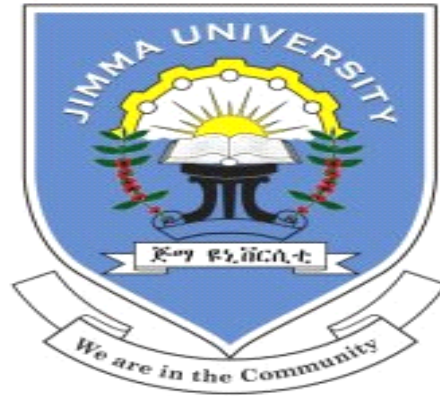


**JIMMA UNIVERSITY**  
**COLLEGE OF NATURAL SCIENCES**  
**DEPARTMENT OF SPORT SCIENCE**



**COACHING LEADERSHIP STYLES AND PLAYERS SATISFACTION IN ETHIOPIAN  
PREMIER LEAGUE: IN CASE OF SNNPR PARTICIPANT FOOTBALL CLUBS**

**BY: SERKALEM SAMUEL**

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

**( SPORT MANAGEMENT)**

**OCTOBER, 2019**  
**JIMMA, ETHIOPIA**

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**OCTOBER, 2019**

**JIMMA, ETHIOPIA**

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## **Declaration**

I here by declare that this thesis is my original work and has not been presented for a degree in any other university. It has been submitted in partial fulfilment of the requirements for the degree of Master of Science in Sport management specialization in Jimma University. And that all sources of materials used for the thesis have been duly acknowledged.

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## **Acknowledgements**

First of all, I would like to give thanks and glory to my Lord God for His inseparable assistance in all my ways to complete my study successfully.

I am so thankful to my advisor Mr. Babul Akhtar (PHD) and my co-advisor Mr. Amanu Eba (MSC) for their intelligible guidance and painstaking evaluation of this work. Their skillful, sympathetic and considerate support makes the work to be accomplished.

I am grateful to my lovely mother Mrs. Aberash Adise and my father Mr. Samuel Gulo for their encouragement and moral support throughout my study in Jimma University.

I want also to express my gratitude from my heart to my husband Mr. Alemayehu Belay for his priceless spiritual support, tolerance of financial deficit and longing for me during my departure in the study leave.

My appreciation is also extended to SNNPR sport commission office workers and all my friends for their continuous encouragement, moral and professional support towards the accomplishment of this thesis work.

Last, but not least, my appreciation and many thanks go to Jimma University College of Natural Sciences, Department of Sport Science for permitting to conduct the research my study.

Finally, I acknowledge all respondents of sample football clubs in SNNPR, who participated in providing the necessary data for this study with a great pleasure.

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## **Abstract**

*The study mainly focused on the coaching leadership style and player's satisfaction in Premier League clubs players of South Nations, Nationalities and Peoples Region, Ethiopia in 2018/2019 GC. In this study major problems were addressed which were related to the challenges of leadership style and the factors affecting the satisfaction of the players. Data on coaching leadership style and players satisfaction were collected through self-developed questionnaires from a sample of 116 (100 players, 12 coaches and 4 team managers) were selected by using purposive sampling technique from SNNPR football Premier League clubs. Descriptive statistics, chi-square test of association and linear regression model were used to analyze and extract important information from the collected data. The Chi-squared test of association showed that the leadership style challenges associated with the factors such as age of players, academic status of the players, planned and scientific training in clubs, training motivates to high performance, whether coaches help players in their personal problem and availability of balanced diet in the clubs, the attractiveness of the salary for the players and players future plan to leave their clubs, clubs administration and rules and regulation of the clubs were not significant at 0.05 level of significance. Satisfaction of the players were also identified by using chi-square test of association and factors such as age of players, academic status of the players, planned and scientific training, training motivates to high performance, suitable training field for the players, whether the players respect each other, equal treatment of the players in the clubs, ethics and discipline in the clubs, team cohesion among players, players commitment to achieve clubs goal were significant. The logistic regression analysis result in both leadership style and players satisfaction showed that the age, security in the club, player commitment to achieve the goal of the club were significant for players satisfaction and age of the players, team cohesion, balanced diet, and planned and scientific training method were significant for leadership style challenges. So the government and stakeholders must be work hard to improve and success in the Ethiopian premier league especially in team cohesion, players' commitment and planned and scientific training methods.*

**Key words:** *Coaching, leadership style, player's satisfaction*

## **LIST OF ACRONYMES AND ABBREVIATIONS**

LTP	Leadership and Team Performance
LSS	leadership scale for sport
FC	Football club
CBAS	coaching behavior assessment system
SNNPR	South Nation Nationality Peoples Region
SPSS	Statistical Package for Social Science
ASQ	Athlete Satisfaction Questionnaire

## **Dedication**

This thesis is dedicated to God Almighty, my Savior and protector. To my husband Mr. Alemayehu Belay and my parents, Aberash Adise and my father Mr. Samuel Gulo, for their constant physical, emotional, and financial support throughout my educational career and life. And also my dedication was goes to my advisors Babul Akhtar (Dr.) and Amanu Eba (MSc.) for their approach and priceless guidance in my educational life and preparation of this research in Jimma University.

## **BIOGRAPHICAL SKETCH OF THE AUTHOR**

The author was born in Harerge town of Oromia Regional State on April, 1981 E.C. She was enrolled 1-8 in Harerge Elementary School and she also attained her secondary school education at Hossana from 1995-1996 E.C. Just after completing the secondary School at Hossana and she was joined Hawasa teachers education College (TTC) in the year 1998 E.C to attend The Diploma program in Health and Physical education and She also played Volleyball for Hawasa teachers education College during her stay in the college and She was also graduated her Degree program in 2002 E.C. from Debu College with a Bachelor's of Education in Health and Physical Education (Bed). After, she had been teaching health and physical education in different secondary schools of SNN Regional State and currently she was working in SNNP Regional State of Youth and Sport office. In July 2008 E.C, She was joined the school of graduate at Jimma University in program designed for the Master of sport sciences in coaching football.

## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background of the study

Today we coach teams, we coach players, we coach our kids, and we coach our employees. In fact, tens of thousands of groups and individuals offer coaching services. Hundreds of organizations will train you to be a coach, and dozens more will certify you once you're trained. You can find many titles related to coaching at your local bookstore, including *Coaching and Mentoring for Dummies* (Brounstein, 2000). Coaching is all the rage, yet it enjoys no common definition, and little research has been done on its efficacy.

According to Kent & Chelladurai, 2001, Coaching Leadership is a vital to understand the performance of co-workers and to have a good interaction them. In addition to this, they stated that, Coaching Leadership is a topic continuing for several years perceived as popular and datable. For many decades, the study of coaching leadership has been critically important to understand the players satisfaction, and also, for the effectiveness of the organizations.

Coaching is a dynamic, complex and messy practice and coaches have struggled to base their practice on positivistic frameworks that are unable to account for the improvisation that is necessary. This is why models of coaching effectiveness have specified intra- and interpersonal awareness as the basis for effective coaching. As coaching is a social and relational process, it stands to reason that leadership effectiveness will be more highly correlated with interpersonal skills than with a narrow range of prescribed behaviors. Interpersonal skill training for coaches has shown that these constructs are significantly and positively correlated with coach leadership (Vella, *etal*, 2010).

The most important successful factor of a coach is to help football players to improve their players' skill in a wide range of tasks from sequential development and mastery of basic skills, to the more specialized physical, technical, tactical and psychological preparation. Within Sport organizations effective coaching are critical places where players are well skilled, and coaches bear a heavy burden of responsibility for their players. Coaches in sport organizations are the



same as leaders in other organizations, and inevitably face the challenge of maintaining the goals of institutions (Loher,J. 2005).

However, leaders should make their tasks according to the objective of the organization and the performance of workers. As a determinant of performance and success, the importance of leadership has been reflected in the literature dealing with this subject. A number of theories have been proposed to determine the practice of coaching leadership and determine how the approaches influence organization and team successes. Thus, different theories, indicated to extend an earlier work or propose a new framework for understanding coaching leadership styles (Challadurai and Kent, 2001).

According to Hulin, Kendall and Smith (1969), coaches and administrators need to be concerned with making the athlete's experiences enjoyable and satisfying. To achieve improvement in football performance, it may be necessary for the coach to engage in coaching behaviors to which the players is receptive. The measurement of player satisfaction is an important precursor to the establishment of a general theory that may then serve as the foundation for practical action and future research. The context of the sport situation and characteristics of the coach and players themselves needed appropriate leadership behavior. Therefore, it will be helpful, for reaching the goals of the teams and increasing team effectiveness.

Several studies like Loher,J. (2005), suggested that, the success of a team mainly depends on the coaching and satisfaction of members or players of that particular team. At the same time, behaviors of individuals in a team are not isolated, they are interrelated. One's action, decision or behavior of an individual or group in a team may affect others and their behavior too. Hence, this study aimed to explore the practice of coaching leadership styles and players satisfaction in Ethiopian premier league clubs of south region.

## **1.2. Statement of the problems**

In today's global competitive environment supplying quality leadership service is considered as an essential strategy for players' satisfaction, success and survival (Parasuraman et al., 1985; Zeithaml et al., 1990). Leadership quality is seen as the major driving force for players' satisfaction and Club sustainability (Carlzon, 1987), it is also recognized as the success factor for organizations (Rust and Oliver, 1994) and higher profitability of players' performance (Gundersen et al., 1996). Although leadership has great value in soccer and sport, most of the time majority of coaches did not give a great attention to determine the coaching leadership styles according to player's satisfaction. Currently, football coaching leadership is on the transition from amateur in to professionalism in Ethiopia Berhanu Mengesha (2014).

The relationship between coach leadership styles and players satisfaction has been described by different researchers in different time at deferent sports. Regarding to this, Carron & Brawley (1993) mentioned that leadership and player's satisfaction are key elements to the development of effective groups and the method that the leaders used to promote and create high level of team pleasure have dramatic effects on the way a group performs. South region Premier league football clubs developed from Super league to premier league and back to super league next year due to lack of coaching leadership style and players satisfaction. E.g. Arba Minch FC, Hadiya Hossana FC.

There is a research gap in the study area on this topic. i.e., previously there is no research were conducted in the study area concerned about the coaching leadership and satisfaction of football players on these clubs. In the selected study area, the researcher observed different challenges (Problems) in the processes of coaching leadership style. i.e., lack of players satisfaction due to inappropriate coaching leadership style.

Due to the above clear gap this study is needed to fill this gap by showing the leader ship style and players' satisfaction in Ethiopian premier league delegates of SNNPR football clubs. Therefore the researcher was motivated (inspired) to conduct the study on relationship between coach leadership styles and players satisfaction in Ethiopian premier league delegates of SNNPR football clubs?

### **1.3. Basic research questions**

This study was attempted to answer the following basic research questions.

1. What are the major factors that affect coaching leadership style and players satisfaction?
2. What type of coaching leadership styles are mostly applied by Ethiopian premier league delegates of SNNPR football clubs?
3. Is there relationship between coaching leadership style and players satisfaction?
4. What is the level of players' satisfaction in Ethiopian premier league delegates of SNNPR football clubs?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objective**

- To investigate coaching leadership styles and player satisfaction of football players among Ethiopian Premier League clubs of South Region.

#### **1.4.2. Specific Objectives**

The specific objectives of the study were:

- ✓ To explore the major factors that affect coaching leadership style and players satisfaction
- ✓ To identify coaching leadership styles that are mostly applied by Ethiopian premier league delegates of SNNPR football clubs
- ✓ To identify the relationship between coaching leadership style and players satisfaction.
- ✓ To identify the level of players' satisfaction in Ethiopian premier league delegates of SNNPR football clubs.

### **1.5 Significance of the Study**

Generally, based on the research findings this study may help the player to identify the best leadership style for their achievement, help coaches to identify the proper coaching leadership style in relation to their players' satisfaction, to know the difficulty of practicing coaching leadership style that best suite with players' satisfaction and help coaches to understand the importance of leadership ability to determine of success players satisfaction.

