INFLUENCE OF PERCEIVED COACHES LEADERSHIP STYLE ON ATHLETES MOTIVATION IN MIDDLE AND LONG DISTANCE RUNNERS OF SECOND DIVISION ATHLETES CLUBS IN ADDIS ABABA CITY

BY: AYANTU JEMBERE

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

A THESIS REPORT SUBMMITED TO THE SCHOOL OF GRADUATE STUDIES OF JIMMA UNIVERSITY DEPARTMENT OF SPORT SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN SPORT SCIENCE SPECIALIZED IN COACHING ATHLETICS

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BY: - AYANTU JEMBERE

ADVISOR: - SAMSON WONDIRAD(Ass. Prof)

Co-ADVISOR: - Mr. ESHTU GIRMA

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LIST OF ABBREVIATIONS

AACA :   Addis Ababa City Administration

CBAS :   Coaching Behavior Assessment System

CBML:Cognitive Behavioral Model of Leadership

LS: Leadership Scale

MML :   Multidimensional Model of Leadership

MSQ :   Motivation in Sport Questionnaire

PM :   Perceived Motivation

RLSS :   Revised Leadership Scale

DEDICATION

I dedicate this manuscript to all my family, especially to my husband Amanu Eba and to all my firends for treating and supported me in different issues.

STATEMENT OF THE AUTHOR

I the undersigned declare that this thesis is my original work and has not been presented for any degree in any university and all the resource of materials used for this thesis have been dually acknowledged.

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Ayantu Jembere

Signature _____

Date _____

BIOGRAPHICAL SKECH OF THE AUTHOR

The author was born in mettu town which is found in Oromia Regional State in September 27, 1987 E.C. She completed her primary, secondary, and preparatory school in mettu . In 2008 E.C she completed her BSc degree in Sport Science from Jimma University. Since then, she was worked as Sport Science Instructor in Jimma University for a year. Then she joined the School of Graduate Studies of Jimma University in 2010 in E.C to pursue MSc degree in Sport science (specialization in Athletics Coaching).

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ABSTRACT

The purpose of this study was to assess influence of perceived coach's leadership style on athlete's motivation in Addis Ababa city administration second division athletics clubs in middle and long distance runners. Cross-sectional study design was employed. The population of the study were selected from fifteen (n=15) clubs. From each club 8 athletes total 120 and 30 coaches and were purposively selected. Those clubs and athletes were selected by using proportional stratified sampling technique.The instrument of data collection used for this study wasstandard questionnaires and semistructure interview. SPSS version 23 was used for statistical analysis of the data.Descriptive statistics such as mean, and frequency were used to analyze the current existing coach's leadership style and athlete's motivational status. Whereas, Pearson product moment correlation coefficient was used to test the relationship between coaches leadership style with athlete's motivation. Similarly, multiple regression was used to investigate the effect of coaches leadership style on the Athletes' motivation. The results of this studyshow that perceived coaches leadership style subscales including autocratic leadership style (mean =3.57, SD, 1.35), democratic leadership style (mean = 3.90, SD =1.08) and laissez-fare (mean = 2.79, SD= 1.29). Types of athletes motivation subscales results indicate that intrinsic motivation to know (mean 4.41, SD =0.682), intrinsic motivation-to accomplish (mean = 4.33, SD= 0.782),intrinsic motivation to experience (mean = 4.28,SD=0.802), extrinsic motivation to identified (mean = 4.45, SD=0.48), extrinsic motivation to interjected (mean = 4.39, SD=0.713), extrinsic motivation to external regulation (mean 4.37, SD=0.758), amotivation (mean = 1.79, SD=0.951). The correlation result indicates that there is significant correlation between democratic leadership style andathlete motivation, (r=-0.218, p< 0.05), while there is no significant correlation between autocratic leadership style and athlete motivation (r =-0.23, p>0.05) and Laissez fair leadership style with a motivation, (r=-0.117, p>0.05). The regression output shows that coaches democratic leadership styles demonstrate athletes motivation by 40% of variance (R^2= 0.40, F(1,541) =, 2.027, p < 0.05). It was found that coaches democratic leadership style predict athletes motivation (B=-.047, p<0.01).In general the finding of this study indicated that athletes aremotivated intrinsically and extrinsically.Democratic types of coach leadership style have significant relationship with intrinsic motivation.Autocratic coach leadership style has low significant relationship with athletes' motivation.The study depicts that coaches' democratic leadership style was found to be the most determinate factor in determining middle and long distance runners' motivation and coaches are advised to use democratic leadership style to motivate athletes more.*

Keywords:*Perceived, Coaches, Athletes, Leadershipstyle,Motivation*

CHAPTER ONE

1. INTRODUCTION

1.1. Backgroundof the Study

Leadership is the process of manipulating individuals and groups to set and achieve goals. Influence in a sense is the inspiration to sway other people to one's will or views. It continues to increase in importance as a determinant of effective functioning for any organization or team (Kent & Chelladurai, 2001). According to Northouse,(2001) leadership is a process where a selected individual (Coaches, Leaders) inspirations a group toward a common goal.

They significantly influence the thoughts, behaviors, and feelings of others in group settings (Gardner, 1995). Effective leadership can help an organization or team develop new directions and promote change toward proposed objectives (Bennis & Nanus, 1985). Some researchers have tried to translate some leadership concepts to athletics (Smith & Smoll, 1989;), Chelladurai,(1993) to better understand actual athleticsleadership. Smith and Smoll (,1989) devised the Cognitive Behavioral Model of Leadership (CBML), which recognized individual difference variables, situational factors and cognitive processes assumed to mediate interactions between athletes and coaches.

Coach's coaching behaviors and leadership styles have great influence on their athletes, and have a great effect on the motivation of their athletes (Rahim & Misagh, 2009). It is clear that, coaches are responsible for the whole development of athletes and to adjust their running performance in the climax level to realize the predetermined objectives. They know exactly how to motivate and teach athletes to try hard in compliance with the rules of the game (Sedighe & Omid, 2010).

While Chelladurai devised (1993) and subsequently revised (1999) the Multidimensional Model of Leadership (MML) to apply situational leadership theory directly to the adultsathleticssetting. According to the model, leadership behaviors are largely a function of leader's personal attributes. To measure these leadership attributes, (Chelladurai and Saleh (,1980) developed the Revised Leadership Scale for Sports (LSS).

The LSS have been classified along three dimensions: one direct task factor (training and instruction behavior), two decision style factors (autocratic and democratic behaviors), and three motivational factors (positive feedback and social support) (Chelladurai and Saleh, 1980).

Therefore, one of the primary coaching variables that can influence an athlete's motivation is the motivational climate created by the coach. The motivational climate in athleticsrefers to the type (ego-oriented or task-oriented) of climate created by coaches in practices and games (Ames, 1992; Newton et, al ,2000).

Certain coaching behaviors such as rewarding or punishing athletes, the presence and extent of comparing colleagues to one another, and the quality of interpersonal relationships fostered within the team can promote a mostly task- or ego-oriented team climate (Mc.Ardle & Duda, 2002; Smoll & Smith, 2006). More specifically, coaches can create a task-oriented climate by reducing the importance of winning and focusing on other participation motives such as skill development, effort, and affiliation with teammates. In contrast, an ego-involving climate occurs when the coach promotes intra-team rivalries, favors the most talented athletes, and punishes athletes for making mistakes (Newton,et al,2000). In contrast, a performance-oriented climate occurs when the coach focuses on outcomes of athletes performance, punishes athletes for making mistakes, supports intra-team rivalries, and works more with the top athletes within the team (Newton, et al 2000). Therefore, a mastery-oriented climate offers more of a cooperative learning environment whereas a performance-oriented climate offers a competitive learning environment.

Consistent with the literature on motivation, many sport psychology researchers have encouraged coaches to create a more task-involving team climate (Horn, 2007). Since motivational climate represents the coach's general behaviors, it is traditionally believed that Athletes within a team have the same perceptions of their team's climate (Duda, 2001). Despite this, some studies have recently concluded that Athletes within a team do not always share the same perceptions of the team's motivation (Cumming,et al, 2007; Duda, et al 1999; Magyar, et al, 2004).

While some of the literature supports measuring the team climate at the group level, a small group of studies (Cumming, et al., 2007; Duda, et al, 1999; Magyar et al., 2004) have shown that athletes within a team do not always share the same perceptions of the motivational climate. As a result, researchers developed Motivation in Sport Questionnaire (MSQ) to measure the athletes'

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perceptions of the type of motivation of coaches created in practices and in games (Newton et al., 2000). Likewise, when we mention Athltics and Ethiopia, the large number of first- class distance runners' immediately comes to our mind. In fact, at this stage on could safely and justifiably come to an agreement that Ethiopia has some of the best middle and long distance runners in the world. Accordingly, the new York times called Ethiopia "running Mecca" due to its historical successes in the athletes program, in which it also took 5th place in the world ranking during the Olympic champion at Beijing (international Olympic committee, 2010).

Athletics in Ethiopia include many fields. Although Ethiopia is best known internationally for its middle-distance and long-distance runners, consistent result is not registered at global and continental level. This might be due to lack of athletes" motivation towards their training, lack of quality and behavior of an effective and successful coach and lack of working relationship between clubs and athletics federations. (Haftay ,2015).Therefore, the purpose of this study was to assess influence of perceived coaches leadership style (PCLS) on athletes motivation: the case in Addis Ababa city administration athletics club in middle and long distance runners

1.2. Statements of the Problem

Leadership in Athletics is one of the most difficult jobs, because the coach is the goal-based job a long with the exciting, creative and motivate program. In fact, there are many people who expect from this job which requires the different skills. The coach of team is usually assigned as the leader (Tahami, *et al.,* 2010). There have been done many researches on the leadership and the relative factors, (Hughes *et al* ,2008) explained that same of researchers have concerned with the features of leader himself,) and other researches emphasize on the relation between the leader and the followers or the affective situation factors on the leadership (Fathi, Hasan, *et al.,* 2013).

In a athletics context there are many personal relationships (e.g. coach–parent, athlete–athlete, and athlete–partner) that can impact on performance, but the coach–athlete relationship is considered to be particularly vital (Jowett & Cockerill, 2002). The coach and the athlete intentionally develop a relationship, which is characterized by a growing appreciation and respect for each other as individuals. Overall, the coach–athlete relationship is embedded in the dynamic and complex coaching process and provides the means by which coaches' and athletes' needs are expressed and fulfilled (Jowett& Cockerill, 2002).

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One of the approaches that may be a potential variable in understanding motivation is a coach-athlete relationship, which might influence the level of motivation (Buning & Thompson, 2015). This was supported byAmpofo-Boateng(2009), suggesting that motivation can be obtained through environmental approaches which the environmental factor, such as the relationship with the coach, can influence an athlete's motivation.So that, coaches need to treat athletes decently while successfully motivating them towards high performance/achieving teams' goal in their work.

They further noted that positive coaching behavior was a key factor in many aspects of athletes performance. As Wooden (,2005) said that each member of the team has a potential for personal greatness; the leader's job is to help them achieve it. Hence, a challenge for coaches is to find a leadership style that is conducive to athletes success. The role is critical because athletessuccess depends significantly on athlete's willingness to exert mental as well as physical effort in pursuit of excellence (Moran, 2004: 80).

The problem is that most coaches tend to coach in the style that they were coached themselves. This is sometimes effective. But to become a better coach they should look carefully at the coaching or leadership styles that they use most of the time. Although, still now most EthiopianathleticsClubcoaches tend to coach in the way they were coached in early time. Where they following coaching styles suggested by early theories and mostly depend on the cooperative styles in most situations(Asres.2007).

This is not mean that coaching styles suggested by those theories are ineffective, but it means, there is a theoretical and practical knowledge gaps in applying/adapting and choosing or preparing how to motivate the athletes in different situation.

There have been done same researches on the leadership and the relative factors, (Hughes et al ,2008) explained that same of researchers have concerned with the features of leader himself and other on the relation between the leader and the followers or the affective situation factors on the leadership (Fathi, Hasan, et al., 2013).

Zaker & Parnabas, (2018) the correlation between coach-athlete relationship and motivation among Shah Alam athletes club and study reported that the athletes who have a good quality of r/ship with

their coaches tend to be more motivated due to the power of coaches that can influence the athletes' psychological well-being and physical performance.

Dagne (2016) the challenges, current status and prospects of Leadership Styles and Team Cohesion in Male Football players of Ethiopian Public Higher Institutions in Adama Science and Technology and his result is a positive and significant relationship between social cohesion and training, instruction & positive feedback, social support and democratic behavior styles.But, none of those studies had not conducted on the influence of perceived coaches leadership style on athletes motivation in Addis Ababa city administration second division athletics clubs in middle and long distance runners. The current study was hoped to fill the existing gap in this particular area. So way, researcher was initiated to asses the influence of perceived coaches leadership style on athletes motivation in Addis Ababa city administration second division athletics clubs in middle and long distance runners. The researcher was tryed to answer the following research questions.

➢ What is the current existing coaches' perceivedleadership style in Addis Ababa city administration second division athletics clubs in middle and long distance runners?

➢ What is the current existing Athletes motivational statusin Addis Ababa city administration second division athletics clubs in middle and long distance runners?

➢ Is there relationship between coach's leadership style and Athletes' motivationin Addis Ababa city administration second division athletics clubs in middle and long distance runners?

➢ To what extent the coaches' leadership style affect the Athletes' motivationin Addis Ababa city administration second division athletics clubs in middle and long distance runners?

1.3 . Objectives of the Study

1.3.1. General objective

- ➢ The purpose of this study was to assessinfluence of perceived coaches leadership style on athletes motivation in Addis Ababa city administrationathletics clubs in middle and long distance runners.

1.3.2. Specific objective

- ➢ To identify the current existingperceivedleadership style of coaches' in Addis Ababa city administration second division athletics clubs in middle and long distance runners.
- ➢ To assess the current existing athletesMotivationalstatusin Addis Ababa city administration second division athletics clubs in middle and long distance runners.
- ➢ To find out the relationship between perceivedcoaches leadership style and athletes Motivationin Addis Ababa city administration second division athletics clubs in middle and long distance runners.
- ➢ To examine the effect of perceivedcoaches' leadership style on athletes Motivationin Addis Ababa city administration   second division athletics clubs in middle and long distance runners.

1.4. Significance of the Study

This study had certain outcomes which help to discover or to reach conclusions and helps to aware the perceived leadership style of coaches, and also help to alleviate the coaches leadership for Athletes motivation insame selectedAddis Ababa city administration second divisionathleteics clubs.The study could help the coach to identify which leadership style, behavior or character to adapt and use in different situation in relation to the athletes' motivation. It could also provide important information concerning the coaches' leadership style and athlete's motivation which helps the coach as well as professionals who work with the athletes on the team/Clubs in planning and organizing training and the overall activity of the Clubs. Moreover, it may help the coach to understand how much their coaching style influence athlete's motivation in performing the designed activity during training/practice and competition. In general, the study provides awareness knowledge about characteristics and behavioral action of coaches needed to keep and

sustain athletes motivated in performing activities and how to establish good working atmosphere and relation with athletes. Finally, it will lay the basis for further research work and investigation in the study area.

