

**EFFECT OF COACHES LEADERSHIP STYLE ON PLAYERS SELF  
ESTEEM IN SELECTED ETHIOPIAN PREMIER LEAGUE FOOTBALL  
CLUBS**



**BY: ADUNGNA KUMSA**

**MSc. THESIS**

**SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, JIMMA  
UNIVERSITY COLLEGE OF NATURAL SCIENCES, IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTERS SCIENCE IN SPORT MANAGEMENT**

**FEBRUARY, 2020  
JIMMA, ETHIOPIA**

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**FEBRUARY, 2020  
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**JIMMA UNIVERSITY**  
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## **Abbreviations**

G.C: Gregorian calendar

RSES: Rosenberg self-esteem scale

FIFA: Football International Federation Association

EFF: Ethiopian Football Federation

FC: Football Club

SC: Society Club

SPSS: Statistical Package for Social Science

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## Abstract

*The purpose of this study was assesses the effect of coaching style on players' self-esteem in selected Ethiopian premier league football clubs. This study used Cross-sectional research design. Data were collected through semi-structured interview and standardized questionnaires. Sebata city, Jimma Aba Jifar, Adama city and Ethiopia Buna premier league football clubs were selected (n =100) using purposive sampling technique. Player's self-esteem was used as dependent variable of the study which was measured by standard questionnaire (Orth& Robbins, 2014) while leadership style was taken as independent variable for this study which was measured by standard questionnaire. Data were processed using SPSS version 25. Accordingly, linear regression analysis was used to analyze the effect of coaches' leadership style on player's self-esteem. Moreover, qualitative analysis would be used to support quantitative analysis. The result of this study shows that there was significant effect of coaching leadership style on athlete's performance ( $P = .000$ ). The finding of this suggests that Ethiopian premier league football coaches' style affected football player's self-esteem. The study recommends that coaches and club better to scale-up self-esteem football players using different psychological therapy.*

**Key words:** Leadership style, self-esteem and self-confidence.

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the study

Football is a team sports that involve, to varying degrees, kicking a ball to score a goal. Unqualified, the word *football* normally means the form of football that is the most popular where the word is used. There are a number of references to traditional, ancient, or prehistoric ball games played in many different parts of the world. Contemporary codes of football can be traced back to the codification of these games at English public schools during the 19th century (FIFA, 2010).

The expansion of the British Empire allowed these rules of football to spread to areas of British influence outside the directly controlled Empire. By the end of the 19th century, distinct regional codes were already developing: Gaelic football, for example, deliberately incorporated the rules of local traditional football games in order to maintain their heritage. In 1888, The Football League was founded in England, becoming the first of many professional football competitions. During the 20th century, several of the various kinds of football grew to become some of the most popular team sports in the world(Maldonado Etal, 2013).

The term **coaching styles** refers to the overall direction of each session - determine which coaching style on what you and your players want to achieve and how they wish to get there. Coaching styles can vary. Coaches may have a preferred style of coaching, which is normally based on the personality, but it need to be adaptable and to be able to use different styles according to the situation and the needs of the performers (Jump &Robbins, 2014).

Coaching styles are nothing but social approaches and behavior models a coach uses depending on their personal brand and their clients. Having a good grasp of multiple coaching styles makes you a better coach because all clients are different. Some clients may respond to a more structured approach that places a lot of emphasis on discipline, while others may respond better to a gentler and fluid approach (Ibid, 2014).Depending on their growth, sometimes a single client may need you to use different styles, the only way to be a good judge of such needs is by

empathizing with client and thus being flexible in the personal style of managing people. With experience, you can refine that skill to become better at judging the way that people need to be guided. In the coaching industry, there are three clearly defined and generally accepted coaching styles. These are differentiated by the overall direction a coach leads his team in – as well as the objectives they set out to achieve for their players. The majority of coaches will fall into at least one of these styles, with each having a differing impact on the perception of you and your methods from on looking players, parents and supporters. Plus, each style leads to a difference in outcome, with players reacting in different ways to the methods of their coach. The self-esteem movement has swept through Western culture over the past 50 years, with parents and teachers alike doubling down on the idea that improving children’s self-confidence will lead to improved performance and a more successful life in general (Baskin, 2011).

The most influential voices in self-esteem research were, arguably, Morris Rosenberg and Nathaniel Branden. In his 1965 book, *Society and the Adolescent Self-Image*, Rosenberg discussed his take on self-esteem and introduced his widely used accepted Self-Esteem Scale. His definition of self-esteem rested on the assumption that it was a relatively stable belief about one’s overall self-worth. This is a broad definition of self-esteem, defining it as a trait that is influenced by many different factors and is relatively difficult to change (*Baumeister, 2011*).

In contrast, Brandon believes self-esteem is made up of two distinct components: self-efficacy, or the confidence we have in our ability to cope with life’s challenges, and self-respect, or the belief that we deserve of happiness, love, and success (1969). The definitions are similar, but it is worth noting that Rosenberg’s definition relies on beliefs, a belief which can have wildly different meanings to different people, while Branden is more specific about which beliefs are involved in self-esteem (*Ibid, 2011*).

There are typically three components which make up self-esteem: Self-esteem is an essential human need that is vital for survival and normal, healthy development, self-esteem arises automatically from within based on a person’s beliefs and consciousness and self-esteem occurs in conjunction with a person’s thoughts, behaviors, feelings, and actions (Barbara Krahe, 2013).

Self-esteem is one of the basic human motivations in Abraham Maslow’s hierarchy of needs. Maslow would suggest that individuals need both esteem from other people as well as inner self-respect. These needs must be fulfilled in order for an individual to grow and thrive. These

needs must be fulfilled in order for an individual to grow and achieve self-actualization. Self-confidence and self-esteem are two closely related psychological phenomena, both based on past experiences and both looking forward at future performance (Ibid, 2013).

Psychologists have long noted that a person can possess self-confidence that he or she can complete a specific task (self-efficacy) even though they may lack general self-confidence, or conversely be self-confident though they lack the self-efficacy to achieve a particular task (e.g. write a novel). These two types of self-confidence are, however, correlated with each other, and for this reason can be easily conflated (*Bono, 2003*). Football is one of the most popular games in the world. This game is not simply played by the teams for entertainment only; it's played in the world because of its biggest role in terms of once economy, politics, social advantage and the like. And this game has arguably been a global sport since the first men's world cup competition was contested in 1930 (Andrew et al., 2011).

Ethiopia was one of the founding members of confederation of African Football Federation along with Egypt and Sudan in 1957 G.C. And, this shows that Ethiopia started the movement for the development of football very early when compared with other African countries. Ethiopia won the African cup only once and it was the 3<sup>rd</sup>. The game also gets its popularity in Ethiopia; the people are crazy about football. The dream is to see the national team in African cup and in the world cup. The participation of the national team in African Cup became true after 31 solid years, even though they eliminated in the first round with a single goal and a single point. Ethiopian clubs' participation and their result is also the indicator for the passive progress of Ethiopian Football. African cup held in Ethiopia. Some researchers investigated about football management. Alemu and Babu (2012) studied the relationship between coaches' leadership styles, team cohesion and team success in the premier league soccer clubs of Ethiopia.