## **1.6 Delimitation of the study**

This study was delimited on examining the coaching leadership styles and players satisfaction in Ethiopian Premier League clubs of South Region. The researcher was focuses on four Ethiopian Premier League Football clubs because of time and financial constraints.

## **1.7. Operational definition of terms**

**Coach:** - is a person involved in the direction, instruction and training of the operations of a sports team or of individual sports. (From Wikipedia, the free encyclopedia)

**Satisfaction:** A positive affective state resulting from complex evaluation of the structures, processes, and outcomes associated with the athletic experience (Chelladurai & Riemer, 1997).

**Football:**-a game in which two opposing teams of 11 players each defend goals at opposite ends of a field having goal posts at each end, with points being scored chiefly by carrying the ball across the opponent's goal line and by place-kicking or drop-kicking the ball over the crossbar between the opponent's goal posts. (<https://www.dictionary.com>)

**Leadership style:** - is the manner and approach of providing direction, implementing plans, and motivating people. (Newstrom, Davis, 1993).

**Sport:** -An activity involving physical exertion and skill that is governed by a set of rules or customs and often undertaken competitively. (<https://www.topendsports.com>)

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. Coach and coaching leadership styles

Coaches greatly influence athletes' performance and behavior, as well as their general psychological and emotional well-being (Chelladurai, 1990 and Andrew, 2009). The researches on the past two decades in sport coaching (e.g., Chelladurai, 1990; Moradi, 2004; Turman, 2006; Nazarudin, 2009; Nazarudin, 2009 & Mohades, Ramzaninezhad, Benar, Khabiri & Kazemnezhad, 2011) have primarily been conducted on identifying the characteristics, leadership styles, and behavioral patterns, which are most effective. 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.

Coaches are, therefore, the one who are able to understand the whole aspect of athlete's development and their play in the climax level to realize the objectives. For this reason, to be a successful coach requires determining the best-fit leadership style, which accommodates the behavior of the players to retain sense of integrity in the team. In line with this, Chelladurai, (1990) and Saleh (1980) reported five different coaching leadership styles:

- ✓ 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 group atmosphere, and warm interpersonal relations with members, and
- ✓ Positive Feedback: coaching behavior, which reinforces an athlete by recognizing and rewarding good performance.

Taken together, these five dimensions provide conceptually distinct categories of overall coaching leadership styles and determine the interpersonal relationship exist between the coach and players and the relationship between coach and team (Carron, 1982). Along this line, a number of studies have found out that training and instruction style was the most recurrent and persistent type of leadership style (Chelladurai, 1990; Riemer and Chelladurai, 1995; Serpa1999; Mohades, Ramzaninezhad, et al. 2011; Turman, 2006; Bennett and Manueal (2000); Sherman et al., 2000; Villani, Martin and Mulski, 2006; and Nazarudin, 2009; Ramzaninezhad and Hosseini, 2009). Likewise, Sisay and Syam's (2012) research on football players of premier league clubs in Ethiopia indicated that coaches mostly use training and instruction behavior and less positive feedback and autocratic styles.

From the above point of view, it is possible to say that coaches typically give emphasis on technical skills. Undoubtedly, coaches should give attention not only on training and on performing sport skills, but also for the psychological aspect of players in particular and teams in general (Ronayne, 2004). Actually, this can be achieved when the group members' work together to realize desirable results, beside securing individual performance, they must pay attention to the forces, processes and factors affecting their performance as well (Joaquin, 2006). Relating to this , Moradi, (2004) attested, one of the psychosocial factor in team sport is team cohesion, which is a critical aspect that alters a non-regular collection of individuals into a team and plays a significant role in strengthening team performance and the feeling of satisfaction among the members, which is further classified as task and social cohesion.

A long with this, Wester & Weiss (1991) reported that there is a significant positive relationship

between training and instruction, democratic, social support and positive feedback leadership styles to task and social cohesion. Peace and Kozub (1994) research on female high school basketball teams also showed a positive and significant relationship between coaches' leadership styles and task cohesion, but there was no significant relationship between these leadership styles and social cohesion.

### **2.1. 1. Definition of Coaching Leadership**

There is no a commonly agreed definition of coach leadership in the literature. The most popular definition is that of coach leadership as a behavioral process that is used to increase player's performance and satisfaction. Moreover, recent studies have recommended various leadership styles as the most suitable for sports coaching, including transformational leadership, servant leadership, and altruistic leadership. However, the definition of coach leadership as a purely behavioral process may only serve to slow the progress on the understanding of coach leadership as it unfolds in the reality of coaching practice (Vella, *etal*, 2010).

Richards and Green law (1966), defined leadership as an influence process in that, the dynamics of the function of the leader, his/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. William F. Straub (1980) contends that, leadership in sports is defined as the influence the coach has on his/her athlete and the nature of the specific situation. Moreover, Barrow (1977) leadership as "the behavioral process of influencing individuals and groups towards set goals. This definition is so important that it places a special emphasis on the vision of a leader (i.e. goals, objectives) while also highlighting the necessary interaction between the leader and group members.

### **2.2. Basic concepts of Leadership**

Burns (1978) indicated that effective leadership is a function of the leader, the followers and situational variables. Effective coaches, like successful; managers in industry seem to be able to vary their style with the needs of the situation. Effective leadership will encompass an understanding of motivation and is likely to minimize any loss of productivity through the development of ask and group cohesion, allowing a group to operate at, or close to its potential.

Loehr (2005) explain that the common theme of effective leadership is the positive impact that individuals can have on group dynamics relative to a team objective. The act of leadership attempts to influence and convert others into ‘followers’ and may be achieved through a variety of mechanisms such as coercion, persuasion, and manipulation. Leadership requires an understanding or respect for the power dynamics between the influencer and the follower. This implies that both, the leaders and followers need to understand there survive a power balance between them (Miller,ML, 1985).