1.5. Delimitation of the Study

➢ This study was conducted in Addis Ababa city administration second division athletics clubs.The study was delimited to athletes and coaches who was take part in selected 15 second division athletics clubs. Specially, middle and long distance runners. Moreover, it was delimitated toinfluence of perceived coach's leadership style on athlete's motivation. This study was conducted within September 2018 up to June 2019.

1.6. Operational Definitions

Athlete is a person who trains for performance incensement under the supervision of a coach in a specific club and event. (https://www.yourdictionary.com)

club:- is an organization of people interested in a particular activity or subject who usually meet on a regular basis.(https://www.collinsdictionary.com/dictionary/english/club)

Coaching: is a reflective process between coaches and coachees which helps or facilitates coachees to experience positive behavioural changes through continuous dialogue and negotiations with coaches to meet coachees' personal or work goals (Lai ,2014).

Motivation :is defined as the direction and intensity of an individual's effort toward a specific task (Weinberg & Gould, 1999).

Leadership:- behavioral process of influencing individuals (players) and groups (team) to set and achieve goals. It is one of the key features of sports operations on the field of play, and also the key to successful management of sport practice off the field (Watt, 1998).

Coach's Leadership Style: the coach's manner or mode or method that he uses when leading, training, instructing, directing, commanding and guiding the players in different situation (Chelladuri, 1998). He classified them in to five subscales such as training and Instruction, Democratic, Autocratic, Social Support and Positive Feedback Behaviour.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Coaches Leadership Style

The word "leadership" is a sophisticated, modern concept. In earlier times, words meaning "head of state", "military commander", "princeps", "proconsul", "chief" or "king" were common in most societies. These words differentiated the ruler from other members of society. Although the Oxford English Dictionary noted the appearance of the word "leader" in the English language as early as the year 1300, the word "leadership" did not appear until the first half of nineteenth century in writings about political influence and control of British Parliament and the word did not appear in the most other modern languages until recent times (Bass, 1990).

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

The first approach focused on the traits of great leaders. It was believed that successful leaders have certain personality that make them to be successful leaders in every situations and great leaders were born not made. The second approach focused on behaviors of effective leaders. Behaviorists argued that anyone could be great leader by learning behaviors of other effective leaders. Because of the weakness and fallacy of trait and behavioral approaches, leadership researchers focused on situational factors that are important to leadership success. Whereas trait and behavioral approaches, situational approach (the third approach) assumes that there is not one best type of leader but that leadership effectiveness depends on interaction between the leader and situation.

2.1.1. Coaches as Leaders

The division between the various types and styles of leadership by the most appropriate and most effective way is of great value, and this requires research and finding the relationship between variables. More recent studies that have relied on the theories of modern sports motivation believe that several factors are effective in creating a motivational climate (Baric, 2007, Smith et al, 2009). So, one of the most important tasks of the coach as a leader, is to motivate the athletes toward accomplishment of objectives of their sports team (Hagger & Chatzisarantis, 2007). (Hollembeak `s ,2005) showed that leadership style of coaches in college athletes is directly related to self-determination and independence of the players. Also, (Edmund J et al 2008), reported a significant and positive impact of coaches' behavior specially their supportive behavior on the athletes `performance. In fact, Coaches with appropriate coaching style build competence and self-determination in athletes to accomplish success (Deci & Ryan, 2000).

Lavio and Power, (2006) showed that the coach can motivate players through effective communication, mutual respect, and participation in decision making and creating a sense of independence. The coach should be able to analyze the interaction of the coach-athlete, (Mann ,2009). Thus the division between the various types and styles of leadership by the most appropriate and most effective way is of great value, and this requires research and finding the relationship between variables.

2.1.2. Leadership Effectiveness and Roles

Since leadership has an effective role on the effectiveness of individuals and group, it is considered an important process in human resource management. Effective leadership improves performance, motivates subordinates, and satisfies them. In any organization or group, leadership is the major process and the success or failure of the organization or the team is attributed to it (Chelladurai, 1998). When a sports team wins, the privilege is often given to the coach.

2.1.3. Roles of Coaches as a Leader

Research has shown that the type of the leadership of coaches has a decisive role on sports participation among individuals (Joaquin, 2006). Educators are also aware of the fact that they have

vital roles and impact on athletes, sports teams, processes, and individual and social consequences in sports teams. The extension of this impact even goes beyond the sports environment and affects other spheres of the lives of the athletes, so educators can have positive or negative impacts on the living environment of athletes at different levels of championship. Coaches are trying to create conditions for any athlete to maximize opportunities for talents to be updated at the same time to achieve team success (Martens, 2006). Coaches are people who are capable to understand athletes and games at the peak and know how to teach the athletes to try with regard to specific rules of a game. Coaching is also a process in which the coach tries to effect on the behavior of athletes to perform his desired reaction, but the coaching is more than just a coach to tell the athlete what to do. Coaching covers many situational features for example a coach should know what to say to a specific athlete and how to say them (Kolaric, 2004).

2.1.4. Coaches Leadership Style and Models

Leadership model in exercise is a framework for testing and evaluating the effective processes the recognition of which can affect the activities and reactions of athletes. The central process of leadership model shows the behaviors of the coach in a certain way which reflect the views of all athletes and their behavior is based on it and it is considered a criterion for the athletes to evaluate the behavior of the coaches. One of the most important aspects in making the decision in coaches is choosing coaching style; that is how the coach decides, what skills and strategies he teaches, how he organizes practice and race and what role he considers for athletes (Hosseini, 2007).

Since most of sporting activities are performed in group forms, when players play for getting results, rather than trying to improve the performance and the progress of individual athletes, the forces and internal processes and factors affecting the performance of their group should be considered (Bird & Ann Mary, 1991). In (Richard Norris',2010), the relationship between coaching style and its impact on athletes' motivation and also on their learning in the college teams was reviewed. The findings of the study showed that dynamic leadership style had the most significant impact on the internal motivation of athletes, while the use of mild behavior had the greatest impact on the external motivation of athletes, so he realized that in this type of the coaches' leadership style, when the emotional message turns to be negative, the stimulus stops. To measure these leadership attributes, (Chelladurai and Saleh,1980) developed the Revised Leadership Scale for

Sports (RLSS). The RLS is a 40-item measure divided into the following sub-scales based on five coaching dimensions (Training and Instruction, Democratic Behavior, Autocratic Behavior, Social Support and Positive Feedback.

Training and Instruction:Coaching behavior aimed at improving the athletes' performance by emphasizing and facilitating hard and strenuous training; instructing them in the skills, techniques, and tactics of the sport; clarifying the relationship among the members; and by structuring and coordinating the members' activities, Democratic Behavior:Coaching behavior that allows greater participation by the athletes in decisions pertaining to group goals, practice methods, and game tactics and strategies, Autocratic Behavior: Coaching behavior which involves independent decision making and stresses personal authority, Social Support:Coaching behavior characterized by a concern for the welfare of individual athletes, positive group atmosphere, and warm interpersonal relations with members and Positive feedback leadership behaviors: Coaching behaviour which reinforces an athlete by recognizing and rewarding good performance.

These five behavior scales of the LSS have been classified along three dimensions: one direct task factor (training and instruction behavior), two decision style factors (i.e. autocratic and democratic behaviors), and two motivational factors (i.e. positive feedback and social support). The scale has been used to measure athletes' perceptions of their coaches' behavior, their preferred leadership behaviors, and the coaches' perceptions of their own behavior.

2.2.1. Motivation

Motivation is defined as the direction and intensity of an individual's effort toward a specific task (Weinberg & Gould, 1999). The study of motivation has been a primary area of interest for sport psychology researchers in the last two decades. Much of the enthusiasm originated from the work of educational psychologists in the late 1970s and early 1980s (Harwood & Biddle, 2002). A major focus of this early research was to develop a better understanding of the factors that influenced a child's motivation in achievement settings. According to (Harter's,1981) competence motivation theory, motivation increases when a person successfully masters a task. Consequently, a successful performance encourages the person to master more tasks. Moreover, an athlete's perceptions of self-competence and control are influenced by the outcome of mastery attempts and feedback from significant others (e.g, parents, teachers, and coaches). While Harter's competence theory allows

one to explore the importance of an individual's perceptions of their performance, (Maehr and Nicholls 1980) suggested that perceptions of success and failure depended on the individual's goal orientation. In other words, Maehr and Nicholls argued that success and failure were not concrete events but rather psychological states influenced by the individual's perception of reaching or not reaching his/her goals.

2.2.1.1 . Sport motivation

More recent studies that have relied on the theories of modern sports motivation believe that several factors are effective in creating a motivational climate (Baric, 2007, Smith,et al,2009. According to (Ames,1992), the athlete's understanding of motivational techniques, structures and expectations of the position on the specific growth objectives is directed through integration between task-oriented motivational techniques and self-direction.

2.2.1.2. Types of Sport Motivation

(Dada & Horn,1993) divided the motivational climate into two, performance Climate and mastery Climate. This understanding of the mastery climate in the sport leads athlete to think that a lot of effort is always associated with favorable outcome. On the other hand, it is understood that performance motivational climate let the athlete try to be better than another. Motivational mastery climate is in a team where athletes are characterized with hard work, the performance improvement and helping others in the team (Baric & Bucik, 2009, Treasure & Roberts, 1994). The present study considers the relationship between leadership style (LS) and Motivational of athletes with Middle and Long distance running in Addis Ababa City Administration.

2.2.1.3. Motivational Climate and Its Role

The motivational climate: the athlete's perception of the type (ego-oriented or task-oriented) of motivational climate created by coaches in practice and game contexts by assessing the presence and extent of social comparison, the rewards and punishments distributed, and the quality of interpersonal relationships (Horn, 2007). Perceptions of coach feedback: the athlete's perceptions regarding the type of individual feedback provided by their head coach in response to their successes and failures during performance. The feedback can be perceived as positive in nature

which includes praise, encouragement, information, and corrective information, or as negative in nature which includes criticism, criticism combined with corrective information, and ignoring an athlete's performance. Coaches play an important role in creating a positive youth sport experience (Smith & Smoll, 2002).

Several studies for instance, Smith, Smoll, and colleagues (Smith et al,1995; Smoll et al, 1993; identified some of the key aspects of coaching that impacted the quality of the child's sport environment. It is the quality of this environment that affects a child's motivation in sport (Ames, 1992). The primary coaching variables that can impact an athlete's motivation is the motivational climate created by the coach. The motivational climate in sport refers to the type (ego-oriented or task-oriented) of climate created by coaches in practices and games (Ames, 1992; Newton,et al,2000). Certain coaching behaviors such as rewarding/punishing players, the presence and extent of comparing teammates to one another, and the quality of interpersonal relationships fostered within the team can promote a predominantly task- or ego-oriented team climate (McArdle & Duda, 2002; Smoll & Smith, 2006).

More specifically, coaches can create a task-oriented climate by reducing the importance of winning and focusing on other participation motives such as skill development, effort, and affiliation with teammates. In contrast, an ego-involving climate occurs when the coach promotes intra-team rivalries, favors the most talented players, and punishes players for making mistakes (Newton et al, 2000). In general, research on motivational climate has clearly identified many positive outcomes associated with a task-oriented motivational climate, especially in youth sport (Horn,2007). Consistent with the literature on motivation, many sport psychology researchers have encouraged coaches to create a more task-involving team climate (Horn, 2007). Since motivational climate represents the coach's general behaviors, it is traditionally believed that players within a team have the same perceptions of their team's climate (Duda, 2001). Despite this, some studies have recently concluded that players within a team do not always share the same perceptions of the team's motivational climate (e.g., Cumming et al , 2007; Duda,et al 1999; Magyar, et al , 2004). More specifically, Cumming et,al 2007) found that variability in athletes' (aged 10-15 years) perceptions of the team's climate indicated athlts were more likely to evaluate coach behaviors on the basis of their own personal interactions with the coach rather than interactions between the coach and the group as a whole. Personal interactions with the coach are more impressionable,

meaningful, and easier to remember. Furthermore, athletes may also be less aware of how the coach interacts with other team members, thus limiting their perceptions of the motivational climate to their own personal exchanges with the coach (Cumming et al., 2007). Recently, several studies (Olympiou, et,al 2008; Smith, et,al 2005) have reported that coach-athlete interactions were associated with athletes' perceptions of their team's motivational climate. Thus, coaching behaviors such as the individual feedback coaches provide in response to athletes' performances may be important antecedents that influence athletes' perceptions of the motivational climate. Variation in how the coach interacts individually with different team members may further explain why athletes within a team do not have the same perceptions of the motivational climate. For example, (Horn ,1985) observed the individual feedback of junior high school softball coaches during games and practices and reported that coaches reacted differently to players of varying ability. Specifically, coaches communicated more frequently with high-ability athletes, were more likely to ignore the mistakes committed by low-ability athletes, and administered more punishment to high-abilityathletes (Horn, 1985). All these coaching behaviors are represented in measures of the motivational climate (Cumming et al., 2007). Therefore, differences in athletes' perceptions of the team's climate may arise. In conclusion, previous research on motivation has suggested that players within a team share different perceptions of the team's motivational climate. However, to date, it is unclear what individual factors may contribute to the variability in athletes' perceptions (Horn, 2007). Although the literature on coach-player interactions suggests within-team variability in the individual feedback from the coach as a plausible factor, empirical evidence is lacking to support such a claim.

2.2.1.4. Measurements of Motivational Climate

PMCSQ is the acronym for the Perceived Motivational Climate in Sport Questionnaire. It measures perception of mastery-involved or performance-involved climate. While Achievement goal orientation is concerned with dispositional traits, the second dimension of achievement goal theory, perceived motivational climate, is situational. Similar to goal orientations, environments may be classified as either task-involved or ego involved. To avoid confusion, these environments shall be referred to as mastery-involved and performance-involved climates, respectively. When one perceives an environment as a mastery-involved climate, that individual perceives a climate that

facilitates feelings of satisfaction derived from hard work and persistence in the face of difficulty (Ames, 1992; Roberts & Ommundsen, 1996). When individuals feel a teacher or coach promotes

maladaptive patterns, a performance-involved perception prevails. Maladaptive patterns in this instance might include demonstration of superiority relative to the skills of teammates or opponents as the criterion for success (Ames, 1992; Roberts et al, 1996). Perceived motivational climate was assessed through a Perceived Motivational Climate in Sport Questionnaire (PMCSQ). Developed and verified for validity and reliability by Walling, Duda, and Chi (1993).