## 1.2. Statements of the Problem

Self-esteem is an individual's subjective evaluation their own worth. Self-esteem encompasses beliefs about oneself (for example, "I am unloved", "I am worthy") as well as emotional states, such as triumph, despair, pride, and shame. Smith and Mackie (2007) defined it by saying "The self-concept is what we think about the self; self-esteem is the positive or negative evaluations of the self, as in how we feel about it.

A confident player will always perform better than a player low on self-esteem. One of the most important elements in delivering a successful soccer performance is the player's level of self-esteem. There are many characteristics which reflect a player's confidence and this can be observed during training and games through their overall application, body language and verbal, hopefully encouraging comments towards team mates and coaching staff (RabotegandSakic, 2014).

According to Bangsbo and Mohr (2014), over the last few years most researches done were centralized on players' performance and the result of a football match. Due to this a study on knowledge and challenges to implement strength and physical conditioning training for the coach of women's football need to be done because it is an important aspect in ensuring the physical training for women's football is more effective. According to Wondimu and Damen (2004:41) football training is an act of faith, which is best regarded in terms similar to a bank deposit account.

A confident player will have a smile on their face and be bubbly, coaches and Managers must make it clear to the players at the earliest possible stage of development that they should not be worried about personal performances or losing matches. A confident player will ask for advice, confident player will have several mannerisms that a coach or manager should be able to identify, a confident player will act calm, composed, concentrated, dedicated, and have high self-control and individual and group discussions are an important element in coach / player relations. Confidence building talks and small comments will always leave a lasting impression. Players will soon learn to accept themselves for the way they are whilst identifying and understanding their strengths and weaknesses as part of their development (*Dormann, Zapf, & Frese, 2006*). According to study report showed, there was gap on evaluation of coaching style and players' self-esteem in the Ethiopian premier league football clubs. The variables under this

current study were coaching style variables and the effect of these coaching styles to the self-esteem of players. Therefore, the main objective of this study was to assess the effect of coaching style on players' self-esteem in selected Ethiopian premier league football clubs. To this end following basic questions was being answered.

1. What was the coaching styles that have been exhibited by Ethiopian premier league football clubs?
2. What was current status of player's self-esteem in the case of Ethiopian premier league football clubs?
3. Do coaches leadership styles have an affect a player's self-esteem in the case of Ethiopian premier league football clubs?

### **1.3. Objectives of the Study**

#### **1.3.1. General objective**

The general objective of the study was to assess the effect of coaching style on player's self-esteem in selected Ethiopian premier league football clubs

#### **1.3.2. Specific objectives**

The specific objective of the study was to:

- ✓ Assess coaching styles that have been exhibited by Ethiopian premier league football clubs.
- ✓ Determine current status of player's self-esteem in the case of Ethiopian premier league football clubs
- ✓ Identify coaches' leadership style affects players' self-esteem in the case of Ethiopian premier league football clubs

### **1.4. Significance of the Study**

This study will be important for Ethiopian football premier coaches, for players and administrations Ethiopian football to provide information on evaluation of coaching style and player's self-esteem in the Ethiopian premier league football clubs. On the basis of the information that will be gained from the results of this study they will plan on improvement of coaching style and players' self-esteem in the Ethiopian premier league football clubs.

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

### **1.5. Scope of the Study**

The scope of this study would be delimited to assess the coaching style and players' self-esteem in the Ethiopian premier league football clubs. The study would be delimited to the selected premier leagues of football of 2019/20 and also delimited to Sebata City, Jimma Aba Jifar, Adama City and Ethiopian Buna football club. Those foot clubs game activities were stopped due to the Corona Virus (Covid-19) pandemic Disease.

### **1.6. Operational Definition of Key terms**

**Coach:** is the professional head of a team who is responsible for the performance of a single player or a team as a whole (FIFA, 2010).

Coaching styles are nothing but social approaches and behavior models a coach uses depending on their personal brand and their clients.

**Football** is a team sports that involve, to varying degrees, kicking a ball to score a goal (FIFA, 2010).

**Self-esteem** is an essential human need that is vital for survival and normal, healthy development, self-esteem arises automatically from within based on a person's beliefs and consciousness (Michelle, 2012).

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

#### **2.1 A History of Football in Ethiopia**

Football is a family of team sports that involve, to varying degrees, kicking a ball with the foot to score a goal. Unqualified, the word football is understood to refer to whichever form of football is the most popular in the regional context in which the word appears. Football is a ball inflated with air that is used to play one of the various sports known as football. In these games, with some exceptions, goals or points are scored only when the ball enters one of two designated goal-scoring areas; football games involve the two teams each trying to move the ball in opposite directions along the field of play(From Wikipedia, the free encyclopedia).

The development of football management has its own history like the management of other sectors. Management, in its literary definition, is a process that involves individuals and groups working to achieve the organizational goals and it includes planning, organizing, staffing, directing, coordinating, reporting and budgeting of an organization (FIFA document, 2017).

Malik (2012) described management as the most important competitive factor and expressed that knowledge of management is the most important resource for creating competitive advantage. He also stated that this applies to companies and equally to the individual. It makes people and organizations effective. But, there were not clear ways how clubs run, and/or whether clubs did have a model of any particular form of management they follow.

Football management in Britain reflected the ‘practical tradition’ of British management, in which knowledge had been gathered and passed on through the generations by ‘doing it’ rather than by learning how to ‘do it’. The story is of course the same in other countries too where there was a provision of education on football management and knowledge had been gathered and passed on through the generations by ‘doing it’ rather than by learning how to ‘do it’. Since the nineteenth century, the history of management has been marked by a ‘divorce of ownership from control’ where the administration of organizations has gradually evolved from one-man businesses to companies under the control of specialist professional managers. Despite a steady decline in the number of owner-manager businesses, though, most British firms, like football



clubs, have remained small in size. Any developments in management, therefore, were not instantly reflected in smaller companies and the effects of any changes within the management of major companies filtered down very slowly. Because, the prevailing business culture many owners were unwilling to relinquish control of their company to professional managers. Instead, managers, with their autonomy usually restricted, worked according to the traditions of their firm rather than to the rules of any association or profession.

As a consequence, the management of small firms was generally more easily influenced by the personalities and the actions of a few individuals. Anti-intellectualism pervaded British management culture throughout the twentieth century (Carter, 2006).

Football management education is a recent field of study and the story of football management, in terms of its evolution as a profession, has been very slow.

From the mid-nineteenth century, cricket, horse-racing and professional athletics had become commercialized sporting spectacles, and in one way, they provided examples of how to run a sports business. But, football management's history has been as much a consequence of the game's traditions as economic traditions according to the opinion of Carter (2006).

Hamill and Chadwick (2010) expressed that football is all-pervasive across most parts of the world and it has progressed from being a ritual and a celebration to become an amateur sport, a professional sport, and now, increasingly, a commercial sport. They demonstrated that football today faces a future that increasingly requires people involved in, or associated with, the sport to adopt a professional, strategic, and sometimes commercially focused approach to the administration of the institutions that make up what might be described as the football industry.

