

**JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCE**



**THE EFFECT OF COACHES BEHAVIOUR ON TEAM DYNAMICS IN SOUTH
WESTERN SUPER LEAGUE FOOTBALL CLUBS**

BY

AYANTU AMSALU GEMECHU

**A RESEARCH SUBMITTED TO JIMMA UNIVERSITY COLLEGE OF NATURAL
SCIENCE DEPARTMENT OF SPORT SCIENCE FOR PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER IN SPORT
MANAGEMENTSPECIALIZATION**

**JUNE , 2019
JIMMA, ETHIOPIA**

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APPROVAL SHEET

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LISTOFABBREVIATION

LLS: leadership scale for sport

GEQ:Group Environment Scale Questionnaire

CFQ: Coaching Feedback Questionnaire

SPSS :Statistical Package for Social Science

ATG-T: Individual Attraction to Group-Task

ATG-S: Individual Attraction to Group-Social

GI-T : Group Integration-Task

GI-S : Group Integration-Social

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ABSTRACT

The purpose of this study was to examine the effect of coaches' behaviour on team dynamics in south western super league football clubs. To achieve this objective, cross-sectional descriptive survey method was used in order to collect data once from respondents. In this descriptive survey method, mixed approaches was used throughout this study. purposive sampling techniques was used to select group C zone due to proximity and availability of data. Then after the researcher was select 4 football clubs from group C by using simple random sampling method. primary data was used and collect through questioner. Players (n=100) who participated in Ethiopian super league football competition complete the demographic questionnaire, leadership scale for sport (LSS) and group environment questionnaire (GEQ). The LSS contained 40 items that measured five dimensions of leadership behaviors and the GEQ with 18 items assessed four dimensions of group dynamics. The statistical package for social science (SPSS version 20.1) was used to compute the data. Logistic regression was used to analyze the effect of coach's behavior on team dynamics. The level of significance was set at 0.05 alpha level, As a finding of this research shows, autocratic coaching behavior and democratic behavior had statistically positive relationship ($r=0.21$ $p<0.05$, $r=0.21$, $p<0.05$), with players experience respectively. Individual Attraction to Group-Social had a statistically significant positive relationship with training and instruction ($r=.29$, $p<.01$). Logistic regression shows that, training and instruction and positive feedback had positively influence on individual attraction to group social, whereas democratic behavior had statistically negative influence on individual attraction to group social. Autocratic behavior and positive feedback coaches behavior had positively influence on group integration social. whereas, democratic coaches behavior had statistically negative influence on group integration social. In conclusion, autocratic behavior had positively influence group integration-social and positive feedback were found to influence individual attraction to group-social and group integration task positively, whereas social support had not shows significancy. The result recommended that, the first major practical issues of the Ethiopian football federation would design strategy to improve the coaches and players knowledge towards sport psychology and the coaches should upgrade themselves with the current coaching science knowledge, coaching style and leadership behavior.

Key terms: coaches behaviour, team dynamics

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

Teamwork is defined by (Scarnati, 2001)“as a cooperative process that allows ordinary people to achieve extraordinary results”. (LePine, Piccolo, Jackson, Mathieu, & Saul, 2008)also explain that a team has a common goal or purpose where team members can develop effective, mutual relationships to achieve team goals. Teamwork relies upon individuals working together in a cooperative environment to achieve common team goals through sharing knowledge and skills. Whenever a group of people work together in the form of a team, the work efficiency increases due to which quality output is ensured. Team work is most important in all types of organizations and businesses (Beebe, mottet, and roach, 2004)

Without team work, all the individuals will work independently without keeping a track of each other's progress. As a result of this, the productivity would decrease and less work would be completed (Katzenbach & Smith, 2008)Also, in the absence of mutual team work, there would be many conflicts among different team members. When an individual works in the form of a team, there is a clear goal which is to be achieved (Hackman, 2002). Also, the individuals are aware of the efforts which they need to put in order to get things done. Team work allows the people to work as a unit which is ultimately beneficial not only for them but also for organization. As far as sports are concerned, without team work it is impossible for a team to win a match (Hackman, 2002). The team members all work together in order to achieve some objectives which is not possible without them working together. Teamwork ensures a smoother way towards goals and covers the weaknesses of any team member if there are any. It helps stabilize the team and makes the team more efficient. A sense of unity develops which helps the team members make wider outlines for themselves in terms of goals and objectives.

Ethiopia national football team (Mukulo, 2013)explained with the intention of Ethiopia has a long football tradition and was among the pioneers of international competition in Africa,taking part in the inaugural African Nations Cup in 1957. Ethiopia also took part in the 1962World Cup qualifiers, against Israel. Ethiopia's peak came in 1962 when we won

the tournament on home soil with a team containing stars such as forward Mengistou Worku. Henceforth Ethiopia showed less performance from the time our clubs were involved and proceeded until this time. The Ethiopian love football game very much and they are eager to support the Ethiopian football teams financial, morally and materially and this was practically seen during the African cup of nations when the Ethiopian national football team participated in the 2013 at South Africa. Most of the time football of many countries grows parallel to the growth of their economy. According to (Alemayoh, 2013) report Ethiopia's economy is found to be much better than Burkina Faso and Cape Verde, their performance in footballs seen to be better than Ethiopia. Therefore, this implies that it is not only economic growth that makes football players good performers.

Therefore, the researcher is curious to find out the root causes for the poor performance of our football players. Considering the coaching methodology and the recruitment mechanism of players at the middle stage. (Alemayoh, 2013)

According to study conducted in Wolaita Dicha Ethiopia, individuality in team can be minimized by free discussion, giving awareness in advance about team cohesion and its effectiveness without interruption for the team members in training (Afewerk A. 2014).

According to study conducted on Ethiopian Premier League, shows that highly experienced coaches are mostly instructional and positive feedback type of behavior but less experienced coaches are highly autocrats, As the correlation between the variables indicate below training and instruction behavior is significantly correlated with other coaching behaviors except autocratic behavior which is insignificant and negative relationship. (Kidane1 and Reddy2;)

The primary goal of this study were to assess the effect of coaches' behaviors on team dynamics. The study also intends to assess the athletes' perceptions of their coaches behaviour and team's dynamics. The study was provide basic clues on areas of coaching effectiveness and group dynamics.

1.2. Statement of the problems

Although building an effective team is very important for any business but it is the most crucial factor as far as the sporting events are concerned. In all the sporting events, it is most important that all the team members work together for achieving their goals and objectives. The coach

plays a very important role in training and development of all the individuals playing for a team.(Marks, Mathieu& Zaccaro, 2001)

Leadership is an important component for developing cohesion in sports teams. It has been suggested that effective leadership is a vital contributor to member satisfaction. One study went further and examined the leadership behaviors' preferred and perceived by players depending on their position. They found defensive athletes perceived and preferred higher levels of social support and democratic and autocratic styles than the offensive athletes.(Beauchamp, Bray, Eys & Carron, 2005)

(Crust & Lawrence, 2006)defined leadership as “the behavioral process of influencing individuals and groups towards set goals” (p.232). Corporate an effective leadership behavior can improve good team cohesion. So the concept of leadership behavior of a coach, team cohesion, success and commitment of the member of a team has been mentioned as integral component of soccer sport. Indeed, (Horn, 2002)posited that the style and behavior of the coach directly influences the success, motivation, group identity, self-perception, and achievement behavior of athletes.

The study was deals with the coache's behaviour and team dynamics and tried to investigate the relationship of team dynamics and interpersonal relationships. Hence it is necessary to clear understand and to find out the effect of team dynamics with coach and players interests to improve the player's participation and knowledge, through a research.So, there is no research has looked at coaching behaviour of south western sport coaches and super league football in particular. Behaviors of coaches apparently influence personal out come for players; any attempt to predict or control those behaviors must consider variables which are related to the tendency for coaches behave in a particular way. (Millard, 1996)

So, in the case of this study area (western competition zone of the country) there were no research done. So this research tries to file this gap.In these studies, an effective coach has generally been introduced as a person having the ability to change the results and successful performance and positive mental reactions in the team (Horn, 2002)

The primary goal of this study were to investigate those identified gaps in this tittle of interest. So hope fully the study was addressed the following basic questions.

- 1) What is the relationship between players demographic background and coaching behavior in South Western super league football clubs?
- 2) what is the relationship between coaching behavior and team dynamics in South Western super league football clubs?
- 3) what is the effect of coaching behaviour and team dynamics of South Western super league football clubs?

1.3. Objective of this study

The basic purpose of this study was to examine the effect of coaching behaviors on team dynamics in South Western super league football clubs. Additionally, the strength and direction of the relationship between coaching behaviors and team dynamics Was tested.

1.3.1. General objective

The main objective of this study were to identify the effect of coaches behaviour on team dynamics in south Western Ethiopian Super League football club in 2019.

1.3.2. Specific objectives

The specific objectives of this study was determined on the basis of this basic question and the general objectives of this study. There for the specific objectives this study was:

- ✓ To identify the relationship between players demographic background with coaching behavior in South Western super league football clubs
- ✓ To find out the relationship between coaching behavior and team dynamics in South Western super league football clubs
- ✓ To examine the effect of coaching behaviour and team dynamics of South Western super league football clubs.

1.4. Significance of the study

The result of this study was important for both coaches and athletes of sampled clubs since the result of this study was provide them important information about the relationship between coaching behavior and team dynamics of football leagues in Ethiopia super leagues clubs.

From the results of this study they were know the relationship between coaching behavior and team dynamics in football super leagues. The result of this study was give information for the community so that it was used as the sources of information.

Additionally the result of this study was used as the sources of information for the future researchers those who was interested to conduct research on the area.

1.5. The Delimitation of the study

Determining the scope of this study was important for the researcher to plan the activities of these research activities. This study was delimited to southwestern super league football clubs, these are Jimma Abba Buna , Nekemte City, Sil'te Werabe and Kefa Buna geographically and was delimited to the effect of coaching behaviour on team dynamic of four selected football clubs in South West Super league football clubs.

Methodologically, this study was limited to cross-sectional descriptive survey method design to assess the strength of the relationship between coaching behaviors and team dynamics. Also to accomplish this study total of 25,00 Ethiopian Birr was required and it was completed up to June 30 E.C.

1.6. Limitation of the study

When the study was conducted some of limitation was occurred like; Lack of update reference materials in the study, Lack time constrain and Unwillingness of players in fulfilling the question on time returns the questionnaire back.

1.7. Operational Definitions

Coaching behavior: Defined in this study as coaches' verbal and non-verbal interactions with their athletes. Two measures will be used to assess coaching behavior through athletes' perceptions – leadership style and feedback patterns (Horn, 2002)

Cohesion: a dynamic process that is reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member affective needs (Carron & Brawley, 2000)

Team dynamics: is the ingredient that molds a collection of individuals into a team (Pearce & Sims , 2002)

Team: a team as 'a small number of people with complementary skills who are committed to a common purpose, common performance goals, and an approach for which they hold themselves mutually accountable' (Katzenbach & Smith, 2008)

Social cohesion: The degree of attractiveness an individual has to the group (Carless & De Paola, 2000)

Task cohesion: The degree to which group members pursue common goals(Carless& De Paola, 2000)

Leadership Scale for Sport (LSS): a questionnaire made up of 40 items that are divided into 5 subscales; used to study athletes' preference for specific leader behavior, athletes' perceptions of their coaches' behavior, and coaches' perception of their own behavior (Aumand, 2005)

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Group Dynamics

The term “group dynamics” is used in research on sport teams because teams are groups characterized by energy, vitality, growth, and development; and they are dynamic, in that they are always changing (Arrow, McGrat & Berdahl, 2000) within group dynamics, frameworks have been proposed to aid in the examination of the groups. Frameworks, or models, are very useful tools in that they are a simplified representation of reality (Mens, & Van Gorp, 2006). They allow us to simplify complex topics into concepts that are more easily explained and understood. Frameworks also allow us to make assumptions about how individual components of models are related. This aids in giving us direction for research because it helps clarify what is known and unknown about certain phenomenon. Finally, outputs refer to individual outcomes such as individual satisfaction and adherence and group products, such as team outcome (e.g., performance) and group stability. This study was focus on how the group structure, specifically roles within groups, impact and/or relate to team cohesion, and also how group structure and team cohesion impact individual outcomes, specifically athlete satisfaction. Athlete satisfaction and team cohesion are being studied as a starting point for examining the nature of the interactions within this model because they are prominent outcomes in sport and exercise psychology and because it is not possible to examine every aspect of the model in this study.