2.2.2. Motivational Climate and Achievement Goal

There have been several studies examining the relationship of motivational climate and goal orientations of athletes. (Duda and Horn 1993), utilizing young athletes participating in a summer basketball camp, examined the relationship between the athlete's achievement goal orientation and their perception of their parents' goal orientation. The study revealed a positive correlation between task-orientation scores of the athlete and the athlete's perception of the parent's task-orientation. Similarly, the athlete's that is with high degrees of ego-orientation were likely to believe parents would also exhibit ego-oriented behaviors. The findings of this study indicated that the young athlete's perceived motivational climate was related to his/her own goal orientation. Research by (Goudas, et al 1995) studied how a different facet of motivational climate, style of instruction, affected goal orientation. An athlete's perceptions of the athletic climate can be dictated by actions as simple as asking questions (Ames, 1992). The manner in which a coach directs questions can give clear messages of the value they place on aspects of the athletic environment. If coaches ask athletes how they did, rather than if they won, athletes are able to express their own set of values. It was found that the elements of competitive environments, including coaches, that demand adaptive behavior, striving for personal best and skill development, facilitated task-oriented motivation goals among athletes (Ames, 1992). Research by (Ames, 1988) found a correlation between motivational climate and demonstrated motivation in the field setting. Those who perceived their motivational climate as mastery-involved preferred challenging tasks and believed success were directly related to effort. The study suggested task- and ego-orientation varied with interpretation of class structure.

2.2.3. Theory of Motivation

There are many theories of motivation; for instance Self Determination Theory and Achievement Goal Theoryis discussed in the following section.

2.2.3.1. Self-determination theory (sdt)

Ryan and Deci's Self-Determination Theory (1985, 1991, and 2000) are the leading theories in the field of motivation, and look at motivation from both a social cognitive and needs. One of the strengths of the SDT is that it considers the whole continuum of motivation from intrinsic to a motivation. Due to the contextual nature the sport setting, and more specifically the context of diving, the SDT was chosen because it aims to discover what kind of motivation is being exhibited at any given time. It looks at the ultimate or universal reasons for motivation and behaviour, and takes both psychological and social needs into account. The SDT is logical and views the environment as nurturing both need satisfaction and motivation (Hagger & Chatzisarantis, 2005). The SDT is based upon earlier work by (White ,1959) and(Harter, 1978) but still remains to be one of the most used theories of today (Hagger et al., 2007). It looks at behaviour from the perspective that needs represent the energy that is the underlying factor behind people's behavior. The main concept is that humans strive for three essential and innate basic psychological needs; the need for competence, the need for relatedness and the need for autonomy (Deci & Ryan, 2000). Competence is described as the need to be able to produce behavioral outcome, autonomy (self-determination) is the need to be the initiator and regulator of one's own actions, and relatedness is the need to have meaningful relationships with others (Deci et al., 2000). These three needs are the main driving force behind self-motivation and personality integration (self-determination/autonomy), and all three needs must be satisfied to experience optimal motivation, adaptive functioning, and well-being (Deci &Ryan, 2000; Goudas,et al, 1994; Wang & Biddle, 2001). People engage in certain behaviors to fulfill their needs, and depending on the extent of their needs being met, individuals become motivated to engage in certain behaviors out of their own choosing (Vallerand, 2001). The social environment also plays an important role within the SDT. If the social environment is supportive of the three needs, the individual will move toward integration and develop their own personal resources for taking on adaptive and autonomous regulations of his/her behaviour (Deci & et al, 2000). On the other hand, if the social environment is perceived as controlling, confrontational

or uninvolved; the individual will exhibit protective behaviors and psychological withdrawal will result. This is due to the hindering of internalization and autonomous motives (Deci & et al, 2000).

2.2.4. Achievement Goal Theory of Motivation

The achievement goal theory emphasizes the situations role in the motivation process (e.g., Ames, 1992a; Dweck, 1986; Nicholls, 1984, 1989). Central to the achievement goal perspective is how the environment influences achievement behaviors. That is, how the individual experience the situation affects the degree to which a mastery or performance approach is perceived as appropriate. Depending on this perception, adaptive or maladaptive motivation patterns will be adopted by the individual, which in turn will affect behaviors, cognitions and affective responses. The individual does not achieve anything in social vacuum. Guidelines, expectations, and values of the social group therefore play a significant role in choosing and persisting behaviors (Maehr, 1974). A common notion in competitive sports is that individuals in leadership positions can affect the environment through their perceptions of success. At the elite level, coaches are often perceived as the cause of success or failure, which is clearly illustrated by frequent replacement of coaches in sports such as soccer. Regardless of level, the potential impact of coaches on the psychological climate is perceived as important, in consideration to athletes' performance, personal development and well-being. The dominating approach has been the achievement goal theory and related constructs, such as the motivational climate, stemming from the early work in the field of educational psychology (e.g., Ames, 1992a; Dweck, 1986; Nicholls, 1984, 1989). A central tenet of the achievement goal approach is how individuals interpret achievement and competence and how they perceive the environment in which they operate. In order to understand the influence coaches have on the psychological climate, it is also important to understand individual views on achievement and different meanings attached to achievement striving.

2.2.5. The coach-created motivational climate

When turning to the sport and exercise setting, less is known about the environmental influences on motivation than the dispositional achievement goals. Although a growing body of literature is focusing on the motivational climate and environmental influences on motivation (Duda, 2005). When referring to the motivational climate, focus is often on the learning environment that is

affecting athletes' thoughts, feelings and behaviors in achievement contexts. A climate that is coach-created reflects what coaches' recognize, value and evaluate regarding their athletes'

performance and learning. This has consequences for the athletes' psychosocial and behavioral responses.

2.2.5.1. Mastery-oriented motivational climate

A mastery climate is one in which personal accomplishment is emphasized through the way practice is structured. Athletes are encouraged to develop a self-referenced perception of success, where their success is measured by their own personal accomplishment rather than by comparing themselves to their peers. Each athlete works at his or her own level, accomplishing tasks and reaching goals that are unique to his or her own situation. The research seems clear about the benefits of this type of environment In a mastery climate, athletes are more likely to develop good sportsmanship attitudes and higher levels of moral reasoning (Boixados, et al 2004), Fry,et al 2003).), positive attitudes about other players and coaches (Fry, M. D. & Newton, M. (2003).), team satisfaction, enjoyment, intrinsic motivation to continue participation (Boixados,et al 2004).), high perceptions of their own ability, and a belief that success is related to effort (4). This climate provides the opportunity for all individuals to feel success and develop self-competence. Athletes of all levels, including elite athletes, have reported positive outcomes when they perceive the environment as high in a mastery orientation (Treasure, D. C., 2001).

2.2.5.2. Ego-oriented motivational climate

An ego-oriented climate focuses on the product, winning, and on norm referenced, social comparisons for determining ability. Success is equal to winning, and the perception of ability as compared with others is important. Research has shown the ego-oriented environment in sports has been conducive to cheating and other unsportsmanlike behaviours and lower levels of moral

reasoning. This environment has also been associated with performance worry and boredom (Boixados,et al 2004).). Given the competitive nature of sports, this may often be the climate employed by Coaches, but it disadvantages athletes who do not possess a high ability and is not the best option for youth sports.

2.2.5.3. Creating a Mastery-Oriented Environment

Sport psychology research has shown that the motivational climate or environment created by the coach has a direct effect on the players' experience. As a coach, you set the tone of the youth sports experience for your team members. Coaches are in charge of structuring the practice drills and activities. Coaches control what aspects of the sport are emphasized within their team. Coaches control how they react to discipline issues and how they handle children with differing abilities. At times the decisions that coaches sometimes make regarding these issues may end up creating an environment that places emphasis on performance outcome rather than personal achievement. This type of environment does not promote enjoyment, or positive attitudes toward fair play and moral reasoning. There are two basic motivational climates: mastery or task-oriented climate and a competitive or ego-oriented climate.

According to (Cox,2002), a mastery climate is one in which athletes receive positive reinforcement from the coach when they (a) work hard, (b) demonstrate improvement, (c) help others learn through cooperation, and (d) believe that each player's contribution is important (Cox, 2002, p. 39). In contrast, a competitive climate is defined as one in which athletes perceive that (a) poor performance and mistakes will be punished, (b) high-ability athletes will receive the most attention and recognition, and (c) competition between team members is encouraged by the Coach (Cox, 2002, p. 39)

2.2.5.4. Target Principle in Motivational Climate

Treasure, D. C. (2001) devised a T.A.R.G.E.T. principle which can be used as a guide for helping Coaches in developing or fostering an environment that is conducive to building competence and experiencing success for Coaches at the youth level. The acronym TARGET can be used as a guide

for helping coaches develop such an environment in their practice sessions. TARGET stands for Task, Authority, Recognition, Grouping, Evaluation, and Timing (Treasure, D. C. (2001). And when taken together these components can help create a mastery-oriented setting. The acronym TARGET indicates:- Task**:** use a variety of tasks that are challenging, interesting and meaningful; tasks need not be the same for all athletes;Authority: allow your athletes to get involved in making

some of the decisions; give them a choice in which tasks or drills to work on;Recognition**:** use private recognition for individual accomplishments so that you are not inviting social comparison; Grouping:group athletes heterogeneously for drills; Evaluation:stress evaluation based on individual success and achievement of individual goals rather than using social comparison; Timing:not all athletes learn skills at the same pace; allow adequate practice and playing time for even the least skilled.

The Coach as a leader, have the ability to shape the experience of the athletes on their team. Creating a mastery-oriented environment has been shown through numerous studies involving a wide range of ages and skill levels to lead to enjoyment, good sportsmanship, positive attitudes towards teammates and coaches, high perceptions of ability, and intrinsic motivation, whereas the same cannot be said for a competitive environment.

2.3. Conceptual frame work of the study
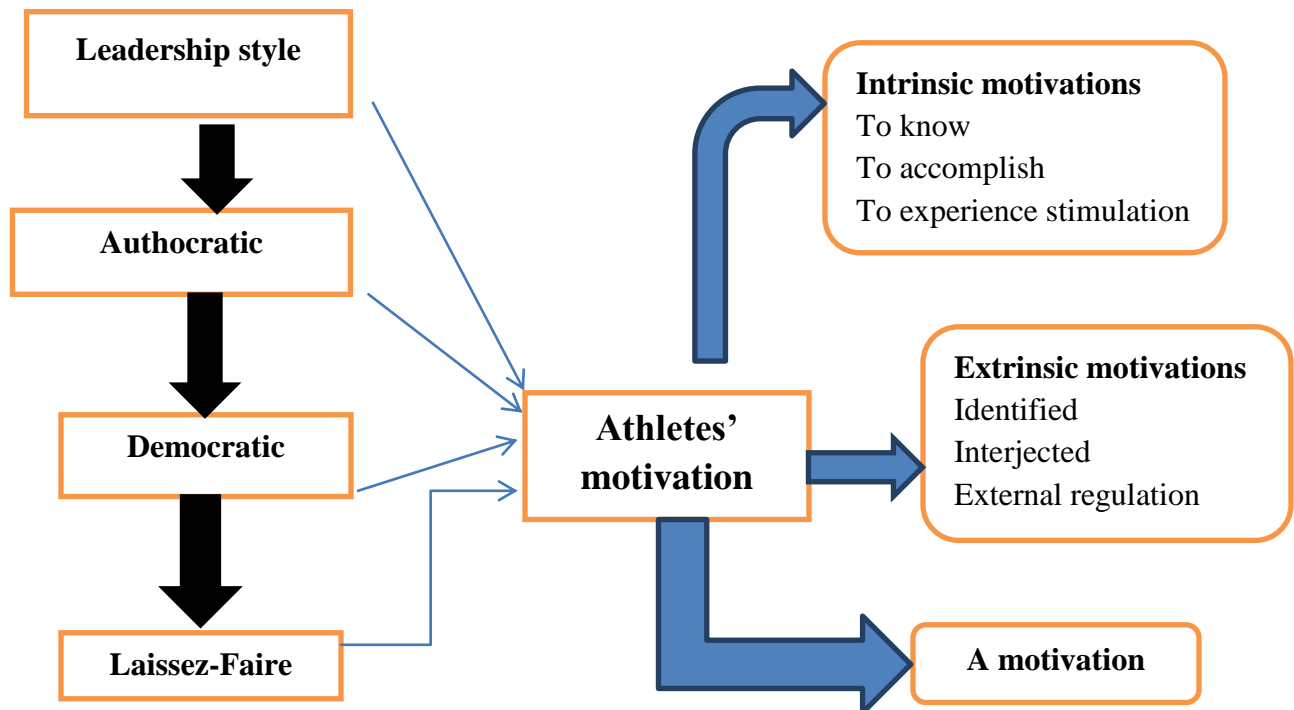
Figure 1: Conceptual frame work of the study

The Conceptual frame work drown above shows that the variable of the study by dividing in to independent variable which was the coaches leadership style that affects athletes motivation and dependent variable which was athletes motivation. On the frame work the researcher tried to categorize the leadership style in to four.Those are Authocratic, Democratic,Laissez-Faire and mixed.Also athletes motivation were divided in to Intrinsic motivation, Extrinsic motivations and A motivation.

The conceptual frame work was depended on specific objective of the research. To identify the currently existing perceived leadership style of coach which was under leader ship style, Authoritarian Leadership- Leader needs to control members and what they do. They emphasize that they are in charge and exert influence and control over group members. Authoritarian leaders prefer communication be directed up, Democratic Leadership- Leaders treat members as fully capable of doing work on their own. They work with group members; try hard to treat everyone fairly, and to not be above others. Their main goal is to help group members reach personal goals. Communication is interactional between leader and members,and Laissez-Faire Leadership- Leaders do not try to control member and do not try to nurture and guide members wither. Instead, this leader engages in minimal influence and has a "hands-off" approach to identify in which category.

To assess the current existing Motivation of athletes status.Which was under athletes motivation category, Intrinsic motivations to know, intrinsic motivation –to accomplish,intrinsic motivation-to experience stimulation, extrinsic motivation –identified , extrinsic motivation –introjected, extrinsic motivation –external regulation and Amotivation to know for what purpose they motivated. Also to find out the relationship between perceived coaches leadership style and athletes Motivation is to know what kind of the relationship between the leadership style that coaches use and athletes motivation. In doing this the frame work was helps the researcher in every direction cross check the relationship of coach leadership style on athletes motivation.

At the last the researcher was examine the effect of perceived coaching leadership style on athletes Motivation. What ever the leadership style was the coach use, here the investigeter was foces on the effect of that style of leader ship on athletes motivation.

2.4 .Empircal Review

According to Zaker & Parnabas, (2018) conducted his research on the correlation between coach-athlete relationship and motivation among UiTM Shah Alam athletes title. The participants in this study consisted of 260 athletes (130 male and 130 female) participating in different individual and team sports. The coach-athlete relationship was measured by using Coach-Athlete Relationship Questionnaire (CART-Q) meanwhile The Sport Motivation Scale-II (SMS-II) was used to measure the athletes' motivation level. Pearson correlation test shows moderate linear correlation between coach-athlete relationship and motivation (r = .32, p = .00). The study reported that this finding revealed that athletes who have a good quality of relationship with their coaches tend to be more motivated due to the power of coaches that can influence the athletes' psychological well-being and physical performance.

