

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



**LEADERSHIP STYLE AND COACHING BEHAVIOUR IN RELATION
WITH ATHLETES PERFORMANCE OF OROMIA SPECIAL ZONE
ATHLETICS CLUBS**

M.Sc.THESIS

BY: - DEREJE GIRMA

**A THESIS SUBMITTED TO COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE FOR PARTIAL FULFILMENT OF
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APPROVAL SHEET
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LIST OF ABBREVIATION AND ACRONYM

MBEA	Management by Expectation Active
LSS	Leadership Scale for Sport
SPSS	Statistical Package for Social Science

DEDICATION

This research thesis is dedicated to my family and all my friends who helped me.

STATEMENT OF THE RESEARCHER

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

Brief quotations from this thesis are allowed without special permission provided that accurate acknowledgment of source is made. Requests for permission for extended quotation form or reproduction of this manuscript in whole or in part may be granted by the Research and post graduate coordinating office of College of Natural Science of the Sport Science Department when in his/her judgment the proposed use of the material is in the interest of scholarship. In all other instances permission must be obtained from the author.

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BIOGRAPHICAL SKECH OF THE RESEARCHER

The author was born in West Showa Zone Ada Berga Enchin town which is found in Oromia Regional State in December 1988 G.C. He completed his B.Sc. degree in Sport Science from Haramaya University in 2011. Since then he has worked as Sport Officer in Jimma University Sport and Recreational Office. Then he joined the School of Graduate Studies of Jimma University in 2014 to pursue M.Sc. study in Sport Management.

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ABSTRACT

*The purpose of the study was to examine the various factors which have an impact on the leadership style and coaching behaviours in relation with Oromia special zone athlete performance. This study was conducted in Oromia special zone athletics clubs, (Burayu, Sebeta, Lagatafo, Sululta and Holeta) athletes (n=20) from each club. Totally, there were (n=20 athletes*5 clubs) which is (N=200 athletes). The data gathered by using questionnaire, leadership, coaching behaviours and athlete performance were analyzed using the Scale. Descriptive data was analyzed by mean and standard deviation, percentage, table, graph and pie charts to show characteristics of the study subject. Person correlation was conducted on quantitative data on the relationships between athletes performance and independent variables which are physical training and planning, competition strategy, mental preparation, democratic, situational consideration, and autocratic were computed. Results showed that there is no significant relationship between athletes performance with physical training and planning coaches behavior shows insignificant relationship ($r = 0.015$), mental preparation coaches behavior shows insignificant relationship ($r = 0.018$), and competition strategy coaches behavior shows insignificant relationship ($r = 0.031$). This can show that the coaches coaching behavior can not affect the performance of the athletes. In this study Pearson product correlation of athletic performance between democratic, situational consideration and autocratic leadership style also shows insignificant relationship in ($r = 0.115$, $r = 0.170$ and $r = 0.064$) respectively. Based on the present result recommended that the coach's leadership style can not affect the performance of the athletes. The present result of this study the athletes of athletics clubs were exercising physical training and planning, competition strategies and mental preparation. So that they should use more based on the objective of their clubs, situation they phase and improvement of their performance.*

Key Words: Athletics, Athletes Performance, Clubs, Coaching Behavior and Leadership style.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

The coach, through their presence, actions and speech, are instrumental in an athlete's physical and psychosocial development (Jowett and Cockerill, 2002; Martens, 1997; Smith and Smoll, 1996). Certain authors (Lyle, 1993; Woodman, 1993) have defined coaching as a dynamic and systematic process that involves a number of various steps. These steps include observation, assessment, development of a plan of action, implementation of the plan and reassessment. The coach is placed in the role of a leader with many specific roles and parts to play (Jones, et al., 1993). Regardless of what level or grade of sport an athlete is involved in, the coach can have a profound impact on the life of the athlete (Baker, et al., 2003). In addition, the quality and success of an athlete's sport experience is determined by the important role that the coach plays (Kenow and Williams, 1999). However, despite the importance and responsibility of the coaching role, there exists little research that identifies optimal coaching behaviours and factors which influence the effectiveness of particular behaviours (Kenow and Williams, 1999). Dubrin (2001) suggests that coaching is a dyad: like leader/group member, or director/actor, it cannot exist without at least two participants, where the interaction of the two personalities influences the coaching outcome.

The profession of coaching has been surrounded by myths and misconceptions for decades (Case, 1987). A number of these misperceptions about coaching have been identified by Cunningham and Honold (1998). One false belief is that coaching only applies in a one-to-one situation, where in reality, the team or group can also be coached. Another myth identified is that coaching is mostly about providing new knowledge and skills to members and followers. However, athletes often need more help with underlying habits than with knowledge and skills. Another stereotype deals with an important ethical issue; if coaches go beyond giving instruction in knowledge and skills, they may be in danger of getting into psychotherapy. The counterargument to this is that coaches should simply follow the model of effective parents, which involves listening to the other person, attempting to understand his or her real concerns, and offering support and

encouragement. Another misperception is that coaches need to be expert in some area or very successful in order to perform the role of coach. Dubrin (2001) uses the sports analogy that a good coach doesn't have to be an outstanding and successful athlete in order to perform a coaching role. A final myth identified by Cunningham and Honold (1998) is that a coach must work on an interpersonal basis. While this one to one or face to face approach facilitates the coaching process, problems however that arise with regard to time and distance can be overcome through useful alternatives such as telephone and e-mail (Dubrin, 2001).

Researchers have shown that the many factors are directly affected by coaching behaviors and more specifically, leadership. Also, the type of leadership behavior displayed by the head coach can have a significant effect on the performance and psychological well being of the athlete, as mentioned. Case, R. *Journal of Sport Behavior*, (1998), suggested that although leader behavior is often discussed, it is one of the least understood aspects of coaching. Effective leadership can help an organization or team develop new directions and promote change toward proposed objectives. (Feltz, et al. 1999).

Functional relationships between coaches and athletes are found to be crucial in order to cultivate and grow an athlete's potential in sport (Jones, 2006; Jowett, 2007; Jowett & Ntoumanis, 2004; Lyle and Cushion, 2010). An important aspect of the coach-athlete relationship is to produce enhanced performances and success in competitions. Thus, the question about what coach behaviour that is favorable in order to develop an athlete has occupied researchers and practitioners in sport for several decades (Abraham et al. 2006; Blom et al., 2010; Chelladurai, 2007; Côté and Gilbert, 2009; Jowett and Cockerill, 2003; Myers et al., 2010).

1.2. Statement of the Problem

Early interest in leadership concentrated on the traits or abilities of great leaders, but since then, leadership research has evolved from an interest in the behaviour of leaders to the idea of situation-specific leadership (Williams, 1998). A number of different personal attributes have also been investigated in terms of their impact on coaches' expectations and behaviours (Weinberg and Gould, 2003). Streat, et al. (1997) argue that individual differences such as self-reflectiveness, critical thinking aptitude, decision-making abilities

and knowledge bases can influence coaches' expectations and behaviours. Other research by (Feltz, et al.1999) reported that coaches who possessed a high degree of coaching efficacy gave more positive feedback. Sports organizations sometimes believes that it has readymade leaders that will come to the top naturally, make all the right decisions and take the right initiatives because of their sports involvement (Watt, 1998).

Coaching is a set of strategies designed to increase a coach's ability to influence the behaviour of team members and athletes more effectively (Smith, 2010). Therefore, coaches need to reflect upon their own behaviour and understand the motivation behind the behaviour of others. A good coach must be able to see each athlete as a unique individual and adapt his/her performance enhancement system to each athlete's particular needs (Kristiansen, et al.2012). Interestingly, the relationship between coach behaviour and an athlete's performance is found difficult to investigate because of the immense difficulties in quantifying "performance"(Courneya and Chelladurai, 1991; Riemer and Toon, 2001).To meet the discourse about individual adaption in coaching and how coach behaviour affects an athlete's performances, this study aims to explore the subjectivity among coaches and athletes about coaches' behavior, and how this behavior affects variables that have an influence on an athlete's performances in sport. Therefore, the purpose of this study was to examine the effects of leadership style and coaching behaviour on athletes' performance of Oromia special zone athletics clubs.