The presence of others affects us in many ways, not just in our arousal levels and efforts. One other way in which we differ when alone or in a group is in the way we make decisions

As (Janis, 2008) Identified the phenomenon of groupthink which occurs when group cohesion is so, great that it prevents group members, from voicing opinions that go against the majority. Groupthink can cause serious problems for teams, because the entire team can become so focused on a particular goal that important considerations of practicality and safety are abandoned.

As (Janis, 2008) Described the symptoms of groupthink. The group feels that it cannot make a wrong decision, and that fate will support it. Group members decide not to 'rock the boat' by arguing with the majority. Those who do argue are made to conform, or ignored. (Jones, & Roelofsma, 2000) Suggested that groupthink might have contributed to the loss of six climbers on K2 in 1995. Three combined teams of climbers continued to press on toward the summit, despite clearly dangerous and worsening conditions, resulting in the deaths of six climbers. One of the survivors was quoted as saying, 'The most dangerous thing about groups is that everyone hands over responsibility for themselves to someone else.' It appears that, because of the desire to complete the climb, the group went into groupthink and ignored the danger.

2.1.1 Definitions and Explanation of Team Dynamics

Team cohesion is the ingredient that molds a collection of individuals into a team (Hall, 2007) Carron wrote of determinants of team cohesion (Cashmore, 2002) Situational factors such as living with or near each other, sharing hobbies and activities, similar uniforms and clothing, rituals of group cohesion, and a unique distinctiveness as a group. Personal factors, such as commitment and satisfaction, leadership factors, and a democratic style of leadership also support team cohesion. Team factors that support cohesion include the clarity with which each member understands and accepts his role with the team. Another factor is success. Success in competitive sports increases team cohesion. Further, as was discovered by other researchers, Carron concluded that smaller teams are more cohesive.

Within any sport team or group, there is a bond that keeps the group together in order for it to achieve certain goals and/or objectives. The strength of this bond determines the level of cohesiveness of the group. Similar to any psychological construct, cohesion has been defined in a number of different ways. One of the earliest research definitions was offered by (Dion, 2000) who defined cohesion as "the total field of forces that act on members to remain in the group." (Aoyagi, Cox & McGuire, 2008) described the correlates of team cohesion as being: environmental factors, team factors, leadership factors, and personal factors.

Group cohesion is the dynamic process that is found in a group's tendency to stick together and its resistance to disruptive forces (Ronayne, 2004)

Thus, as the bond and unity among team members increases, so likely would their shared belief in the team's competence. The relationship between group cohesion and collective efficacy is viewed as reciprocal in that group cohesion is also seen as a consequence of collective efficacy (Ramzaninezhad, Hoseini Keshtan, Dadban Shahamat, & Shafiee Kordshooli, 2009)

Four main characteristics that define cohesion in sport contexts are that cohesion is multidimensional, dynamic, instrumental and affective in nature (Carron, & Brawley, 2000). Cohesion is multidimensional in that there are several factors that keep a team together. This is highlighted in the fact that there are many factors which keep each group united and working together, and these factors tend to differ from group to group. Secondly, team cohesion is dynamic in nature because a team's level of cohesiveness is in flux from season to season and can also vary significantly across a competitive season. What makes a team work together from the onset of the season does not necessarily relate to the way in which the team functions at the end of its season. Thirdly, cohesion is instrumental because there is a purpose and/or objective to the formation of every group.

A key aspect to the definition of a group is that there is a common fate and mutual benefit among members. Without this instrumental feature, cohering to a group would not necessarily occur. Finally, group cohesion may induce affective responses among team members through the development of social relationships that evolve through continual group interactions. These affective responses can result from either task or social interactions and communications among group members.

Much of the research that has been conducted in the sport setting to examine team cohesiveness has been guided by a theoretical model originally developed by (Callow, Hardy & Hardy, 2009). This model has been subsequently revised and re-specified by Carron & Hausenblas, (1998) as more research-based information about the antecedents and consequences of team cohesion become available.

2.2 .Theoretical Model of Sport Team Cohesion

(Tyler & Blader, 2013) research by suggesting that the forces and situations that influence members to remain in the group can be broken into two categories: (a) social cohesion—the degree of attractiveness an individual has to the group, and (b) task cohesion—the degree to

which group members pursue common goals. Through the need to further distinguish between the individual and the group as well as between social and task concerns, researchers began to do more extensive studies. (Welsch, Gleave, Fisher, & Smith, 2007) supported Landers and Luschen's research that implied cohesion can be altered by social, task, individual, or group situations and developed four cohesion constructs they believed covered all areas. The constructs are group integration to the task, group integration to social concerns, individual attraction to the group because of the task, and individual attraction to the group for social concerns. The development of the constructs by Widmeyer et al. are those used by contemporary researchers to study cohesion because they are believed to address the major categories that comprise cohesion.

There are several correlates of cohesion in sport (Murray, 2006) These include: (1) environmental factors, such as normative pressures; (2) personal factors, such as a personal sense of responsibility for negative outcomes; (3) leadership factors, such as the task versus person orientation; and (4) team factors. Environmental factors that may affect the team include the level of the competition and the size of the team. There are more pressures at a state championship, and larger teams have more team members to communicate and coordinate with. Personal factors may include issues such as social loafing, which is identified by team members not contributing their share to the team effort. Leadership factors consist of the leader's decision style and leadership behavior. A team with greater instruction, social support, positive feedback, and a democratic style of coaching will produce higher levels of cohesive behaviors from team members. Team factors include role involvement, group norms, and collective efficacy. Role involvement is the clarity of an athlete's role, acceptance of that role, and his performance in that role. A group norm is a link between group cohesion and conformity, where there is a positive correlation between the two.

(Aoyagi, Cox, & McGuire, 2008) original conceptual model of cohesion in sport teams provided a framework for describing the antecedents, correlates, and consequences of cohesion in sport teams. It was comprised of three parts: the inputs (antecedents of group cohesion; environmental, personal, leadership, and team factors), the throughputs (types of cohesion in sport groups; task and social), and the outputs (the consequences of group cohesion; specified in terms of both group and individual outcomes). This initial model has been revised several

times. The most recent and comprehensive version of this model was published by (Jowett, & Chaundy, 2004) This model provides an overall framework for identifying, describing, and examining the correlates of cohesion in sport teams. The model is based on the assumption that there are a large number of factors that are related to and/or are predictive of group cohesion. These factors are divided into four categories: environmental factors, personal factors, leadership factors, and team factors. Details regarding each of these four categories of factors are presented in the following paragraphs.

2.2.1. Environmental factors:

As illustrated in the model, environmental (or situational) factors are one of the hypothesized correlates of cohesion in sport teams. These factors can be divided into two categories: cultural and organizational considerations and geographical considerations. Cultural and organizational considerations include contractual responsibility, organizational orientation, normative pressures and level of competition. Contractual responsibility refers to the obligations and/or restrictions that are placed on a team. Examples of this would be eligibility or transfer rules, contractual obligations (pertaining to professional contracts), and geographical restrictions (such as playing locations/proximity for amateur sports). Normative pressures are also situational conditions that affect cohesion. Due to society's low regard for those that quit, pressures to maintain membership among a team or group also play an important role in a team's cohesiveness. The organization's orientation is another situational/environmental factor which affects, or is related to, a group's cohesion. This orientation factor refers to the different goals, achievement processes, and demographics of the participants within the group. In investigating this factor, (Kozlowski, Gully, Brown, Salas, Smith, & Nason, 2001) found that social cohesion was high among members of exercise groups within private fitness clubs while task cohesion was high among exercisers in groups within university settings. Thus, individuals' perceptions of group cohesiveness may vary across contexts or settings. The final aspect of cultural and organizational considerations is level of competition. It is possible, for example, that task cohesion may be more important to the team's success and satisfaction at higher and/or more competitive playing levels while social cohesion may be more important at lower, or more recreational, levels of play.

The second category of environmental/situational factors which may affect a group's cohesion includes geographical issues. This facet includes physical and functional proximity, a group's permeability, and the size of the group. Physical and functional proximity concerns the actual physical closeness that the athletes have when participating in the sport, whether it is playing position or locker location. Research has revealed that when teams are closer in physical proximity, friendships and relationships are more apt to develop which contributes to the social cohesion of the group. A group's permeability, or the degree to which it is open to other groups, also influences the team's cohesion. This aspect refers to the degree to which teams interact with other groups or individuals. When a group isolates itself totally, it is unable to utilize outside sources to fulfill its psychological needs and thus draws upon its own membership. Although this is not mentioned as a positive or negative aspect, it does affect the way in which a team unites. The size of the group also plays an important role in how the team coheres in order to work together. This is explained in more detail within the collective efficacy section, but research has shown that the size of the group does affect its cohesion (see review of this research by (Carron, brawley & widmeyer, 2002)When the size of a group increases beyond its optimal potential, the group's cohesion begins to decline. Specifically, as a group increases in size, individual participation decreases, the frequency of arguments and disagreements increases, and members begin to feel as though their individual input or contribution to the group's task is no longer important. Oftentimes too, as the group size increases, social loafing, or the reduction in individual effort when working in groups as opposed to working alone, tends to increase. These provide examples of environmental/situational factors that might contribute in a positive or negative way to a sport team's cohesion.

2.2.2. Personal factors

According to the model, a second set of factors affecting cohesion includes a variety of personal factors. This set of factors can be divided into three categories: demographic attributes, cognition and motives, and behavior. Demographic attributes pertaining to team cohesion relate to individual differences. These are differences found between members of a group, such as age, sex, race, personality, etc. These factors are relevant to the cohesiveness of the group because similarity in personal attributes of group members has been associated with greater cohesiveness. Therefore, factors such as age, gender, or race may play an important

role in the group's overall cohesion, depending on the perceptions, attitudes, or beliefs of the individual members of the group. It is also important to identify that this arrow is bi-directional, in that a group's cohesiveness may also affect the individuals' differences (i.e., personality, etc.). Cognitions and motivations of the group include shared perceptions, self-deception, satisfaction, responsibility for negative outcomes and self-handicapping behavior. Shared perceptions include similarities in attitudes, beliefs and motives toward group functioning and outcomes. A group's cohesiveness operates in a reciprocal fashion with perceptions of attitudes and motives in that a group may form due to similar attitudes and then cohesion develops. Conversely, over time a group's experiences together can foster the development of similar attitudes. Individual satisfaction refers to the individual's feelings of success on the team. Presumably, individuals who perceive higher individual success will also experience greater attraction to the group (i.e., greater perceptions of group cohesion). Self-deception is when group members overvalue their own performances and undervalue the performances of their opponents. This tends to occur when cohesion is high and is an example of how group cognitions may affect the cohesiveness of the group. Self-handicapping is a mental process which athletes may use prior to an important achievement situation in order to protect their self-esteem (Martin & Brawle, 2002) This process involves externalizing any failure that may occur and internalizing any success. This process serves as a defense mechanism for athletes in order to protect themselves from failure.

Finally, another factor traditionally associated with greater cohesiveness is responsibility for negative outcomes. Research has shown that individuals assume greater responsibility for failures when they perceive their team to be highly cohesive. This aspect highlights the unity felt among team members and the responsibility to one's teammates even when outcomes are undesirable. Individual behaviors are another aspect of personal factors that affect cohesion in sport groups. These behaviors included sacrificing for the group, adherence and commitment to participation, and social loafing. Sacrificing for the team has been examined in relation to its contribution to task and social cohesion because teammates notice sacrificing behaviors and thus recognize desire and commitment to the group. Social loafing behaviors may affect the team because if some members are not exerting full effort due to the size of the group, cohesion will be affected either due to motivation or coordination losses. All of these factors together represent personal characteristics that contribute to the team's cohesiveness.

2.2.3. Leadership factors

The sets of factors that are hypothesized within the model to lead to, or affect, cohesion are leadership factors. The mediating influence of leadership is found in leadership behaviors, leadership decision-making styles, the coach-athlete personal relationship, and the coach-team relationship. This antecedent factor is of particular importance to this study because it provides for the possibility that coaching behaviors influence and predict cohesion in sport groups. The coaches' characteristics include types and frequencies of feedback, training and instruction,

social support, type of leadership (autocratic or democratic), and reactions to game/pressure situations. The few research studies that have been conducted to examine the link between coaching behavior and team cohesion have been developed in many ways.