Barić and Bucik (2009)done his research on motivational differences in athletes Trained by coaches of different Motivational and leadership profiles on n= 577 young male Croatian athletes (M=15.6 yrs, SD=1.2 yrs), and their 51 coaches (M=39.2 yrs, SD=10.0 yrs). All the coaches were male. The athletes were basketball, football and handball players from 51 clubs, from 9 Croatian counties, 17 clubs from each sport (nbasketball=192, nfootball=205, nhandball=180). Using the coaches' self-evaluations of goal orientation and intrinsic motivation and the athletes' evaluations of their coaches' leadership styles, the two types of coaches were identified. The study reported that, discriminant analysis showed the differences in motivational structure between athletes trained by the coaches from either one or the other group. The athletes who were trained by the more athlete-directed, low ego-oriented coaches showed a preferable motivational pattern; they perceived the mastery motivational climate in their teams, were higher on intrinsic motivation, their task goal orientation was high and ego goal orientation was elevated. The athletes trained by the less athlete-directed and high ego-oriented coaches perceived fewer signs of the mastery motivational climate in their teams, were less intrinsically motivated, and their task orientation and ego goal orientation were lower. The motivational structure profiles of the athletes from the second group and their coaches seem incongruent and this incompatibility might induce athletes' lower motivation.

According to Younis et al (2012) conducted his research on title the relationship between leadership styles of coaches with motivational climate of Iranian elite male Volleyball players on

150 all players in men's volleyball league in Iran. The data analysis methods were descriptivestatistics, and multivariate regression was used to investigate the relationship between variables.

The study reported that there was a significant relationship between the leadership styles of coaches and motivational climate ($p<0.05$) There was a significant relationship between the authoritative style of leadership styles with positive feedback and motivational climate. Overall, a leadership style of coaches is most important predictive factor of the motivational climate.

Also, İhsan et al (2017) conducted his research on the relationship between perceived coaching behaviours, motivation, self-efficacy and general self-efficacy of wrestlers who competed in the Super National Wrestling League. on sample of 289 wrestlers. The Self-Efficacy Scale was used to measure self-efficacy perception, the Sports Motivation Scale to measure the motivation of the athletes, the Leadership Scale for Sport to determine perceived leadership behaviours, and the General Self-Efficacy Scale to determine the general self-efficacy perceptions of the athlete's. For data analyses, SPSS 17.0 software was used. In light of these findings, it may be argued that perceived training and instruction behaviour may be beneficial for self-efficacy, general self-efficacy, intrinsic motivation, and a motivation. On the other hand, it could be stated that perceived autocratic behaviour may be detrimental for general self-efficacy of the athletes. As for social support behaviour, it may be suggested that it is negatively related to self-efficacy, general self-efficacy and intrinsic motivation. Lastly, a positive relationship was observed between perceived social support behaviour and amotivation in wrestlers.

According to Majid et al (2013) conducted his research on the relationship of leadership styles with achievement motivation and self-efficiency in Iranian taekwondo elites, 115 eligible coaches and athletes in the premier league and first category were chosen as the sample. To collect data questionnaires were used. To analyze the data, descriptive and inferential statistics [Spearman rank correlation, Mann-Whitney] was used. The study reported that leadership style of the coaches is related to the achievement motivation of the taekwondo athletes and also their level of self-efficiency.

Also Ethiopian researcher Dagne (2016) conducted his research on the challenges, current status and prospects of Leadership Styles and Team Cohesion in Male Football players of Ethiopian Public Higher Institutions in Adama Science and Technology institute by 2015 GC. In this research,

265 Ethiopian public higher institutions were determined through simple random sampling technique. As a data gathering instrument, a standard questionnaire was administered for leadership scale for sport and group environment questionnaire. Descriptive statistics mainly Mean, standard deviation and Pearson product moment correlation, were used to analyze the data at (p<5%). The study reported that the most recurrent and persistent coaching leadership style was training and instruction leadership style. There is a positive and significant relationship between social cohesion and training and instruction, positive feedback, social support and democratic behavior styles.

Fikret Soyera and Gabriel Talaghir (2014) conducted their research on title of The relationship between perceived coaching behavior and achievement motivation in football players is conducted by on n=123 male football players. As the data collection tools Leadership Scale for Sport and Achievement Motivation Scale for Sport were used. The data was analyzed by descriptive statistics, Spearman's correlation and Mann Whitney U test in SPSS 17 program. The study reported that there is a relationship between coaching behaviors and achievement motivation in football players.

Most researchs are conducted on leadership style with different variables. Also there is less study on motivation. My research was different from those reviewed above because in Ethiopia there isno conducts research concerning theInfluence of perceived coaches leadership style on athletes motivation in Addis Ababa city administration second division athletics clubs in middle and long distance runners.

CHAPTER THREE

3. RESEARCH METHODS AND MATERIALS

3.1. Description of study area

This study was conducted in Addis Ababa city administration second division athletics club. Addis Ababa is the capital city of Ethiopia (Figure 2). The city is located at the southern foot of Mount Entoto, in the Entoto Mountains, at an elevation of about 8000 feet (2440 meters) above sea level, on a plateau that is crossed by numerous streams and surrounded by hills and mountains, in the geographic center of the country. Mount Yarer overlooks the city from the east and Mount Wochecha from the west.The city possesses a complex mix of highland climate zones, with temperature differences of up to 10°C (50° F), depending on elevation and prevailing wind patterns.The Addis Ababa city administration Athletics club is controlled by theEthiopian Athletics Federation.
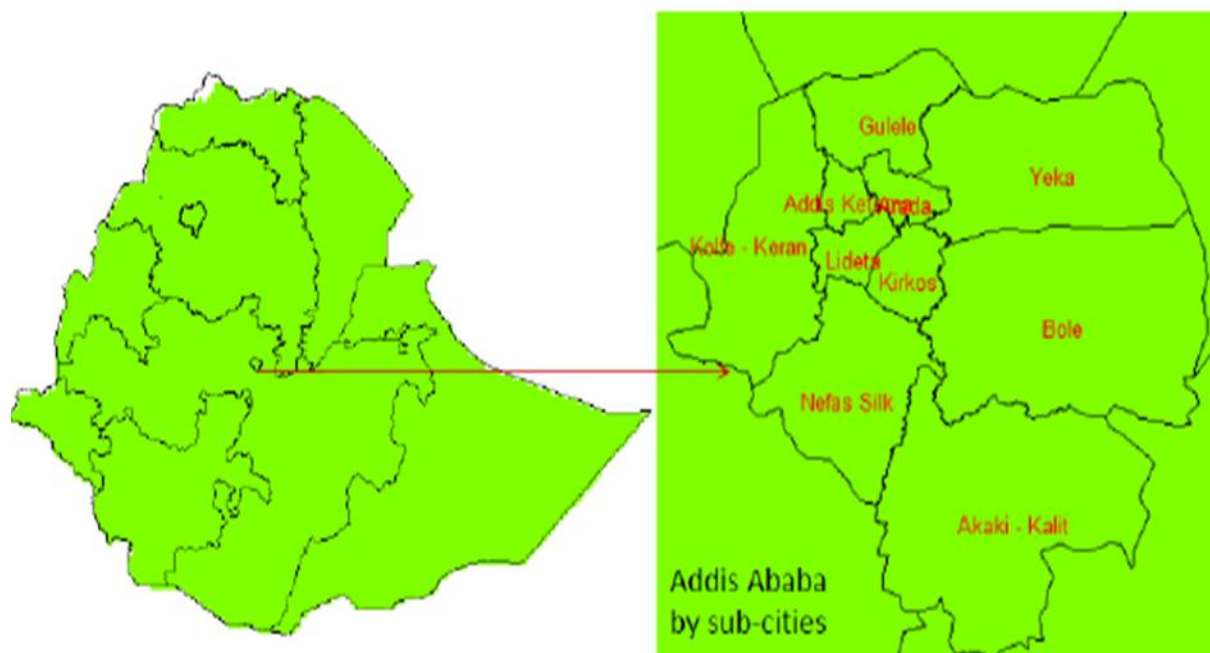
Figure 2: Geography of Addis Ababa, Ethiopia(Source:-https://www.google.com/search)

3.2. The study design

Cross-sectional study design was used in which quantitative and qualitative approach to assess influence of perceived coaches' leadership style on athletes' motivation in the Addis Ababa city administration second division athletics clubs in middle and long distance runners.Research design refers to the plan of action that links the philosophical assumptions to specific methods (Kumar, 2011). In addition, the goal of cross sectional research is to describe systematically a situation, problem, phenomenon, service or programme, or provides information about, say, the living conditions of a community, or describes attitudes towards an issue some aspect of a phenomenon. To this end, among many designs of research, cross sectional method was employed in this research as it can provide sufficient information regarding to the subject.

3.3. The study population

The study population was Addis Ababa city administration second division athletics clubs.Those were, Addis Hiowt athletics club,Ethiopia Tegen athletics club,Bethel Teaching athletics club, Bihaneselam athletics club,Ethiopian construction sirawoch athletics club,Getazeru athletics club,Habesha athletics club, karamara athletics club, Kolfe keraniyo athletics club,kosmo Enginering athletics club,Mediyanialem athletics club,Run Africa athletics club,Selam athletics club,Teklena Lijochu athletics club and Wetatochandnet athletics club. From all second division athletics clubs 575 total athletes, our target population is only middle (120) and long distance runners (120) total 240 athletes from both events. And 30 coaches and assistance coaches were selected from 15 clubs.

3.4. Sampling Techniques and Sample Size

The population of the study was selected from fifteen (n=15) Addis Ababa city administration second division athletics clubs. Those clubs were selected by using proportional stratified sampling technique and athletes by using equal allocation stratified sampling technique. The simplified formula to calculate the sample size used determine at 95% of confidence interval and 5% precisision (e). The total samples from middle and long distance runner was (n= 120) (Shalabh, 2016). the formula stated below in equation as follows.

➢ The sample size n_i to be the same for all the strata

➢ Draw samples of equal size from each strata.

➢ Let n be the sample size and k be the number of strata, then

$$n_i = \frac{n}{k} \text{ for all } i = 1,2,3,4,...,k.$$

and purposive sampling technique to select 30 coaches and assistance coaches from all selected athletics clubs. Table 1 shows name of athletics clubs considered for data collection.

Table 1: Name of athletics clubs considered for data collection

No	Name of clubs	Number of athletes from both events	Sample size	Sampling techniques	Remark
1	Addis Hiowt athletics club	16	8		
2.	Ethiopia Tegen athletics club	16	8		
3.	Bethel Teaching athletics club	16	8		
4.	Biranina selam athletics club	16	8		
5.	Ethiopian constraction sirawoch athletics club	16	8		
6.	Getazeru athletics club	16	8	Equal allocation stratified sampling technique	
7.	Habesha athletics club	16	8		
8.	Karamara athletics club	16	8		
9.	Kolfe keraniyo athletics club	16	8		
10.	Kosmo Engineering athletics club	16	8		
11.	Medaniyalem athletics club	16	8		
12.	Run Africa athletics club	16	8		
13.	Selam athletics club	16	8		
14.	Teklena Lijochu athletics club	16	8		
15	Wetatoch Andnet athletics club	16	8		
			Target population		240
			Sampled athletes (k)		120

3.5. Method of data collection

First of all, the researcher get permission from Jimma University and all selected Addis ababa athletics clubs to collect data from the coaches andathletes to get the information. All the participants of the study were informed about the purpose of the study before the questionnaire distributed. The standard questionnaire was translated to Amharic and Afan Oromo languages. Moreover, during the administration of the questionnaire further clarifications were given wherever question raised by respondents. It was distributed to 120 athletes as well as 30 coach with the presence of the researcher.The questionnaires was distributed and collected from the respondents with the given time.

3.5. 1. Sources of data collection

Both primary and secondary sources of data was used for this study.The primary data was collected through standardized Leadership Style Questionnaire developed by Peter, 2009 to assess the leadership style of coaches and the sport motivation scale questionnaire developed by L,uc, et al., 1995 to determine athletes' motivation using likert scale standards Questioners.The secondary sources of data was collected from different materials or sources like books, journals, internet, different researches, and others materials related to the study. The combination of the primary and secondary information from different sources or employing multiple instruments of data collection techniques was increased the credibility of the research findings and minimize the risk of erroneous conclusion.

3.5.2. Pilot test

Cronbach's alpha reliability coefficient normally ranges between 0 and 1. However, there was actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient was to 1.0 the greater the internal consistency of the items in the scale. Based upon the formula _ = rk / [1 + (k - 1)r] where k is the number of items considered and r is the mean of the inter-item correlations the size of alpha is determined by both the number of items in the scale and the mean inter-item correlations. George and Mallery (2003 p. 321) provide the following rules of thumb: "_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor and _ < .5 –

Unacceptable". It should be noted that an alpha of .8 is probably a reasonable goal. Hence, the researcher was employed Cronbach's Alpha for the reliability checking the instrument of the data collection. Accordingly, pilot study was conducted on Bosona Oromia athletics club athletes (N = 20) and their cronbach's alpha reliability was reported to be acceptable as shown in the below table.

Table2. Pilot tests results

S.n	Subscales	α-level
1.	Authoritarian	0.81
2.	Democratic	0.88
3.	Laissez-Faire	0.88
4.	To know	0.88
5.	To accomplish	0.88
6.	To experience stimulation	0.87
7.	Identified	0.86
8.	Introjected	0.89
9.	External regulation	0.88
10.	A motivation	0.88
Aggregate		**0.87**

Table 2, indicates that the authocratic ($\alpha = 0.81$), democratic ($\alpha = 0.88$), laissez-fair ($\alpha = 0.88$), to know ($\alpha = 0.88$), to accomplish ($\alpha = 0.88$), to experience stimulation ($\alpha = 0.87$), identified ($\alpha = 0.86$), introjected ($\alpha = 0.89$), external regulation ($\alpha = 0.88$) and A motivation ($\alpha = 0.88$) and aggregate ($\alpha = 0.87$) respectively.

From the above analysis one suggest that both leadership style subscale and motivational subscale of Bosona athletics club such as authocratic,democraticlaissez-fair, to know, to accomplish,to experience stimulation,identified,introjected,external regulationand amotivation and aggregateresults found to be in the range of good questionnaire. The results of cronbatch alpha level indicate that the questionnaire was good with the major modification of grammars, spelling and general instructions of the questionnaire.