Thus, having the above mentioned problem the researcher was addressed the following research questions in this study:

1. What were the coaches' leadership style and coaching behaviors status in the athletics clubs?
2. What was the status of athletes' performance in athletics sport?
3. Does the coaches' leadership style and coaching behavior could affect the athletes' performance?

1.3. Objectives of Study

1.3.1. General Objective

The purpose of this study was to examine the effects of leadership style and coaching behavior on athletes' performance of Oromia special zone athletics clubs.

1.3.2. Specific Objectives

- ✓ To identify coaches leadership style and coaching behavior status in the athletics clubs.
- ✓ To explore the current existing athletes performance in athletics sport.
- ✓ To compare the coaches leadership style and coaching behaviors with athletes performance.

1.4. Significances of the Study

The significance of this study can be viewed from different angles. First, this study had a great significance or a potential value for adjusting the leadership types and coaching behavior of their respective athletics clubs under study. In addition, the study may provide empirical data on the leadership and coaching behavior of other current athletics clubs in Ethiopia. Finally, researchers who are interested in this area may use the findings of this study as a source for further investigation research.

1.5. Delimitations of the Study

This study was confined to investigate the leadership style followed and coaching behaviours in relation with athlete's performance of Oromia special zone athletics clubs. In addition to this, the study was delimited for the current leadership style and coaching behavior of coaches. Beside this five clubs (Burayu, Sebeta, Lagatafo, Sululta and Holeta) were taken for this study.

1.6. Limitation of the study

The outcome of this study would be very interesting to conduct the study on the participating of all clubs of athletics in the Oromia however; the study is limited in Oromia special zone athletics clubs because of the shortage of money, time, and scarcity of materials. Another major problem that the researcher faced was shortage of reference books in case of Ethiopian athletic clubs.

1.7. Operational Definition

1. **Oromia** (spelled Oromiyaa in the Oromo language) is one of the nine ethnically based regional states of Ethiopia (www.org) asses on March 19/2016.
2. **Special Zone** is one of the zones of the Oromia Region in Ethiopia. It was created at 2008 from former Burayu Special Zone(www.org) asses on March 19/2016.
3. **Leadership** is the behavioral process of influencing individual and group towards set goals (Barrow, 1977:232).
4. **Coaching** is training or development in which a person called a coach supports a learner in achieving a specific personal or professional goal(www.org) asses on March 19/2016.
5. **Coaching Behavior** a professionally structured, process-driven relationship between a trained professional coach and an individual or team, which includes: assessment, examining values and motivation, setting measurable goals, defining focused action plans, and using validated tools and techniques to help clients develop competencies and remove blocks to achieve valuable and sustainable changes in professional and personal behaviors (Skiffington and zeus,2003).
6. **Performance** The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract (www.org) asses on March 19/2016.
7. **Athlete** is a person who competes in one or more sports that involve physical strength, speed and/or endurance (www.org) asses on March 19/2016.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Leadership Styles

Leadership is a subject that has been extremely popular and of great interest in the business world for many years. This developing interest has created an explosion in the amount of research on leadership. Many definitions have been made and many theories been expounded in this large and complex field. As a result of this, as indicated by Yukl (2002), researchers usually define leadership according to their individual perspectives and the aspect of the phenomenon which is of most interested to them. However, as Yukl has pointed out, an observation by Bennis (1959) is as true today as it was when he made it many years ago: Always, it seems, the concept of leadership eludes us or turns up in another form to taunt us terms to deal with it... and still the concept is not sufficiently defined.

2.2. Overview of Major Theories of Leadership

To understand leadership we need to examine not only the personal makeup of the leader, their character type, values, attitudes, beliefs, position, experience and behaviours, but also the makeup of the followers(Lloyd and Roth well, 2007). Therefore, some theories have been developed to understand the leadership issue more thoroughly. Many theories and models can be found in textbooks to understand leadership and its characteristics, but as indicated by Gill (2006) no theory or model of leadership so far has provided a satisfactory explanation of leadership and none of them provides a complete picture.

2.2.1. Trait approach

Trait approach emphasizes attributes of leaders and also known as ‘great man’ theories approach answers the question of “what does a leader have to be?” and argues that leaders are born rather than made, Northouse (2010) explained it, because they focused on identifying the innate ualities and characteristics possessed by great social, political and military leaders (e.g., Catherina the Great, Mohandas Gandhi, Indira Gandhi, Abraham Lincoln, Joan of Arc and Napoleon Bonaparte). According to Gill (2006) trait theories started with Hippocrates’ description of personality type’s ased on ‘body humour’ in this approach leaders are born leaders born with some characteristics. Luther Bernard (cited by Gill 2006) attempted to explain leadership in

terms of the ‘internal’ qualities that a person is born with. Kouzes and Posner (1997) began their research in early 1980s by surveying several thousand business and government executives and asked several following question for identifying trait and characteristics of leadership “What values (personal traits or characteristics) do you look for and admire in your superiors?” In response to that question the managers identified more than 225 different values, traits and characteristics.

2.2.2. Skill approach

Like the trait approach, the Skill Approach focuses on the leader. Whilst the trait approach emphasizes the personal characteristics of the leader, the skill approach emphasizes the leader’s capabilities s indicated by Northouse (2010) “ although personality certainly plays an integral role in leadership, the skills approach suggests that knowledge and abilities are needed for effective leadership” The leadership style and effectiveness are strongly connected and are the main focus of this approach. According to Gill (2009) the lack of a consistent set of leadership traits who effective leaders are- stimulated a new focus of attention –what effective leaders do? – An effective leader displays his/her personal traits by their behaviours. Leaders should possess some traits that set them aside from others. However, leader must behave to inspire others more than others, have the greater vision than his followers and as indicated by Lloyd and othwell (2007) Dr. John Adair epitomized this approach with his memorable, interlocking three-circle model ‘action- cent red leadership’ which stated that a leader had to achieve the task built the team and develop individuals. Three areas of task, team and individual overlap so much and any function will tend to affect all three circles (Adair, 1997) According to Adair (1997) three areas of need overlap and influence one another. If the common task is achieved, for example, then that tends to build the team and to satisfy personal human needs in an individual. If there is a lack of cohesiveness in the team circle –a failure of team maintenance- then clearly performance of the task will be impaired and the satisfaction of individual members reduced. Adair also advocated that in whatever field you are, at whatever level of leadership, there are three thinks that you should always be thinking about: task, team and individual.

2.2.3. Style approach

The style approach emphasizes the behaviour of the leader. (Northouse, 2010) and began in the early 1950s after many researchers became discouraged with the trait approach and began to pay closer attention to what managers actually do on the job. (Yukl, 2006). Goleman et al. (2002) (cited by Jones and Pound 2008) Identify six leadership styles Visionary which ‘moves people towards shared dreams’ Coaching which ‘connects what a person wants with the organization’s goals’ Affiliative which ‘creates harmony by connecting people to each other’ Democratic which ‘values people’s input and gets commitment through participation’ Pacesetter which ‘meets challenging and exciting goals’ Commanding which ‘soothes fears by giving clear directions in an emergency’ The style approach emphasizes the behaviour of the leader and as indicated by Northouse (2010) focuses exclusively on what leaders do and how they act. Like Gill (2006), Northouse (2010) has examined this approach under two main categories.

1. Task behaviour facilitates goal accomplishment; they help group members to achieve their objectives.
2. Relationship behaviours help subordinates feel comfortable with themselves, with each other and with the situation in which they find themselves.

Leadership style theories describes what leaders do and according to Gill (2006) can be classified into two categories; People focused and task focused. Action-centered leadership has been developed by this theory and concentrate on task, team and individual. Adair (1988) identified the successful leaders at his “The action-centered leader” as a leader who acts in all three areas task team and individual. According to Adair, action-centered leaders are enthusiasts, capable of encouraging and inspiring others by word and example. They have an understanding of people, especially which we are all basically self-motivating and true leadership always works with the grain of human, not against it.