2.2.4. Team factors

The final correlates of group cohesion are team factors. These factors that affect group cohesion are group size, status, role involvement, group norms, and collective efficacy (Schaubroeck, Lam & Cha, 2007) Group size has been previously discussed as a factor which influences cohesion. As the size of the group or team increases, the unity of the group is affected. How individuals on the team understand and accept their roles and become involved in their role affects how a team operates. Role clarity, or the extent to which the athlete understand their role, and role acceptance are important aspects of team functioning and thus, team cohesion. Group norms that are developed are more likely to be adhered to when cohesion is higher amongst the group.

Finally, collective efficacy, or the beliefs and attitudes about the team's competence, is the final aspect of team factors that are associated with team cohesion. All of these team aspects affect and influence the way in which the team coheres as a unit. As previously mentioned, a leader's behaviors are correlated to a team's cohesion, as well as the collective belief in team competence. These correlates are the focus of the current paper. As outlined in the (Hardy, Eys, & Carron, 2005) the four correlates identified and discussed in the previous paragraphs, lead to, or directly affect, the degree to which individual members of a group perceive cohesiveness among their group. This level of cohesion can be reflected in both types of cohesion: task cohesion (degree to which members of a group perceive a high degree and common commitment of the group to their goals and objectives) and social cohesion (the degree to

which individual members of the group feel satisfied with the interpersonal relationships among members). As noted earlier in this paper, most of the research conducted to date on cohesion in sport teams has been guided by the theoretical model just described. For this reason, the review of the empirical research on team cohesion is organized in a manner consistent with the (Wang & Noe, 2010) model. In the next section, the empirical research which has looked at the consequences of team (group and individual outcomes) cohesion is reviewed.

Group size: Group size also affects team efficacy in that the larger a team becomes, the less likely they are to operate efficiently, thus leading to lower expectancies for success. This may occur because larger numbers of athletes per team lead to a decrease in the participation or contribution of each individual member. In addition, more conflict and disagreement may occur, and individuals may tend to be absent more often in groups that have larger size

(Simons & Peterson, 2000) Furthermore, studies have shown that when group size increases, individual effort and performance declines and social loafing is more apt to occur (Kozlowski & Ilgen, 2006) Coordination efforts are more challenging when the size of the group is large, and it is thus expected that the shared belief in the collective group processes would decline. On the other hand, if a group is of optimal size, effectiveness and efficiency is increased, and it is believed that collective efficacy would be heightened.

Leadership behaviors: The leadership of a group is also hypothesized to be a key source or antecedent of collective efficacy. "Leadership actions that persuade and develop subordinate competency beliefs may be as critical a determinant of collective efficacy as the group's prior performance experiences, if not more so" (Zacharatos, Barling & Kelloway, 2000) Specifically, coaches' leadership styles and behaviors may have a direct and indirect effect on team functioning. "Sport team coaches spend much of their time developing new skills in team members and exhorting them on game day. These acts can indeed be the strongest influences on a team's sense of efficacy" (Zacharatos, Barling & Kelloway, 2000) identifies four sets of leadership styles that may be effective in promoting a team's efficacious beliefs.

1. Supportive leadership addresses issues of promoting a cohesive and friendly environment.
2. Directive leadership clarifies teammate role responsibilities and expectations, as well as setting rules and guidelines.

3. Participative leadership is similar to that of a democratic style of leadership in that its focus is on group decision-making.

4. Achievement oriented leadership focuses on the outcomes of team goals by setting challenging goals and high standards of excellence.

As noted earlier in this paper, there is research support to show that the behaviors and leadership styles exhibited by coaches do affect their athletes' performance and psychosocial responses in sport contexts. But, as (Horn, 2002) noted in her recent review of this body of research, the majority of these coaching behavior studies have focused on the effects of coaches' behaviors on *individual* athletes' level of intrinsic motivation, perception of competence, motivational goal orientation, and trait anxiety. Very few research studies have examined the effect of coaches' behavior on group processes or team dynamics. Of those few studies that have focused on group processes, all have focused on group or team cohesion. At this point, no studies have been reported which have examined the effect of coaches' behaviors or leadership styles on the team's level of collective efficacy. Given, however, the importance and significance of the team's sense of collective efficacy, the influence which coaches have on this aspect of group dynamics has been identified as an essential link to examine (see, for example, arguments advanced by (Keshtan, Ramzaninezhad, Kordshooli & Panahi, 2010) suggest that longitudinal research is needed to determine the role which coaches' behavior and leadership styles might play in affecting athletes' level of collective efficacy.

Group cohesion: The fifth and last identified antecedent of collective efficacy is group cohesion. As discussed earlier in this chapter, group cohesion is the dynamic process that is found in a group's tendency to stick together and its resistance to disruptive forces (Burke, Shapcott & Carron, 2007). Thus, as the bond and unity among team members increases, so likely would their shared belief in the team's competence. The relationship between group cohesion and collective efficacy is viewed as reciprocal in that group cohesion is also seen as a consequence of collective efficacy (Ramzaninezhad, Hoseini Keshtan, Dadban Shahamat & Shafiee Kordshooli, 2009). Specifically, it is believed that if a group has a shared belief about its competence, then its attraction to the group (cohesion) would also increase. Furthermore, as perceptions of collective efficacy increase, the cohesiveness of the group is also seen to increase.

Recently, two studies have been conducted to examine the relationship between group cohesion and collective efficacy in sport settings.

2.3. Measurement of Cohesion in Sport

The body of knowledge pertaining to cohesion in sport has been aided by several attempts to measure athletes' perceptions of this group property. These attempts include the Sport Cohesiveness Questionnaire (Carron & Brawley, 2000), the Multidimensional Sport Cohesion Inventory (Carron & Brawley, 2012), and the Group Environment Questionnaire (Carron, Brawley & Widmeyer, 2002). The Group Environment Questionnaire (GEQ) has received the most attention and is the operationalization of the four dimensions of cohesion outlined in the previous section. Specifically, the GEQ is an 18-item measure assessing athletes' perceptions of their attractions to social (5 items) and task (4 items) aspects of the group, as well as their perceptions of how integrated their group is from both social (4 items) and task (5 items) perspectives. Over time, evidence has been provided regarding the validity and reliability of responses to this assessment tool (see Carron 1998; Carron 2002, for summaries), though certain limitations have been identified. For example, Eys, Carron, Bray, and Brawley (2007) noted that the strategy of using both positively and negatively worded items might create problems for the internal consistency of certain dimensions.

Furthermore, as Carron (2002) noted, "The GEQ was specifically developed, its psychometric properties investigated, and norms established with recreational and competitive sport teams composed of North American female and male athletes between the ages of approximately 18 to 30 years" (p. 39) and encouraged careful consideration of the context specificity of the questionnaire. To this end, researchers have translated and adapted the GEQ to ensure they had a relevant measure of cohesion for their population. As just a few examples, (Eys, Loughead, Bray & Carron, 2009) used the GEQ as the basis for a French language cohesion questionnaire (Questionnaire sur l'Ambiance du Group), while Estabrooks and Carron (2000) adapted the measure for use in an exercise class context (Physical Activity Group Environment Questionnaire).

More recently, efforts have been made to examine cohesion in younger athletes including youth (approximately 12 to 17 years of age; Youth Sport Environment Questionnaire (Eys, Loughead, Bray & Carron, 2009)) and children (approximately 9 to 12 years of age; Child Sport

Cohesion Questionnaire; (Martin, Carron, Eys & Loughead, 2013). Eys and colleagues (2009) noted several advantages of developing age-appropriate cohesion assessment tools including increased readability. Furthermore, for both questionnaires, the researchers found evidence that younger populations did not distinguish between group integration perceptions and their attractions to the group, but rather viewed their group more globally with respect to task and social cohesion (two dimensions vs. four dimensions). Overall, the efforts of researchers to develop appropriate measures of cohesion have led to a large body of literature within sport. The following section briefly highlights this information.

2.4. Coaching Effectiveness

The research that has been conducted over the past two decades in the area of coaching effectiveness has primarily been focused on identifying the coaching characteristics, leadership styles, and behavioral patterns which are most effective. In general, these research studies have defined an “effective coach” as one who elicits either successful performance outcomes or positive psychological responses on the part of her or his athletes (Horn, 2002)

(Chelladurai, 1990) model also provides a framework for understanding the factors which can affect or determine leaders’ behavior. Specifically, Chelladurai suggests that the behaviors of the leader (whether required, actual, or preferred) are influenced by three main characteristics. The main antecedents of leadership behavior are situational, leader, and member characteristics. Athletes’ preferred, as well as the required, behavior of leadership is influenced by situational characteristics such as the organizational climate and the values and norms of the team. The athletes’ preferred leadership style as well as the required leader behaviors are also influenced by the athletes’ own characteristics, such as age, skill level, gender, culture and personality. These athlete-related characteristics, in addition to the individual characteristics of the coach him/herself (i.e., age, gender, experience, personality, etc.) all influence or determine the actual behaviors the coach will exhibit, which in turn, may affect the performance and satisfaction of the athletes and team as a whole (Chelladurai, 1990)

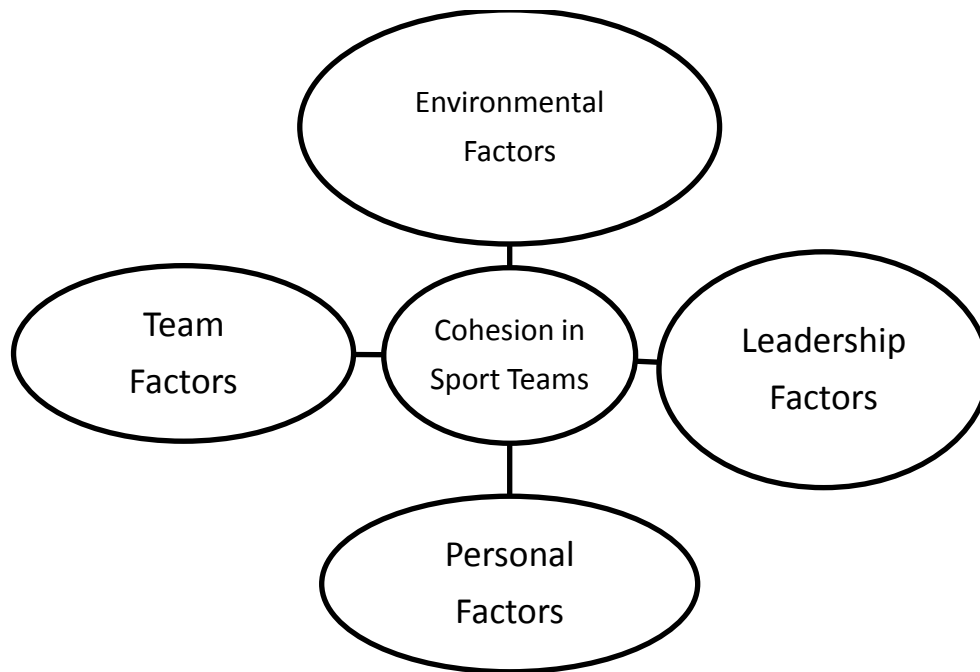
Effective coaches are those who are prepared to meet the individual needs of their athletes and realize that they can make a difference in the team performance by improving their own coaching skills and understanding the effect that their behavior can have on their athletes (Anshel, 2003). The two most prominent models of leadership effectiveness in sport,

the Multidimensional Model of Leadership (Chelladurai, & Saleh, 1978) and the Mediation Model of Leadership (Smoll & Smith,) have served as frameworks for much of the related research. Recently, elements of both models have been combined to form a working model of coaching effectiveness (Horn, 2002). Horn's (2002) working model is founded on three assumptions. First, antecedent factors (i.e. socio-cultural context, organizational climate, and personal characteristics of the coach) and athletes' personal characteristics (e.g. age, gender, etc.) exert influence on coaches' behavior indirectly through coaches' expectancies, beliefs, and goals. Second, coaches' behavior affects athletes' evaluation of their coaches' behavior and team performance. Third, the effectiveness of various coaching interventions is influenced by situational factors and individual differences. Much work remains in clarifying the specific relationships that exist within these broad assumptions.

(Crust & Lawrence, 2006) defined leadership as "the behavioral process of influencing individuals and groups towards set goals" (p.232). This definition is important because it places emphasis on the vision of a leader (i.e. goals, objectives) while also highlighting the necessary interaction between the leader and group members. Effective leadership will encompass an understanding of motivation and is likely to minimize any loss of productivity through the development of both task and group cohesion, allowing a group to operate at, or close to its potential. Indeed, (Carron, & Chelladurai, , 1981) found that cohesion was dependent upon player and coach relationships. (Loehr, 2005) stressed that the common theme of effective leadership is the "positive impact that individuals can have on group dynamics relative to a team objective" (p.155).