3.5.3. Instruments of Data Collection

The instrument used for this study was standared questionnaire. That Leadership Style Questionnaire developed by Peter, 2009 to assess the leadership style of coaches' and the sport motivation scale questionnaire developed by L,uc, *et al*., 1995 to determine athletes' motivation using likertscal. and Interview from coaches . The reliability of the scale yielded good reliability for all subscales where Cronbach's alpha was used and showed that it is greater than or equal to 0.87 then the questionnaire was acceptable (n=20) Bosona Oromia (George and Mallery (2003 p. 321)

3.6. Method of Data Analysis

The collected data was analyzedby using SPSS version 23 was used mainly descriptive statistics, such as mean, and frequencywere used to analyze the current existing coache's leadership style and the current existing athlete's motivational status. Whereas, Pearson product moment correlation coefficient was used to test the relationship between coaches leadership style with athlete's motivation in Addis Ababa city administration second division athletics clubs. Similarly, multiple regression were used to investigate the effect coaching leadership style affect the Athletes' motivation.

3.7.Identification of Variables

3.7.1. 7 DependentVariables

Athletes motivation had taken as dependent variables throughout this study. Which was affected by coaches' leadership style and measured by athletes' motivational scale by L,uc, *et al*., 1995.

3.7.2. Independent Variables

Coaches' leadership styles was considered as independent variables, which affects athlet's motivation which was measured by peter (2009)

3.8. Inclusion and Exclusion Criteria

All of the selected participants were included as subjects who were voluntary coach and Athletes in one of Addis Ababa administration city in selected second division Athletics club. In addition to this the coach and the Athletes who were not delegate in one of Addis Ababa city administration in selected second division Athletics clubs and who were not voluntary was not be included as subject for this research study.

3.9. Ethical Issues and Code of Conduct

The study was deal with the ethical issues; it can protect the privacy of research participants and make guarantees and confidentiality in risk of harm as a result of their participation. Therefore, the study was conducted according to Jimma University rules, policies and Codes relating to research

ethics. The protocol was approved by the University guidelines, and written consent was given and inform to the concerned bodies. Permission was obtained from the Ethiopian Athletics Federation , Addis Ababa Athletics Federationand the clubs to have the necessary data from the clubs. Then an informed verbal consent was received from each study subjects and anyone who was not be willing to take part in the study were have full right to do so

CHAPTER FOUR

4. RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the data gathered by different instruments, mainly questionnaire, semi-structured interview guide and observational checklist. The summary of the quantitative data had been presented by the use of tables that incorporates various statistical tools. Similarly, the qualitative data was organized according to the themes, analyzed and used to strengthen or to elaborate more of the quantitative one.

As mentioned above, among various data collecting instruments questionnaire, semi-structured interview and observational checklist were used to collect necessary information for this study. Thus, a total of 120 questionnaire papers were distributed to Addis Ababa city administration second division athletics clubs in middle and long distance runners. So, properly filled and returned papers were 120 (100 %).

4.1.Demographic characteristics of respondents (Athletes)

Table 3: Demographic characteristics of respondents (Athletes)

Item	Question	Characteristics	Athletes	
			Frequency	Percentage
1.	Sex	Male	73	60.8
		Female	47	39.2
		Total	120	100.0
2.	Events	Middle distance	60	50.0
		Long distance	60	50.0
		Total	120	100.0
3	Age	16-18	28	23.3
		19-21	78	65.0
		22-25	14	11.7
		Total	120	100.0
4.	Experience	1-2	23	19.2
		3-4	69	57.5
		5-6	27	22.5
		6-9	1	.8
		Total	120	100.0
5.	Educational level	1-8	38	31.7
		9-12	67	55.8
		Diploma	14	11.7
		Degree	1	.8
		Total	120	100.0

Table 3, item 1,indicates that male 73 (60.80%) and female 47 (39.2%) respectively. This implies that almost more than half of the athletes were male. Table 3, item 2, presents athletes discipline of respondents shows that 60 (50 %) were middle distance runner and 60 (50 %) are long distance

runner respectively. The above result had the implication equal of athletes were middle and long distance runner. Table 3, item 3, confirms that the out puts of Athletes age table demonstrates that 16-18 years 28 (23.3%), 19-21 years 78 (65.0) and 22-25 years 14 (11.7%) year old.The above result had the implication of more than half of athletes age were ranges from 19-21 years old. They could mean that athletes were found under more functional age.

Table 3, item 4, show that athletes experience in the club reported that 1-2 years 23 (19.2%), 3-4 years 69 (57.5%), 5-6 years 27 (22.5%) and 6-9years' experience of athletes are 1 (0.8%).Here more than half athletes experience in the club having three and four years have been more than three up to four years of the running in the club.Since,they had an experience they can easily understand the way in which their coach leads them and the way coaches motivate them as well.

Table 3, item 5, Presents educational level of respondents, shows that 38 (31.7%), 67(55.8%), 14(11.7%) and 1(.8%) of athletes educational status lies on 1-8 grade level,9-12 grade level, diploma, and degree holders. Large amount of athletes found to be attending 9-12 grade level and grade 1-8 class attended. One can easy draw a conclusion that majority of second division athletes runner were rangingfrom elementary up to secondary school students and few tertiary students. Whereas, very few, were diploma and degree holders.

4.2. Demographic characteristics of respondents (Coaches)

Table 4. Demographic characteristics of respondents (Coaches)

Item	Question	Characteristics	Coaches	
			Frequency	Percentage
1.	Sex	Male	29	96.7
		Female	1	3.3
		Total	30	100.0
2.	Events	Middle distance	15	50
		Long distance	15	50
		Total	30	100.0
3	Age	24-29	5	16.7
		30-35	9	30.0
		36-42	8	26.7
		40-45	8	26.7
		Total	30	100.0
4.	Experience	3-5	2	6.7
		6-9	7	23.3
		10 and above	21	70.0
		Total	30	100.0
5.	Educational level	12 grade complete	3	10.0
		Certificate	1	3.3
		Diploma	7	23.3
		first degree	10	33.3
		Masters	8	26.7
		PhD	1	3.3
		Total	30	100.0
6.	License Level	first level	1	3.3
		second level	18	60.0
		third level	11	36.7
		Total	30	100.0

Table 4, item 1, indicates that male 29(96.7%) and female 1 (3.3%) respectively. This implies that almost coaches' gender in the year 2018/19 second division athletics clubs coaches reported that 29 (96.7 %) of coaches were male. To this effects, one could say that the clubs and male dominated coaches. Therefore, still there was a limitation of female coach in Addis Ababa city administration second division athletics clubs coaches. Table 4, item 2, confirms that Coaches coaching discipline of respondents shows that 50 (50%) were middle distance runner coach and 50 (50. %) were long distance runner coaches respectively.The above result had the implication of equal proportions of coaches' allocation across second division clubs.

Table 4, item 3, Suggests the out puts of coaches age table demonstrates that5(16.7%),9(30.0%) 6(20%), 8(26.75%) and 8(26.7) of the coaches ages ranges from 24-29 years, 30-35years,36-42 years and 40-45 years old. The above result had the implication of more than half of coaches were ranges from 30-35 years old. They could mean that coaches were found under more functional age.

Table 4, item 4, depicts that participants' Coaches coaching experience that 3-5 years 2(6.7%), 6-9 years 7 (23.3%), 10 years and above 21 (70 %) respectively. Addis Ababa City administration second division athletics club coaches confirmed that their majority coaches' coaching experience in the second division athletics clubs were more than 10 years where as few of them had registered less than 10 years. Anyone could understand that majority of coaches who were presently coaching at the second division athletics clubs of Addis Ababa city administration have sufficient coaching experience.

Table 4, item 5,Demonstrates educational level of the coaches depicts that 3 (10.0 %), 1(3.3%), 7(23.3%), 10(33.3%) , 8(26.7%) and 1 (3.3 %) of coaches educational status were 12 grade complete ,certificate , diploma , degree, masters and PhD holders respectively. majority of coaches currently coach at Addis Ababa city administration second division athletics clubs were first ,second degree coaches and diploma holders. whereas, very few of coaches were having certificates , 1-12 grades, and PhD. As a matter of their educational status, coaches can read, write, listen and speak with their Athletes. Even if their educational status has a limitation, one couldn't conclude as if them illiterate.

Table 4, item 6, The out puts of Addis Ababa city administration second division athletics clubs coaches coaching license show that 1 (3.3 %), 18 (68 %), 11(36.7%), of coaches had licensed of first level, second level and third level each respectively.

Majority of coaches having a license of second level while few coaches licensed in third level and first level. Addis Ababa city administration second division athletics clubs coaches coaching license was sufficient for caching second division athletics clubs.

4.3. Perceivedof coachesCoaching leadership style

Perceived of coaches coaching leadership style is given in Table 5.

Table 5: Perceived of coaches Coaching leadership style

S.N	Leadership styles	Mean	Standard deviation
1.	Authoritarian	3.57	1.35
2.	Democratic	3.90	1.08
3.	Laissez-Faire	1.79	1.29

Cut points: - mean value > 4.5 = strongly agree, 3.5-4.5=Agree, 2.5-3.5= neutral, 1.5-2.5 Disagree and < 1.5 is strongly disagree

From the above table, One can be see that coaches followed authocrative leadership style mean 3.57 (SD, 1.35), democratic leadership style mean ± SD of 3.90 ± 1.08, laissez-fare of 1.79 (SD= 1.29), In most cases trainers need to be supervised closely because in some issue they are trainers were less and they need to be stick to the rules that they need rewards and punishment in order to motivate them, the trainers need a direction to achieve their goals as individual or group provided that there should be clear procedures and orders.

From the result one can understand that coaches and athletes were discussed on the topics of discussed athletes involve in the discussion processfinally the coach made a decision, they obtain guidance from their coaches, get supportive ideas from their coach, they accomplish the

responsibility given to them, in collaboration with their coaches, and they find themselves and athletes were basically competent if they have given tasks to be done. This theme embraced style of coaching leadership coaches used by coaches. Majority of respondents demonstrated using both approaches including democratic and autocratic leadership style.

Supporting the above idea one of the interviews side that:-

> *Using mixed type of leadership style(autocratic and democratic) create boundary between coaches and athletes…(Code:2, March 18,2019) and Code :3 revealed that using mixed approach mostly (75%) democratic usually after training .Working clearly, transparently and discussing issue with athletes help to have good coach-athlete relationship. But using autocratic approach (25%) accordingly while instructing and managing on the training fields is essential too.(Code:3,march 19,2019).*

Rare case participants suggested that very few athletes prefer coach with laissez-faire approach because they have given full freedom and power to be making decisions by them selves. Thus, using democratic approach benefits in improving good coach – athlete relationship and mixing it with autocratic approach especially on field helps to improve athletes' motivation and performance. Also there are other who use different style;-

> *….. Using autocratic approach helps to get respect from athletes. Smoking, drinking alcohol and sexual relationship between athletes are not allowed because the club rule does not allow them to do so. (Code: 1, March 18, 2019). To contrary, Code:5 and 6 suggested using democratic coaching approach helps coach acts as a father, friend and advisor to athlete, thus one does not need to autocratic.(Code:5, march19,2019). Using democratic approach helps to gain an athlete's trust. (Code: 6 march 19, 2019).*

The type of coaching leadership style coaches use also depends on natural behavior. Coaches with strict and rigid personality are mostly autocratic and athletes must follow strict rules. Athletes pass through athlete developmental stage which greatly helps in their performances and long term athlete development. But democratic approach is more wanted by athletes as it more flexible and promotes good coach athlete partnership.

From the above results one can confirm that the coach were disagree to let the athletes to work out problems on their own, coaches were required to stay in the way athletes to do their work, coach allows athletes to apprise their own work, coach given athletes a complete freedom to solve problems on their own way, in most situations runners prefer little input from their coach and in general coaches leaves the athletes alone to do their work. Thus, coaches perceived leadership style was democratic leadership style supplemented by autocratic leadership style however coaches did not used laissez-faire leadership style.

The finding of this study show that the second division Addis Ababa athletics coaches dominantly practices democratic followed by autocratic leadership styles. Supporting this finding others similar finding agreed that democratic behaviors are crucial determinants for an individual's intrinsic motivation (Deci & Ryan, 2002). In other way round non-autocratic coaches, who focus on training instruction and help in social support, keeping players more motivated for sports practice (Guilherme et, al., 20170).

4.4. Perceivedof athletes types of motivation

Perceived of athletes types of motivation is given in Table 6

Table 6: Perceived of athletes types of motivation

S.N	Types of Motivation	Options	Mean	Standard deviation
1.	**Intrinsic Motivation**	To know	4.41	.68
		To accomplish	4.33	.78
		To experience stimulation	4.28	.80
2.	**Extrinsic Motivation**	Identified	4.45	.74
		Introjected	4.39	.71
		External regulation	4.37	.75
3.	**A motivation**		1.79	.95

Cut points: - mean value>4.5 = Corresponds exactly, 3.5-4.5=Corresponds a lot, 2.5-3.5= Corresponds moderately, 1.5-2.5 Corresponds a little and < 1.5 is Corresponds not at all

Intrinsic motivation – to know is mean 4.41 (SD =0.68), intrinsic motivation-to accomplish mean is 4.33 (SD= 0.78) intrinsic motivation to experience mean is 4.28 (SD=0.80), extrinsic motivation – to identified mean is 4.45(SD=0.74), extrinsic motivation to interjected mean is 4.39(SD=0.71), extrinsic motivation to –external regulation mean is 4.37(SD=0.75), A motivation mean is 1.79(SD=0.95).From the above analysis one can understand that athletes were highly motivated while know more about the sport the practice, discovering new training techniques, while learning training techniques that athletes never tried before and discovering new performance strategies. Therefore, athletes were highly motivated to know sport training techniques. Form the above results one can easily discern that the athletes were motivated while mastering certain difficult training techniques,improving some of their weakness,perfecting their abilities and executing certain difficult movements.

Thus, athletes were motivated to accomplish the task given for them. From the above   study one easily confirm that the athletes were motivated while living exciting experiences, they really involved in the activity, they performing a sport that they like and totally athletes immersed in their training. Hence, the athletes were motivated to experience stimulation to sporting experience. Finally, athletes were intrinsically motivated to engage in middle and long distance running in Addis Ababa city administration second division athletics clubs.