## **2.3. Leadership Styles and Types**

**2.3.1. Transformational Leadership styles:** Transformational leadership style concentrates on the development of followers as well as their needs. Managers with transformational leadership style concentrate on the growth and development of value system of employees, their inspirational level and moralities with the preamble of their abilities. According to Bass B. M., (1997) the aim of transformational leadership would be to „transform“ people and organizations inside a literal sense - to alter them in the mind and heart enlarge vision, insight and understanding clarify reasons make behavior congruent with values, concepts and brings about changes which are permanent, self-perpetuating and momentum building.

According to Bass B. M. and Avolio B. J., (1993) transformational leadership happens when leader become wider and uphold the interests of the employees, once they generate awareness and acceptance for the purpose and assignment of the group, so when they blend employees to appear beyond their own self-interest for the good of the group.

According to Bass B. M. and Avolio B. J., (1990) transformational leaders encourage followers to view problems from new perspectives, provide support and encouragement communicates a vision, stimulates emotion and identification. Bruce Tracey J. and Timonthy R. Hinkin, (1995) said that transformational leaders are able to define and articulate a vision for their organizations and their leadership style can influence or “transform” individual-level variables such as increasing motivation and organization-level variables, such as mediating conflict among groups or teams. Podsakoff P. M., MacKenzie S. B., Moorman R. H. and Fetter R., (1990) disclosed transformational leadership had active influence on individual and organizational outcomes such



as employee satisfaction and performance. Higher levels of transformational leadership were associated with higher levels of group potency.

**2.3.2. Transactional Leadership styles:** Transactional leadership relies more about "trades" between the leader and follower by which followers are compensated for meeting specific goals or performance criteria. The transactional leader will first validate the relationship between performance and reward and then exchange it for an appropriate response that encourages subordinates to improve performance.

Transactional leadership in organizations plays an exchange role between managers and subordinates. Transactional leadership style is understood to be the exchange of rewards and targets between employees and management. Bass B. M. and Avolio B. J., (1993) explained Transactional leaders motivate subordinates through the use of contingent rewards, corrective actions and rule enforcement.

Bass Bernard M. and Avolio Bruce J., (1994) explained that transactional leadership depends on contingent reinforcement, either positive contingent reward or the more negative active or passive forms of management-by-exception. Transactional leaders motivate followers through exchange; for example, accomplishing work in exchange for rewards or preferences. Kahai S. S., Sosik J. J. and Avolio B. J., (1997) found group efficacy was higher under the transactional leadership condition. According to Burns J. M., Harper & Row, (1978), transactional leader tends to focus on task completion and employee compliance and these leaders rely quite heavily on organizational rewards and punishments to influence employee performance.

### **2.3.3. Laissez-Faire Leadership**

The French term "laissez-faire" is mostly used in economics and political sciences to define a policy of minimum governmental interference in the economic affairs of individuals and society (Encyclopædia Britannica). In leadership literature, laissez-faire refers to a "hands-off, let things-ride" approach Northouse, (2010) to influencing individuals in the workplace. Bass and Avolio (1990) describe laissez-faire leadership as "the absence of leadership" and "the avoidance of intervention". Laissez-faire leaders tend to behave as if they are abdicated from the responsibilities and duties assigned to him /her Lewin, Lippit & White, (1939). This leadership

style resembles “impoverished management” detailed by Blake and Mouton (1985) by describing a leader exerting minimal effort to get required work done and showing minimal concern for subordinates Aasland, Einarsen, & Skogstad, (2007). According to Lewin et al (1939), although laissez faire leaders have been nominated to leadership positions and physically occupy these positions, they ignore the responsibilities and duties assigned to them. Based on this, laissez-faire leadership should be regarded not only as “lack of presence “also as “zero leadership”.

Although Schyns and Schilling (2013) disagree with this claim, Einarsen et al (2007) regards laissez-faire leadership as a form of destructive leadership. Einarsen and colleagues (2007) argue that laissez-faire leadership violates the legitimate interests of the organizations and their employees by undermining organizational objectives and /or subordinates well-being. Bass and Avolio (1997) on the other hand, regards laissez-faire leadership as an ineffective leadership style together with active corrective leadership (leading by monitoring and focusing on mistakes) and passive corrective leadership (waiting for things to go wrong before intervening).

## **2.4. Dimensions of Leadership Styles**

Discovering coaching leadership style there are numerous dimensions of leadership behaviors that a strength and conditioning or fitness coach can draw from that are sensitive to the situation, sport and/or activity, and skill level of the athlete or fitness level of the client. Six behavior dimensions of leadership exist, including autocratic, democratic, positive feedback, social support, training and instruction, and situational consideration (Zhang 1997).

**2.4.1. Autocratic leadership:** Autocratic leadership limits the involvement of its participants in decisions. The use of commands and punishments are prevalent as is the prescription of plans and methods for activities with autocratic leadership, a coach or trainer will map out a plan with very little, if any, input from the athlete or client. The autocratic behavior dimension is a prime example of a coach or trainer giving the athlete or client what the coach or trainer thinks her/his needs Zhang (1997).

**2.4.2. Democratic leadership:** Democratic leadership allows for the participation of athletes or clients in decisions, and coaches are respectful of their rights Zhang (1997). Under this

dimension, athletes or clients are allowed to set their own goals and are permitted to provide input about their training program. According to Coach Wooden, coaches should "consider the rights of others before players own feelings and the feelings of others before [their] own rights" ESPN (2010). This form of leadership engages the athletes or clients that they are working with, making them feel needed and important Zhang (1997).

**Positive feedback:** Positive feedback is based upon a behaviorist approach and is also known as positive reinforcement. Coaches and personal trainers will compliment or reward their players or a client on their successes, which maintains motivational levels. The football players will be rewarded for a good performance or effort Mageau, (2003).

**Social support:** The dimension of social support, which is a humanistic style, satisfies the interpersonal needs of football players by remaining sensitive to them and helping them with their personal problems. A high degree of emotional intelligent, specifically empathy or having the ability to understand the emotional makeup of people and treating them according to their emotional reactions, will be required to effectively carry out this dimension Goleman (1998).