The act of leadership attempts to influence and convert others into 'followers' (Tannenbaum, Weschler, & Massarik, 1961) and may be achieved through a variety of mechanisms such as coercion, persuasion and manipulation. Leadership requires an understanding or respect for the power dynamic between the influencer and the follower. The relationship recognizes that every act between the two parties is a 'political act' with potential for coercion (Berlin, 2017)

Conceptual Model of Cohesion in Sport Groups (Carron & Brawley, 2000)



2.5. Theoretical Models of Coaching Effectiveness

In an effort to organize and conceptualize the research on coaching effectiveness(Jowett& Meek, 2000)developed a Multidimensional Model of Leadership that outlines the processes included in the effective coach-athlete relationship.

(Jowett& Meek, 2000)model also provides a framework for understanding thefactors which can affect or determine leaders’ behavior. Specifically, Chelladurai suggests that the behaviors of the leader (whether required, actual, or preferred) are influenced by three main characteristics. The main antecedents of leadership behavior are situational, leader, and member characteristics. Athletes’ preferred, as well as the required, behavior of leadership is influenced by situational characteristics such as the organizational climate and the values and norms of the team. The athletes’ preferred leadership style as well as the required leader behaviors are also influenced by the athletes’ own characteristics, such as age, skill level, gender, culture and personality. These athlete-related characteristics, in addition to the individual characteristics of the coach him/herself (i.e., age, gender, experience, personality, etc.), all influence or determine the actualbehaviors the coach will exhibit, which in turn, may affect the performance and satisfaction of the athletes and team as a whole (Jowett& Meek, 2000)

While research and theories from non-sports settings provided useful frameworks for understanding leadership (Horn, 2002) specific approaches that reflected the unique demands of sports settings were required. In response (Surujlal & Dhurup, 2012) developed the multidimensional model of leadership to provide a conceptual framework that allowed leadership effectiveness to be studied in the sports domain. Chelladurai proposed that effective leadership is dynamic and is based on a complex series of interactions between leader, group members and situational constraints. The model suggests that positive outcomes (performance and satisfaction) will occur when there is congruence between the leader's actual behavior (i.e. either organizing practices or providing positive feedback), the group members preferred leadership behavior (i.e. preference for a highly organized, supportive leader) and the behavior that is required in relation to the situation. In addition, behavior does not occur in a vacuum, and antecedent factors such as leader and member characteristics will influence both the actual behavior of the leader and group preferences for leadership behaviors. The challenge for football managers is to show flexibility in adapting their dominant leadership style to suit specific leadership situations, and with large squads of highly paid players, to keep everyone satisfied.

In essence (Walumbwa, Avolio, Gardner, Wernsing & Peterson, 2008) model stresses the importance of 'fit' or 'alignment' - with high levels of satisfaction (a multifaceted construct which includes satisfaction with individual performance, team performance, type of leadership etc.) and performance predicted when there is congruence between actual, required and preferred behaviors. Therefore, when discrepancies occur, it would seem that leaders are faced with important dilemmas – to carry on without making significant changes and to expect (or encourage) others to be more accommodating; to remove barriers (i.e. problem players or other coaching staff who are creating disharmony); or to be more flexible (which may prove decidedly difficult for controlling, authoritarian managers).

2.6. Empirical Research on Coaching Effectiveness

Most of the studies conducted to date to examine the link between college athletes' perceptions of their coaches' behavior and the athletes' beliefs, perceptions, and attitudes have either looked at the effects of coaches' leadership style or the effects of coaches' feedback patterns on athletes' beliefs, perceptions, and attitudes. To examine coaches' leadership style, most

researchers have used the Leadership Scale for Sports (Murray, 2006)The LSS is a sport-specific instrument which was designed to measure the athletes' perceptions of their coaches' leadership style according to five dimensions: training and instruction, autocratic behavior, democratic behavior, social support behavior, and positive feedback behavior.

Most researches on coaching effectiveness have assumed that coaches greatly influence athletes' performance, behavior, psychological, and emotional well-being. Regarding to this, Horn (2002) stated that the behavior of coaches directly influences the motivation, team cohesion, and perceived success, achievement behavior of athletes and overall success of the team. In many sports, "the behavioral changes of the athletes are considered to be the direct result of the coach's leadership" (Barrow, 1977, p.232).

The relationship between coach leadership styles and team cohesion has been described by different researchers in different time at deferent sports. Regarding to this, Carron& Brawley (1993) mentioned that leadership and cohesion are key elements to the development of effective groups and the method that the leaders used to promote and create high level of team cohesion have dramatic effects on the way a group performs. The coach behaviors and team cohesion have positive relationships in various research works. Fisher, Mancini, Hirsch, Proulx, and Staurowsky (1982) conducted behavioral observations of coaches during practices using group environment questionnaire for athletes to assess team climate and satisfaction and found out that those coaches whose team reported high in team cohesion and less in satisfaction shows many behavioral differences.

In relation to team cohesion and coach behavior, Westre & Weiss (1991) also examined the relationship between athlete perceived coaching behavior and team cohesion in high school football teams. The findings revealed that those coaches who were perceived as providing more positive reinforcement, social support, and democratic behaviors by their athletes had more cohesive teams. Other studies also discovered that the relationship among perceived coach leadership behaviors and team cohesion have consistently shown that those coaches employing a democratic, supportive style using positive feedback and sufficient training and instruction are more likely to foster a cohesive team environment in soccer (Maby, 1997; Westre & Weiss, 1991) and baseball and softball (Gardner, Shields, Bredemeier, & Bostrom, 1996; Shields, Gardner, Bredemeier, & Bostrom, 1997). In addition to this, Shields (1997)

found that coaches' self-rated leadership behaviors were related with team cohesion and team performance.

Regarding to the relationship between leadership styles of coaches and team cohesion, different researchers such as Chaw and Bruce (1999) in research on various sport teams, Murray (2006) in research on football and baseball players, Ramzaninezhad and Hoseini (2009) in research on the professional League club football players in Iran and Moradi (2004) in his research on professional basketball players reported that social cohesion and task cohesion had significant positive relationship to training and instruction, democratic, social support and positive feedback leadership styles. On the other hand, it was also reported social cohesion and task cohesion had a significant negative relationship to the autocratic leadership style. Similarly, Murray (2006) reported that successful football teams have higher task cohesion. With regard to difference in sport performance between task and social cohesion, Ramzaninezhad & Hoseini (2009) have showed that those teams who had a higher level of task cohesion were more likely to be successful than those teams who are social oriented. In relation to coach leadership style and team cohesion, Wester and Weiss (1991) in their research on male high school football players have found out task cohesion and social cohesion had significant positive relationship between training and instruction, democratic, social support, and positive feedback leadership styles. Similarly, Peace and Kozub (1994) in their research on girls' high school basketball teams showed that task cohesion had a significant positive relationship to coaches' leadership styles while social cohesion had no relationship with leadership styles.

Hoseini (2010) and Ramazaninezhad (2009) concluded that in professional leagues volleyball and football teams use training and instruction mostly and they employ democratic style less. Autocratic style is task based leadership method. Coach responsibility based style in professional and championship sports has been reported in researches. The results of Hoseini (2010) and Ramazaninezhad (2009), Moradi (2009), Rimmer and Chelladurai (1995) and Bennet&Maneual(2000) confirm these findings.

(Hollembek, & Amorose, 2005) examined the relationships between perceived coaching behavior and athletes' perceptions of their sport ability and their level or type of motivation. The sample in this study was comprised of 312 male and female competitive

swimmers ranging in age from 10 to 18 years of age. The athletes assessed their coaches' behaviors as well as their own ability and motivation through the process of self-report questionnaires. Specifically, the athletes completed the Perceived Coaching Behavior Scale (Hollembek, & Amorose, 2005) Motivational Orientation in Sport Scale (Allen, 2003) and the Intrinsic Motivation Inventory (Tsigilis & Theodosiou, 2003). The results of this study found that athletes who perceived their coaches to provide more frequent information following successful performances, and more frequent amounts of encouragement combined with corrective or technical information following unsuccessful performance attempts scored higher on the intrinsic motivation scales than did athletes who perceived their coaches to provide lower frequencies of these types of feedback.

In a similar study, (Amorose & Horn, 2000) examined the relationship between coaches' feedback patterns and athletes' perceptions of their competence and their level of sport satisfaction. The study surveyed 143 adolescent female field hockey players from British Columbia ranging in age from 14 to 18 years. The athletes' perceptions of competence and satisfaction were assessed using a self-report questionnaire.

In addition, the athletes assessed their coaches' feedback patterns using the CFQ. To assess individual athletes' actual sport ability, the coaches were asked to rate each athlete relative to all of the other players at the end of the season. The results of this study indicated that both players' actual sport ability and coaches' feedback patterns were significantly related to athletes' perceptions of their competence and their level of satisfaction. Specifically, it was revealed that athletes' level of satisfaction with regard to their coach and to their involvement with their team was best predicted by a combination of variables including their own level of ability (higher ability associated with higher satisfaction) but also by two coach feedback variables. That is, players who perceived their coaches to provide high frequencies of praise and informational feedback after a successful performance attempt on

the part of the athlete and higher frequencies of encouragement and corrective information following their unsuccessful performance attempts scored higher on the satisfaction scales. Similar results were found for the perceived competence variable. The results of this study, then, provide support for the link between coaches' feedback patterns and their athletes' perceptions of competence and satisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

The main objective of this study was assessing the effects of coaching behaviors on team dynamics in South west Super league football club. To achieve this objective, cross-sectional descriptive survey method was used in order to collect data once from respondents.

In this descriptive survey method, quantitative approaches was used throughout this study. To achieve the objectives of the study, valuable information was gathered from different sources. Besides, triangulation of various data gathered tools were used to obtain relevant information.

3.2. Study Area

This study was conducted in South Weasten Ethiopian Super Leagues football clubs. Ethiopia is located in horn of Africa .it is borded by Eritrea to the north, Djibouti and somalia to the East ,Sudan and South Sudan to the West, and Kenya to the south.Ethiopia has a high centra plateau that varies from 1,290 to 3,000 above sea level.with the highest mountain reaching 4,533m(14,872ft).



(Tadesse, Milesi & Deschamps, 2003)

3.3. Source of Data

Primary data was the source of data for this study. The primary data was collected from football players of South Western superleague football club members(Nekemte City fc,Jimma Aba Buna fc,Kefa Buna fc and Selte Worabe football clubs) through questionnaires.

3.4. Study Population

A population is a group of individuals with at least one common characteristic which distinguishes that group from other individuals. Hence, Players of 36 football clubs was the base for this study and was competed in the Higher League with each other during the 2017-19 seasons.The Ethiopian Higher League also called the Ethiopian Super League), is the second division of association football in Ethiopia. Regulated by the Ethiopian Football Federation, the league is divided into three groups (Group A, Group B and Group C) with 12 clubs in each group. It operates on a system of promotion and relegation along with the Ethiopian Premier League (first division) and the Ethiopian First League (third division). The champions of Group A, B, and C was automatically promoted to the Premier League. The bottom two teams (11th and 12th) of each respective group at season's end was relegated to the First League, the third division of Ethiopian football. (Ethiopia super League-2010-2011

Table 1,study population

Group A	GroupB	GroupC
1)Burayu City	1) Dilla City	1) Hadiya Hossana
2) Woldia	2) Negele Arsi	2) Arba Minch City
3) Akaki Kality	3) Ethiopia Medin	3) Bench Maji Bunna
4) Ethio Electric	4) Yeka Sub-City	4) Shashemane City
5) Sebeta City	5) Ecosco	5) Jimma Aba Bunna
6) Legetafo Legedadi	6) Halaba City	6) Negele Borena
7) Amhara Weha Sera	7) Wolliatia Sodo City	7) Kaffa Bunna
8) Aksum City	8) Hamberecho Durame	8) Kembata Shinshicho
9) Gelan City	9) Welkite City	9) Nekemte City
10) FederalPolice	10) National Cement	10) Butajira City
11) Dessie City	11) Dire Dawa Police	11) Bishoftu Automotive
12) Welo Kombolcha	12) Addis Ababa City	12) Sil'te Werabe

3.4.1 . Target Population

The Target populations of the study participants was group C clubs of Ethiopian super league football players. The actually participant of study was four clubs from group C players which contain 25 from each four clubs. Therefore, the actually study participant was 100 players.