2.2.4. Situational approach

As implied by the name of the approach, this approach focuses on leadership in situations. Different situations demand different kinds of leadership. To be an effective leader requires that a person adapt his or her style to the demands of different situations and the essence of situational leadership demands that leaders match their style to the commitment of the subordinates. Effective leaders are those who can recognize what employees need and then adapt their own style to meet those needs. (Northouse, 2010) Situational leadership as a model of leadership behaviour developed by Paul Hersey and Kenneth Blanchard (1969, 1993) has gained even greater popularity than the Managerial Grid, with a range of available assessment instrument. (Gill, 2006) When the behaviour of actual leaders was studied, there was little evidence to show these two categories of leader behaviour were consistently related to leadership success; the relative effectiveness of these two behaviour dimensions often depended on the situation and Hersey's Situational Leadership model explains why leadership effectiveness varies across these two behaviour dimensions and situations (Hughes et. al. 2009).

Over time leadership has been defined in terms of individual traits, leader behaviour, interaction patterns, role relationships, follower perceptions, influence over followers, influence on task goals, and influences on organizational culture (Yukl and Van Fleet, 1992). Barrow (1977) defines leadership as the "behavioural process that influences individuals and groups towards set goals". This definition encompasses many dimensions of leadership in sport which include decision-making processes, motivational techniques, giving feedback, establishing interpersonal and directing the group or team confidently (Weinberg and Gould, 2003). Though vast literature base is devoted to leadership in occupational psychology and organizational behavior (Jones, 2002) a scarcity of research and conceptual literature exists about leadership in sport situations (Murray and Mann, 2002). Richards and Green law (1966), defined leadership as an influence process in that, the dynamics of the function of the leader, his or her followers, and the nature of specific situation. This definition is more in keeping with the humanistic movement in psychology and suggests that leaders should flexible.

2.2.5. Transactional leadership

Transactional leadership refers to a group of leadership theories that approach leadership as a relationship where exchange occurs between leaders and followers (DeCosmo, 2002). Transactional leadership can be a way of looking at reinforcement leadership, where acceptable behaviors are rewarded and behaviors that are not acceptable are corrected (Bass, 2008) Contingent Reward: This leadership approach includes communicating expected goals clearly and granting rewards when goals and standards are met. The leaders' expectations are that goals will be reached by providing recognition to those who achieve them (Avolio and Bass, 2004). It's likely that this leader will make agreements with followers concerning what rewards will be exchanged for reaching the given goals(Northouse, 2013) According to Avolio and Bass(2004), these leaders will :

- Assist others when they attempt to reach goals.
- Communicate their gratification when expectations are met.
- Make clear what the rewards are.
- Clarify who is responsible for given assignments and goals.

Management by Expectation (Active) (MBEA): This leadership style includes leaders monitoring mistakes and taking actions immediately to correct them. This leadership form contains negative reinforcement and followers can be punished for their mistakes. These leaders know about the mistakes that are made and direct their attention to them and when goals are not met (Avolio and Bass, 2004)

2.2.6. Transformational leadership and coaching

Transformational leadership is an approach which has enjoyed increased popularity in recent years. Northouse (2013) defines transformational leadership as "... the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and follower.

According to Yukl (1989) transformational leadership is the process of influencing major changes in the attitudes and assumptions of organization members (organizational culture) and building commitment for major changes in the organization's objectives and strategies.

Armstrong (2001) laid out four main characteristics of transformational leadership: ethical behaviour, sharing a vision and goals, improving performance through charismatic leadership and leading by example. This shows a simplified version of the components of transformational leadership provided by Bass (1985) which also has four elements – intellectual stimulation, individual consideration, inspirational leadership, and idealized influence (Doherty and Danylchuk, 1996; Weese, 1994). Further studies suggest that one of the most important characteristics of transformational leadership is its ability to raise a person’s collective motivation and commitment to organizational change and provide extra effort (Shamir, 1990; Yu, Leithwood and Jantzi, 2002). Leaders who increase followers’ identification with a group will also increase the followers’ Transformational Leadership in Professional Coaches willingness to contribute to the objectives (Shamir,et. al. 1998, 2000). Transformational leaders will also raise followers’ awareness level about the importance of outcomes and outlines ways to reach them, thus encouraging them to go beyond self-interest for the good of the team or organization (Bass, 1985).

Armstrong (2001) laid out four main characteristics of transformational leadership: (a) ethical behavior (b) shared vision and shared goals, (c) performance improvement through charismatic leadership, and (d) leadership by example. Armstrong’s framework is a simplified version of the components of transformational leadership provided by Bass (1985) who identified those as intellectual stimulation, individual consideration, inspirational leadership, and idealized influence (Doherty and Danylchuk, 1996; Weese, 1994). Intellectual stimulation refers to a leader’s capability to stimulate followers to become curious and creative about thinking and problem solving (Doherty and Danylchuk, 1996; Weese, 1994). Individual consideration describes the relationship between leader and follower in terms of two dimensions, developmental orientation and individual orientation (Doherty and Danylchuk, 1996). A developmental orientation exists when leaders “assign tasks that will enhance an individual’s potential, abilities, and motivation” (Doherty and Danylchuk, 1996). An individual orientation exists when a leader stresses “mutual understanding and familiarity via one on- one relations and two-way communication” (Doherty and Danylchuk, 1996). In a study of the relationship between how leaders behave and the effect of their behavior on group cohesion in team sports, Shields,et. al. (1997) found that the greatest group cohesion results from a leadership style which excels in training and instruction, where the leader interacts in a socially positive way with members of the

team, behaves as democratically as possible, and provides as much positive feedback as possible. The individual using this leadership style also avoids top-down decision making.

Bass and Riggio (2006) state, transformational leadership involves inspiring followers to commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing follower's leadership capacity via coaching, mentoring, and provision of both challenge and support. Transformational leaders use their vision, high energy, personal values, commitment, and passion to invigorate others toward achieving a mutually agreed goal that benefits the group (Burns, 1978).

2.2.7. Laissez-Faire leadership

Both the transformational and transactional leaders are described as leaders who actively intervene and try to prevent problems, although they use different approaches. When researching these two active forms of leadership, one finds that they are often contrasted with the third style of leadership, called laissez-faire leadership (Bass, 1990 as cited in Bučiūnienė and Škudienė, 2008). James and Collins (2008) describe the laissez-faire leader as an extreme passive leader who is reluctant to influence subordinates' considerable freedom, to the point of handing over his/her responsibilities. In a sense, this extremely passive type of leadership indicates the absence of leadership. Laissez-faire leadership style has a negative impact on followers and associates-opposite to what is intended by the leader - manager. There are many behaviors that represent laissez-faire leadership as a "do nothing" or "hands-off" approach. Such behaviors include staying away from employees, shirking supervisory duties, and being "inactive, rather than reactive or proactive".

Researchers have consistently reported that laissez-faire leadership is the least satisfying and least effective style of leadership. That is because these leadership behaviors are accompanied by little sense of accomplishment, little clarity, little sense of group unity, and followers do not hold as much respect for their supervisors (Trottier et al., 2008; Lok and Crawford, 1999). It is probably for these reasons that many researchers choose to exclude laissez-faire leadership from their research involving only transformational and transactional leadership. Bass (1990) [as cited in Lok and Crawford, 1999 and Bučiūnienė and Škudienė, 2008] uses the following statement to differentiate laissez-faire leadership from other types of leadership behaviors and styles: Laissez-

faire leadership should not be confused with democratic, relations oriented, participative, or considerate leadership behavior. Nor should it be confused with delegation or management by exception. Delegation implies the leader's active direction of a subordinate to take responsibility for some role or task. The leader who practices management by exception allows the subordinate to continue on paths that the subordinate and the leader agreed on until problems arise or standards are not met, at which time the leader intervenes to make corrections.

2.3. Sports and Coach Leadership

Paton (1987) too, realized that leadership has become the most popular subject within the field of sports management. William (1980) contends that, leadership in sports is defined as the influence the coach has on his or her athlete and the nature of the specific situation. Yukl (1989) wrote that the study of leadership has been an important and central part of the literature of management and organization behavior for several decades. The most popular definition of coach leadership is 'as a behavioural process that is used to increase athlete performance and satisfaction' (Chelladurai and Riemer, (1998).