Hamill and Chadwick (2010) argued that football for many people across the world remains a celebration, a hobby, a leisure pursuit, and a rite of passage; yet, football is increasingly recognized as an industry in itself, an industry that must be managed in a businesslike fashion. There is no doubt that football is universally popular, and it is frequently referred to as the global game, a sport that transcends social, political boundaries. Any developments in management, therefore, were instantly reflected in smaller companies and the effects of any changes within the political, economic, and cultural boundaries. Figures reported by the Federation International de Football Association (FIFA) appear to confirm this, with the organization

reporting that there are 265 million registered players worldwide, playing for 1.7 million teams in 300,000 official clubs (FIFA, 2007).

Although many of these players, teams, and clubs may actually play football simply for pleasure, the top tier of football clubs clearly operate as businesses of a kind, despite their socio-cultural significance.

As the history of development of football management indicates, football clubs are at the arena where they need to be administered by a professional and must manage their resources based on strategic and even commercially focused approach where football by itself has been started to be consider as an industry (FIFA, 2007).

## **2.2. Theories of self-esteem**

Many early theories suggested that self-esteem is a basic human need or motivation. American psychologist Abraham Maslow included self-esteem in his hierarchy of human needs. He described two different forms of "esteem": the need for respect from others in the form of recognition, success, and admiration, and the need for self-respect in the form of self-love, self-confidence, skill, or aptitude (Bonet, 2015). Respect from others was believed to be more fragile and easily lost than inner self-esteem. According to Maslow, without the fulfillment of the self-esteem need, individuals will be driven to seek it and unable to grow and obtain self-actualization. Maslow also states that the healthiest expression of self-esteem "is the one which manifests in respect we deserve for others, more than renowned, fame and flattery". Modern theories of self-esteem explore the reasons humans are motivated to maintain a high regard for themselves. Socio-meter theory maintains that self-esteem evolved to check one's level of status and acceptance in ones' social group. According to Terror, self-esteem serves a protective function and reduces anxiety about life and death. Self-esteem is important because it shows us how we view the way we are and the sense of our personal value. Thus, it affects the way we are and act in the world and the way we are related to everybody else (Ibid, 2015).

Carl Rogers (1902-1987), an advocate of humanistic psychology, theorized the origin of many people's problems to be that they despise themselves and consider themselves worthless and incapable of being loved. This is why Rogers believed in the importance of giving unconditional acceptance to a client and when this was done it could improve the client's self-esteem. In his therapy sessions with clients, he offered positive regard no matter what. Indeed,

the concept of self-esteem is approached since then in humanistic psychology as an inalienable right for every person, summarized in the following sentence:

One of the most widely used instruments; the Rosenberg self-esteem scale (RSES) is a 10-item self-esteem scale score that requires participants to indicate their level of agreement with a series of statements about themselves. Firmly believe in certain values and principles, and are ready to defend them even when finding opposition, feeling secure enough to modify them in light of experience.

### 2.3. Types of coaching styles

All coaches have a certain personal style and model that they follow. This can change the way they affect people considerably, as different people respond to different behavior and management cues. Depending on the needs and goals of your client, you might need to use multiple techniques and coaching styles to reach them in the best manner. If your client doesn't respond to a particular coaching model well, you might need to change the way you interact and assist them in their journey. Here we will talk about the types of coaching techniques and types of coaching styles you can use to help your clients improve their lives (*Johnson&Brien, 2013*).

The various types of coaching styles are the coaching methods and practices that are used during their sessions to change and influence behavior patterns. These techniques, when used effectively, can help a coach measurably influence a client's progress. These techniques are a way for coaches to give clients direct results and of displaying tangible growth where it is required. Some clients feel that their sessions are more productive when certain techniques are used. The style of coaching you choose can remarkably change how receptive a client is to certain ideas, therefore, the choice of coaching style can make or break a session, and sometimes even the rapport you've built with your client. So choose carefully (*Johnson&Brien, 2013*).

Some styles tend to more loosely structured and fluid, and give a client more room to maneuver the direction of the guidance. Some tend to go in the other direction and have more discipline-focused direction. More rigid coaching styles should only be used in very specific settings, as a more structured style can hinder the growth of your client



Coaching styles are nothing but social approaches and behavior models a coach uses depending on their personal brand and their clients. Having a good grasp of multiple coaching styles makes you a better coach because all clients are different. Some clients may respond to a more structured approach that places a lot of emphasis on discipline, while others may respond better to a gentler and fluid approach. Depending on their growth, sometimes a single client may need you to use different styles, the only way to be a good judge of such needs is by empathizing with client and thus being flexible in your personal style of managing people. With experience, you can refine that skill to become better at judging the way that people need to be guided (Erol&Orth, 2011).

### 2.3.1. Autocratic style

This is a highly structured coaching style that places the control of the direction of sessions in the coach’s hand. The client is encouraged to follow the lead and become successful by following a pre-established pattern of growth. This style is used in business coaching, sports coaching, and even military training. There is little space for tailor-made programs, and clients are encouraged to follow other people’s journey towards success. The coach is also expected to emulate an authority figure in order to drive this discipline-based program forward (Erol&Orth, 2011).

### 2.3.2. Democratic style

In this model, the client has equal or more control over the coaching process, and the coach gently guides the direction of the process when it veers off the path. This process takes the client’s opinions and preferences into account, and thus there is a huge space for tailor-made programs within this method. This process encourages the client to be introspective,

accountable, and have self-control. This method is used in paths where the clients need to take responsibility of their own results, and thus fields like career coaching, financial coaching, personal growth coaching etc. employ this style to inculcate a sense of self-empowerment and control (*Erol&Orth, 2011*).

### **2.3.3. Holistic style**

This coaching style can sometimes be one of the most effective styles you can start with, as this style accounts for the total growth of the individual. The holistic theory says that all events are related and an individual is a sum of all their parts. This means that in order to really help a person, a coach would have to pay attention to their complete growth and encourage balance in all areas of their life. A holistic approach can give a client better perspective regarding their place in the world, make them feel more connected, more balanced, more full of purpose, and it can even give them a new understanding of how they matter. The styles and techniques we discuss here are by no means all that exist. They are but some of the common ones in practice. Depending on the needs of your client, you can mix and match your approach and your style (*Jump and Robbins, 2014*).

### **2.3.4. The Casual One**

Taking the concept of the democratic coach and taking it to the next level, the casual coach offers even greater freedom and control to players. Predominantly, this type of coach is concerned with creating an environment where the players can enjoy the freedom to learn new skills and ideas off their own back. The philosophy of a casual coach is that a happy collection of players will eventually lead to a successful team. Create a fun and engaging environment for your players, and they will revel in the responsibility to grow both individually and as a team. As a coach, casual is often associated with those with less experience. Not confident enough to present a series of orders to those they are coaching, the casual coach listens to player feedback, but then offers little in the way of instruction or feedback in return. For coaches and their players, this can go one of two ways. Creating a fun and light working environment for all can breed a bond between all the squad and their coach. Plenty of time for socializing as a team is likely to follow, but ultimately progress needs to be made at some stage. Tipping the balance too far in favor of flexibility and freedom can lead to a collection of unmotivated players and results could suffer in the long term. For this coaching style, trust is key. Handing over all this

responsibility to players could backfire if certain individuals aren't able to motivate themselves to continually improve without instruction (Jump and Robbins, 2014).