Table 2, target population

Target population	Actual participant
GroupC	GroupC
Hadiya Hossana	Jimma Aba Bunna
Arba Minch City	Nekemte City
Bench Maji Bunna	KaffaBunna
Shashemane City	SilteWerabe
Jimma Aba Bunna	
Negele Borena	
Kaffa Bunna	
Kembata Shinshicho	
Nekemte City	
Butajira City	
Bishoftu Automotive	
Sil'te Werabe	

3.5. Sample and sampling procedure

Multi-stage sampling is contains two or more stages in sample selection. In simple terms, in multi-stage sampling large population are divided into smaller team in several stages in order to make primary data collection more manageable. Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. Purposive sampling is a non-probability sampling method and it occurs when “elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money”(Black, 2010)

Simple random sampling is the basic sampling technique when researchers select a group of subjects (a sample) for study from a larger group (a population). Each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample. Every possible sample of a given size has the same chance of selection (Salganik& Heckathorn, 2004)so, purposivesampling techniques was used to select group C zone due to proximity and availability of data. Then after the researcher was select 4 football clubs from group C using simple random sampling method. Finally, the researcher was select 100 players

from those four clubs as the target population of the study by using the availability of many football clubs in the Ethiopia over the rest of the clubs in the country.

Table 3, sample and sampling procedure

Sample selection	Team that researcher will select	Number of players	Sampling technique
Total population	36 clubs of groups A , B,C	900	
For Selection of groups	12 clubs of group C	300	Purposive sampling
For selections of clubs	4clubs from group C	100	Simplerandom sample
For selections of players	100 players from four clubs	100	Availability sampling

3.6. Dependent and independent Variable

A variable is something you're trying to measure. It can be practically anything, such as objects, amounts of time, feelings, events, or ideas. There are two key variables in every experiment: the independent variable and the dependent variable.

The independent variable is the variable whose change isn't affected by any other variable in the experiment. Two examples of common independent variables are age and time. There's nothing you or anything else can do to speed up or slow down time or increase or decrease age. They're independent of everything else.

The dependent variable is what is being studied and measured in the experiment. It's what changes as a result of the changes to the independent variable. An example of a dependent variable is how tall you are at different ages. The dependent variable (height) depends on the independent variable (age). An easy way to think of independent and dependent variables is, when you're conducting an experiment, the independent variable is what you change, and the dependent variable is what changes because of that. You can also think of the independent variable as the cause and the dependent variable as the effect. (Kirk, 2012)

According to the above two concepts variables related to this study was: dependent variable were team dynamics and independent variables were coach behavior.

3.7. Data collection instruments.

The questionnaire was comprised of three major sections such as: coach Leadership behavior questionnaire, team dynamics questionnaire and demographic characteristics.

Players filled demographic questionnaire, team dynamics questionnaire, Leadership scale for sport questionnaire (LSS) to determine their coaches' leadership behaviors.

3.7.1. Demographic Questionnaire.

The demographic questions were asked athletes their age, experience and educational background. The purpose of this was to get the athletes to think of their specific information, so that they had a frame of reference as they answered the rest of the questions (Appendix "A" for complete questionnaire).

3.7.2. Leadership Behavior questionnaires

Views and enhancement versions of (Murray, 2006) Leadership Scale for Sport (LSS) was used to assess the leader behaviors. These 40-item scales measure 5 dimensions of leadership behavior: training and instruction behavior (13 items), Democratic Behavior (9 items), Autocratic Behavior (5 items), Social Support behavior (8 items), and Positive Feedback behavior (5 items) through both a preference ("I prefer my coach to...") and a Perceived version ("my coach to...") version. The items are assigned a score between 1 and 5 (1 = never, 5 = always)

3.7.3. Group Environmental Questionnaires

To measure athletes' perceptions of their team's dynamics, the group environment questionnaire (Estabrooks & Carron, 2000) was administered. The GEQ is an 18-item questionnaire used to measure four aspects of team cohesiveness: (1) Individual Attraction to Group-Task (ATG-T) - 4 items, which is a measure of individual team members' feelings about their personal involvement with group task, (2) Individual Attraction to Group-Social (ATG-S) - 5 items, which measures individual team members' feelings about personal involvement and social interaction with the group, (3) Group Integration-Task (GI-T) - 5 items, is a measure of the individual team members' feelings about bonding and closeness within the team around the group task and (4) Group Integration-Social (GI-S) - 4 items, which measures the individual team members' feelings about bonding and closeness within the team as a social group.

3.8. Data collection procedures.

In this study both team dynamics and leadership behavior questionnaire was adapted in to Amharic language. In order to overcome differences in meaning of translated items; both translation was back translated into English. In the second stage, Amharic version of the 40 items of Leadership Scale for Sport (LSS) in to the five original scales and 18 items of group environmental questionnaires (GEQ) in to the four original scales was administered.

Based on the criterion obtained from this year's club competition results from the Ethiopian Football Federation, three categories of club status were identified. There is 12 clubs in group C Ethiopian super league soccer competition in 2017/18. Accordingly, based on the previous Ethiopian football federation data the selected clubs whose List on group C purposively.

This study was carried out using quantitative methods. Structured demographic questionnaires was used to determine the selected club coaches behaviour, team dynamics and players age, experience and educational back ground.

3.9. Method of Data Analysis

The Statistical Package for Social Science (SPSS version 20.1 computer soft ware) was used to compute the data. Karl pearson product moment correlation coefficient statistical technique was used to analyze the relationship between players demographic background with coaching behavior and also relationship between coaching behavior and team dynamics. Logistic regression was used to analyse the effect of coaches behaviour on team dynamics. The level of significance is set at 0.05 alpha level.

3.10. Ethical Considerations

The researcher was get a recommendation letter from the department on the topic or the title the relationship between coach behaviour and team dynamics in south western super league football clubs. First, promote the aims of the research for the sample respondents to address the main objective of this study and get the willingness of the sample respondents. The researcher were confidential not to change the responses of the respondents. The researcher avoids misrepresenting of research data and promotes the truth and minimizes error. Promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness. Honestly report data, results, methods and procedures, and on the basis of the research procedures and status.

Avoid bias in data design, data analysis, data interpretation, peer review and personnel decisions and avoid or minimize bias or self-deception. Void careless errors and negligence; carefully and critically examine the work and keep good records of research activities.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents analysis and interpretation of data. The target population consisted of 100 respondents. Questionnaires were distributed to 100 respondents which were comprised from four south western super league football club players.

4.1. Demographic characteristics of the players

Based on the response obtained from south western super league football players the characteristics of the study groups were examined in terms of their age, playing age and, educational background. The results of the descriptive statistics calculated for the demographic variables were indicated in table below.

Table 4,Age, Educational status and years of experience of respondents

Items	Variables	frequency	Percentage
Age	15-20	8	8%
	21-25	82	82%
	26-30	10	10%
Educational status	high school	33	33%
	Diploma	57	57%
	Degree	10	10%
Years of playing experience	less than 2 years	11	11%
	2-4 years	74	74%
	4 years and above	15	15%
	Total	100	100

The sample featured a total of 100 (100%) of male football Super league club Players from four(4) football super league club Players in south western Ethiopia super league football clubs was included in the study.

Table4, item1, presents that, the age of respondents 82(82%) of them are 21-25age, 10(10%) of them are 26-30 years of age, and 8(8%) of them are 15-20years of age. It indicated that

majority of the players are ranged between 21-25years of age. This implies that most of the respondents are younger's.

Concerning the academic qualification of respondents, 57 (57%) of the respondents are Diploma holders, 33(33%) of them are tenth complete and only 10(10%) of the respondents hold first degree. This implies that most of respondents had Diploma, and some of them had first degree. With regard to service year of respondents, 11(11%) of respondents were ranged 0-2years of playing experience, 74(74%) of the respondents were 2-4Year of playing experience in super league club and 15(15%) of them are ranged from 4 and above years of playing experience in super league football clubs. This finding states that, most of the players in south western super league football clubs had playing experience found between 2-4 years. This implies that even they couldn't succeed in playing but they have played for several years.

4.2. Descriptive Statistics for coaches behavior and team dynamics

The means and standard deviations of five scales of coaches Behavior, and four sub-scales of team dynamics were showed in Table (6 and 7).

Table 5, Descriptive Statistics for Means and Standard Deviations Ofcoaches behavior and team dynamics.

S.no	Items	Number of respondents	M	Std.
1	Training and Instruction	100	2.84	0.92
2	Autocratic Behavior	100	2.79	1.02
3	Democratic Behavior	100	2.87	0.86
4	Social Support	100	3.16	0.83
5	Positive Feedback	100	3.23	1.08

Source: primary Data

Key M=Mean, std=standard deviation

Response Scale:- 1=Never (0% of the time),2=Seldom (25% of the time),3=occasionally (50% of the time), 4= Often (75% of the time) and 5=Always (100% of the time).

Table 5,suggests that, Players response more positive feed back (M=3.23) and followed bysocial support (M= 3.16) than other leadership behaviors. Players response less training and instruction, autocratic behavior and democratic behavior (M= 2.84, M= 2.79,M=2.87) respectively.This implise that more of south western super leage football clubplayers are reponse or perceived positive feedback coahing behavior next to social support.

In contrary to this finding Wegene(2004) suggested that most of Ethiopian coaches (M=3.33, Std=.71) have training and instruction coaching behavior, followed by positive feedback (M=3.24, Std=.88), autocratic behavior (M=2.93, Std=.59) Social support (M=2.53, Std=.76), and democratic type of behavior (M=2.51, Std=.70), however, there were more of south western super league football club players are response or perceived positive feedback coaching behavior followed by social support coaching behavior.

Table 6, Descriptive Statistics for Means and Standard Deviations Of team dynamics.

S.N	Items	N	M	Std.
1	Individual Attraction to Group-Social	100	2.9	0.75
2	Individual Attraction to Group-Task	100	2.74	0.69
3	Group Integration-Social	100	2.85	0.71
4	Group Integration-Task	100	2.89	0.65

Source: primary Data

Response Scale:- 1=strongly disagree(0%of the time), 2=Disagree (25% of the time), 3=Average(50%of the time), 4=Agree(75%of the time), 5=Strongly Agree(100% of the time)

Table 6, indicate that players response more group integration-social (M=2.85) and also they response more group integration-task (M= 2.89) than other leadership behaviors. Players response less individual attraction to group-Social and individual attraction to group-task (M=2.69 And, M= 2.74) respectively. this indicates that more of south western super league football players were perceived or response group integration –social and followed by group integration –task.

In consistence with this research out put Murray(2006) suggestes that Soccer teams indicated higher levels of GI-T and ATG-T. The task demands of soccer promote and require a greater amount of task cohesion.

4.3. Relationship between Players demographic background and Coaches behavior

In this analysis players’ demographic background (age, educational status and experience were tried to be assessed for their correlation with coaches’ behavior i.e. training and instruction, autocratic behavior, democratic behavior, social support and positive feedback. (see table8, below)

Table 7: Pearson Correlation between players’ demographic background and coaches’ behavior(n=100,for players).

S.n	Coaches behavior	Demographic characteristics		
	Categories	Age	Educational status	Experience
1	Training and instruction	-0.14	-0.13	0.16
2	Autocratic behavior	-0.04	-0.06	0.21*
3	Democratic behaviour	.001	0.03	0.21*
4	Social support	-0.02	-0.02	0.05
5	Positive feedback	0.07	-0.13	0.09

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Note: *TI*= Training and Instruction, *AB*= Autocratic Behavior, *DB*= Democratic Behavior, *SS*= Social Support, *PF*= Positive Feedback

Table 7, presents, Training and instruction had a negative relationship ($r = -0.14$, $p < .01$, $r = -0.13$, $p < 0.01$) with players' age and educational status of players respectively, they did not have a statistically significant relationship. On the other hand training and instruction had positive relationship ($r = 0.16$, $p > .05$), with players experience and had not shows significancy. This shows that training and instruction had not statistically significant relationship with players demographic background.