**Training and instruction:** Another dimension, training and instruction, is utilized to bolster the football player's skill set. Here a strength coach may help refine an athlete's Olympic lifting technique or a personal trainer may guide his client through some mobility drills or flexibility exercises that were just introduced. This dimension focuses on explaining the techniques of the exercises and the tactics of the drills, provides rationale as to why these new concepts are being implemented and clarifies training priorities to be worked on Mageau (2003).

### **2.4.3. Situational consideration behaviors**

Coaching behavior aimed at considering situational factors such as time, games, environment, maturity states, individual, gender, skill levels and health conditions. Zhang, Jenson and Mann (1997) attempted to revise the three versions of the Leadership Scale for Sport and expected that a more effective tool for measuring leadership in sport emerged. The revised version of the LSS maintained the same three versions (actual leader, prefer leader and perceive leader) and the same Liker response scale. Two factors were added, which takes into account the coaches behavior towards group cohesion and consideration of situational factors. Fiedler (1967), model

of leadership effectiveness, shows there are three important dimensions of leadership effectiveness; 1) leader-member relations 2) task structure and 3) power position. Fiedler (2002) emphasized the importance of situational factors in influencing the effectiveness of leaders. Fiedler contends that good leaders are flexible and they adopt their coaching behaviors' to situational factors. Chelladurai and Carron (1978) state that, if a coach adapts his/her behavior to comply with athletes' preferred behaviors, the athlete may be more readily inclined to the coach through an improved satisfaction and performance. Preferred leader behavior refers to actual behaviors 'favored by athletes and athletes' perceptions of leader behavior are similar to required leader behavior.

## **2.5. Theories of Leadership**

Today, there are many different definitions of leadership but there still appears to be no generally accepted definition of leadership. Burns (1978) stated that leadership is one of the least understood phenomena on earth. However, in order to make clear understanding of leadership phenomena, social scientists and behavioral psychologists have studied leadership for several decades and developed leadership theories. Leadership theories can be classified in three approaches. The first approach focused on the traits of great leaders. It was believed that successful leaders have certain personality that make them to be successful leaders in every situations and great leaders were born not made. The second approach focused on behaviors' of effective leaders. Behaviorists' argued that anyone could be great leader by learning behaviors' of other effective leaders. Because of the weakness and fallacy of trait and behavioral approaches, leadership researchers focused on situational factors that are important to leadership success. Whereas trait and behavioral approaches, situational approach (the third approach) assumes that there is not one best type of leader but that leadership effectiveness depends on interaction between the leader and situation.

### **2.5.1. Trait Theories**

The trait approach suggested that physical, intellectual and personality traits are inherent in leaders. Because leadership traits thought to be stable to be successful leader, leaders who were successful in one situation were expected to be successful in every situation. Sets of common traits and characteristics, such as intelligence, assertiveness, independence, self-confidence,

initiative, and self-assurance, to great leaders were identified to assist in selecting the right people to become leaders. Attempts were also made in sport to identify successful coaches according to the trait view. In their study, Ogilvie and Tutko (1966) profiled typical coach as someone who is authoritarian, independent in their thinking, and realistic in their perspective and emotionally mature. This approach had a great deal of support from social scientists prior to and during World War II, but lost favor around the end of World War II, when Stogdill (1948) published his review of 124 trait-related studies of leadership and found only a couple of consistent personality traits and he concluded that it was simply not possible to evidence that successful leaders have a universal set of leadership traits. In addition, in his review of the sport personality literature, made the same conclusion relative to leadership in sport. As a result of Sage's review, the number of sport studies investigating trait leadership was discontinued. Trait theory has not been able to identify a set of traits that consistently distinguish leaders from followers. The limiting aspect of the trait theory was de-emphasized to take into account situational conditions.

### **2.5.2. Behavioral Theories**

To measure traits, researchers had to rely on constructs that were lack of reliability and also lack of validity because of given differing definitions. After World War II, owing to the problems with the trait approach became evident; researchers turned their attention to leader behaviors'. Researchers decided to examine the behaviors' of successful leaders. Unlike trait theory, this approach stressed that "leaders are made, not born" Cox, (1998). Researchers interested in "how" a leader leads not "what" a leader is. This approach to leadership was very optimistic. Behaviorists' argued that anyone could learn to become a potential leader by learning the behaviors' of other effective leaders. In fact, several different successful leader behaviors' have been identified. First, leaders can be categorized either autocratic or democratic. Second, leaders can be classified as directive or as permissive. Third, some leaders are task oriented while others are people oriented. Two important products or concepts with leadership behaviors' were undertaken by the University of Michigan and by Ohio State University by attempts to define more specific leadership dimensions Stogdill, (1959).

### **2.5.3. Contingency Theories**

Trait and behavioral approaches emphasize personal factors at the absence of considering both individual and situational factors that are important to leadership success. The contingency theories attempted to explain the appropriate leadership style based on the leader, followers, and situation. It was suggested that effective leadership is a function of the interaction of the situation and personal characteristics. There were several approaches to isolate situational variables. Some of these approaches which have acquired more successful recognition are presented in this review article.

### **2.5.4. The Managerial Grid Theory**

The results of behavioral studies were incorporated into a grid proposed by Blake and Mouton (1964). The Managerial Grid utilizes the concern for people versus concern for production proposed by both the Ohio State and University of Michigan studies. It identifies five different types of leadership based on concern for production and concern for people. The five leadership styles of the managerial grid include impoverished, country club, task oriented, middle-of-the-road, and team. The impoverished style is located at the lower left-hand corner of the grid, point. It is characterized by low concern for both people and production. The country club style is located at the upper left-hand corner of the grid, point. It is characterized as a high concern for people and a low concern for production. The task-oriented style is located at the lower right-hand corner of the grid, point. A high concern for production and a low concern for people characterize it. The middle-of-the-road style is located at the middle of the grid, point. A balance between workers' needs and the organization's productivity goals characterize it. The team style is located at the upper right-hand of the grid, point. It is characterized by a high concern for people and production. This research concluded that managers perform best under a style, as contrasted with or the styles. More recently researchers have focused on leadership behaviors' of the coach. When these various behavioral theories were applied to sport, it was found that the most desired behaviors of coaches were training for competencies, providing social support, and being rewarding Chelladurai & Saleh, (1978). However, according to Chelladurai (1990), the behavioral theories on coaching leadership usually lack of consideration of situational factors.