### 2.3.5. Laissez-Faire

This is where the coach makes few decisions. There are little organized attempts to influence or teach. Implicit in this style is that the players take ownership and make the decisions. All three styles have advantages and disadvantages. Coaches should be able to change styles and know they are doing so for a particular reason. For example - when there is a safety issue, the style must be 'autocratic'; there is no time for negotiation (*Greenberg, 2008*).

When introducing a set play, such as a penalty corner, try the 'democratic' style, allowing the players considerable input and ideas, rather than dictating which routines to follow. With a set unit of play, use the 'laissez-faire' style, allowing players to work out a pattern and to try this without interference or judgments by the coach. Many coaches use an 'autocratic style' for all of the session, telling the players what to do. This is because they like to have control. Coaches need to delegate some of the 'control', empowering players to think, to input ideas and to make decisions (*Greenberg, 2008*).

It is also important for coaches to use different styles because players respond in different ways. Some players are motivated by one approach more than another. It is important to try to work with players and to keep their enthusiasm and motivation. There is a greater chance of this happening if the coach is flexible in their approach and can change styles within a session, appropriate to the situation and the needs of the players (*Greenberg, 2008*).

## 2.4. Self-Esteem

The most influential voices in self-esteem research were, arguably, Morris Rosenberg and Nathaniel Branden. In his 1965 book, *Society and the Adolescent Self-Image*, Rosenberg discussed his take on self-esteem and introduced his widely used accepted Self-Esteem Scale. His definition of self-esteem rested on the assumption that it was a relatively stable belief about one's overall self-worth. This is a broad definition of self-esteem, defining it as a trait that is influenced by many different factors and is relatively difficult to change (Johnson and Brien, 2013).

In contrast, Brandon believes self-esteem is made up of two distinct components: self-efficacy, or the confidence we have in our ability to cope with life's challenges, and self-respect, or the belief that we are deserving of happiness, love, and success. The definitions are similar, but it is worth noting that Rosenberg's definition relies on beliefs about self-worth, a belief which can have wildly different meanings to different people, while Branden is more specific about which beliefs are involved in self-esteem (Johnson and Brien, 2013).

What about those who have too much self-esteem? Narcissism is the result of having too much self-esteem. A psychological definition would be an extreme amount of selfishness, with a grandiose view of one's own talents and a craving for admiration. Self-esteem at high and low levels can be damaging so it is important to strike a balance in the middle. A realistic but positive view of the self is often ideal. Where does self-esteem come from? What influence does it have on our lives? Self-esteem is often seen as a personality trait, which means it tends to be stable and enduring. There are typically three components which make up self-esteem: Self-esteem is an essential human need that is vital for survival and normal, healthy development.

Self-esteem arises automatically from within based on a person's beliefs and consciousness. Self-esteem occurs in conjunction with a person's thoughts, behaviors, feelings, and actions.

#### Four Keys for Developing Confident Players

Provide repetition. Think back to when you first learned to ride a bike.

Promote self-talk. The biggest opponent our athletes will ever face is the one looking back at them in the mirror.

Help them lift others. One of the best ways to develop confidence is to build it in others.

Have they put blinders on?

#### 2.4. Secure vs. Defensive

A person can have a high self-esteem and hold it confidently where they do not need reassurance from others to maintain their positive self-view, whereas others with defensive high self-esteem may still report positive self-evaluations on the Rosenberg Scale, as all high self-esteem individuals do; however, their positive self-views are fragile and vulnerable to criticism. Defensive high self-esteem individuals internalize subconscious self-doubts and insecurities, causing them to react very negatively to any criticism they may receive. There is a need for

constant positive feedback from others for these individuals to maintain their feelings of self-worth. The necessity of repeated praise can be associated with boastful, arrogant behavior or sometimes even aggressive and hostile feelings toward anyone who questions the individual's self-worth, an example of threatened egotism.

## 2.5. Contingent vs. non-contingent

A distinction is made between contingent (or conditional) and non-contingent (or unconditional) self-esteem. Contingent self-esteem is derived from external sources, such as

what others say,

one's success or failure,

one's competence, or

Esteem.

Therefore, contingent self-esteem is marked by instability, unreliability, and vulnerability. Persons lacking a non-contingent self-esteem are "predisposed to an incessant pursuit of self-value." However, because the pursuit of contingent self-esteem is based on receiving approval, it is doomed to fail. No one receives constant approval and disapproval often evokes depression. Furthermore, fear of disapproval inhibits activities in which failure is possible. "The courage to be is the courage to accept oneself, in spite of being unacceptable. This is the Pauline-Lutheran doctrine of 'justification by faith' (Baumeiste, 2011)."

Non-contingent self-esteem is described as true, stable, and solid. It springs from a belief that one is "acceptable period, acceptable before life itself, ontologically acceptable". Belief that one is "ontologically acceptable" is to believe that one's acceptability is "the way things *bewithout* contingency".

## 2.6. Premier Skills in foot ball

Premier Skills uses football as a tool for change, enabling people to achieve positive social and educational outcomes in their communities. This concept is called 'football in the community'. Through face-to-face training, grassroots coaches and referees develop the skills, knowledge and confidence needed to run their own community football projects, through which they can engage and enrich the lives of marginalized and at-risk young people. By participating in regular football sessions, young people develop their own life skills and confidences, helping



them become better integrated into their communities, improving their employability and raising their self-esteem.

The Ethiopian Football Federation was founded in 1943 and became affiliated with FIFA in 1952. In 1957 the EFF along with its Egyptian, Sudanese, and South African counterparts founded CAF. In October 2013, the federation elected Juneidi Basha as its new president to replace Sahilu Gebrewold. Beating out three other candidates, Basha received the majority of votes (55 of the 101 votes) at the Federation's General assembly. Juneidi Basha, represented the eastern region of Dire Dawa, was a businessman before becoming football federation president. In June 2018 the EFF elected Esayas Jira as President. The 46 year old Jira, who was backed as the candidate from the Oromia region, won 87 of 145 votes by the general assembly which had taken place in Semera, Ethiopia.

The EFF was responsible for all regulatory processes of all professional football leagues in Ethiopia including the Ethiopian, the Ethiopian Higher League (second tier) and the "First League" (third tier). The federation also runs the Ethiopian Women's Premier League along with the second tier of the Women's professional football league. Men's Football in May 2018, the Ethiopian Premier League was suspended indefinitely after a referee was attacked during a match between Welwalo Adigrat University F.C. and Defense Force S.C. This coming on the heels of a similar incident a month earlier in which spectators swarmed onto a football field during a match between Woldia S.C. and Fasil Kenema F.C., injuring two match officials and a coach.