Though autocratic behavior had a positive and negative relationship with age and educational status of players ($r = 0.04$, $p < 0.05$, $r = -0.06$, $p < 0.05$), respectively. On the other hand autocratic coaching behavior had statistically positive relationship ($r = 0.21$, $p < 0.05$) with players experience. This demonstrates that, autocratic behavior had statistically significant relationship to players experience and they have not statistically related with other players demographic characteristics. Democratic behavior had positive relationship with players age and educational status ($r = 0.01$, $p < 0.05$, $r = 0.03$, $p < 0.05$) respectively, on the other hand democratic behavior had statistically significant relationship ($r = 0.21$, $p < 0.05$) with players experience. This shows that democratic coaching behavior have statistically significant relationship only with players experience of demographic characteristics.

Social support had negatively relationship ($r = -0.02$, $p < 0.05$, $r = -0.02$, $p < 0.05$) with players age and educational status respectively. Also had positively relationship ($r = 0.57$, $p < 0.05$) players experience. This indicates that social support categories of coaches behavior had not statistically significant relationship with demographic characteristics of players. Positive feedback of coaches behavior had positive and negatively relationship ($r = 0.07$, $p < 0.05$,

$r=0.09, p<0.05, r=-0.13, p<0.05$) with players age ,experience and educational status of the players respectively. This shows that positive feedback of coaches behavior had not statistically significant with demographic characteristics of players. This study is consistent with the study done by Jowett & Meek, which states Players' characteristics influence or determine the actual behaviors may affect the performance and satisfaction of the athletes and team as a whole (Jowett & Meek, 2000). This could be due to the fact that as far as players get scientific knowledge about the game, educational status of players has influence on the autocratic coaches behavior and democratic coaches behavior.

To conclude, this results shows that both of statistically significant variables have positive relationship with players demographic characteristics, this finding states that if one variable rises, chances are you will see a proportionate rise in the others as well for both variables.

4.4. Relationship between coaches' behavior and team dynamics

The finding related to the relationship between coach behavior and team dynamics was presented in table below

Table 8: Shows Pearson Correlation between team dynamics and coaches behavior (n=100 players)

S.N	Team dynamics	Coaches behavior				
1	categories	TI	AB	DB	SS	PF
2	ATGS	0.29**	0.17	-0.01	-0.03	0.18
3	ATGT	0.17	0.05	0.09	-0.05	-0.05
4	GIS	-0.11	0.03	-0.24*	-0.09	0.08
5	GIT	0.17	0.01	0.02	0.03	0.06

NOTE: *TI*= Training and Instruction, *AB*= Autocratic Behavior, *DB*= Democratic Behavior, *SS*= Social Support, *PF*= Positive Feedback *ATGS*= Individual Attraction to Group-Social, *ATGT*= Individual Attraction to Group-Task, *GIS*= Group Integration-Social, *GIT*= Group Integration-Task

Table 8, presents that, Individual attraction to group-social had a statistically significant positive relationship with training and instruction ($r=.29, p<.01$). On the other hand, autocratic behavior, democratic behavior, social support and positive feedback leadership behavior did not have any relationship with individual attraction to group-social. This implies that individual

attraction to group-social had statistically significant positive relation only with training and instruction coaches behavior.

Individual attraction to group-task had not any relation with training and instruction, autocratic behavior, democratic behavior, social support and positive feedback. Although group integration-Social had a statistically significant negative relation ($r=-0.24$, $p<0.05$) with democratic behavior. They did not have any relation with training and instruction, autocratic behavior, social support and positive feedback. Group integration-task had not statistically significant relation with training and instruction autocratic behavior, democratic behavior, social support and positive feedback of coaches behavior. This study was consistent with a study conducted by Murray (2006) social cohesion and task cohesion had a significant negative relationship to the autocratic leadership style.

To conclude, this finding indicates that Individual attraction to group-social had significantly positive relation ship with training and instraction, group integration-social had negatively relationship with democratic behavior and other variables did not shows significancy with coaches behavior, whereas, coach's styles of training and instruction, democratic, social support and positive feedback were all positively correlated to group cohesion and autocratic style negatively correlated to group cohesion Mohsen V, Reza Sh et al(2012).

In contrary to this finding , Sisay M(2012)suggested that a significant positive relationship between coaches' behaviors of training and instruction, democratic behavior, and social support with group cohesion. There was no significant relationship between positive feedback and autocratic behaviors with group cohesion.

4.5 The effects of coaches' behavior on team dynamics.

Table10, shows, the effects of training and instruction on group integration-task, group integration-Social, Individual attraction to group-social, and individual attraction to group-task

Table 9: The effect of coaches behavior on individual attraction to group-social

S.N	Variables	standardized Coefficients	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		Beta		Lower Bound	Upper Bound	Tolerane	VIF
	(Constant)	2.253	.000	1.638	2.868		

1	*Training and Instruction	.419	.002	.130	.552	.499	2.002
2	Autocratic Behavior	.104	.413	-.108	.261	.530	1.885
3	*Democratic Behavior	-.360	.010	-.549	-.076	.452	2.213
4	Social Support	-.150	.201	-.346	.074	.623	1.606
5	*Positive Feedback	.261	.017	.032	.329	.730	1.370

Dependent Variable: Individual Attraction to Group-Social

**significant variable*

Above table indicates that the effect of Positive Feedback, Social Support, Democratic Behavior, Autocratic Behavior and Training and Instruction on Individual Attraction to Group-Social among Nekemte city, Jima Aba Buna, Silte Worabe and Kaffa Super league football clubs in 2019.

Table 9, demonstrates that , training and instruction and positive feedback coaches behavior had positively influence the individual attraction to group-social, where as democratic behavior had negatively influence individual attraction to group-social and autocratic behavior and social support type of coaches behavior had not shows significancy and there were no collinear variables found in the model. Similar study justifies that coaching behaviors influence and predict cohesion in sport groups. Here also the study found that autocratic behavior and positive feedback significantly affect the group integration-social. The coaches' characteristics include types and frequencies of feedback, training and instruction, social support, type of leadership (autocratic or democratic), and reactions to game/pressure situations (Hardy, Eys, & Carron, 2005).

This finding shows that training and instruction and positive feedback had positively effect individual attraction to group-social ,this implies that if one variable rises, the second variable also chances to balanced rise, in the others as well for both variables. This result supports previous research (Westre & Weiss, 1991) in that there is a significant relationship between coaching behavior and team cohesion in high school soccer and baseball teams. The analyses suggest that soccer and baseball coaches who rated highest in positive feedback and training and instruction had athletes who reported higher levels of task and social cohesion.

Whereas Sisay M,(2012) reveals that a significant positive relationship between coaches' behaviors of training and instruction, democratic behavior, and social support with group cohesion. There was no significant relationship between positive feedback and autocratic behaviors with group cohesion.

Table 10: Shows the effect of coaches behavior on individual attraction to group task

S.N	Variables	Standardized Coefficients	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		Beta		Lower Bound	Upper Bound	Tolerance	VIF
	(Constant)		.000	2.070	3.301		
1	Training and Instruction	.253	.077	-.021	.401	.499	2.002
2	Autocratic Behavior	-.112	.415	-.261	.109	.530	1.885
3	Democratic Behavior	.134	.368	-.129	.344	.452	2.213
4	Social Support	-.137	.283	-.325	.096	.623	1.606
5	Positive Feedback	-.107	.362	-.217	.080	.730	1.370

Dependent Variable: Individual Attraction to Group-Task

Positive feedback, social support and autocratic coaches behavior had negatively affect individual attraction to group-task, whereas training and instruction and democratic coaches behavior had positively influence individual attraction to group-task, this findings shows that there were not shows significancy one of them, this implies that one of coaches behavior variables was not significantly affect individual attraction to group-task team dynamics.

Previous research findings opposed that, task cohesion was positively related to four sub-scales of LSS; training and instruction, democratic behaviour, social support and positive feedback, and negatively correlated with autocratic behaviour. Task cohesiveness reflects the feelings of agreement and bonding between team members on the group's tasks, goals and objectives. Aminuddin Y, Muraleedharan & Parilah M (2008)

Table 11: The effect of coaches behavior on Group Integration-Social.

S.N	Variables	standardized Coefficients	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		Beta		Lower Bound	Upper Bound	Tolerance	VIF
1	Training and Instruction	-.120	.369	-.300	.113	.499	2.002
2	*Authoritative Behavior	.324	.014	.047	.409	.530	1.885
3	*Democratic Behavior	-.465	.001	-.619	-.156	.452	2.213
4	Social Support	-.023	.850	-.225	.186	.623	1.606
5	*Positive Feedback	.266	.018	.031	.321	.730	1.370

*significant variable

Dependent Variable: Group Integration-Social

The above table states that the effects of five coaches leadership behavior i.e training and instruction, Autocratic behavior, democratic behavior, social support and positive feedback of coaches behavior on group integration-social.as we can see from the above table Autocratic Behavior and Positive Feedback positively influence Group Integration-Social and democratic behavior had negatively influence group integration –social,whereas training and instruction and social support did not shows a significancy.This finding was similar with the study which justifies “Leadership actions that persuade and develop subordinate competency beliefs may be as critical a determinant of collective efficacy as the group’s prior performance experiences, if not more so” (Zacharatos, Barling& Kelloway, 2000)Specifically, coaches’ leadership styles and behaviors may have a direct and indirect effect on team functioning. “Sport team coaches spend much of their time developing new skills in team members and exhorting them on game day. These acts can indeed be the strongest influences on a team’s sense of efficacy” (Zacharatos, Barling& Kelloway, 2000)identifies four sets of leadership styles that may be effective in promoting a team’s efficacious beliefs.

Westre & Weiss (1991) also examined the relationship between athlete perceived coaching behavior and team cohesion in high school football teams. The findings revealed that those coaches who were perceived as providing more positive reinforcement, social support, and democratic behaviors by their athletes had more cohesive teams.

Table 12: The effect of coaches behavior on group integration -task

S.N	variables	standardized	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		Beta		Lower Bound	Upper Bound	Tolerance	VIF
	(Constant)		0.00	2.06	3.23		
1	*Training and Instruction	.031	0.03	0.02	0.41	0.49	2.00
2	Autocratic Behavior	-0.14	0.29	-0.26	0.08	0.53	1.88
3	Democratic Behavior	-0.09	0.53	-0.29	0.15	0.45	2.21
4	Social Support	-0.00	0.98	-0.20	0.19	0.62	1.60
5	Positive Feedback	0.04	0.70	-0.11	0.16	0.73	1.37

Dependent Variable: Group Integration-Task

Table 13, presents that training and instruction had positively and significantly influence on group integration task, whereas autocratic, democratic, and social support had negatively influence on group integration task. This finding shows that, only training and instruction type of coaches behavior had significantly influence group integration task. No collinear variables were not found into the linear regression. This finding was similar with the study which justifies, positive feedback significantly influence individual attraction to group social and group integration social. Inconsistency with this context, Nicholas P. (2006), Rahim R. and Misagh H. (2009), the results indicated that baseball and soccer coaches who had athletes report higher levels of task and social cohesion rated highest in positive feedback and training instruction.

Table 14, table summary of effects of coaches behavior on team dynamics.

S.No.	Items		ATGS	ATGT	GIS	GIT
1	Training and instruction	Sig.	.002	0.07	0.36	0.03
		Beta	0.41	0.25	0.12	0.31
2	Autocratic behavior	Sig.	.41	0.41	0.01	0.29
		Beta	0.10	-0.11	0.32	-0.14
3	Democratic behavior	Sig.	0.01	0.36	0.00	0.53
		Beta	-0.36	0.13	-0.46	-0.09
4	Social support	Sig.	0.20	0.28	0.85	0.98
		Beta	-0.15	-0.13	-0.02	0.00
5	Positive feedback	Sig.	0.01	0.36	0.01	0.70
		Beta	0.26	-0.10	0.26	0.04

The finding of this research shows that, training and instruction had positively influence on individual attraction to group social and group integration task, autocratic behavior had positive effect on group integration social, democratic coaches behavior an positive feedback had positively influence on individual attraction to group social and group integration social.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. SUMMARY

The purpose of this study was to identify effect of coach's behavior on team dynamics in south western super league football clubs. The specific objectives of this study was determined on the basis of this basic question and the general objectives of this study. There for the specific objectives this study was:

- ✓ To identify the relationship between players demograhic background with coaching behavior in South Wester super league fotball culbs
- ✓ To find out the relationship between coaching behavior and team dynamics in South Wester super league fotball culbs
- ✓ To examine the effect of coaching behaviour and team dynamics of South Wester super league fotball culbs.

In order to answer the questions, to achieve this objective, cross-sectional descriptive survey method was used in order to collect data once from respondents.

