቸዋል።					
2.2	አሰልጣኞች የአትሌቶችን ስጋቶች እና ጉዳዮች በብቃት ይፈታሉ።					
2.3	ባለድርሻ አካላት የአሰልጣኝነት አመራር በቡድን ዲ.ሲ.ፕሊ.ን ላይ በጎ ተጽእኖ ይኖረዋል ብለው ያምናሉ።					
2.4	ወታደራዊ ተቋም ለምትሰለትኑ ሰልጣኞች ከሌሎች ከአሰልጣኞቻችን ጋር ያለን ቅርርብ ጥሩ ነው					
2.5	ባለድርሻ አካላት በአትሌቶች መካከል ጠንካራ የቡድን እና የአንድነት ስሜት ይገነዘባሉ።					
3: የመሻሻል ጉዳዮች በተመለከተ						
3.1	በአሰልጣኞች እና በአትሌቶች መካከል ግንኙነትን ለማሳደግ አሁን ካሉን እድሎች የበለጡ ይኖራሉ።					
3.2	አሰልጣኞች በውጤታማ የአመራር ስልቶች ላይ ተጨማሪ ስልጠና ሊያገኙ ይገባቸዋል።					
3.3	ወታደራዊ ተቋም ለምትሰለትኑ ሰልጣኞች ከሌሎች የስልጠና ጫና አለብን					
3.4	ባለድርሻ አካላት በአትሌቶች መካከል የቡድን ስራን እና ትብብርን የማሳደግ ስራ ይሰራሉ።					
3.5	የአሰልጣኝነት አመራርን በማጠናከር የቡድን ዲ.ሲ.ፕሊ.ን እና አፈ.ፃፀምን ማጎልበት የሚቻልባቸው ዘርፎች ከሌሎች ክለሶች ለየት ያሉ ናቸው።					

2. የፃፍ/የገለፃ መጠይቆች

1. በክለሱ ውስጥ አትሌቶችን ከማነሳሳት እና ከመምራት አንፃር የአሰልጣኝነት ስልቱን/ቷን እንዴት ይገልፁታል።

2. የአሰልጣኝዎ የአመራር አካሄድ በቡድን አንድነት እና በአትሌቶች መካከል ትብብር ላይ በጎ ተጽዕኖ ስራዎችን ቢጠቅሱ።

3. በእርስዎ አስተያየት የአሰልጣኝ አመራርብቃት በቡድኑ ውስጥ ከዲ.ሲ.ፕሊ.ን እናከ ተጠያቂነት

ለመጠበቅ ምን ሚና ይጫወታል።

4. የአትሌቲክስ ብቃታችሁን እና እድገታችሁን በሚመለከት በአሰልጣኝዎ ስለተሰጡዎት ልምምድና መመሪያ አከባብር ላይ ያለዎትን አስተያይት ይጻፉ?

5. ከእርስዎ እይታ አንጻር የአትሌቶችን ልምድ እና አጠቃላይ የቡድን ስራን በክለቡ ውስጥ ለማሻሻል ምን ዓይነት የአሰልጣኝ አመራር ጉዳዮችን ማሻሻል ይቻላል ብለው ያስባሉ?

6. እርስዎ ከወታደራዊ ወይም ከሲቪል ተቋም መሆንዎን በመግለጽ የተለየ የአመራርን የአሰልጣኝን ሁኔታዎችን በዝርዝር ያጻፍሉ።