These research studies, in general, 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 (Ramzaninezhad and Keshtan, 2009). In support of this notion, Anshel (2003) further asserted that beside to the technical skills of coaches, effective coaches need to occupy many roles within the lives of athletes. These may include being a leader, follower, teacher, role model, limit setter, psychologist/counselor/mentor, and infrastructure for progress.

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

structuring and coordinating the members' activities; Democratic Behavior: coaching behavior that allows greater participation by the athletes in decisions pertaining to group goals, practice methods, and game tactics and strategies; Autocratic Behavior: coaching behavior this involves independent decision-making and stresses personal authority; Social Support: coaching behavior characterized by a concern for the welfare of individual athletes, positive Coaching leadership styles and team cohesion in Ethiopian public universities male football teams(Barbara, 2013).

## 2.7. The Concepts of coaching Football

Coach: is a person who takes care of the coaching and training of the team and who prepares them for developing performances. That to achieve results, the coach is a specialist in technical and tactical training and psychological and physical developments. His tasks also may be extended, depending on his particular skill. (IFNA basic coaching manual (2008) states about coach). As you can see a coach wears many different and wide-ranging hats. When you take on a coaching role you have a series of responsibilities that the players expect of you. As a coach you are a leader not merely a person with authority. Next to their parents' youngsters spend more time with, and are more likely to be influenced by their teachers than anyone else. As the coach you are the teacher who will provide by far the most influence in their sporting lives.

Define Coach is Teacher, Organizer, Selector, Philosopher, Psychologist, Student Mentor, Trainer, Mum/Dad Planner, Motivator, Manager, Instructor, Public relations person. IFNA basic coaching manual (2008) Recommends coach's tasks are those of observation, analysis and correction. There are two distinct roles played by the coach and the player. The coach sees a movement and is responsible for the correct technical implementation of the skill. The players believe when the movement is correct. It is when a movement both looks and feels good that there is a successful partnership between coach and player. Coaching technique is largely an individual and personal skill that is acquired, enhanced and modified in the light of experience and experiment. Principles: Fundamental norms, rules, or values that represent what is desirable and positive for a person, group, organization, or community, and help it in determining the rightfulness or wrongfulness of its actions. Principles are more basic than policy and objectives, and are meant to govern both ([www.businessdictionary.com](http://www.businessdictionary.com)).

## 2.8. Principle of Coaching

There are significant ingredients in the game of soccer, but not possibly as significant for young players as the development of sound technique. All successful coaches have their own beliefs and opinions about what coaching is and how coaches can help players. Some might believe that players, especially young players should not be coached but should be allowed to develop themselves; other coaches believe that players should be nurtured carefully from an early age to avoid the development of bad habits and individual weaknesses (Barbara, 2013).

Your view is probably based on how you were brought up and taught how to play the game of soccer, on your present knowledge and your future expectations. Your coaching is affected by your beliefs, attitudes and motives. These factors will influence your reasons for wanting to coach and provide the personal, moral and ethical principles that guide you're coaching. Will you, for example condone cheating, allow swearing, or punish players for a poor performance? Or will you promote fair play and honesty, and reward effort. Are you more interested in producing winning teams than improving players? You might hold specific views about the relative value of competition and winning. It would be in the best interests of your players to balance the importance of winning with other objectives, for example, development or enjoyment. Beliefs, you need to define them because finding out about yourself helps you to outline your coaching principles (*Bono, 2003*).

## 2.9. Coaching Principles and Football

You should share your coaching principles with players, parents, club members and fellow coaches so they can clearly understand your beliefs and motives. For instance, if a young player comes to you seeking general improvement but is groomed by you to play wingback as part of your strategy for a winning team, the chances are you will frustrate and unmotivated this player and probably upset the parents. The example highlights the coaching principles of helping players to meet their own ambitions as well as embracing positive interpersonal behaviors such as self-control, honesty, fairness, equality and dignity. For instance, do you encourage your players to accept refereeing decisions even though your opponents appear intent on disagreeing with them? How do you react when one of your own players is arguing with an official or a teammate, or towards a parent who is negatively criticizing his own child from the touchline? Your answers to such questions reflect your coaching principles, and you should be prepared to

discuss with other coaches. What you consider to be unacceptable principles might be acceptable to other coaches, or vice versa (*Bono, 2003*).

Crust and Lawrence (2006), researchers in York St. John University College, reviewed leadership and coaching research in an attempt to assess the implications for football management under the title 'A Review of Leadership in Sport: Implications for Football Management.' And, they agreed with Weinberg and Gould (2003) who stated that, 'Determining what makes effective sports leadership is clearly not a simple process' (p. 213), by examining the theories and research findings from the coaching and leadership literature, it is possible to formulate a composite view of an effective football manager. This composite view of an effective football manager can be formulated from different approaches. From trait approaches, there seems to be evidence of certain traits and skills that are not so much prerequisites for success, but rather potentially useful characteristics. These appear to include traits such as adaptability, self-confidence, and persistence; as well as skills such as intelligence, creativity and knowledge of the group (Crust and Lawrence, 2006). Although forwarding mental toughness and courage as two important components might be regarded as premature given limited research attention, it is likely that the ability to tolerate stress, rebound from adversity and to seek out new practices rather than remaining 'rooted in the past' will be important factors.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Research Design**

The main purpose of this research would be to assess coaching style and players' self-esteem in the Ethiopian premier league football clubs. To meet the intended objective of this study descriptive research method would be used with quantitative approach and qualitative approaches'. The descriptive research method would be used in this study for its appropriateness to gather adequate and relevant data on the evaluation of coaching style and players' self-esteem in the Ethiopian premier league football clubs. Cross-sectional research design was used to gather data from selected Ethiopian premier league football club players and coaches.

#### **3.3. Population of the study**

Ethiopian premier league clubs consist of (N = 16 clubs. So the total population of this premier league considered as the population of the study. Among the total population of the study the target will be the clubs found in Central and West Ethiopia which includes four clubs (N= 4).

#### **3.4. Sample Size and Sampling Techniques**

The target population of this study was Central and West Ethiopia premier league football clubs. Accordingly, four Ethiopia premier league football clubs were selected based on the proximity, economy, time and feasibility of the study. Purposive sampling technique would be used to select Sebata City, Jimma Aba Jifar, Adama City and Ethiopian Buna football club. For the purpose of this study, (N = 25x4 = 100 players) and (N = 2x4 =8 coaches) was selected in order to administer questionnaire. Club managers (N = 4) and sport experts (N = 2x4 = 8) for Interview purpose.

#### **3.5. Sources of Data**

The source of data was primary data. Data was collected through semi-structured interview and standardized questionnaires. Primary data will have gathered from coaches and players' in the Ethiopian premier league football clubs focusing on four premier leagues of football those have

been participating in the Ethiopian premier league of football in 2019/20 from Central and West Ethiopia premier league football clubs.

### **3.5. Study Variables**

#### **3.5.1. Dependent variable**

Player's self-esteem would be used as dependent variable of the study which is measured by standard questionnaire (Orth& Robbins, 2014).

#### **3.5.2. Independent variable**

Leadership style is taken as independent variable for this study which is measured by standard questionnaire (Chandullaire, 1998).