2.3.1. Coach-leader relationship

According to Case (1998) if a coach can better understand the subtle exchange and role relationships that occur between himself or herself and an athlete who is a member of the "out" group, it may be possible for coaches to improve these relationships, and thus maintain higher retention rates so that Athletes quit or leave the team. Similarly, a better understanding of the relationship between a coach and an "out" group member may lead to modifications that result in higher levels of player satisfaction and enjoyment with the sport experience.

Carron and 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. Weinberg and Gould (2003) make a similar observation when referring to NBA coach Doug Collins, whose autocratic and emotional style appeared to be most effective in providing direction for young, unpredictable teams. However, when Collins failed to adapt his style as the teams matured, this autocratic approach was seen as a liability and, in two similar situations, Collins was fired after making a positive initial impact. Clearly, such anecdotal observations do

little to advance knowledge of leadership, but it is evident that research in this area is warranted given the potential applied importance of knowing which types of leaders suit particular situations and why. The studies on the types of coaching behavior that help create cohesion and teamwork, Westre and Weiss (1991), and Gardner, Shields, Bredemeier, and Bostrom (1996) found that five possible leadership styles used by coaches are (a) democratic, (b) Situational consideration and (c) autocratic the only strategy or behavior that should be avoided is the autocratic.

A typical example in sport is that of an athletic coach who transforms his or her team from a “perennial doormat” into a winning team. This type of coach begins by articulating discontent with the manager of the team, goes on to describe a vision where the team is performing in a winning fashion, and then convinces the members that the vision is attainable and they have the ability to be a winning team. Through transformational leadership, coaches provide team members with spiritual encouragement, and motivate players with an attractive target to encourage team members to achieve the goal required by the coach (Falbe and Yukl, 1992). Transformational leaders can give individual members counseling with care and skill. To low-LMX members, transformational leadership behaviors can supply even greater benefits and promote the team members helping each other so that the relationship among team members is more harmonious (Sparrowe, Soetjito, and Kraimer, 2006), and when the teams identify shared goals they are also more willing to make every effort to achieve their goals, even at the expense of personal interest.

Doherty and Danylchuk (1996) and Doherty (1997), examined the notion of transformational leadership in Canadian university athletics. In their study it was found that the majority of the athletics administrators used some type of transformational leadership which worked its way down to produce a positive effect among coaches in the system.

Jowett (2006) has conceptualized the coach-athlete relationship in terms of four interpersonal constructs: closeness, commitment, complementarity and co-orientation. Further, et.al (2008) have added contextual, cognitive and personal orientation variables to a motivational model of the coach-athlete relationship. They propose that these factors influence coach behaviours which, in turn, affect an athlete’s perception of competence, autonomy, relatedness, and intrinsic motivation.

Researchers have suggested that the interpersonal dynamics at play between player and coach are complex (Bloom, et. al. 1998; Martens, 1990). Many young people are enrolled in recreational or competitive sport programs under the supervision of a coach. Though coaches may vary in qualification, personality, and leadership behavior there is no doubt that coaches have an enormous impact on athletes' physical and psychological welfare (Chelladurai, 1990; Rein both, et. al. 1999; Smith and Smoll, 1996), and their motivation (Mageau and Valler 2003).

The coach, through their presence, actions and speech, are instrumental in an athlete's physical and psychosocial development (Jowett and Cockerill, 2002; Smith and Smoll, 1996). Certain authors (Lyle, 1993; Woodman, 1993) have defined coaching as a dynamic and systematic process that involves a number of various steps. These steps include observation, assessment, development of a plan of action, implementation of the plan and reassessment. The coach is placed in the role of a leader with many specific roles and parts to play (Jones, et. al. 1993).

2.4. Leadership Behaviors

The leadership behaviors of coaches are one of the most frequently discussed and least understood aspect of coaching (Case 1997). According to Mullins (2009) many people are involved in leadership positions without their roles ever being clearly defined. Belbin (2007) suggests that there is a clear implication that leadership is not part of the job but a quality that can be brought to it.

The researches on differences between team and individual athletes across different types of sports have identified some significant differences in preferred coaching behaviors. Athletes involved in team sports have been found to prefer more autocratic coaching styles (Baker, et. al. 2003). The multidimensional model of leadership in sport is one of the most used models to investigate coach behavior and the Leadership Scale for Sports (LSS) is measuring a coach's decision making style, motivational tendencies and instructional behaviour (Chelladurai, 1984, 1990). The multidimensional model of leadership in sport claims that coaches' leadership effectiveness is a function of three interacting aspects of coach behaviour: actual, preferred, and required behaviour (Chelladurai, 1990, 1993). Thus, the context constantly shapes the interaction between coaches and athletes and coaching is a complex Endeavour that requires both interpersonal and intrapersonal knowledge from the coach (Côté and Gilbert, 2009; Jowett and

Cockerill, 2003; Mallett, 2007). When these three aspects are congruent, desirable performance outcomes and athlete satisfaction are supposed to be the result.

The LSS was developed to measure these aspects of coaching behavior in the context of sports coaching (Chelladurai and Saleh, 1980). The LSS instrument consists of five subscales measuring the coach's decision making style (Democratic and Autocratic Style), the coach's motivational tendencies (Social Support and Positive Feedback), and the coach's instructional behavior (Training and Instruction). Possible relationships between athletes' satisfaction and their coaches' behavior have in general had the most focus in research conducted with the LSS (Chelladurai, 1984; Chelladurai, et. al. 1988; Horne and Carron, 1985; Riemer and Chelladurai, 1995). Since its creation, the LSS has become one of the most commonly utilized scales for quantifying coach behavior in sports (Horn, 2002). Research with the LSS has investigated the relationship between motivation and 'preferred' coach behaviour in athletes (Høigaard, et. al. 2008; Serpa, et. al. 1991; Turman, 2001); the impact of a coach's behavior on motivational climate (Høigaard, 2006; Høigaard and Peters, 2007); and the relationship between coach behaviour and athlete performance (Courneya and Chelladurai, 1991; Riemer and Toon, 2001). Research show that the coach behaviour associated with training and instruction, positive feedback, and social support are most highly correlated with athletes' satisfaction with their coaches behaviour (Horn, 2002) and athletes' intrinsic motivation (Amorose and Horn, 2000; 2001).

The importance of involvement in the relationship between a coach and an athlete is in accordance with earlier research within motivation (Deci and Ryan, 2002). Moreover, this interpersonal relationship has been investigated through Jowett's 3+1 C's constructs: Closeness, Commitment, Complementary, and Co-orientation (Jowett, 2007). Closeness is to which degree the coach and the athlete are connected or the depth of their emotional attachment (Jowett and Cockerill, 2002). Commitment reflects coaches' and athletes' intention or desire to maintain their athletic partnership over time. Complementary defines if the interaction between the coach and the athlete is perceived as cooperative and effective, and co-orientation defines the degree of similarity and emphatic understanding (Jowett, 2007). A recent study shows that junior athletes expect that coaches are aware of their motivational tendencies in order to affect their motivation, focus and performance (Moen and Sandstad, 2013).

According to the majority of the athletes in this study, feedback, both positive and critical, and social support are expected to be the foundation upon which their coaches is expected to build their coach behaviour. However, it is interesting to explore both coaches' and athletes' subjective viewpoints about what they believe are expected coach behaviour with regards to the LSS, and explore if their expectations are congruent with the above research.

2.5. Coaching Efficacy

In studies of both coaches and athletes both coaches and athletes various personal attributes have been investigated by researchers in attempts to explain and predict phenomena in sport. Results from these studies have identified self-efficacy as one attribute that has been found in many settings to influence behavior (Sullivan and Kent, 2003).

Sullivan and Kent (2003) refer to self-efficacy as the situation-specific belief that one can act to successfully produce a given outcome.