From the above analysis one can understand that athletes were highly motivated while it is one of the best ways to meet people,to develop other aspects of themself,to learn lots of things which could be useful to themin other areas of their life and the best ways to maintain good relationships with their friends.Therefore, athletes were highly motivated to run in order to   develop their relationship and it is a choose to   identify their way of life. From the above   study one easily confirms that the athletes were motivated to run in order to keep their shape, to feel batter, they feel bad when they stop training and they highly motivated to do sport regularly.From the above results one can easily understand that people views runners as they are regarded by the people they know them,being an athlete honor in the people perspective , people perceived an athletes as they have a good shape and to show others how runners were good at sports they engage in. To this effect, athletes were extrinsically motivated to engage in middle and long distance running in Addis Ababa city administration second division athletics clubs.The runners were questioning themselves to continue their training in the future because they don't have clearly impression to succeeded in running

middle and long distance in the future ,they believe that theirplace is not in sport as well as they don't have clearly objectives to achieve. Thus, athletes were not a motivated. In agreement quantitative analysis, qualitative responses suggested that:

> *Decades ago athletes used to follow athletes developmental stage and motivated by affection of their country's' flag. (Code: 1, March 18, 2019).Code:5 and Code:6 stated also the same.Code: 3 and Code:4 suggested that most of current athletescompete for performance enhancement, fame and money. ....same athletes choose money by far better than their country and that is because of presence of private managers. (Code: 6, March 19, 2019).*

All of the participants revealed that most of current athletes are extrinsically motivated. This means athletes are motivated by money and different prizes. They prefer fame and money over love of their country that is mainly attributed to presence of many private managers as the aim of them are to achieve short term development, gives priority for money and also shape athletes as such. Despite this; there are few athletes who are motivated by personal satisfaction, happiness and also fight for country's dignity. These athletes choose to compete for country's flag over money.

The study reported that Addis Ababa athletics the second division athletes were intrinsically and extrinsically motivated. In consistent with this agreement motivational differences may be related to the differences in coaches' interpersonal styles, and it is an important factor of athletes' intrinsic motivation and self- esteem (Vallerand & Pelletier, 1985). A coach's motivational pattern could influence athletes' motivation indirectly. Similarly, Coaches' behavior is predicted to be influenced by their persistent orientations, pre- dominant motivation, situations in which they work, and by their perceptions of their athletes' motivation (Ibid, 1987). In the context of sport, intrinsically motivated athletes enjoy the process of improving, which aligns with their goals and values (Donahue, 2006).Athletes who show high levels of intrinsic motivation tend to engage in their sport with increased passion and a high work ethic (Horn, Bloom, Berglund & Packard, 2011).

In contrast to intrinsic motivation, extrinsic motivation occurs when an individual is engaging in an activity in order to obtain outcomes that are not self-determined, and these actions are experiences because of outside pressures (Hodge & Lonsdale, 2011). Extrinsically motivated athletes seek to gain rewards instead of meeting their goals and aligning actions with their values (Deci & Ryan,

2000). Athletes who show high levels of extrinsic motivation exhibit motivated behavior in sport only to satisfy external pressures, and in some cases to avoid punishment (Horn, et.al, 2011).

The coach-athlete relationship is one of the most important influences on athlete motivation (Mageau & Vallerand, 2003). The athletes who were high in self-determined forms of motivation perceived and preferred their coachesto exhibit a democratic leadership style, provide high amounts of training, and positive feedback. Marcone, (2017) .Coaching styles have a significant effect on motivation of athletes, and as a result of that have a noticeable impact on athlete performance.

4.5. Correlation Matrix results betweencoaches' leadership style and athletes motivation

Table 7: Correlation matrix results between coahes' leadership style and athletes motivation

Leadership style	Types of athletes motivation						
	Know	accomplish	experience	identified	interjected	external	a motivation
Democratic	-0.218[**]	-0.185[*]	0.003	0.025	-0.185[*]	-0.159[*]	-0.155
Autocratic	-0.02	-0.08	0.013	0.112	-0.077	-0.05	-0.151[*]
Laissez fair	-0.12	0.113	-0.05	0.086	0.113	0.064	0.109
	*P<0.05 and **P<0.01						

Democratic leadership style negatively significantly correlated with intrinsic motivation to know (r=-0.218, P<0.05) and intrinsic motivation to accomplish (r=-0.185, p <.05), whereas, no significantly correlated with extrinsic motivation to interjected(r=-0.185, p <0.05), extrinsic motivation-to identified (r= -0.025, p > 0.05), and Democratic leadership style and a motivation were significant low negative correlated, (r= -0.155, P < 0.05).Democratic leadership style insignificantly negatively correlated with intrinsic motivation to experience stimulation (r = 0.003, p > 0.05), and extrinsic motivation to identified (r= 0.025, p>0.05).

Autocratic leadership style insignificantly correlated negatively with a motivation, (r=-0.151, p<0.05).Autocratic leadership style insignificantly correlated negatively with intrinsic motivation of to know, (r=-0.02, p>0.05), intrinsic motivation to accomplish, (r=-0.08, p>0.05). Intrinsic

motivation to experience stimulation, (r=0.013, p>0.05), whereas,insignificantly negative correlated with extrinsic motivation toidentified=0.112, p>0.05),with extrinsic motivation to interjected(r=0.077, p>0.05), and extrinsic motivation to external regulation. Laissez fair leadership style insignificantly negatively correlated with intrinsic motivation to know (r= 0.12,P >0.05), intrinsic motivation to accomplish (r= 0.113,P> 0.05), intrinsic motivation to experience stimulation (r = -0.05,P > 0.05), extrinsic motivation – identified (r = 0.086,P > 0.05), intrinsic motivation – to interjected(r= 0.113, p >0.05) and extrinsic motivation external regulation (r= 0.064,P >0.05). A motivation (r= 0.109, P > 0.05).

This implies that as coaches become democratic the athletes were intrinsically motivated while mastering certain difficult training techniques,improving some of their weakness,perfecting their abilities and executing certain difficult movements. inline with this, as a coach were democratic the athletes were motivated while living exciting experiences, involved in the activity, performing a sport that they like and totally athletes immersed in their training.

Correspondingly, as a coach were exhibiting democratic leadership style the athletes were extrinsically motivated because it was one of the best ways to meet people,to develop other aspects of themself,to learn lots of things which could be useful to themin other areas of theirlife and the best ways to maintain good relationships with their friends. In addition to this, athletes were motivated to run in order to keep their shape, to feel batter, they feel bad when they stop training and they highly motivated to do sport regularly.

When a coach shows autocratic leadership style, athletes become were amotivated in questioning themselves to continue their training in the future because they don't have clearly impression to succeeded in running middle and long distance in the future,they believe that theirplace is not in sport as well as they don't have clearly objectives to achieve.

4.6.Result of aggregate correlation coefficient

Table 8: Result of aggregate correlation coefficient

	Motivation
Democratic	-0.218**
Autocratic	-0.023
Laissez fair	-0.117
*P<0.05 and **P<0.01	

Generally there was significant correlation to democratic leadership style to motivation, (r=-0.218, p<0.05), while there was no significant correlation between autocratic leadership style and motivation (r =-0.23, p>0.05) and Laissez fair leadership style and a motivation, (r=-0.117, p>0.05). Form the above analysis democratic leadership style have significant relationship with intrinsic motivation including, to know and to accomplish and have significant relationship with extrinsic motivation such asinterjected and identified has significant relationship with a motivation. More important democratic leadership styles have significant relationship with motivation. Considering quantitative findings qualitative response suggests that :-

> *Using autocratic approaches lead to tense relationship between coaches and athlete which might decrease their motivation level. (Code: 1 March2019…that is why many coaches are changing their style from autocratic to democratic Code: 5 and Code: 6 2019).*

In autocratic types of coach leadership style the motivation of an athletes fear their coach, must obey the order and finish the required test what scores. This creates unhealthy partnership between the coach and an athlete which decrease athletes motivation. The athletes' performance might be below the required performance. Most of the coaches explained using democratic approach motivates an athlete because the athletes are involved in decision making and there is good athlete and coach partnership. This contributes to an increment of motivation and performance of athletes. The finding of this study reveals that democratic leadership style have significant relationship with athletes' motivation. Correspondingly, similar findings supported that the perceived autocratic and

democratic behaviors had a significant indirect effect on Intrinsic Motivations (Jill and Anthony, 2003). There was a significant positive relationship between the leadership style of education and practice, with satisfaction and developmental motivation, passionate behavior style with satisfaction and progressive motivation (Kürşat, 2017). There is a significant positive relationship between training and instruction and democratic with winning, but there is no significant relationship between autocratic, social support and positive feedback with wining (Zahra Rajabi, 2012).

The democratic coach behavior invites an athlete into the relationship with the coach and gives him or her opportunity to express own needs for help from the coach. Autocratic behavior on the other hand does not give an athlete this opportunity (Moen, 2014). Côté & Gilbert, 2009) asserted that a coach's decision-making style in the relationship with an athlete will clearly affect the adaption of his or her behavior towards this particular athlete. There is a positive and significant relationship between transformational leadership style of coaches and athlete's satisfaction of football players *(Saybani et.al.2013)*. There was a positive relationship between democratic behavior with satisfaction and developmental motivation, social support behavior with satisfaction and progressive motivation and positive feedback behavior with satisfaction and progressive motivation (Kürşat, 2017).

Coaching style of coaches was significantly related to self-determination motivation and burnout of the players and also there is a meaningful relationship between exhaustion and instructed motivation and a motivation and the self-determination itself (Farogh et, 2012). There was a significant relationship between the authoritative style of leadership styles with and motivational climate (Younis et.al, 2012). McDonald (2010) asserted that there is positive and significant relationship between leadership behaviors and motivational climate as well as Coaches showed higher training and instruction and democratic behavior.

4.7. The effect of coaches' leadership style onAthletes motivation

The results of the effect of coaches' leadership style on athletes motivation is presented in Table 8.

Table 9: The effect of coaches' leadership style on athletes motivation

Variable	B	*Std. Error*	Sig.
(Constant)	1.90	0.09	0.00
Democratic leadership styles	-0.04	0.03	0.00

*Note: R^2=0.40, F = 2.02, *p < .05,*

Independent variables: Democratic leadership style
Dependent Variable: Athletes motivation (Intrinsic motivations: - to know, to accomplish, to experience stimulation, extrinsic motivations – identified, interjected, external regulation and a motivation)
R^2 = R square, B = Beta Value, F = F-test, P = Sig and Std. Error = Standard error

In order to compute the effect of coaches leadership style on athletes motivation, both independent and dependent variables were entered in to statistical package for social sciences.Then among autocratic ,laissez fair and democratic leadership style only democratic leadership style become the only significant factors influencing the athletes motivation. Hence,both autocratic and laissez fair leadership style were excluded variables to expline the athletes motivation at p>0.05.Table 8. indicates that findings of the multiple regression result report reveals that coaches democratic leadership styles explained athletes motivation by 40% of variance (R^2= 0.40, F(1,54) =, 2.02, p < 0.05). It was found that coaches democratic leadership style predict athletes motivation (B=-.047, p<0.01).Therefore, coaches' democratic leadership style was found to be the most determinate factor in determining middle and long distance runners' motivation.

> *… Coaches should know the behavior of their athletes as athletes are personally different and motivated in different ways. (Code: 5, March 19, 2019).*
>> *Two decades back coaches' use continuous training program; grouping athletes by age and train them until they fully develop and become ready for competition. But current athletes refuse to do so. (Code: 6, March 19, 2019). A coach has to have clear misunderstandings with clearly and transparently by using polite words like, this is for your success, all of this is to shape you in a good way….(Code:4, March19,2019).*

Previously athletes used to follow athletes developmental stage and motivated by affection of their country, but currently not because athletes have a variety of choices. Because of misunderstanding with their coaches athletes on multi-event developmental stage may lured by private managers in to competition before full athletic development.Coaches that use autocratic approach improve athlete's performance but are at the risk of losing the athletes to private managers. That is the reason why most coaches currently try to improve coach – athletes' partnership using democratic approach while coaching and recommend motivating athletes in different ways. This includes selected words and different awards.

This study suggested that democratic leadership style affects athletes' motivation. Similarly, Marcone, (2017) shows that the coaches supportive leadership style contributing the most positive impact to athlete motivation. Correspondingly, the relationships establishes with athletes as well as his leadership style can all have an impact on athletes' motivation (Amorose, 2007).In agreement in this finding, coach's motivation could have a high impact on his/her leadership behavior which in turn can cause differences in the prevalence of particular types of motivation in athletes, regarding their goal choices, the domination of a particular motivational pattern in the team and, in general, it can influence athletes' experience of their coach (Vallerand & Perreault, 1999). Coaching behaviors have a positive effect on athletes' intrinsic and self-determined extrinsic motivation (Mageau & vallerand, 2003).

In consistent with findings the coaches' supportive leadership style contributing the most positive impact to athlete motivation and performance (Marcone, 2017). Athletes who have a good quality of relationship with their coaches tend to be more motivated due to the power of coaches that can influence the athletes' psychological well-being and physical performance (Zaker and Parnabas.,

2018). A sports coach in team sports as well as in individual sports is in an unequal power situation with his athletes, which gives him the privilege of making decisions that affect the whole motivational climate (Ames, 1992).Coaches' behavior is predicted to be influenced by their determined orientations, pre- dominant motivation, situations in which they work, and by their perceptions of their athletes' motivation (Vallerand, Deci, & Ryan, 1987).

Motivational differences may be related to the differences in coaches' interpersonal styles, and it is an important factor of athletes' intrinsic motivation and self- esteem (Vallerand& Pelletier, 1985).

The coach-athlete relationship is one of the most important influences on athlete motivation and performance (Mageau & Vallerand, 2003).Leadership styles exist, one that empowers the athletes (such as a democratic leadership style) is recommended over one that is autocratic (Bennie & O'Conner, 2012).The democratic leadership style allows for player-coach relationships to develop, the free-flowing of ideas and suggestions, and ultimate satisfaction from the players' perspectives, instead of simply verbal direction from an authority figure (Bennie & O'Conner, 2012). Stewart et.al. (2015) confirms that positively affect athletes' motivation.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONAND RECOMMENDATION

5.1. Summery of the major findings

The primary purpose of this study was to examine influence of perceived coaches' leadership style on athletes' motivation in Addis Ababa city administration second division athletics clubs middle and long distance runners. The study aimed to answer the following research questions including what was the current existing practices coaches' perceived leadership style, ,current existing of athletes perceived motivational status, to find out the relationship between coach's leadership style and Athletes' motivation and to what extent the coaches' leadership styles affect the Athletes' motivation in Addis Ababa city administration second division athletics clubs in middle and long distance runners. Considering the above the research questions, their major findings were as discussed asbelow:-

The finding of this study shows that majority of the athletes were intrinsically motivated for personal satisfaction, happiness and also to wave Ethiopian flag on at continental and international competition. Additionally, athletes extrinsically motivated to get a money, prizes and recognition from their friends, family and international community.

This study reports that democratic types of coach leadership style have significant relationship with intrinsic motivation mainly to know andtoaccomplish their tasks. In most cases athletes were involved in decision making which has a direct contribution for an increment of motivation level leads to improvement of athletes' motivation and performance.

The research output reveals that autocratic coach leadership style has low significant relationship with athletes' motivation. Because athletes fear their coach, must obey the order and finish the required task. This depends on athletes' awareness and their courage towards achieving their vision.

The study depicts that coaches' democratic leadership style was found to be the most determinate factor in determining middle and long distance runners' motivation.

5.2.Conclusion

 This study was design to examine the influence of perceived coaches' leadership style on athletes' motivation in Addis Ababa city administration second division athletics clubs   following conclusion were made.in middle and long distance running.