### **3.6. Instruments of Data Collection**

#### **3.6.1. Questionnaires**

The questionnaire was used as instrument to collect the quantitative data from players and coaches. Mainly, questionnaire related to player's self-esteem used as dependent variable of the study which is measured by standard questionnaire (Orth& Robbins, 2014) and leadership style is taken as independent variable for this study which is measured by standard questionnaire (Chandullaire, 1998). These questionnaires were distributed to sampled players.

#### **3.6.2. Interview**

Interview would be used to collect qualitative data from club managers and sport experts. The semi-structured questionnaire containing current position and experiences in the premier league of Ethiopia, important coaching style the develop the self-esteem of players, types of coaching style you develop create the self-esteem of players, the use coaching styles that positively affecting the players, the lack of setting appropriate coaching styles negatively affecting the players and to what extent coaching styles are important for increasing self-esteem.

### **3.7. Data collection procedure**

As long as the procedure of data collection is concerned, the first thing was getting the recommendation letter from the department that addresses to the selected football clubs. The recommendations letters begivento club administration, and then players, managers and coaches

was contacted. Finally, the data were collected from player's managers and coaches' using questionnaires and semi-structured interviews.

### **3.8. Method of Data Analysis**

Data was cleared and entered into statistical software, SPSS version 25.0. Then percentage and frequency was being used to analyze coaching styles that have been exhibited by Ethiopian premier league football clubs and to determine current status of players' self-esteem in the case of Ethiopian premier league football clubs. Linear regression analysis was used to analyze the effect of coaches' leadership style on players' self-esteem in the case of Ethiopian premier league football clubs. Moreover, qualitative analysis was being used to support quantitative analysis.

## CHAPTER FOUR

### 4. RESULTS AND DISCUSSION

#### 4.5. Demographic characteristics of respondents

Table 4.1, item 1, indicates that all of respondents 100 (100 %) were male. This shows that this thesis was conducted on male football premier league players. Table 4.1, item 2, indicates that participants age category 33 (33%) were 18-25 years and 67(67%) were 26-35 years old. This confirms that the considerable number of football players ranges from 26-35 years old.

Table 4.1, item 3, presents large number of respondents' educational level 57(57%) were attending elementary school. This shows that Ethiopian male football premier league football players need to attend their secondary and tertiary education in order to know and understand about coaches' leadership style and players' self-esteem. Table 4.1, item 4, presents majority of 85(85%) were single. This shows, it was physiological phenomena that most players did not marry at the onset of early adulthood.

**Table 4. 1 Demographic characteristics of respondents**

Sn	Variables	Categories	Frequency	Percent
	Gender	Male	100	100
	Age category	18-25	33	33
		26-35	67	67
		Total	100	100
	Education	Elementary	57	57
		Grade 10 complete	28	28
		Diploma	15	15
		Total	100	100
	Marital status	Single	85	85
		Married	15	15
		Total	100	100



## **4.2. Current coaching styles of Ethiopian premier league football clubs**

Table 4.2, item 1, presents that the coaching style of the coaches was autocratic style responded as strongly disagree 2(2%), disagree 2(2%) and agrees 6(6%) and strongly agrees 90(90%) respectively. One can understand that majority of coaches were exhibited autocratic style.

Table 4.2, item 2, demonstrates that the coaching style of the coaches was democratic style replied as disagree 96(96%) and agree 4(4%) respectively. This shows that large number of coaches did not followed democratic leadership style. Table 4.2, item 3, indicates the coaching style of the coaches was not completely democratic style replied as strongly disagree 1(1%), disagree 1(1%), neutral 1(1%) and agree 97(97%) respectively. This implies that coaches' leadership style not followed democratic leadership style.

Table 4.2, item 4, presents the coaching style of the coaches was partially democratic style responded as strongly agree 1(1%), disagree 1(1%), neutral 2(2%) and agree 96(96%) respectively. This confirms that coaches used partial democratic leadership style. Table 4.2, item 5, indicates the coaching style of the coaches was partially autocratic style responded as strongly disagree 1(1%) disagree 1(1%) neutral 1(1%) and agree 97(97%) respectively. This implies that coaches used autocratic leadership style.

Table 4.2, item 6, presents the coaching style of the coaches was holistic style responded as strongly disagree 4(4%), disagree 2(2%) and agree 94(94%) respectively. This implies that the coaches' leadership was not holistic for players. Table 4.2, item 7, indicates the coaching style of the coaches' was the casual leadership style replied as disagree 95(95%) and agree 5(5%) respectively. The report indicates that that coach's leadership style was not causal.

Table 4.2, item 8, presents the coaching style of the coaches' laissez-faire replied as disagree 95(95%) and 5(5%) respectively. The coaches were not following laissaz-fair coaching style.

Table 4.2, item 9, indicates the coaching style of the coaches laissez-faire responded as strongly agree 2(2%), disagree 96(96%) and agree 2(2%) respectively. This shows that coaches' leadership style was not completely laissaz-fair. Table 4.2, item 10, presents the coaching style of the coaches was used mixed and all the style leadership style was strongly disagreeing 1(1%) disagree 1(1%) neutral 1(1%) and agree 97(97%) respectively. This implies that most of the coaches used autocratic leadership, followed by democratic and laissaz-fair coaching style.

### 4.3. Current status of player's self-esteem in the case of Ethiopian premier league football clubs

**Table 4. 2 Current coaching styles of Ethiopian premier league football clubs**

Table 4.3, item 1, presents the coaching style that exhibited by coaches create high self-esteem and hold the players confidently was strongly disagree 95(95%) and agree 5(5%) respectively. This implies that the coaching style exhibited by coaches did not create an opportunity for the football players to develop players' self-esteem and self-confidence. Table 4.3, item 2, demonstrates the coaching style that exhibited by coaches create defensive high self-esteem on

Sn.	Items	SD		D		N		A		SA	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	The coaching style of the coaches is autocratic style.	2	2	2	2			6	6	90	90
2	The coaching style of the coaches' is democratic style.			96	96			4	4		
3	The coaching style of the coaches is not completely democratic style.	1	1	1	1	1	1	97	97		
4	The coaching style of the coaches is partially democratic style.	1	1	1	1	2	2	96	96		
5	The coaching style of the coaches is partially autocratic style.	1	1	1	1	2	2	96	96		
6	The coaching style of the coaches is holistic style.	4	4	2	2			94	94		
7	The coaching style of the coaches'is the casual one.			95	95			5	5		
8	The coaching style of the coaches islaissez-faire.			95	95			5	5		
9	The coaching style of the coaches is completely laissez-faire.	2	2	96	96			2	2		
10	The coaching style of the coaches is mixed and all the style have used be the coaches.	1	1	1	1	1	1	97	97		

the player's mental set was disagree 95(95%) and agree 5(5%) respectively. One can understand that coach's leadership style did not created defensive self-esteem on players' mental skill.