In this descriptive survey method, quantitative approaches were used throughout this study. To achieve the objectives of the study, valuable information was gathered from different sources. In general, 100 participants were involved in the study. These were 25 players in each four selected super league football clubs in south western super leagues clubs.

The data obtained were analyzed using descriptive statements and various statistical methods such as frequency, percentage, mean, standard deviation, & Pearson correlation coefficient and liner regression. Finally, based on the analyzed data, the following major findings were obtained from the study:-

- ❖ The finding of this research shows that majority of the players were ranged between 21-25 years of age. This implies that most of the respondents were younger's.
- ❖ Concerning educational qualification of players, most of respondents had Diploma, and some of them had first degree and most of the players in south western super league football clubs had playing experience found between 2-4 years.

- ❖ The study revealed that, the correlation between coach's behavior and players demographic status, autocratic behavior and demographic behavior had positive significance relationship with player's experience and group integration social had significantly negative relationship with democratic coaches behavior.
- ❖ The finding of this research shows that, training and instruction had positively influence on individual attraction to group social and group integration task, autocratic behavior had positive effect on group integration social, democratic coaches behavior an positive feedback had positively influence on individual attraction to group social and group integration social.

Generally, based on the result of linear regressions the effective variables of group dynamics in south western super league football clubs are ordered as follows.

Democratic behavior ($\beta=0.36, 0.46$) → Training and instruction ($\beta =0.41, 0.31$) → Autocratic behavior ($\beta=0.32$) → Positive feedback ($\beta =0.26$).

5.2 Conclusion

The objective of the study was to find out the effect of coach Behavior on team dynamics in south western super league football clubs. At the end data were collected from 100 south western super league players through a questionnaire.

Data gathered through a questionnaire might have a limitation of indicating appropriately players perceived behavior of their coaches. Moreover, the study employed correlational design which also limit to establish the cause and effect of variables. In spite of these limitations, the study came up with the following major points.

- ❖ Autocratic behavior and democratic coaches behavior had a statistically significant positive relationship with playing experience of the players, whereas other variables have did not any statistically significant with demographic characteristics of players.
- ❖ Individual attraction to group social had a statistically significant relationship with training and interaction and group integration social had a statistically significant negative relationship with democratic behavior.
- ❖ training and instruction had positive influence Individual Attraction to Group-Social and group integration task.
- ❖ Autocratic Behavior had positively influence Group Integration-Social and Positive Feedback were found to influence Individual Attraction to Group-Social and group integration task positively, whereas social support had not shows significance.

5.3 Recommendation

Success shared by the team is important in developing team unity and can bring a team together. When success comes to teams performing under a coach, there evolves common respect, esteem and liking between them.

The following areas were suggested for further research:

- The first major practical issues of the Ethiopian football federation would design strategy to improve the coaches and players knowledge towards sport psychology and the coaches should upgrade themselves with the current coaching science knowledge, coaching style and leadership behavior.
- The study provides valuable information for coaches because it shows how significant their impact can be upon their team. Results from this study should be included in coaching education workshops so that data is provided to show how grave a coach's style and feedback can be to a team and what characteristics are most beneficial to attractive a sense of team efficacy and accord.
- A clubs coaches should be to increase player's participation in group activities by giving team cohesion effectiveness correctly, by increasing players understanding and interests, encourage players to the administration and coaches, by preparing different team relations between in the players
- From this finding it could be understood that democratic coach behavior and training and instruction highly influences the group dynamics. So the football coaches should be democratic and training and instruction categories of coaches behavior as much as possible during the training process.
- Players' enrollments should be based on their educational background for the success of the football match, therefore concerning body should have make plan to develop more educational background of players.
- A clubs coach should encourage training and instruction leadership style, democratic leadership style, social support style and positive feedback behavior among his team.

- A clubs coach should also promote a culture of all types of team dynamics, namely individual attraction to group social, individual attraction to group task, group integration social and group integration task among his team.
- Longitudinalstudy method should be done in the future to identify the appropriate leadership style and team dynamic.
- This study focused on determining the effec of coaches behavior on team dynamics in south western super league football clubs,It is therefore, suggested that other research be undertaken to determine other conditions that may affectteam dynamics and team success .

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APPENDIX –A

Jimma University, College of Natural Science, Department of Sport Science, Post Graduate Program in Sport management

This questionnaire is designed to gather data about the relationship between coaches behavior and team dynamics in case of nekemte kenema and jimma abba buna football clubs.

This research will be conducted as a partial fulfillment of Master's Degree in Sport Management at Jimma University. The data you provide are believed to have a great value for the success of this research. I confirm you that all data will be used for academic purpose and analyzed anonymously through the authorization of the university. As a result, you are not exposed to any harm because of the information you provide.

General Instructions

- No need of writing your name;
- **Use(√) mark** to show your response for close ended questions, and
- Give short answer for the open-ended questions on the space provided
- Thank you in advance for your honest cooperation!!

Demographic Questionnaire for Athletes

1. Age

A/15-20 years B/21-25years C/26-30years

2. Educational background

A/ High school B/ College C/ Degree

3. playing experience

A/ Below two year B/ twoo year-four year C/ four year and above

APPENDIX –B

Jimma University, College of Natural Science, Department of Sport Science, Post Graduate Program in Sport management

This questionnaire is designed to gather data about the relationship between coaches behavior and team dynamics in case of nekemte kenema and jimma abba buna football clubs.

This research will be conducted as a partial fulfillment of Master’s Degree in Sport Management at Jimma University. The data you provide are believed to have a great value for the success of this research. I confirm you that all data will be used for academic purpose and analyzed anonymously through the authorization of the university. As a result, you are not exposed to any harm because of the information you provide.

General Instructions

- No need of writing your name;
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- Give short answer for the open-ended questions on the space provided
- Thank you in advance for your honest cooperation!!

LEADERSHIP SCALE FOR SPORTS

PARTI: Items for Training and Instruction (Training Behaviour)

s.n	variable	Always	Often	Occasi onally	Seldo	Never
1	followsthat every players are working to their capacity?					
2	coach explain the techniques and tactics of the football to each players?					
3	coach Pay special attention to correcting players' mistakes?					
4	Make sure that his part in the team is understood by all the players?					
5	instruct every athlete individually about the football skills?					
6	Figure ahead on what should be done					
7	Explain to every players what he should and should not do					
8	does the coach Expect every players to carry out his assignment to the last detail					
9	Point out each players's strengths &Weaknesses					
10	Give specific instructions to each players as to what he should do in every					

	situation					
11	See to it that the efforts are coordinated					
12	Explain how each players contribution fits into the whole picture					
13	Specify in detail what is expected of each player					

PART II: Items for Autocratic Behaviour

NO.		Always	Often	Occasionally	Seldom	Never
1	Work relatively independent of the players					
2	Not explain his action					
3	Refuse to compromise a point					
4	Keep to himself					
5	Speak in a manner not to be questioned					

PART III: Items for Democratic Behaviour

NO.		Always	Often	Occasionally	Seldom	Never
1	Ask for the opinion of the players on strategies for specific competitions					
2	Get group approval on important matters before going ahead					
3	Let his players share in decision making					
4	Encourage players to make suggestions for ways of conducting practices					
5	Let the group set it's own goals					
6	Let the players try their own way even if they make mistakes					
7	Ask for the opinion of players on important coaching matters					
8	Let players work at their own speed					
9	Let the players decide on the plays to be used in the game					

PART VI: Items for Social Support

s.N		Always	Often	Occasionally	Seldom	Never
1	Help the players with their personal problems					
2	Help members of the group settle their conflicts					
3	Look out for the personal welfare of the players					
4	Do personal favors to the players					
5	Express affection he feels for his players					
6	Encourage the players to confide in him					
7	Encourage close and informal relations					
8	Invite players to his home					

PART V: Items for Positive Feedback (Rewarding Behaviour)

NO.		Always	Often	Occasionally	Seldom	Never
1	Compliment an player on his performance in front of others					
2	Tell an players when he does a particularly good job					
3	See that an players is rewarded for a good performance					
4	Express appreciation when an players performs well					
5	Give credit when credit is due					

APPENDIX C

Jimma University, College of Natural Science, Department of Sport Science, Post Graduate Program in Sport management

This questionnaire is designed to gather data about the relationship between coaches behavior and team dynamics in case of nekemte kenema and jimma abba buna football clubs.

This research will be conducted as a partial fulfillment of Master’s Degree in Sport Management at Jimma University. The data you provide are believed to have a great value for the success of this research. I confirm you that all data will be used for academic purpose and analyzed anonymously through the authorization of the university. As a result, you are not exposed to any harm because of the information you provide.

General Instructions

- No need of writing your name;
- Use(✓) **mark** to show your response for close ended questions, and
- Give short answer for the open-ended questions on the space provided
- Thank you in advance for your honest cooperation!!

The Group Environment Questionnaire

Now, a few questions about your team sport experience. Please respond by checking a numerical response for each question using the following scale.

Part1: Items for individual attraction to group-task

S · N		Agree	Average	Disagree	Strong Agree	Strong Disagree
1	I do not enjoy being a part of the social activities of this team.					
2	I am not going to miss the members of this team when the season ends.					
3	Some of my best friends are on this team.					
4	I enjoy other parties more than team parties					
5	For me, this team is one of the most important social groups to which i belong					

Part 2: Items for individual attraction to group –social

S.N		Agree	Average	Disagree	Strong Agree	Strong Disagree
1	I am not happy with the amount of playing time I get.					
2	I am unhappy with my team’s level of desire to win.					
3	This team does not give me enough opportunities to improve my personal performance					
4	I do not like the style of play on this team.					

Part 3: Items for group integration-task

S.N		Agree	Average	Disagree	Strong Agree	Strong Disagree
1	Our team is united in trying to reach its goals for performance					
2	We all take responsibility for any loss or poor performance by our team.					
3	Our team members have conflicting aspirations for the team’s performance.					
4	If members of our team have problems in practice, everyone wants to help them so we can get back together again.					
5	Members of our team do not communicate freely about each athlete’s responsibilities during competition or practice.					

Part 4: items for group integration- social

S.N		Agree	Average	Disagree	Strong Agree	Strong Disagree
1	Members of our team would rather go out on their own than get together as a team.					
2	Our team members rarely party together					
3	Our team would like to spend time together in the off-season.					
4	Members of our team do not stick together outside of practices and games					

APPENDIX -A

የጅም ዩኒቨርሲቲ፣ የተፈጥሮ ሳይንስ ኮሌጅ፣ የስፖርት ሳይንስ ክፍል፣ የድህረ ምረቃ ትምህርት በስፖርት አስተዳደር

ይህ መጠይቅ የኒኬምኒማ እና የጃምማ አባ በና በት ክለቦች ቢከሰት የአሥልጣኞች ባህሪ እና የቡድን አኗኗር ግንኙነት ያላቸውን መረጃዎች ለመሰብሰብ የተሰራ ነው።

ይህ ጥናት የሚካሄደው በጅም ዩኒቨርሲቲ የፕሮግራም ሜጅሮማት ዲግሪ በከፊል እንደሚከተሉ ነው። የሚከተሉት መረጃ ለዚህ ምርምር ስኬት ከፍተኛ ዋጋ እንዳላቸው ይታመናል። ሁሉም መረጃዎች ለአካዳሚካዊ ዓላማ ጥቅም ላይ እንደሚውሉ እና ስም-አልባ በሆነ መልኩ በዩኒቨርሲቲው ፈቃድ በክልል እንደሚካተት አረጋግጧል። በወጣቱም እርስዎ በሚቀርቡት መረጃ ምክንያት ለጉዳቱ የተጋለጡ አይደሉም።

አጠቃላይ መመሪያዎች

- ✓ ስምዎን መጻፍ አያስፈልግም;
- ✓ ለቅልጥብ ጥያቄዎች መልስዎን ለማሳየት (✓) ምልክት ይጠቀሙ; እና
- ✓ በተሰጠው ባዶ ቦታ ላይ ለሚገኙ ክፍት ጥያቄዎች መልስ አጭጭ መልስ ይስጡ
- ✓ በሀሳብዎ ውስጥ ትብብር ለማድረግ በቅድሚያ እናመሰግናለን !!