The demographic result of the study indicated that almost more than halfof the athletes were male, half of athletes were middle distance runners and half of them were long distance runner, athletes age enables them to train and lead, athletes had an experience they can easily understand the way in which their coach leads them and the way coaches motivate them as well and majority of second division athletes runner were ranging from elementary up to secondary school students and few tertiary students, whereas, very few athletes were diploma and degree holders.

The coaches demography shows that almost all club coaches were male, majority of coaches were found in a functional physiological age, majority of coaches who were coaching at the second division athletics clubs of Addis Ababa city administration had sufficient coaching experience, majority of coaches educational status were   first ,second degree coaches and diploma holders. whereas, very few of coaches were having certificates , 1-12 grades and PhD holder and majority of athletics clubs coaches coaching license was sufficient for caching second division athletics clubs.

Majority of the club coaches used democratic leadership style before and after training for further discussion followed by autocratic leadership style during physical training work out and get respect from their athletes.

This study reveals that majority of athletes were intrinsically motivated while mastering certain difficult training techniques,improving some of their weakness,perfecting their abilities and executing certain difficult movements, while living exciting experiences, involved in the activity and performing a sport that they like and totally athletes immersed in their training.

The study confirms that athletes were extrinsically motivated because it was one of the best ways to meet people,to develop other aspects of themselves,to learn lots of things which could be useful to them in other areas of their life and the best ways to maintain good relationships with their

friends, to run in order to keep their shape, to feel batter, they feel bad when they stop training and they highly motivated to do sport regularly.

The study reports that democratic leadership style had shown significant relationship with intrinsic motivation and aswell as significant relationship was observed with extrinsic motivation. Generally, democratic leadership styles had significant relationship with motivation.

The study reveals that democratic leadership style has significant correlated with athletes motivation, thus, democratic leadership was the only determinate factor for athlete motivation.

5.3.Recommendation

The main purpose of this study wasto examine the influence of perceived coaches' leadership style on athletes motivation in Addis Ababa city administration second division athletics clubs in middle and long distance runners and from the result of the study the following recommendation hadmade.

- ➢ Majority of athletes were from elementary and secondary school students, So that athletes advisable to get complementary education either in their home or closed school provided that family and coaches agreement.
- ➢ Majority of coaches having license of secondary level while few coaches licensed in third level and first level ,it's good to scale up their license level to be national and international level.
- ➢ Democratic leadership style was significantly correlated positively with intrinsic to know and to accomplish. As a result, a coaches are advised to usedemocratic leadership style to motivate athletes more.
- ➢ Democratic leadership style is good, using mixed (democratic and autocratic) style also recommended. Using democratic style after training helps to work clearly, transparently and discussing issue with athletes help to have good coach-athletes relationship. Also using autocratic approach accordinglywhile instructing and managing on the training fields is essential tool to improve athletes' motivation and performance.
- ➢ Knowing the athletes individual behavior is recommended before coachingand choosing leadership style, as people have different behavior and need differentleader ship style. As coaches motivational pattern could influence athletes' motivation. Knowing athletes need and behavior is first.
- ➢ Athletes are recommended to focus on long term development than short term development is good because it leads them to intrinsically motivated than extrinsically.
- ➢ Females are encouraged to coach the clubs.
- ➢ Being coached by the same coach is recommended for athletes development and staying with their coach is good rather than searching for extra benefits from others, like private managers, because it is very dangerous for them in their future development. Following athletes' developmental stage is very good.
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➢ Creating good coach-athlete relationship is recommended besides getting respect from athletesand creating good environments between coaches and athletes .

➢ More over the cooperation of athletics federation and clubs is advised for the development of the club as well as on the motivation of athletes

➢ In addition to athletics feadration ,the cooperation of managers with clubs coaches and athletes is recommended for the development and motivation of athletics.

➢ Both private and govermental managers are advised to cooperate with coaches for the development of athletes in open way in competition, on traning as well as in every program to achive the same goal.

➢ Incoming researchers are recommended to concentrate on 1st division,increase the population size and include different variable in the future.

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APPENDIX I
JIMMA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

Leadership Style Questionnaire

This Leadership Style Questionnaire helps incoming leaders understand their preferred leadership style. The questionnaire provides three categories of leadership style (Authoritative, Democratic, Laissez faire) which are determined by a participant's cumulative score. Additional descriptions of each style are also included in the questionnaire that provides further insight into each style

Statement	Strongly DisAgree	Disagree	Neutral	Agree	Strongly Agree
1. Members need to be supervised closely or they are not likely to do their work.	1	2	3	4	5
2. It is fair to say that most members in the general population are lazy.	1	2	3	4	5
3. In complex saturations, leaders should let members work out problems on their own.	1	2	3	4	5
4. Members want to be a part of the decision-making process	1	2	3	4	5
5. Providing guidance without pressure is the key to being a good leader.	1	2	3	4	5
6. As a rule, members must be given rewards or punishments in order to motivate them to achieve organizational objectives.	1	2	3	4	5
7. Leadership requires staying out of the way of members as they do their work	1	2	3	4	5
8. Most members want frequent and supportive communication with their leaders.	1	2	3	4	5
9. As a rule, leaders should allow members to appraise their own work.	1	2	3	4	5
10. Most members feel insecure about their work and need direction.	1	2	3	4	5
11. Leaders need to help members accept responsibility for completing their work.	1	2	3	4	5
12. Leaders should give members complete freedom to solve problems on their own.	1	2	3	4	5
13. In most situations members prefer little input from the leader.	1	2	3	4	5
14. It is the leader's job to help members find their "passion".	1	2	3	4	5
15. The leader is the chief judge of the achievements of the members of a group.	1	2	3	4	5
16.					

17. Effective leaders give orders and clarify procedures.	1	2	3	4	5
18. In general, it is best to leave members alone.	1	2	3	4	5
19. People are basically competent and if given a task will do a good job.	1	2	3	4	5

Scoring

Sum the responses for items 1,2,6,10,15 and 16

(Authoritarian leadership)

Sum the responses for items 4,5,8,11,14 and 18

(Democratic leadership)

Sum the responses on items 3,7,9,12,13 and 17 (laissez-faire leadership)

Total Scores

Authoritarian Leadership _____

Democratic Leadership _____

Laissez-Faire Leadership _____

Scoring Interpretation This questionnaire is designed to measure three common styles of leadership: authoritarian, democratic, and laissez-faire. By comparing your score, you can determine which styles are most dominant and least dominant in your own style of leadership.

Authoritarian Leadership- Leader needs to control members and what they do. They emphasize that they are in charge and exert influence and control over group members. Authoritarian leaders prefer communication be directed up.

Democratic Leadership- Leaders treat members as fully capable of doing work on their own. They work with group members; try hard to treat everyone fairly, and to not be above others. Their main goal is to help group members reach personal goals. Communication is interactional between leader and members.

Laissez-Faire Leadership- Leaders do not try to control member and do not try to nurture and guide members wither. Instead, this leader engages in minimal influence and has a "hands-off" approach.

If your score is 26-30, you are in the very high range
If your score is 21-25 you are in the high range.
If your score is 16-20, you are in the moderate range.
If your score is 11-15, you are in the low range.
Of your score is 6-10, you are in the very low range.

Appendix-II
JIMMA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

THE SPORT MOTIVATION SCALE (SMS-28)

Using the scale below, please indicate to what extent each of the following items corresponds to one of the reasons for which you are presently practicing your sport.

Statement	Corresponds not at all	Corresponds a little	Corresponds moderately	Corresponds a lot	Corresponds exactly
1. For the pleasure I feel in living exciting experiences.	1	2	3	4	5
2. For the pleasure it gives me toknow more about the sport that I Practice.	1	2	3	4	5
3. I used to have good reasons for doing sport, but now I am asking myself if I should continue doing it.	1	2	3	4	5
4. For the pleasure of discovering new training techniques.	1	2	3	4	5
5. I don't know anymore; I have the impression of being incapable of succeeding in this sport.	1	2	3	4	5
6. Because it allows me to be well regarded by people that I know.	1	2	3	4	5
7. Because, in my opinion, it is one of the best ways to meet people.	1	2	3	4	5
8. Because I feel a lot of personal satisfaction while mastering certain difficult training techniques.	1	2	3	4	5
9. Because it is absolutely necessary to do sports if one wants to be in shape.	1	2	3	4	5
10. For the prestige of being an athlete.	1	2	3	4	5
11. Because it is one of the bestways I have chosen to develop other aspects of myself.	1	2	3	4	5

	1	2	3	4	5
12. For the pleasure I feel while improving some of my weak ppoint points.	1	2	3	4	5
13. For the excitement I feel when I am really involved in the activity.	1	2	3	4	5
14. Because I must do sports to feel good myself.	1	2	3	4	5
15. For the satisfaction I experience while I am perfecting my abilities.	1	2	3	4	5
16. Because people around me think it is important to be in shape.	1	2	3	4	5
17.Because it is a good way to learn lots of things which could be usefulto me in other areas of my life	1	2	3	4	5
18. For the intense emotions I feel doing a sport that I like	1	2	3	4	5

	1	2	3	4	5
19. It is not clear to me anymore; I don't really think my place is in sport.	1	2	3	4	5
20. For the pleasure that I feel while executing certain difficult movements.	1	2	3	4	5
21.Because I would feel bad if I was not taking time to do it.	1	2	3	4	5
22.To show others how good I am good at my sport.	1	2	3	4	5
23. For the pleasure that I feel while learning training techniques that I have never tried before.	1	2	3	4	5
24. Because it is one of the best ways to maintain good relationships with my friends.	1	2	3	4	5
25.Because I like the feeling of being totally immersed in the activity.	1	2	3	4	5
26. Because I must do sports regularly.	1	2	3	4	5
27.For the pleasure of discovering new performance strategies.	1	2	3	4	5
28. I often ask myself; I can't seem to achieve the goals that I set for myself.	1	2	3	4	5

KEY FOR SMS-28

#2, 4, 23, 27 intrinsic motivations - to know

#8, 12, 15, 20 intrinsic motivations - to accomplish

#1, 13, 18, 25 intrinsic motivations - to experience stimulation

#7, 11, 17, 24 extrinsic motivations - identified

#9, 14, 21, 26 extrinsic motivations - introjected

#6, 10, 16, 22 extrinsic motivations - external regulation

#3, 5, 19, 28   Amotivation

(Luc, *et al.,* 1995)

APPENDIX III
JIMMA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

FGD questions

1.What is the current existing coaches' perceived leadership style in   Addis Ababa city administration second division athletics clubs in middle and long distance runners?

2.What is the current existing Athletes motivational statusin Addis Ababa city administration sedond division athletics clubs in middle and long distance runners?

3.Is there relationship between coach's leadership style and Athletes' motivation in Addis Ababa city administration second division athletics clubs in middle and long distance runners?

4.To what extent the coaches' leadership style affect the Athletes' motivation in Addis Ababa city administration second division athletics clubs in middle and long distance runners?

Appendix-I

ጅማዩኒቨርሲቲ

የተፈጥሮሳይንስኮሌጅ

የድህረምሬቃትምህርትፕሮግራም

ስፖርትሳይንስትምህርትክፍል

በአዲስአባባአቲሌትክስክለብቲሌቶችየሚሞላመጠየቅ

የመጠይቁዓላማ፥   -

ውድየዚህናተተሳታፊዎችየዚህመጠይቅዋናዓላማበአዲስአባአቲሌትክስክለብበሁለተኛድቪዚዮንዉስጥበሚገኙበመካከለኛናበረ
ጅምሩጫየምስለጥኖአቲሌቶች

(Athletes)በቡድናቸውዉስጥያለውንተነሳሽነትለመለካትየቀረበየመጠየቅያቅፅበተመለከተመረጃለመሰብሰብናለማጥናትነው፡፡

በመሆኑምከእንተየሚገኘውመረጃየሚዉለውለጥናትናምርምርብቻነው፡፡የምትሰጡትንመረጃበሚስጢርይያዛል፡፡

መመሪያ፥-

ከዚህበታችየተዘረዘሩትንመግለጫዎችበቡድናቸውዉስጥያላችሁንተነሳሽነትለመለካትየቀረቡናቸዉ፡፡በመሆኑምእያንዳንዱንመግለ
ጫበትዕግስትበማንበብየሚስማማህንእናበቡድናቸውዉስጥየሚታየዉንተነሳሽነትንሊለካየሚችሉባለአምስትነጥብመመዘኛላይ   ''
X '' ምልክትበማድረግመልስዎንያስቀምጡ፡፡

ክፍልአንድ፥-

መመሪያ፥- ለሚመለከቱትጥያቄዎችላይ '' X

''ምልክትበሳጥኑዉስጥበማስገባትወይምበፅሑፍለሚመለሱጥያቄዎችደግሞአጭርመልስበመፃፍተከለሰኛዉንመረጃይስጡ፡፡

1.የክለቡስም--------------------------------------- 2. ፍልድ   ---

3. ፆታ፥- 1.ወንድ ☐ 2. ሴት   ☐

4. ዕድሜ. ከ ☐ 24 ለ. ከ25─☐ 35 በላይ   ☐

5. አሁንባለህበትክለብምንያህልዓመትሰልጥነዋል _____

6.
በአዲስአባባአቲሌትክስክለብሁለተኛድቪዚዮንዉስጥለምንያህልዓመትቆይተዋል_____
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65