### **2.5.5. Fiedler's Contingency Model**

Fiedler's theory is one of many that use the contingency approach. This theory suggested that the leader's traits and the leader's control of the situation determine a leader's effectiveness. Fiedler's contingency theory postulates that there is no best way for leaders to lead. Leader effectiveness is situation specific, and leader behaviors that are effective in one situation may not be in other. That is, effective leadership depends on specific environmental situations. Fiedler (2002) believes that a leader's style results from the leader's own needs and personality. He also suggests that leadership style is a stable personality characteristic. According to Fiedler (2002) situational favorableness depends upon three sub factors:

- ✓ Leader- member relations: a Leader- member relation refers to the feelings subordinates have for the leader. Good relations result in respect and trust by followers, and group cooperation and effort.
- ✓ Task Structure: Task structure concerns the extent to which the followers' jobs are structured or unstructured.
- ✓ Position Power: Position power concerns the leader's ability to force workers to comply with his or her demands. According to Fiedler (1967), the effectiveness of the group depends on two factors: The personality of leader, and the degree to which the situations give the leader power, control and influence over the situation. In terms of personality, Fiedler believes that leaders are either relationship motivated or task motivated. Relationship motivation refers to concern with the interpersonal relationship between leader and followers. Task motivation refers to the leader's concern with the accomplishing the task at hand. In order to classify leadership styles, Fiedler developed the Least Preferred Co-Worker (LPC) scale.

### **2.5.6. House's Path Goal Theory**

In the path-goal theory, "the leader is viewed as a facilitator who helps subordinates achieve their goals (House, 1971). As the term implies, the leader provides a path by which the followers can reach their goals. House's 1971 article on Path-Goal Theory argued that a subordinate's motivation, satisfaction and work performance are dependent on the leadership style chosen by their superior. The leader's success is viewed in terms of whether or not the subordinates achieve

their goals. This is done by rewarding subordinates for goal attainment, pointing out roadblocks and pitfalls on the path to success, and increasing the opportunities for personal satisfaction. The extent to which such guidance and support will be provided is dependent upon the ability and personality of the subordinate (Chelladurai and Carron, 1983). Path-Goal theory assumes that leaders are flexible and that they can change their style, as situations require. "Path- goal theory has not been investigated much either in or out sport environments, perhaps due to lack of clarity. However, Chelladurai and Saleh (1978) looked at the theory from a sport context and reported partial support for path- goal theory. Individuals who demonstrated a preference for team sports also indicated a preference for leader behavior that was calculated to improve performance through training procedures. Thus, leader behavior correlated with the athletes' preference for an independent type of sport. As predicted by the theory, a particular athlete personality consistently preferred particular leader behavior. (Cox, 1998).

### **2.5.7. Hersey - Blanchard Situational Leadership Model**

The Hersey-Blanchard (1972) Situational Leadership theory is based on "the amount of direction (task behavior) and amount of socio-emotional support (relationship behavior) a leader must provide given the situation and the 'level of maturity' of the followers". This theory places the emphasis in leader behavior on the subordinates and not on the leader. Hersey and Blanchard (1969, 1977, and 1982) proposed that effective leaders could and should adjust their leadership style to respond to the life cycle needs of their followers and to the environment. Hersey and Blanchard (1982) suggested that an appropriate leadership style for a specific situation be determined by the maturity of the followers. Maturity is defined in terms of "the capacity to set and obtain goals, willingness and ability to assume responsibility, and education or/and experience." (Hersey & Blanchard, 1982). Two types of leadership behavior were identified by Hersey and Blanchard (1982) in terms of task behavior (initiating structure) and relationship behavior (consideration).

**Task Behavior:** The extent the leaders engage in spelling out the duties and responsibilities to followers. This behavior includes telling people what to do, how to do it, when to do it, where to do it, and who's to do it. In task behavior the leader engages in one-way communication.



**Relationship Behavior:** The extent to which leaders engage in a two way communication, listen, provide support and encouragement, facilitate interaction, and involve the followers in decision making. This includes listening, facilitating, and supportive behaviors. In relationship behavior the leader engages in two-way communication by providing socio-emotional support. The behavior of leader in relation to the follower(s) is then based on three variables:(1) the amount of guidance and direction a leader gives, or initiating behavior; (2) the amount of socio emotional support a leader gives, or consideration behavior; and (3) the maturity level of the followers as they perform a task. In this theory four-leader behavior quadrants are:

**Directing (S1):** It is high task/low relationship behavior. The leader provides clear instructions and specific direction.

**Coaching (S2):** It is high task/ high relationship behavior. The leader encourages two-way communication and helps build confidence and motivation on the part of the employee, although the leader still has responsibility and controls decision-making.

**Supporting (S3):** It is high relationship / low task behavior. With this style, the leader and followers share decision making and no longer need or expect the relationship to be directive.

**Delegating (S4):** It is low relationship / low task behavior. This style is appropriate for leaders whose followers are ready to accomplish a particular task and are both competent and motivated to take full responsibility. Hersey and Blanchard believed that effective leaders adapt their leadership style to meet the needs of the group and the situation. The maturity of subordinates determines the most effective leadership style. "The concept of maturity also exists in the context of sport and physical activity. Paraphrasing Hersey and Blanchard, athletic maturity can be viewed as the relative mastery of skill and knowledge in sport, and experience and the capacity to set high but attainable goals. Because opportunities for participation in sport reflect a pyramid profile with advancing age and since the exclusive and selective nature of sport insures that only those athletes with the requisite abilities, knowledge, attitudes, and experience advance to each successive level in that pyramid, it can be assumed that athletic maturity increases as the athlete progress through the competitive levels of elementary, high school, university and professional sport" (Chelladurai & Carron, 1983).