ተጨማሪ መረጃ

1. ዕድሜ
A/15-20B/21_25C/26-30

2. ትምህርት ዳረጃ
A/ ሁለተኛ ደረጃ ትምህርት B / ኮሌጅ C / ዲግሪ

3. ልምድ
A/ ከሁለት ዓመት በታች B/ ከሁለት ዓመት - አራት ዓመት C/ አራት ዓመት ከዚያ በላይ

APPENDIX -B

የጅም ዩኒቨርሲቲ፣ የተፈጥሮ ሳይንስ ኮሌጅ፣ የስፖርት ሳይንስ ክፍል፣ የድህረ ምረቃ ትምህርት በስፖርት አስተዳደር

ይህ መጠይቅ የኒኬሞኒማ እና የጃምማ አባ በና በት ክለቦች ቢከሰት የአሥልጣኞች ባህሪ እና የቡድን አኗኗር ግንኙነት ያላቸውን መረጃዎች ለመሰብሰብ የተሰራ ነው።

ይህ ጥናት የሚካሄደው በጅም ዩኒቨርሲቲ የፕሮግራም ሜጅሮች ዲግሪ በከፊል እንደሚከተሉ ነው። የሚከተሉት መረጃ ለዚህ ምርምር ስኬት ከፍተኛ ዋጋ እንዳላቸው ይታመናል። ሁሉም መረጃዎች ለአካዳሚካል ዓላማ ጥቅም ላይ እንደሚውሉ እና ስም-አልባ በሆነ መልኩ በዩኒቨርሲቲው ፈቃድ በክልል እንደሚሆኑት አረጋግጧል። በወጠቱም እርስዎ በሚቀርቡት መረጃ ምክንያት ለጉዳቱ የተጋለጡ አይደሉም።

አጠቃላይ መመሪያዎች

- ✓ ስምዎን መጻፍ አያስፈልግም;
- ✓ ለቅልጥብ ጥያቄዎች መልስዎን ለማሳየት (✓) ምልክት ይጠቀሙ; እና
- ✓ በተሰጠው ባዶ ቦታ ላይ ለሚገኙ ክፍት ጥያቄዎች መልስ አጭጭ መልስ ይስጡ
- ✓ በሀሳብዎ ውስጥ ትብብር ለማድረግ በቅድሚያ እናመሰግናለን !!

1 Never	2 25% Seldom	3 50% Occasionally	4 75% Often	5 Always
ምንም	ሩብጊዜ	ግማሽጊዜ	ሩብለመቶጉዳይ	ሁሉጊዜ

ክፍል 1: Items for training and instruction

ቁ ሪ		1	2	3	4	5
1	ሁሉም ተጫዋቾች በእሱ አቅም ላይ እንደሚሰሩ እዩ					
2	ለእያንዳንዱ ተጫዋቾች የእግር ኳስ ስልቶችን እና ዘዴዎችን ያስረዱ					
3	የተጫዋቾችን ስህተቶች ለሚረዱ ልዩ ትኩረት ይሰጡ					
4	በቡድን ውስጥ ክፍሉ ውስጥ መሆኑን ያረጋግጠዎታልም ተጫዋቾች የሚወቁት					
5	እያንዳንዱን አትሌት በእያንዳንዱ እግር ኳስ መድረሱ ይጠይቁ					
6	ምን መድረግ እንዳለበት ፊት ለፊት ይሳሉ					
7	ምን መሆን እንዳለበትና ምን መድረግ እንደሌለበት ለሁሉም ተጫዋቾች ያብ					
8	እያንዳንዱን ተጫዋቾችን ለመፀም ይጠበቁ					

	እስከ መጨረሻው ዝርዝር ድረስ					
9	የእያንዳንዱን ተጫዋቾች ጥንካሬዎች እና ጥቆሞች / ደክመቶች					
10	በእያንዳንዱ ሁኔታ ምን ማድረግ እንዳለበት ለእያንዳንዱ ተጫዋቾች ግልጽ መሠይ ይስጣቸው					
11	ጥረቶች የተቀናጁ መሆኑን ይመልከቱ					
12	እያንዳንዱ ተጫዋቾች አስተዋፅኦ የሚደርጉትን እያንዳንዱ ምስል እንደት እንደሚመጡ ያብራሩ					
13	እያንዳንዱ ተጫዋቾች ምን እንደሚጠበቅ በዝርዝር ይግለጹ					

ክፍል 2 Items for Autocratic behavior

ቁሪ		1	2	3	4	5
1	ከተጫዋቾች አንጻራዊ በሆነ መልኩ በአንጻራዊነት ይሠራል					
2	እርምጃውን አላብራራም					
3	ነጥብ ለመገምገሚያው እምቢ መላት					
4	ለራሱ ያኑሩ					
5	ጥያቄ ላለማይጠቁ ቅበት ሁኔታ ይናገራሉ					

ክፍል III: Items for democratic behavior

ቁሪ		1	2	3	4	5
1	ለተወሰኑ ወደድሮች ስልቶች ስለተጫዋቾች አስተያየት እንዲሰጥ ይጠይቁ					
2	ከመሪዎ በፊት ዋና ዋና ጉዳዮች ላይ የቡድን ይሁንታ ያግኙ					
3	ተጫዋቾች ከወሳኔ አሰጣጥ ጋር ይካፈሉት					
4	ተጫዋቾች ለሚቀርቧቸው ተግባሮች ሀሳቦችን እንዲሰጡ አበረታቱ					
5	ቡድኑ የራሱ ግቦች ያስቀምጥ					
6	ተጫዋቾች ስህተት ቢሰሩ የራሳቸውን መንገድ እንዲገኙ ይፍቀዱ					
7	በጣም ጠቃሚ በሆኑ የአሰልጣኝ ጉዳዮች ላይ ተጫዋቾችን አስተያየት ይጠይቁ					
8	ተጫዋቾች በራሳቸው ፍጥነት ይሠሩ					
9	ተጫዋቾቹ በጨዋታው ውስጥ የሚጠቅሟቸውን ተዋንያን ይወስኑ					

ክፍል 4: Items for Social Support

ቁሪ		1	2	3	4	5
1	ተጫዋቾቻቸውን የግል ችግሮቻቸውን እንዲረዱ አግዟቸው					
2	የቡድኑ አባላት ግጭታቸውን ይቀላቅሉ					
3	ለተጫዋቾች የግል ጥቅሞች					
4	ለተጫዋቾች ግላዊ ምርጫ ያደርጉ					
5	ለተወዳጆቹ ፍቅርን ይግለጹለት					
6	ተጫዋቾቹ እንዲተማኑበት አበረታቷቸው					
7	ቅርብ እና መደበኛ ያልሆነ ግንኙነቶችን ያበረታቱ					
8	ተጫዋቾቹን ወደ ቤታቸው ይጋብዙ					

ክፍል 5: Items for Positive Feedback (Rewarding Behaviour)

ቁሪ		1	2	3	4	5
1	ፊት ለፊት በስራው ላይ የተጫዋቾቹን ተጫዋቾች ማግኘት					
2	በተለይ ለተሻለ ሥራ ሲያጫወቱ ይንገሯቸው					
3	ተጫዋቾች ለአንድ ጥሩ አፈጻጸም ይሸለማል					
4	ተጫዋቾች በደህና መጠራት ሲጀምሩ ምስጋናቸውን ይግለጹ					
5	ክሬዲት በማክፈልበት ጊዜ ብድር ይስጡ					

APPENDIX -B

የጅም ዩኒቨርሲቲ፣ የተፈጥሮ ሳይንስ ኮሌጅ፣ የስፖርት ሳይንስ ክፍል፣ የድህረ ምረቃ ትምህርት በስፖርት አስተዳደር

ይህ መጠይቅ የኒኬሞኒ ማ እና የጃምላ አባ በና በት ክለቦች ቢከሰት የአሥልጣኞች ባህሪ እና የቡድን አኗኗር ግንኙነት ያላቸውን መረጃዎች ለመሰብሰብ የተሰራ ነው።

ይህ ጥናት የሚካሄደው በጅም ዩኒቨርሲቲ የፕሮግራም ሜጅሮች ዲግሪ በከፊል እንደሚከተሉ ነው። የሚከተሉት መረጃ ለዚህ ምርምር ስኬት ከፍተኛ ዋጋ እንዳላቸው ይታመናል። ሁሉም መረጃዎች ለአካዳሚካል ዓላማ ጥቅም ላይ እንደሚውሉ እና ስም-አልባ በሆነ መልኩ በዩኒቨርሲቲው ፈቃድ በክልል እንደሚሆኑት አረጋግጧል። በወጠቱም እርስዎ በሚቀርቡት መረጃ ምክንያት ለጉዳቱ የተጋለጡ አይደሉም።

አጠቃላይ መመሪያዎች

- ✓ ስምዎን መጻፍ አያስፈልግም;
- ✓ ለቅልጥብ ጥያቄዎች መልስዎን ለማሳየት (✓) ምልክት ይጠቀሙ; እና
- ✓ በተሰጠው ባዶ ቦታ ላይ ለሚኙ ክፍት ጥያቄዎች መልስ አጭጭ መልስ ይስጡ
- ✓ በሀሳብዎ ውስጥ ትብብር ለማድረግ በቅድሚያ እናመካግናለን !!

1 Strongly disagree	2 25% disagree	3 50% average	4 75% agree	5 100 strongly agree
ጠንካራ አለመስማማት	አልስማምም	አማካኝ	ተስማማ	ጠንካራ ስምምነት

የ ቡድን ጥበቃ ክፍል

አሁን ስለቡድን ስፖርት ልምድ ጥቂት ጥያቄዎች።

በሚከተሉት ደረጃዎች በመጠቀም እያንዳንዳችን ጥያቄዎችን ቁጥር ለመደገፍ ተሽምላሽ ይስጡ።

Part1: Items for individual attraction to group-task

ቁሪ		1	2	3	4	5
1	የዚህ ቡድን ማህበራዊ እንቅስቃሴዎች አባል አይደለሁም።					
2	የክረምቲ ዜሲጠብ ቀቅ የዚህ ቡድን አባላት እንዳያመለክቱ አልፈልግም					
3	ከእነዚህ ምርጫዎች ውስጥ በዚህ ቡድን ውስጥ ነው።					
4	ከሌሎች ቡድኖች ይልቅ ከቡድን ቡድኖች በሌሎች ስታይስ ማድረግ					

5	ለእኔ , ይህ በድንገት ወዳጄ በጣም አስፈላጊ ከሆኑት ማህበራዊ-ባህሪዎች አንዱ ነው					
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Part 2: Items for individual attraction to group-social

ቁሪ		1	2	3	4	5
1	እኔ በጣም ጠቃሚ የሆኑት ሆኖ ለሌሎች ጥሩ ጥሩ ማድረግ ነኝ					
2	በቤት ውስጥ ማህበራዊ ጥያቄዎችን ማሟላት ለሌሎች ጥሩ ጥሩ ማድረግ ነኝ					
3	ይህ በድንገት ለሌሎች ጥሩ ጥሩ ማድረግ ለሌሎች ጥሩ ጥሩ ማድረግ ነኝ					
4	በዚህ በድንገት ወስን ጥያቄዎችን ማሟላት ለሌሎች ጥሩ ጥሩ ማድረግ ነኝ					

Part 3: Items for group integration-task

ቁሪ		1	2	3	4	5
1	በድንገት ለሌሎች ጥሩ ጥሩ ማድረግ ለሌሎች ጥሩ ጥሩ ማድረግ ነኝ					
2	ሆኖ ለሌሎች ጥሩ ጥሩ ማድረግ ለሌሎች ጥሩ ጥሩ ማድረግ ነኝ					
3	የ በድንገት ለሌሎች ጥሩ ጥሩ ማድረግ ለሌሎች ጥሩ ጥሩ ማድረግ ነኝ					
4	የ በድንገት ለሌሎች ጥሩ ጥሩ ማድረግ ለሌሎች ጥሩ ጥሩ ማድረግ ነኝ					
5	የ በድንገት ለሌሎች ጥሩ ጥሩ ማድረግ ለሌሎች ጥሩ ጥሩ ማድረግ ነኝ					

Part 4: Items for group integration –social

ቁሪ		1	2	3	4	5
1	የ በድንገት ለሌሎች ጥሩ ጥሩ ማድረግ ለሌሎች ጥሩ ጥሩ ማድረግ ነኝ					
2	የ በድንገት ለሌሎች ጥሩ ጥሩ ማድረግ ለሌሎች ጥሩ ጥሩ ማድረግ ነኝ					
3	በድንገት በሌሎች ጥሩ ጥሩ ማድረግ ለሌሎች ጥሩ ጥሩ ማድረግ ነኝ					
4	የ በድንገት ለሌሎች ጥሩ ጥሩ ማድረግ ለሌሎች ጥሩ ጥሩ ማድረግ ነኝ					