According to Bandura (2007) behaviors such as success, effort and persistence, in addition to thought patterns such as goal setting and attributes are influenced by self-efficacy. Coaching-efficacy was introduced to the sport literature by (Feltz, et. al.1999). Coaching-efficacy has been defined as “the extent to which coaches believe they have the capacity to affect the learning and performance of the athletes (Feltz, et. al.1999).

2.6. Coach Education

Life activities such as education, experience as a leader and mentoring, can help people prepare for a comprehensive process such as leadership (Durbin, 2001). Although large scale coach education programs are designed with specific time and content guidelines (Gilbert and Trudel, 2009), consistency in course delivery may vary widely among instructors (Campbell, 2003).

According to Malete and Feltz (2000) an effective, well-designed coach education program should enhance the level of coaching efficacy, especially at the novice level where previous experience has been minimal.

CHAPTER THREE: MATERIALS AND METHOD

3.1. Study Area

This study was conducted on Oromia Special Zone Surrounding Finfinne is one of the zones of the Oromia Region state in Ethiopia. It was created at 2008 from former Burayu Special Zone and parts of Semien (North) Shewa, Misraq (East) Shewa, Debub Mirab (Southwest) Shewa and Mirab (West) Shewa Zones. This zone is surrounding the capital of Ethiopia, Addis Ababa, which is called Finfinne in the Oromo language. The estimated size of population according to 2007 census conducted by the CSA is 794,489, of which 228,420 or 28.75% were urban dwellers (www.esa.org) asses on March 19/2016.

3.2. The Study Design

Cross-sectional study design was employed to examine the effects of leadership style and coaching behavior on athletes' performance of Oromia special zone athletics clubs, because the data is collected at once.

3.3. The Study Population

The total populations of the study participants were all five (Burayu, Sebeta, Lagatafo, Sululta and Holeta) Oromia special zone athletics clubs. The target population for the study is athletes of Oromia special zone athletics clubs.

3.4. Sampling Techniques and Sample Size

For this study simple random sampling techniques was used to select 100 athletes out of 200 in a lottery method were used.

3.5. Subject of the study

The subject for this study was from Oromia special zone athletics clubs, (Burayu, Sebeta, Lagatafo, Sululta and Holeta) athletes ($n=20$) from each club. Totally, there were ($n=20$ athletes*5 clubs) which is ($n=100$ athletes).

3.6. Sources of Data

The source of data for this study are used primary source of data. Which was a structured demographic questionnaire to determine the subjects' demographic characteristics and the Leadership Scale for Sport to examine the leadership style and coaching behavior scale?

3.7. Data Collection Instruments

The instrument for this study was used a structured demographic questionnaire to determine the subjects' demographic characteristics (Appendix I) and the Leadership Scale for Sport (LSS) to examine the leadership style (Appendix II) (Zhang, Jenson, and Mann, 1997) and coaching behavior scale (Appendix III). Cote, et al (1999).

3.8. Methods and Procedures of Data Collection

The structured demographic questionnaire, LSS to examine the leadership style and coaching behavior, was distributed to the selected athlete after acquiring their consent by the researcher, and all were duly returned.

3.9. Identification of Variables

The coach's leadership style and coaching behavior were taken as independent variables and Athletes' performance was considered as dependent variables.

3.10. Method of Data Analysis

In this section the results obtained through questionnaire, analyzed by mean and standard deviation, percentage, table, graph and pie charts to show characteristics of the study subject. Pearson product moment coefficient of correlation (PPMC) was used to show the effect of leadership style and coaching behavior on athletes' performance. The level of significant was set at p-values <0.05 levels.

3.11. Ethical Issues and Code of Conduct

The study was deal with the ethical issues; it can protect the privacy of research participants and make guarantees and confidentiality in risk of harm as a result of their participation. Therefore, the study was conducted according to Jimma University rules, policies and codes relating to research ethics. The protocol was approved by the University guidelines, and written consent was given and informed to the concerned bodies. Permission was obtained from the Athletics clubs to have the necessary data. Then an informed verbal consent was received from each study subjects and anyone who were not be willing to take part in the study had full right to do so.

CHAPTER FOUR: RESULT AND DISCUSSIONS

4.1 Results of the Study

4.1.1. Demographic characteristics of the respondents

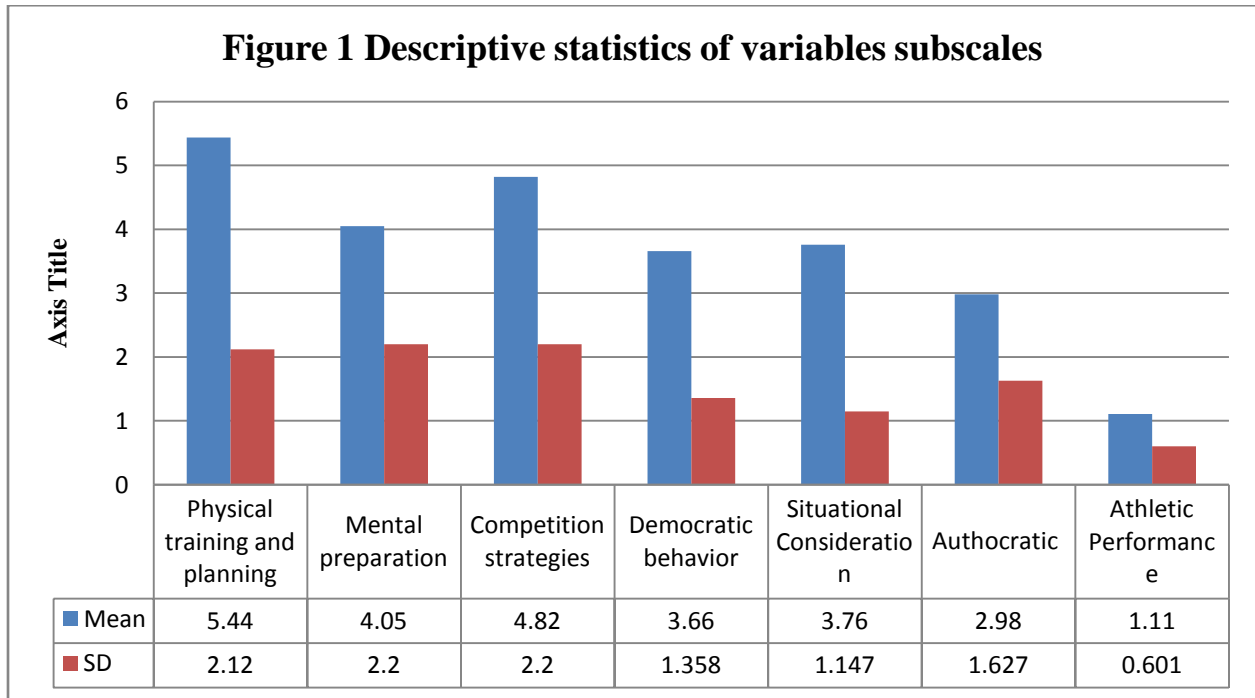
Based on the response obtained from athletes Oromia special zone athletics clubs the characteristics of the study groups were examined in terms of their name of clubs, age, sex, educational level, marital status, in the clubs.

Table 1: Athletes involved in the study by name of clubs, age, sex, educational level, marital status, in the athletics clubs.

No	Category	Variables	Athletes	
			Frequency	Valid Percent
1	Clubs Name	Sululta	20	20
		Burayu	20	20
		Holeta	20	20
		Legetafo	20	20
		Sebeta	20	20
		Total	100	100
2	Age	18-24	100	100
		Total	100	100
3	Sex	Male	58	58
		Female	42	42
		Total	100	100
4	Educational Level	Primary School	35	35
		Secondary School	58	58
		Diploma	7	7
		Total	100	100
5	Marital Status	Un Married	100	100
		Total	100	100

As study of population in terms of name of clubs as indicated in table 1, all (100%) of the respondents were responded. 100 % of the respondents were categorized under the age of 18-24 years old. From this fact one can easily deduce that the largest portion of the athletes in the sample population belongs to the youngest age groups. From the total subject 58 (58%) were male and 42(42%) were female athletes. Table 1 also show that the respondents educational level 35(35%) were completed primary school, 58 (58%) were completed secondary school, 7(7%) athlete were completed diploma programs. In addition to this, the marital status of athlete indicates that all athletes (100%) were un-married.