The Hersey and Blanchard situational leadership theory has been tested in athletic settings and no support has been obtained (Chelladurai & Carron, 1983). Case (1980) tested the validity of Hersey and Blanchard's (1972) situational theory to sport setting by examining the relationship behaviors of 40 successful basketball coaches (and their athletes) from junior high, senior high, college, and A.A.U teams. The results did not support the theory that a high task structure and low relationship would exist at lowest level of competition and low task structure and high relationship at the highest level of competition. In addition, Chelladurai and Carron (1983) examined task oriented and relationship oriented behavior of basketball coaches from high school midlevel, junior, and senior divisions' university level. They did not find any support for the maturity-leader behavior hypothesis and they concluded that "the situational leadership theory may not have any relevance for sport because maturity, as defined by Hersey and Blanchard, remains largely unchanged with advancing chronological age and experience".

### **2.5.8. The Normative Theory of Leadership**

The Normative theory is another approach to develop in the 1970s. This model is to design to examine the decision making of leaders. It provided a set of rules to determine the form and amount of participative decision making in different situation (Vroom & Yetton, 1973). Vroom's theory proposes five different methods of reaching a decision. The methods vary in the amount of input given to subordinates: Autocratic I (AI): the leader makes the decision alone with the information already available. Autocratic II (AII): the leader acquires information from subordinates and then decision alone, using the information gathered. Consultative I (CI): the leader consults with subordinates individually, acquiring information and their suggestions/comments. The leader then makes the decision alone, using the information gathered. Consultative II (CII): the leader consults with subordinates in-group meeting, acquiring information and their suggestions/ comments. The leader then makes the decision alone, using information gathered. Group Decision (GII): the leader consults with subordinates in a group meeting, acquiring information and their suggestions/ comments.

The leader and subordinates then make the decision together -from Wann, 1997. Chelladurai and Haggerty (1978) developed a normative model of decision styles in sport settings after the works of Vroom and his colleagues. Rather than using five decision styles in the manner of Vroom,

Chelladurai and Haggerty's model includes three methods of decision making: autocratic, participative, and declarative. The autocratic style occurs when the coach makes the decision alone. The participative decision style occurs when the decision is made by a group of individuals. The declarative decision style occurs when the coaches delegate the decision-making responsibilities to others such as assistant coaches and players. One conclusion that is found from the several researches testing the validity of this model is that delegation is quite rare in sport decision making (Chelladurai & Arnott, 1985).

## **2.6. Sport Specific Approaches to Leadership**

Only recently, two significant theoretical frameworks have been advanced for the study of leadership in sport settings (Riemer & Chelladurai, 1995). Smoll and Smith and their associates have proposed one approach. They posited a cognitive - behavioral model of leadership which specifies individual difference variables, situational factors, and cognitive processes assumed to mediate overt coaching behaviors and athletes' reactions to them (Smith, Smoll & Curtis, 1978, 1979; Smith, Smoll, Curtis & Hunt, 1978; Smoll & Smith, 1980, 1989). The second approach is exemplified by Chelladurai's Multidimensional Model of Leadership that focused on the congruence among three leadership behavioral states: required, actual, and preferred. The antecedents of these three states of leader behaviors are the characteristics of the situation, the leader, and the members (Chelladurai, 1978, 1990, 1993; Chelladurai & Carron, 1978).

## **2.7. Athlete Satisfaction**

Chelladurai (1990) define athlete satisfaction as the positive affective state that arises when an athlete evaluates the structures, processes, and outcomes that are related to the athletic experience. In other words, an athlete's level of satisfaction can be seen as a reflection of how well the athletic endeavor meets the athlete's own personal standards. Chelladurai (1990) elaborated that athlete satisfaction is important for three reasons. First, an athlete's satisfaction with his or her sport should naturally be linked to his or her performance in that sport. For example, a player who is more satisfied will put out more effort and persistence during competition. The second reason that athlete satisfaction is important is because satisfaction can be seen as a precursor or outcome in the conceptual frameworks of other constructs, such as

cohesion. The final reason, which is central to the rationale behind this study, is because athletic satisfaction is a key concern in athletic programs.

The humanistic view suggests that the athletic experience needs to be enjoyable and instrumental to further the development of athletes, and development is a primary outcome, at the college level. That being said, athlete satisfaction has both theoretical and practical implications. One construct that could have quite an impact on athlete satisfaction is role ambiguity. Bray, Beauchamp, Eys, and Carron (2004) looked at the need for role clarity as a potential moderator variable between role ambiguity and athlete satisfaction. To examine this relationship, Bray et al. had 112 male ice players complete the Athlete Satisfaction Questionnaire, the Role Ambiguity Scale, and a measure that assessed the athletes' need for role clarity. Their correlation results showed that greater ambiguity was associated with lower player's satisfaction, which is consistent with the results from Eys and colleagues (2003). They also found that the relationship between role ambiguity and the various facets of athlete satisfaction were only apparent in the athletes who had a higher need for role clarity.

It is important to note that the authors elected to use the subscales of the Athlete Satisfaction Questionnaire that related to the individual as opposed to the team (Bray, Beauchamp, Eys, & Carron, 2004). Their reason for doing this was because they were concerned with athlete satisfaction as it related to the primary role sender (i.e., the coach) based on Jackson and Schuler's (1985) meta-analytic findings from the business literature that showed that job satisfaction and satisfaction with supervision were the dimensions of satisfaction that correlated the strongest with role ambiguity. The findings from the Bray, et al. study suggest that there could be more involved in the ambiguity-satisfaction relationship. Two variables that have not been examined, but may be essential to athlete satisfaction, are role acceptance and role satisfaction. For example, ones football players may understand his or her role and accept that role, but not be satisfied with that role; the literature is not clear on whether that athlete will be satisfied with the athletic experience.