Table 4.3, item 3, indicates the coaching style that exhibited by coaches create contingent self-esteem that derived from coaching style sources was strongly disagree 3(3%), disagree 2(2%), 2(2%) and 93(93%) respectively. This indicates that coaching style that exhibited by coaches failed to create contingent self-esteem that derived from coaching style sources. Table 4.3, item 4, presents the coaching style that exhibited by coaches created relatively stable belief was disagree 97(97%) and agree 3(3%) respectively. This shows that coaching style that exhibited by coaches created relatively instable belief of player's self-esteem.

Table 4.3, item 5, indicates the coaching style that exhibited by coaches the create self-respect and respecting others was strongly disagree 3(3%), disagree 2(2%) and agree 95(95%) respectively. This indicates that the coaching style that exhibited by coaches' helps premier league football players to develop self-respect and respecting others. Table 4.3, item 6, presents the coaching style that exhibited by coaches create relies on beliefs about self-worth was agree 96(96%) and agree 4(4%) respectively. This implies that coaching style that exhibited by coaches' helps premier league football players to rely on beliefs about self-worth.

Table 4.3, item 7, demonstrates the coaching style that exhibited by coaches create an essential players need was 6(6%), disagree 91(91%) and agree 3(3%) respectively. This confirms that coaching style that exhibited by coaches' unfortunate to fulfill essential players' need of premier league football players.

Table 4.3, item 8, demonstrates the coaching style that exhibited by coaches the promoted self-talk was strongly disagree 4(4%).disagree 93(93%) and agree 3(3%) respectively. This shows that coaching style that exhibited by coaches were failed to promote self-talk of premier league football players. Table 4.3, item 9, presents the coaching style that exhibited by coaches develop confidence was strongly disagree 4(4%), disagree 93(93%) and 3(3%) respectively. This implies that the coaching style that exhibited by coaches did not developed self-confidence of premier league football players. Table 4.3, item 10, indicates the coaching style that exhibited by coaches develop the skills, knowledge and confidence needed to players was strongly disagree 2(2%), disagree 95(95%) and agree 3(3%) respectively. This confirms that the autocratic leadership style that coaches exhibited had an effect on players on players not to develop skill, knowledge and self-esteem.

#### 4.4. Effect of coaches' style on players' self-esteem of Ethiopian premier league football clubs

Table 4. 4 shows that the linear regression model was  $r = 0.88$ ,  $P = 0.001$ . This indicates that

**Table 4. 3 Current status of players self-esteem in the case of Ethiopian premier league football club**

S.n	Items	SD		D		N		D		SD	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	The coaching style that exhibited by coaches create high self-esteem and hold the players confidently.			95	95			5	5		
2	The coaching style that exhibited by coaches create defensive high self-esteem in the players.			95	95			5	5		
3	The coaching style that exhibited by coaches create contingent self-esteem that derived from coaching style sources.	3	3	2	2	2	2	93	93		
4	The coaching style that exhibited by coaches create relatively stable belief.			97	97			3	3		
5	The coaching style that exhibited by coaches the create self-respect and respecting others.	3	3	2	2			95	95		
6	The coaching style that exhibited by coaches create relies on beliefs about self-worth.			96	96			4	4		
7	The coaching style that exhibited by coaches create an essential players need.	6	6	91	91			3	3		
8	The coaching style that exhibited by coaches the create Promote self-talk	4	4	93	93			3	3		
9	The coaching style that exhibited by coaches develop confidence.	4	4	93	93			3	3		
10	The coaching style that exhibited by coaches develop the skills, knowledge and confidence needed to players.	2	2	95	95			3	3		

coaching style and coaches had strong relationship with football players'. This confirms that as a football coach improves coaching style, the football players' self-esteem would be enhanced.

In addition to this a regression model fits the data was ( $R^2 = 77.5\%$ ), indicating that approximately 77.5% of the variance in the football players' self-esteem was explained by coaches' leadership style. The remaining 22.5% of variation players' self-esteem explained by excluded variables. Then, the model is fit to explain the outcome variable. Thus, now it is possible to process linear regression model.

**Table 4. 5 Model Summary of predictors on outcome variable**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig.
1	0.880 <sup>a</sup>	0.775	0.774	8115.356	0.775	1622.118	1	472	0.001
a. Predictors: (Constant), Self-esteem									
b. Dependent Variable: Coaching style									

The table indicates the effect coaching leadership style on athlete's performance. The table confirms that there was significant effect of coaching leadership style on athlete's performance ( $P = 0.001$ ). Dictatorship leadership style of Ethiopian premier league football coaches resulted with loose of football players' self-esteem, self-confidence, players' need, self-worth, self-talk, skill and knowledge.

**Table 4. 6 Regression result of study variables**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1928.206	888.680		2.170	0.031
Self-esteem	1.909	0.047	0.880	40.276	0.001

## 4.5. Discussion

The study suggests that Ethiopian premier league club coaches prefer autocratic leadership style than other leadership styles. Supporting this study, other similar research confirms that A number of professional coaches have shown this leadership style of the years with Alex Ferguson an example of this. Arguably one of the most successful sports managers, he gained fame for showing this leadership style during his career. Some authors suggesting an autocratic style can be effective when dealing with young and unpredictable teams (Weinberg & Gould, 2003). Further, where large squads of players are involved, it is possible that more autocratic styles were predominate by necessity since democratic styles have been shown to be less effective for complex problems and are more time consuming (Chelladurai & Doherty, 1998).

This study confirms that Ethiopian premier league club players shown low self-esteem. In favor of this finding, other finding reports that athletes are especially vulnerable to this problem of attaching self-esteem to one's performances because you are judged by how well you perform. However, society sends subtle signals that you must achieve in your sport to feel worthy as a person and that is the trap that many athletes fall into. Also, if you are a perfectionist, it does not help your self-esteem because you have such high expectations and are always so critical and hard on yourself. If you fall into this trap, your emotions, and how you feel about yourself, are heavily influenced by the perceptions of your performance, which can naturally vary from day to day. Thus, one day you have self-esteem and the next day it erodes due to what you think is poor performance or practice. Low self-esteem results when this person does not perform well or view him or herself as a failure (Cohn, 2006).

This study suggests that Ethiopian premier league club coaching style affects players' self-esteem. Strengthening this finding other finding reveals that player with low and unstable self-esteem should place their trust and hope in the abilities of powerful others, resulting in a preference for autocratic leadership. By contrast, player with high and stable self-esteem preference for democratic leadership under conditions of uncertainty (Christiane *et al.*, 2011).

More importantly, the majority of an autocratic leader adopts a task-orientated style. In the task-orientated style, the concern of the leader is to get results and reach targets. An autocratic approach could be used by a coach who has made a specific plan to win a game, tells the players of the plan and makes them follow it in the expectation of a win. However, the coach

was need to stay with the group and maintain contact throughout the session, since the group tends to switch off when this style is used if the coach is not there. To this end, the more the coaches become exhibited autocratic leadership, players exhibit low self-esteem resulted with distraction and could not focused on the game (Wheatley, 2001).