4.1.2. Descriptive statistics of variables subscales



From the above figures, 1 it can be seen that coaches followed coaching behavior of physical training and planning is mean 5.44 (SD =2.12), coaching behavior of mental preparation mean is 4.05 (SD= 2.2) coaching behavior of competition strategies mean is 4.82 (SD=2.2), democratic leadership style mean of 3.66 (SD 1.358,) Situational consideration of 3.76 (SD= 1.147), autocratic leadership style mean 2.98 (SD, 1.627),and athletic performance mean is 1.11 (SD=0.601).

From the aforementioned coaching behavior analysis one can easily understand that most athletes reported as their coaches in exercising mainly physical training & planning, mental preparation and competition strategies coaching behaviors. From the result we understand that the majority of coaches currently practicing situational consideration, democratic and autocratic leadership style. This indicated that the athletes have found in the same level of performance computing in the regional level competitions.

4.1.3. Current existing coaches coaching behavior

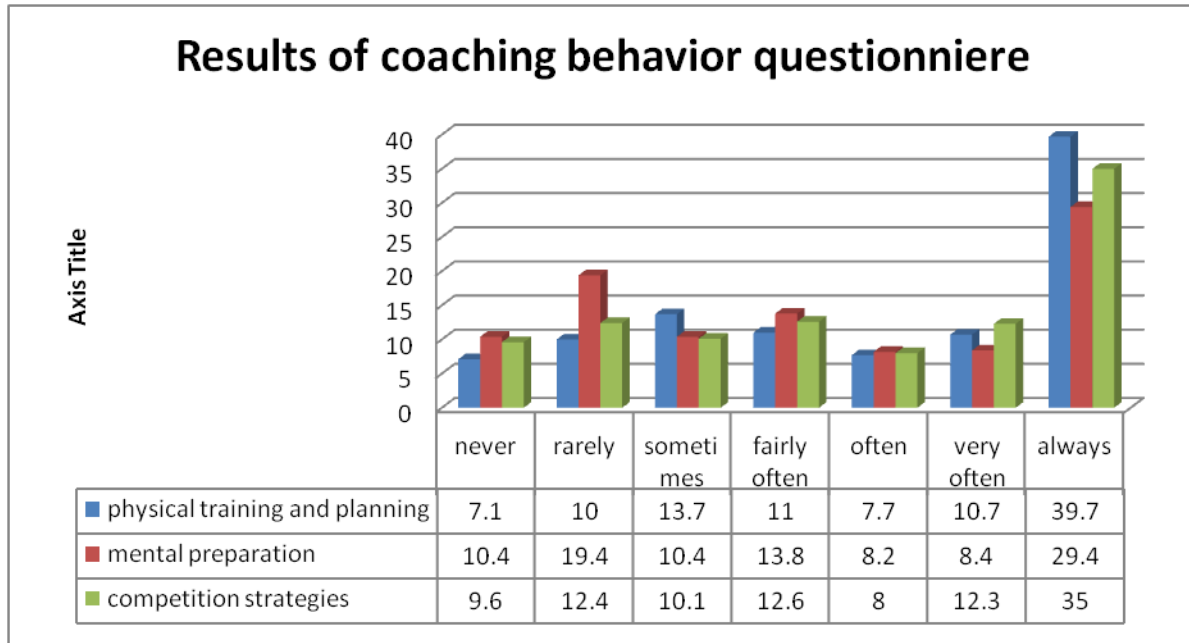


Figure 2 Result of coaches coaching behavior

From the above mentioned figure 2 that the output of results of coaching behavior questionnaires filled by athletes shows that 7.1% never, 10% rarely, 13.7% sometimes, 11% fairly often, 7.7% often, 10.7% very often and 39.7% always responded their coaches are followed physical training & planning, 10.4% never, 19.4% rarely, 10.4% sometimes, 13.8% fairly often, 8.2% often, 4.4% very often and 29.4% always responded their coaches are followed mental preparation and 9.6% never, 12.4% rarely, 10.1% sometimes, 12.6% fairly often, 8% often, 12.3% very often and 35% always responded their coaches are followed competition strategies coaching behaviors respectively.

From the aforementioned coaching behavior analysis one can easily understand that most athletes reported as their coaches in exercising commonly the three coaching behavior which is physical training & planning, mental preparation and competition strategies coaching behaviors.

4.1.4. Current existing coaches leadership style

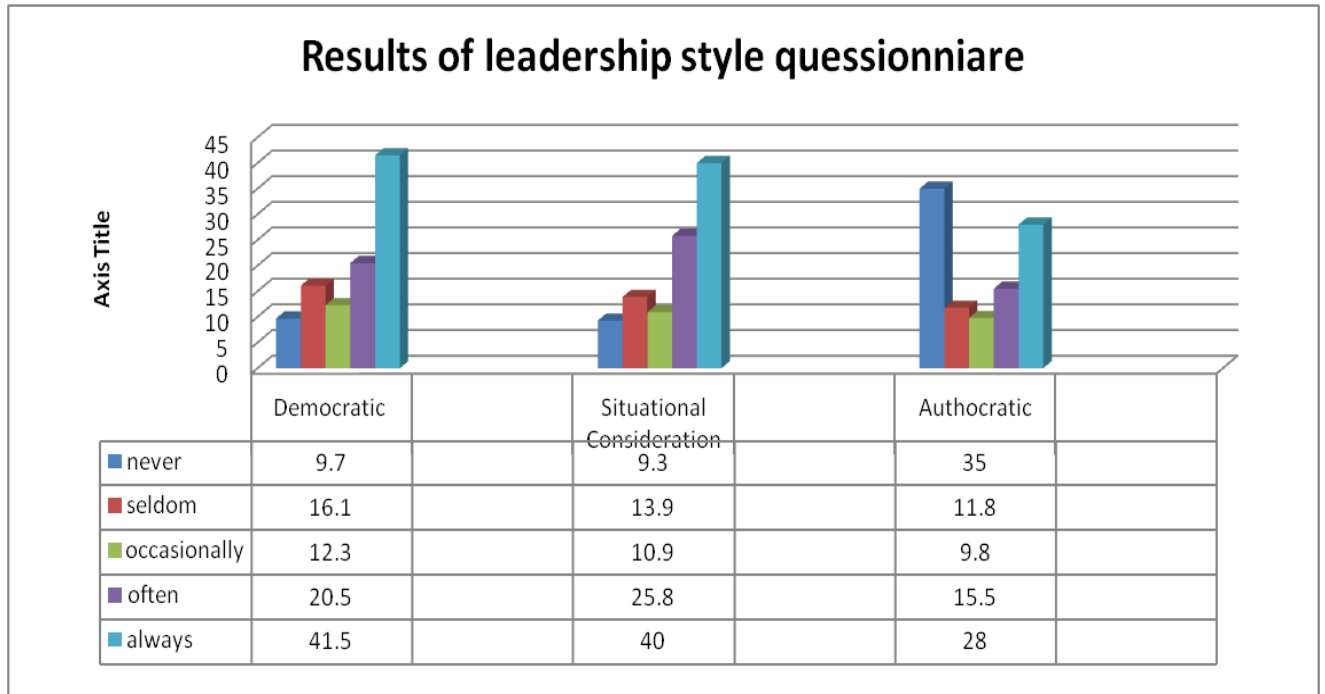


Figure 3 Result of Leadership style

It is showed from the figure 3 the result of leadership style questionnaires filled by athletes shows that 9.7% never, 16.1% seldom, 12.3% occasionally, 20.5% often, and 41.5% always responded their coaches are followed democratic, 9.3% never, 13.9% seldom, 10.9% occasionally, 25.8% often, and 40% always responded their coaches are followed situational consideration and 35% never, 11.8% seldom, 9.8% occasionally, 15.5% often, and 28% always responded their coaches are followed autocratic respectively.