ተ.ቁ	ዝርዝርሀሳቦች	በጥራሽአይ ዘመድም	በመጠነይ ዘመዳል	በመካከለኛ ይዘመዳል	በብዛትይዘ መዳል	በትክክልይ ዘመዳል
		1	2	3	4	5
1	ሕይወቴበሚመራዉአስደሳትተሞክሮችደስታይሰማኛል					
2	የምሰጠኝንልምምድስፖርቱንይበልጥአዳዉቅለምረዳኝበጣምደስይለኛል					
3	ከዚህበፊትሩጫንእንቅስቃሴመስራትፍሩየሆኑምክኒያቶችበፍኝ፤ሁኑንን መቀጠልአለብኝበየራስንያጠየኩኝነዉ::					
4	አዳዲስስልጠዘዴዎችንስለማገኝደስታይጠኛል::					
5	እኔአላዉቅም. በዚህስፖርትዉስጥስኬታማመሆንእንደማይችልይሰማኛል::					
6	ምክንያቱምእኔበማዉቃቸዉሰዎችዘንድተሩሰሜትእንዲኖረኝይረዳኛል					
7	ምክንያቱምእኔአመለካከትከሰዎችጋርለማናኘትጥሩመንገዶችናቸዉ.					
8	ጥቅትአስቸጋርየሆኑየልምምድቴክኒኮችንበግሌስለማመድበጣምእርካ ታይሰማኛል::					
9	ጥሩየሰዉነትቅርፅኑሮንእንድንቆይከፈለግንስፖርትመስራትአስፈላነዉ::					
10	እንድአትሌትመሆንከብርነዉ.::					
11	እኑሩጫንልምምድራሰኘለማሳደግ(ለመለወጥ) የመረጥኩትመንገድበጣምጠቃሚኛል::					
12	እንዳንድደካማጎኖችንእያሻሻልኩኝሲመጣደስታይሰማኛል					
13	በእንቅስቃሴዉስጥበምሳተፍበትጊዜከተናደስታይሰማኛል.					
14	ምክንያቱምለራሴጥሩስሜትእንዲሰማኝስፖርትመስራትአለብኝ					
15	ችሎታየእዳበረስመጣእርካታይሰማኛል::					
16	ነደኞቼጥሩሰዉነትቅፅበጣምአስፈላግይላሉ::					
17	በሌሎችየህይወቴየኑሮኑኔታዎችየሚጠቅሙጥሩነገሮችንለመማርጥነዉ.::					
18	የሚፈልገዉንፍሩጫእንቅስቃሴበመስራቴጥልቅስሜትይሰማኛል					
19	ለእኔብዙምግልጽአይደለም; እኔበእርግጥቦታዬስፖርትዉስጥነዉብዬአሳስብም					
20	ጥቅትአስቸጋርየሆኑእንቅስቃሴዎችንሳደርግደስታይሰማኛል					
21	ግዜሰጥቼሳልሰራስቀርደስታአይሰማኝም::					
22	ምንያህልጥሩእንደሆንኩለማወቅበእንቅስቃሴዬጥሩመሆንአለብኝ::					
23	ከአሁንበፊትሞከሬየማላዉቃቸዉንያልምምድቴክኒኮችንስማርደስታይሰማኛ ል::					
24	ከጋደኞቼጋርጥሩየሆነግንኙነትለማ ድረግበጣምጥሩከሚባለመንገዶችእንዱነ ዉ.::					
25	ምክንያቱምበእንቅስቃሴዉዉስጥሙሉበሙሉበስሜትገብቼልምምድስራብ ጣምደስይለኛል::					
26	ምክንያቱምዘዉተሬፍሩጫመስራትአለብኝ					
27	አዳዲስየትግበራዘዴዎችንማግኘትያስደስተኛል::					
28	ብዙጊዜራሴንሥጠይቃቅቀኳቸዉንግቦችየማሳካአይመስኝም.					

Appendix-II

ጅማዩኒቨርሲቲ

የተፈጥሮሳይንስኮሌጅ

የድህረምረቃትምህርትፕሮግራም

ስፖርትሳይንስትምህርትክፍል

በአዲስአባበአቲሌትክስክለብአሰልጣኞችየሚሞላመጠይቅ፦

የመጠይቁዋናዓላማ፦-

ውድየዚህጥናትተሳታፊዎችየዚህመጠይቅዋናዓላማበአዲስአባበአቲሌትክስክለብአሰልጣኞችአማራናባሪበክለቡውጤትላይያለ

ውፋይዳናየሚያበረክተውንአስተዋጽኦበተመለከተመረጃለመሰብሰብናለማጥናትነው፦፦

በመሆኑምከእናንተየሚገኘውመረጃየሚውለውለጥናትናምርምርብቻነው፦፦የምትሰጡትንመረጃበሚስጢርይዛ�ል፦፦

አጠቃላይመመሪያ

1. የተመረጡአሰልጣኞችስማቸውንመፃፍአይጠበቅባቸውም፦፦

2. ሁሉንምጥያቄዎችበመመሪያውመሰረትመመለስይጠበቅባቸዋል፦፦

ከፍልአንድ

ከዚህበታችለተመለከቱትከተቀመጡላቸውምርጫዎችምረጡ

1. የክለቡስም _____

2. ዕድሜ፦- 18-2324-29 ☐ 30-35 ☐ 6-42 ☐ 3-50 ☐

3. ፆታ፦- 1.ወንድ ☐   ሴት ☐

4. የአሰልጣኝነትልምድ፦- 1. 1-2 ዓመት ☐   3-5 ዓመት ☐   6-9 ዓመት ☐ 10 እናከዚያበላይ ☐

5. . የአሰልጣኝነትትምህርትደረጃ፦- 1. አንደኛደረጃ ☐   2. ሁለተኛደረጃ ☐   3. ሦስተኛደረጃ ☐

   4. እንስትራከተር ☐

6. የትምህርትደረጃ፦_____

ከፍልሁለት

ከዚህበታችየተመለከቱትዓረፍተነገሮችየሚገልፁትአሰልጣኞችአመራርባሪይነው።፡ለእያንዳንዱዐረፍተነገርአምስትምርጫዎችአሉ ት:

1. በእጅጉአልስማማም2. አልስማማም3. ገለልተኛ4. እስማማለሁ5. በእጅጉእስማማለሁ

በሚከተሉትአሰልጣኞችአመራርባሪይነትንንባሪበመመረጥየጭረትምልክስ(/) አስቀምጡ።

በዚህምርጫውስጥትክከለኛናስተተመልስየለምየናንተመልካምትብብርናታማኝመልስለጥቱስኬትትልቅአስተዋፅአለው።

ተ.ቁ	እንደክለብአሰልጣኝቴ	በእጅጉአልስ ማማም	አልስማማም	ገለልተኛ	እስማማለሁ	በእጅጉእስ ማማለሁ
		1	**2**	**3**	**4**	**5**
1	ተጫዋቾችን (ሰልጣኞችን) በቅረቡመቆጣጠርአስፈላግነዉ፤አለመለዛራለመስራትፍላጎትአ ይኖራቸዉም::					
2	ከአጠቃላይተጫዋቾች (ሰልጣኞችን) ዉስጥቡዙሀነተሳታፍቾችደካማናቸዋብንልተገብነዉ::					
3	በአስቾጋርወከተችግዜተጫዋቾች (ሰልጣኞችን) በራሳቸዉችግርእንድፈቱአሰልጣኞች(አመራሮች) እድልይሰጣቸዋል፤፤					
4	ተጫዋቾችንየዉሳኔአስጣጥሂደትእንድሳተፉይፈቅዳል					
5	ጥሩመሪለመሆንቁልፍመመሪያማዘጋጀትእናፍትማድረግነዉ::					
6	የክለቡንዓላማዎችለማሳካትእንደሀገተጫዋቾችን (ሰልጣኞችን) በተመለከተሸልማትወይምደግሞቅጣትምሊኖረዉይገባል::					
7	ተጫዋቾች (ሰልጣኞችን) ስራቸዉንስለሚሰሩአሰልጣኝነትከመስመርመዉጣትአለበት					
8	ብዙተጫዋቾች (ሰልጣኞች) ከአሰልጣኞቻቸዉጋርተከታታይናድጋፍያለዉግንኙነትእንድኖ ራዉይፈልጋሉ::					
9	አሰልጣኞች(አመራሮች) ተጫዋቾች (ሰልጣኞችን) የራሳቸዉስራእንደንብእንድመረምሩይፈዳሉወይ					
10	ብዙተጫዋቾች (ሰልጣኞችን) ስለስራቸዉየመተማማንስሜትስለማይሰማቸዉአቅባጫማሳየትያ ስፈልጋል::					
11	አሰልጣኞችለተጫዋቾች (ሰልጣኞችን) ስራቸዉንለማከናወንጓላፊነታቸዉንእንድቀበሉመርዳትአለባቸዉ ።::					
12	አሰልጣኞችለተጫዋቾች (ሰልጣኞችን) ችግሮችንየመፍታትስራቸዉንበራሳቸዉእንድያከናዉኑምሉነፃነት ይሰጣቸዋል					
13	በአብዛኛዎቹሁኔታዎችተጫዋቾች (ሰልጣኞችን) ከአሰልጣኞችትንሸግብባጎትነዉየሚፈልጉት::					
14	ተጫዋቾች (ሰልጣኞችን) የራሳቸዉስሜት(passion) እንድፈልጉማድረግየአሰልጣኞች(የአመራሮች) ስራነዉ::					
15	አሰልጣኞዎች(አመራሮች) የቡድንተጫዋቾች (ሰልጣኞችን) ስኬትዋናዳኛነዉ./ ናት::					
16	ስከታማየሆኑአሰልጣኞዎች(አመራሮች)					

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	ትዕዛዝይሰጣሉጣሉጎትችንያብራራሉ።						
17	በአጢቃይተጫዋቾችን (ሰልጣኞችን) ብቻመተዉበጣምጥሩነዉ።						
18	በመሰረቱስፖች (ሰልጣኞችን) ችሎታያላቸዉስለሆኑስራከተሰጣቸዉጥሩስራይሰራሉ።						

Appendix-II

Jimmaa Yuniversitii

kollejii Saayinsii Uumamaa

Sagantaa Barnoota Digirii Lammaffaa

Muummee Spoortii

Kaayyoo Gaaffiilee: Kabajamoo himaattota qo'annoo kanaa, kaayyoon gaaffiilee kanaa kilabii Addis Ababaa Athletics Federetion diviziyona 2ffaa keessatti kan argaman fiigicha Giddu-galeessaa fi Dheeraa kan leenji'an atiletotni , garee isaanii keessa kaka'umsa jiru madaaluuf kan dhiyaate guca gaaffii kanaan raga funaannachuu fiqo'achuufidha.

Haa ta'uutii , ragaan isin irraa argamu kan inni irra ooluu qo'annoo fi qorannoo fidha. Raaan isin kennitan iccitiiin eegama.

Hubachhiisa;Ibsawwan kanaa gaditti tarreeffaman garee keessan keessatti kaka'umsa qabdan madaaluuf kan dhiyaataniidha. Kannaf tokkoon tokkoon ibsootaa obsaan dubbisuun kan isa waaliin deemufi garee keessan keessatti kaka'umsa argamu madaaluu kan danda'u abbaa tuqaa shanii(5) madaallii irratti "X" mallattoo gochuun deebii keessan ka'a.

Kutaa Tokko

Gaaffiilee isin ilaallatan irratti mallatoo "X" saanduqa keessa galchuun raga sirrii nuuf kennaa.

1. Mqaa kilabichaa guutuu------------------------------

2. Muummee-------------------------------------

3. Saala. 1. Dhi ☐   2. Dha ☐

4. Umurii .A. 18-24   B. 25-34   C. 35 ol.

5. kilaba amma keessa jirtu keessatti waggaa meeqa leenjite ?

   A. wggaa 0-1 ☐   B. wggaa 2-3 C. waggaa 4-5 D. waggaa 6-7   E.waggaa 8+ ol   ☐

6. Sadarkaa barnootaa. A. Sadarkaa 1ffaa ☐ B. sadarkaa 2ffaa ☐ C. Diplomaa ☐

   D. Digirii 1 ☐ E. mastersi ☐

7. Kilaba Athletics Addis Ababaa diviziyona 2ffaa kessa waggaa hagam turtee? ----------------

Lakk	Yaadota tarreeffaman	Gonkuma hin firoomuu	Xiqqoo ni firooma	G/galessani firooma	Byyinaan ni firooma	SIrriitti firooma
1	Jireenyi koo muxxanno gammachiisoon waan geggeeffamuuf gammachuutu natti dhaga'ama.	1	2	3	4	5
2	Leenjiin naaf kennamuu ispoorticha caalmaatti akkan beekuuf waan na gargaaruuf gammadaadha	1	2	3	4	5
3	Kanaan dura ispoortii hojjechuuf sababa gaariin qaba ture, amma garuu itti fufuun qaba jedhee of gaaffachaan jira.	1	2	3	4	5
4	Mala leenjii haarawaa waanan argadhuuf gammachuutu anti dhaga'ama.	1	2	3	4	5
5	Ani hin beeku spoortii kana keessatti milkaa'uu akkan danda''u hi beeku	1	2	3	4	5
6	Sababni isaa namoota an beeku biratti miira gaarii akkan qabaadhu na gargaara.	1	2	3	4	5
7	Akka ilaalcha kootti namoota waliin wal-quunnamuuf karraa gaariidha waan ta'eef	1	2	3	4	5
8	Teekniikota rakkisoo ta'an muraasa dhuunfaa kootiin waan shaakaluuf gammachuutu natti dhaga'amu.	1	2	3	4	5
9	Boca (shape) qaamaa gaarii qabaannee akka turru yoo barabaanne, spoortii hojjechuun barbaachisaadha.	1	2	3	4	5
10	Atileleeti tokko ta'uu kabajadha	1	2	3	4	5
11	Ainii shaakala fiigichaa of jijjiiruuf ykn guddisuuf karran filadhee karaa sirrii waan ta'eef	1	2	3	4	5
12	Dadhabina koo tokko tokko fooyyessaa yoon deemu gammachuutu natti dhaga'a dhaga'ama.	1	2	3	4	5
13	Shaakala fiigichaa keessatti yoon hirmaadhu gammachuu natti dhaga'ama.	1	2	3	4	5
14	Miirri gaariin akka natti dhaga'amuuf spoortii hojjechuun dirqama waan ta'ef.	1	2	3	4	5
15	.Dandeettiin shaakala kootii dabalaa yoo deemu gammachuutu natti dhaga'ama. .	1	2	3	4	5
16	Namooni naannoo kootii boca (shape) qaamaa gaariin gaariidha jedhani yaadu.	1	2	3	4	5

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17	.Jireenya koo a dda addaaf wantoota gaarii na barbaachisa barachuuf fiigichi karaa gaariidha.	1	2	3	4	5
18.	Sosochii fiigichaa an barbaadu hojjechuu kootiin miira gad-fagootu natti dhaga'ama.	1	2	3	4	5
19	Anaaf baayyee if mitii , anii bakki koo fiigicha keessa jedhee hin yaadu.	1	2	3	4	5
20	Sosochii rakkisoo muraasa yoon hojedhu gammachuutu nati dhaga'ama..	1	2	3	4	5
21	.Yeroo itti kenne osoo hin hojjeti yoon hafu miirri gaariin natti hin dhaga'amu.	1	2	3	4	5
22	Hangam gaarii akkan ta'e beekuuf shaakala kootiin gaarii ta'uun qaba.	1	2	3	4	5
23	Tekinikota shaakalaa kanaan dura yaalee hi beekne yoon baradhu gammachuutu natti dhaga'ama..	1	2	3	4	5
24	Hiriyoota koo waliin walitti dhufeenya gaarii qabaachhuf Karalee gaarii ta'an keessaa fiigichi isa tokkodha.	1	2	3	4	5
25	.Guutummaa guututuun miiraan shaakala keessa seenee yoon hojjedhuu bayyee na gammachiisa.	1	2	3	4	5
26	Wallitti fufiinsaan fiigicha shaakaluun dirqama kooti.	1	2	3	4	5
27	Maloo hojii rawwaacuu haaraa argachuun na gammachisa.	1	2	3	4	5
28	Yeroo baayyee yoon of gaafadhu, kaayyoon karoorfadhe waanan galmaan ga'u natti hin fakkaatu.	1	2	3	4	5