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1. Summary of major findings

The primary objective this study was assesses the effect of coaching style on players' self-esteem in selected Ethiopian premier league football clubs. To this effect the following research questions were developed. This includes: What were the coaching styles that have been exhibited by Ethiopian premier league football clubs? What was current status of player's self-esteem in the case of Ethiopian premier league football clubs? Do coaches leadership styles have an affect player's self-esteem in the case of Ethiopian premier league football clubs players? In order to answer this research questions the following research design and methodology was devised.

This study used Cross-sectional research design was used to gather data from selected Ethiopian premier league football club players and coaches. Data were collected through semi-structured interview and standardized questionnaires. Central and West Ethiopia premier league football clubs (n =100 including Saint George, Sebata City, Jimma Aba Jifar, Adama City and Ethiopian Buna football club were selected using purposive sampling technique. Player's self-esteem was used as dependent variable of the study which was measured by standard questionnaire (Orth& Robbins, 2014) while leadership style is taken as independent variable for this study which was measured by standard questionnaire (Chandullaire, 1998). Data were processed using SPSS version 25. Accordingly, linear regression analysis was used to analyze the effect of coaches' leadership style on player's self-esteem in the case of Ethiopian premier league football clubs. Moreover, qualitative analysis wasbe used to support quantitative analysis.

The finding of this research reports that the majority of respondents replied that the coaching styles that was exhibited by Ethiopian premier league football clubs were follows more likely autocratic leadership style followed by democratic leadership style. However, coaches did not use laissez fair leadership style. Ethiopian premier league football clubs' current status of player's self-esteem was poor due to coaches' autocratic leadership style. Ethiopian premier league football coaches' leadership style affected football players' self-esteem, self-confidence, players' need, self-worth, self-talk, skill and knowledge.



## **5.2. Conclusion**

The purpose of the study was to assess effect of coaching style on players' self-esteem in selected Ethiopian premier league football clubs. The finding of this study confirms Ethiopian premier league football clubs coaching styles dominantly autocratic leadership style. Because most of premier league football coaches were task oriented by hock or crock their ultimate aim was to win the in order to stay at top three or not to lose their premier league status. Beside this, most of the premier league matches and teams unpredictable were and the club consists of large squads of players. So in order to manage this, the coaches preferably use autocratic leadership style.

This study suggests Ethiopian premier league football clubs' players were exhibited low self-esteem. The reason behind football players' low self-esteem results when these players' does not perform well or view him as a failure since football performance is vulnerable to this. One-day player perform well on the other day players were unable to repeat their good performance.

The study confirms that Ethiopian premier league football coaches' leadership style was affected football players' self-esteem. Autocratic leadership style affects the player with low and unstable self-esteem in order to avoid distraction and focuses on the game.

### **5.3. Recommendation**

Based on the finding of the study the following recommendations were drawn.

The study confirms Ethiopian premier league football clubs coaching styles dominantly autocratic leadership style. It is recommended to the coaches to use mixed leadership style by considering during winning and losing football match.

This study suggests Ethiopian premier league football clubs' players were exhibited low self-esteem. It is advisable to the football players to scale-up their self-esteem using different self-esteem improvement strategies such as positive affirmation, identify strength and weakness, eliminate self-criticism and increase self-talk.

The study reveals that Ethiopian premier league football coaches' style was affected football players' self-esteem. It is recommended that for betterment of football club both coaches and players better devise mechanism to improve players' self-esteem

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## Appendix A

### Jimma University College of Natural Department of Sport Science

Dear, players the purpose of this questionnaire is to obtain information about evaluation of coaching style and players' self-esteem in the Ethiopian premier league football clubs. To achieve the intended objective of this study your responses are very important. Therefore, I kindly request you to provide your respected responses by marking tick on the space that has been provided for each item. Your responses will not be used for other purpose rather than for the objective of this study. Writing your name on this question paper is forbidden.

#### Part two

1. Sex: A. M                      B. F
2. Age: A. 18-25      B. 26-35      C. 36-45      D. Above 46
3. Educational levels:  
A. Elementary    B. Ten complete    C. Diploma    D. Degree    E. Second degree
4. Marital Status:      A. Single      B. Married      C. Divorce
5. Working experiences:    A. 1-5    B. 6-10    C. 11-15    D. 16 and above

#### II. Part two questions

Choices of Items. Strongly disagree (SD) 1, Disagree (DA) 2, partially agrees 3, Agree (A) 4 and strongly agree (SA) 5

**The coaching styles that have been exhibited by the coaches of the Ethiopian premier league football clubs.**

No	Items	1	2	3	4	5
<b>A</b>	<b>the coaching styles that have been exhibited by the coaches of the Ethiopian premier league football clubs</b>					
1	The coaching style of the coaches is autocratic style.					
2	The coaching style of the coaches' is democratic style.					
3	The coaching style of the coaches is not completely democratic style.					
4	The coaching style of the coaches is partially democratic style.					
5	The coaching style of the coaches is partially autocratic style.					
6	The coaching style of the coaches is holistic style.					
7	The coaching style of the coaches' is the casual one.					
8	The coaching style of the coaches is laissez-faire.					
9	The coaching style of the coaches is completely laissez-faire.					
10	The coaching style of the coaches is mixed and all the styles have used by the coaches.					

**The coaching styles that have been exhibited by the coaches of the Ethiopian premier league football clubs bring the self-esteem of players.**

No	Items	1	2	3	4	5
<b>B</b>	<b>The coaching styles that have been exhibited by the coaches of the Ethiopian premier league football clubs bring the self-esteem of players.</b>					
1	The coaching style that exhibited by coaches create high self-esteem and hold the players confidently.					
2	The coaching style that exhibited by coaches create defensive high self-esteem in the players.					
3	The coaching style that exhibited by coaches create contingent self-esteem that derived from coaching style sources.					
4	The coaching style that exhibited by coaches create relatively stable belief.					
5	The coaching style that exhibited by coaches the create self-respect and respecting others.					
6	The coaching style that exhibited by coaches create relies on <a href="#">beliefs about self-worth</a> .					
7	The coaching style that exhibited by coaches create an essential players need.					
8	The coaching style that exhibited by coaches the create Promote self-talk					
9	The coaching style that exhibited by coaches develop confidence.					
10	The coaching style that exhibited by coaches develop the skills, knowledge and confidence needed to players.					

## **Appendix B: - Interview questions**

Would you tell me your current position and experiences in the premier league of Ethiopia?

1. Do you design important coaching style the develop the self-esteem of players?
2. What types of coaching style you develop create the self-esteem of players?
3. Do use coaching styles that positively affecting the players?
4. Do lack of setting appropriate coaching styles negatively affecting the players?
5. At what extent coaching styles are important for increasing self-esteem?

sex	Age	Edu.	marital	Expe.	CS1	CS2	CS3	CS4	CS5	CS6	CS7	CS8	CS9	CS10	SS1	SS2	SS3	SS4	SS5	SS6	SS7	SS8	SS9	SS10
1	1	1	1	1	5	2	4	4	4	4	2	2	2	4	2	2	4	2	4	2	2	2	2	2
1	1	1	1	1	4	2	4	4	4	4	2	2	2	4	2	2	4	2	4	2	2	2	2	2
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