From the aforementioned leadership style analysis one can easily understand that most athletes reported as their coaches in exercising commonly the two leadership style which is democratic, and situational consideration leadership style.

4.1.5. Results Athletes performance

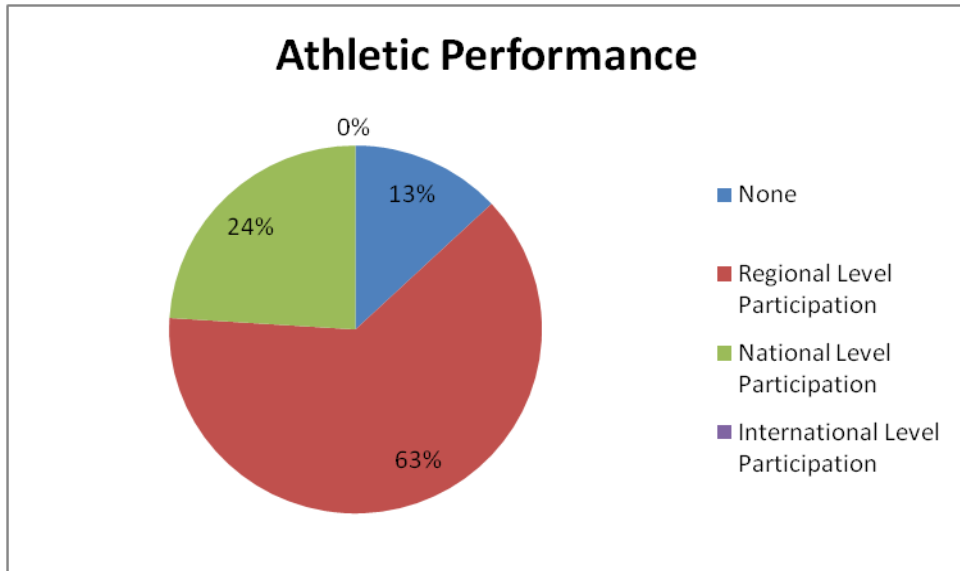


Figure 4 Results of athlete performance

From the above mentioned figure 4 the result of athlete performance questionnaires filled by athletes shows that 13% none, 63% regional level participation, 24% national level participation, and 0% international level participation responded respectively.

From the aforementioned athlete performance analysis one can easily understand that most of the athletes were competing in regional level competitions.

4.1.6. Relationship between coaches coaching behavior and leadership style with athletes performance

		Correlations					
		physical training & planning	mental preparation	competition strategies	democratic	situational consideration	autocratic
Athletic Performance	Pearson Correlation	-.015	.018	-.031	-.115	.170	.064
	Sig. (2-tailed)	.886	.855	.762	.256	.090	.525
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

The above table 2 shows that, the correlation results between the dependent variable which is athletes performance and independent variables which are physical training and planning, competition strategy, mental preparation, democratic, situational consideration, and autocratic were computed.

According to the results of above table 2 Pearson product correlation of athletic performance with physical training and planning coaches behavior shows insignificant relationship in ($r = 0.015$), in mental preparation coaches behavior shows insignificant relationship in ($r = 0.018$), and in competition strategy coaches behavior shows insignificant relationship in ($r = 0.031$). This can show that the coaches coaching behavior can't affect the performance of the athletes.

In other hand Pearson product correlation of athletic performance between democratic, situational consideration and autocratic leadership style also shows insignificant relationship in ($r = 0.115$, $r = 0.170$ and $r = 0.064$) respectively. The result can show that the coach's leadership style can't affect the performance of the athletes.

4.2. Discussions

4.2.1. Demographic characteristics of the respondents

100 % of the respondents were categorized under the age of 18-24 years old. From this fact one can easily deduce that the largest portion of the athletes in the study belongs to the youngest age groups. The sex distributions of the clubs are equal which shows that the clubs can give emphasis on gender equality. Most of the athletes were completed primary and secondary school but this is important to upgrade their educational level to familiarize the athletes with newly released training style and scientific approaches. In addition to this, the marital status of athlete indicates that all athletes (100%) were un-married.

4.2.2. Current existing coaches coaching behavior

From the aforementioned coaching behavior analysis one can easily understand that most athletes reported as their coaches in commonly exercising physical training & planning, mental preparation and competition strategies coaching behaviors. Several recent techniques such as stress inoculation training and visual motor behavior rehearsal use a combination of the techniques. Although preliminary empirical research is encouraging, more controlled outcome

studies are necessary to determine the effectiveness of these techniques in enhancing skilled performance (Robert, 1982).

4.2.3. Current existing coaches leadership style

From the result we understand that the majority of coaches currently practicing all three styles which are situational consideration and democratic leadership style. In contrast with the current study most of coaches exercising democratic leadership style. Ultimately, Lewin and his team found that the participative (democratic) leadership style seemed to generally be the most effective leadership style (Lewin *et al.*, 1939). Similarly with this study other authors reported that the situational leadership theory, which was originally developed in the early 1960s by organizational psychologists Paul Hersey and Kenneth Blanchard while they were members of the Ohio University faculty, has continued to evolve and remains popular because it's easy to understand, relatively simple to apply, and works with most people and work environments. Different leadership styles can be adopted depending on the situation (Hersey 1977). These styles include directing, coaching, supporting, and delegating (Joe, 2011).

Similar with the current study results on autocratic leadership style others finding was expected and suggests, In the 1970s, the autocratic style became less popular compared to other contemporary leadership theories. This was partly due to The New York Times' publishing of the Pentagon Papers and The Washington Post's Watergate exposé, which led to Nixon's resignation (Eric, 2014).

4.2.4. Relationship between coaches coaching behavior and leadership style with athletes performance

From the results of person product correlation the coaches coaching behavior can't affect the performance of the athletes. In other hand the result can shows that the coaches' leadership style also can't affect the performance of the athletes. In the same way, mental preparation and situational consideration positively influence athletes' performance while coaches' leadership styles could influence on junior golfers' psychological state and golf performance (Kyung, Chul-Ho Stephen, 2015). Conversely, physical training and planning, competition strategy and democratic leadership decrease the athletes' performance.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5.1. Conclusions

On the basis of the findings of this study it can be concluded that:

- The coaches are exercising mainly physical training and planning, competition strategies and mental preparation coaching behaviors commonly.
- The majority of coach's currently practicing democratic, situational consideration and autocratic leadership style mostly.
- The coaching behavior can not affect the performance of the athletes.
- The coach's leadership style can not affect the performance of the athletes.

5.2. Recommendations

From the aforementioned results and conclusions it is better to write the following points as recommendations.

- The athletes of athletics clubs were exercising physical training and planning, competition strategies and mental preparation. So that they should use more based on the objective of their clubs, situation they phase and improvement of their performance.
- There is no best coaching leadership style that can suit with all members of the club. The coaching leadership style should fit to the situation. Excellent coaches often switch instinctively between styles, according to the athletes behavior and the task that needs to be done. For instance, a coach can be autocratic but friendly on new trainee; democratic with experienced athletes who have many ideas. This can only be fostered by a flexible coach who is a good listener. The coaches should select the right type of coaching leadership style that can suit with right situation. This also helps them to overcome the confusion in using leadership styles.
- Oromia special zone athletics clubs coaches behavior were failed to improve athletes performance. As a result of this coaches should give due attention to their coaching behavior.
- Lastly the researcher recommends those interested individuals to conduct a detail and further investigation on the issue under the study.

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APPENDIX 1

Demographic Questions for (Athlete)

YUUNVARSIIITI JIMMAATTI KOLLEJJII SAYIINSII UMAMAA SAGANTAA BARNOOTA DIGIRII LAMAFFAA KUTAA BARNOOTA SAYIINSII ISPOORTII

Bulchinsa Motummaa Naannoo Oromiyatti Godina Adda Nannoo Finfinnetti **Atiletoota** Kilabii Atiletiiksiin Kan Guutamu.

Kaayyoo Gaaffiichaa

Kabajamtoota hirmatoota qoranno kan kantataan kayyoon gaaffi kana bulchinsa motummaa nannoo oromiyatti godina adda nannoo finfinnetti leenjiftoon kilabii atiletiiksii hoggansaa fi amala isaan walitti dhufenyaa in dandetti kilabii atiletiiksii waliin qabu fi hirmaanna isaan maal akka ta'e odeffannoo funanuu fi qorachudha.

Odeffannoon sinirraa argamu Kan ooluf qoranicha qofafii. Odeffannoon kennamu hundi icittidhan ni qabama.

Qajelfamaa Waligalaa

1. Atiletootan qoranno kanaaf filatamtaan maqaa bareesuun dirqamaa hin qaban.
2. Gaffiwwaan hundumaa akkata qajelfamaatiin debisun sin irraa egamaa.

1. Maqaa kilabii _____

2. Umuri: 1.18-24 2.25-34 3.35-44 4.45-54 5.55-64 >65

3. Salaa: 1.Dhi 2.Dur

4. Sadarka Barnoota? _____

5. Haala bulitti: 1.kan fudhe 2.kan hin fune 3.kan addaan wali hikaan

Research Questionnaire part A

LEADERSHIP STYLE SCALE FOR SPORT (LSS)

Kutaa Iffaa

Himoon armaan gadiitti ibsamaa kun hoggansaa Lenjiistootat kan ibsaanidha. Tokkon tokkoon gaffitiif filannoowwaan Shan qopha'an jiru.

1. Gonkumayu 2. Darbe darbe 3. Yerodhaaf 4. Yero tokko tokkoo 5. Yero hunda

Lak	Lenjistoota kilabii Atiletkisiif	Gonkumayu	Darbe darbe	Yerodhaaf	Yero tokko tokkoo	Yero hunda
1	Miseenoota garee irraa yadaa fudhachun hojiitti ni hiikaa					
2	Wal-dorgomiwwaan gaggeefeman hunda irratti atiletoota irraa Isitiratejiin walqabate yadaa ni gafataa.					
3	Atiletoon leenjidhaan kan walqabaate yaada akka kennaan ni jajjabessaa.					
4	Atiletoon karaa barbaadaniin akka demaan ni eyyamaaf yoo dogogoraree kan hojjatan yoo ta'e.					
5	Yaani Atiletoota yero gargarii ta'u yaada walitti araarsun ni fudhata.					
6	Atiletoon kayyoo akka qabataan ni tasisaa.					
7	Yaani tokko akka bu'a qabeessati dhiyachuu dura atiletoon sireefama ni tasisuu.					
8	Atiletoon raawwii taktikii irraatti akka murte kennaan ni tasisaa.					
9	Atiletoon yero leenjii cimaa gaggeesan bilisumma ni qabatu.					
10	Yero marii garee tasisistan yaadota ka'an ni fudhata					
11	Lenjidhaan wal qabate atiletoota irraa yaada ni gafataa					
12	Yero murtewwaan adda addaa darbaan atiletoon misensaa ta'an akka hirmataan ni tasisaa					
13	Sadarkaa atiletootan ni leenjisa					
14	Dandheetii atiletootan walin kan walimadalu galmaa lafaa ni ka'aa					
15	Galmichaa gamaan ga'uf atiletootaaf ibsaa ni kenaaf					
16	Tooftan leenjii halaa waliin akka demuu ni tasisaa					
17	Yero shakalii fi wal-dorgomii atiletoon garii yoo ta'u batan toftaa adda addaati ni fayyadama.					
18	Yero rakkowwaan adda addaa muudatu karoora ni jijjiraa.					
19	Atiletii isaa sirrii akka fakenyaatti (model) ni kayaa .					
20	Haala barbachisumatin atiletoota iddowwaan adda addaati ni fayyadama					
21	Atiletii akkaata feedhii fi dandheetii isaatin gochawwaan adda addaa irratti ni ramadaa.					
22	Atiletoon fedhii leenjii qaban xiqqaa yoo ta'e argame leenjiin ulfataa akka ta'u ni taasisa					
23	Atiletoonni yero soodataan fi gamachuu iitti dhagamu dhabuu ni gorsaa.					
24	Yaadota walii galamu ni mormaa.					
25	Gareedhanis ta'e dhunfadhaan atiletotaaf karoora ni qophessa					
26	Atiletoonni tooftawwaan adda addaati akka fayyadaman ni ajajjaa.					

27	Atiletoonni yaada ta'e gorsii isaan kennaan ni gammachisa.					
28	Gocha isaa ibsuf hin danda'u.					
29	Yaada isaa yeroon ibsu umnaan.					
30	Atiletoota irraa adda ta'u filataa.					

ITEMS DIMENSIONS

The responses to questions 1 to 12 (Democratic), 13 to 22 (Situational Consideration) and 23 to 30 (Autocratic) of the LSS were summed and averaged to obtain each variable score.

Thank you for taking your time to complete this questionnaire.

Research Questionnaire part B

COACHING BEHAVIOUR SCALE FOR SPORT (CBS)

Kutaa 2ffaa

Himoon armaan gadiitti ibsamaa kun amaala Lenjiistootat kan ibsaanidha. Tokkon tokkoon gaffitiif filannoowwaan torba qopha'an jiru.

1. Yero hunda 2. Bayee irraa dedebi'e 3. Irraa dedebi'e 4. Murasa irraa dedebi'e
5. Yero tokko tokkoo 6. Darbe darbee 7. Gonkumaa

Akkata fillannoo ketitin mallatoo (/) kanatii fayadam.

Fillannoo kana keessaa debii sirrii fi dogoggora Kan jedhamu hin jiru garu deeggarsii keessaan qoraniichaaf bu'aa gudda qaba.

Lak.	Lenjisaa jabina qama walin demu	Yero hunda	Bayee irraa dedebi'e	Irraa dedebi'e	Murasa irraa dedebi'e	Yero tokko tokkoo	Darbe darbee	Gonkumaa
1	Garaa kutenyaa akkan qabadhu lenjisaan leenjii jabina qamattin na deggaraa.							
2	Sagantaa sochii jabina qamaa ulfaata irratti na degaraa.							
3	Sagantaa sochii jabina qamaa gadii fagenyaan hojjatamu irratti na degaraa.							
4	Karooora jabina qamaa koo irratti na degaraa.							
5	Bakkii leenjii fi meeshaaleen leenjii kan qinda'anidha.							
6	Akkata yeroo lenjii qindayetiin na gargaraa.							
7	Saganta leenjii waggaa keessaatti na gargaraa							
	Barbachisumaa lenjiisaa qophii sammuu							
8	Dhibbaa keessaattii illee ta'e akkamitii hojjachuu akkaan qabu na gorsaa							
9	Sammuudhaan qopha'a akka taanu nu gorsaa							
10	Dandeettii koo walii gara kutenyaa akkan qabadhu na gorsaa							
11	Ofii kootiif yaada gaarii akkaan ofiin qabadhu na gorsaa							
12	Hojii kiyyaa irraattii akkaan xiiyyeefadhu na gorsaa							
13	Adeemsaa hojii sirrii raawwadhuu keessaattii na degaraa							
14	Wantootaa adda addaa keessaa fi wal-dorgomii keessaa akkaan darbu na degaraa							
15	Dorgomiif xiiyyeefanna akkaan kennu na taasiisaa							
	Barbaachisumaa leenjiisaa istiraatejii wal-dorgomiittif							
16	Yeroo wal dorgomii ittii fufiinsaan hojii guyyaa guyyaan akkaan raawwadhu na taasiisaa							

17	Yeroo wal-dorgomii rakkoo na mudatuu irraattii marii ni taasiisaa							
18	Yero wal-dorgommii dandeettii koo walin gara kutenyaa akkan qabadhu na tasiisaa							
19	Yeroo wal-dorgomii meeshaalee barbaachisaa fi iddowwaan nuuf mijessaa							

Note for Researchers

The CBS has 19 items divided into 3 different constructs

- | | |
|------------------------------------|-------------|
| 1. Physical training and planning. | Items 1-7 |
| 2. Mental preparation. | Items 8-12 |
| 3. Competition strategies. | Items 13-19 |