## **2.8. Leadership and Team Performance**

As noted before, leadership plays an important role in creating successful teams. Previous research stated that when teams are used effectively and are provided with proper training, teams

could lead to increased production, morale, creativity and innovation in several settings (Bass, 2003). Main focus in previous research is on the relationship between transformational leadership and team performance, For example Atwater and Bass (1994) presented a general conceptualization of how transformational leadership may interact with and influence team factors like cohesion and conflict management. More specifically, Kahai et al (2000) showed that transformational leaders have a positive influence on group performance because they are more able in overcoming social loafing among group members. Dionne et al (2004) linked transformational leadership with teamwork processes, such as cohesion, communication and conflict management, which eventually lead to higher team performance outcomes. Furthermore Avolio and Yammarino (2002) found empirical evidence of direct effects of transformational leadership on performance, while mediated effects through cohesion were found by among others. And also, Bass(2003) shows Nonetheless there is not much known about the leadership impact on performance within sport settings. Literature within the sports domain emphasized that a higher quality manager leads to higher winning percentages and players tend to play better.

## **2.9. Athletes Satisfaction**

Coaches have different coaching leadership styles. Athletes on a team might not prefer the coach's coaching style. When players are not satisfied with the coach's coaching style then problems with team unity may arise and athletes may quit the team (McClain, 2005; Wilson, 2007). Coaching style might be the key to keeping the sports team in harmony. The coach, as the center, the leader and teacher of the team, he or she must find a way to manage the team and maintain unity. The role of the coach is important to the success of the team (Jacob, 2006; McClain, 2005). Although many studies can be found in the academic literature regarding job satisfaction few studies have specifically examined athlete satisfaction as a separate construct. The team integration was the most important subscale influencing athlete satisfaction in universities hockey team (Asiah & Rosli, 2009). Athlete satisfaction is a positive affective state resulting from a complex evaluation of the structures, processes, and outcomes associated with the athletic experience (Chelladurai & Riemer, 1997). The level of an athlete's satisfaction is determined by the discrepancy between what is wanted by the athlete and the perception of what is received within the psychological, physical, and environmental domains Furthermore, Chelladurai and Riemer (1997) suggested that athlete satisfaction may prove to be the ultimate

measure of organizational effectiveness of an athletic program based on the following unique features of athletics.

First, the measures of performance in athletics are deficient and/or contaminated by such factors such as luck, an opponent's extraordinary performance, a referee's mistake, and so on. Second, activities engaged in during the pursuit of excellence cannot be solely judged by measures of wins and losses since every contest results in a winner and a loser. Third, the win- loss records pertain only to the periods of performance (i.e. the actual competitions), which does not encompass the total athletic experience. Therefore, the authors concluded, "It is imperative that evaluation of an athletic program and its coaches should be based on athlete satisfaction in addition to measures of performance such as win- loss records" (Chelladurai & Riemer, 1997).

### **2.9.1. Team member satisfaction**

In 1978, Chelladurai studied the leadership preferences and perceptions of 216 university- level male athletes in basketball, track and field and wrestling. Using the team as the subjects of analysis, he found that the congruence between perceived and preferred autocratic and positive feedback behaviors influenced satisfaction with the coach in a curvilinear fashion.

Therefore, the members were less satisfied when the coach's perceived behavior deterred from the preferred behavior in either direction. Chelladurai (1984) later reanalyzed the data with the individual as the unit of analysis and found that the discrepancy between a member's preferences and his/her individual perceptions of coaching behavior was associated with member satisfaction with leadership, team performance, and overall involvement. It is also important to note that the effects of the discrepancies were more pronounced on satisfaction with leadership than on the other facets of satisfaction.

These findings were later supported by the work of Horne and Carron (1985), who found that discrepancies in training and instruction, social support, and positive feedback were significant predictors of satisfaction with leadership. Schliesman (1987) analyzed collegiate track and field athletes and found perceived democratic behavior and social support to be positively related to general satisfaction with leadership. In this particular study, perceived democratic behavior and social support were slightly better predictors of satisfaction with general leadership than the

corresponding discrepancy scores. Weiss and Friedrichs (1986) studied the relationship of university basketball players' perceptions of their coaches' behavior on both the individual and team levels of analysis. At the individual level, the collective leadership variables contributed to athlete satisfaction, but only the perceived democratic behavior and social support dimensions were statistically significant. At the team level of analysis, perceived leadership was predictive of team satisfaction, with positive feedback as the most predictive factor of team satisfaction.

### **2.9.2 Facets of Athlete Satisfaction**

An early study identified two facets of athlete satisfaction as satisfaction with personal outcome and satisfaction with leadership (Chelladurai *et al.*, 1988). However, Chelladurai and Riemer (1997) also created a comprehensive classification of the facets of athlete satisfaction.

The classification scheme incorporates team and individual outcomes, team and individual processes, and social processes. Team outcomes are further classified into task and social outcomes. The task outcomes include team performance, team goal attainment, team performance improvement, team maturity and group integration. Team performance is often measured by winning percentages or even point differentials. Team goal attainment refers to the accomplishment of predetermined team goals over a set period of time.

Team performance improvement may be measured via improvements in overall winning percentage, league rankings, or perceptions of performance improvement. Team maturity refers to the growth and development of the team members in terms of health, fitness, ability, mastery of skills, tactics, and strategies of the sport. Group integration refers to a state characterized by a sense of solidarity shaped by (a) congruent orientations toward the group's purposes and processes, (b) understanding and acceptance of strategies and tactics, (c) recognition and respect for each other's strengths and contributions toward the group purposes, and (d) a collective determination to put forth the best efforts toward that end. Interpersonal harmony is considered to be a social outcome and refers to the degree to which members of the team get along well as a group and provide social support to each other.

The individual outcomes are also further categorized into task and social outcomes. The task outcomes include personal performance, personal goal attainment, personal performance

improvement, personal growth, individual task role, and personal immersion. Personal performance, goal attainment, and performance improvement are similar to the previously mentioned team task outcomes except that they function on an individual level. Personal growth refers to individual psychological and mental growth including increased understanding of the strategies and tactics of the sports, developing psychological and social skills to be successful in athletics. Individual task role includes the contributions an athlete makes to his or her team along with the function of the athlete's role in the group's task efforts. Personal immersion refers to the extent to which the athlete is satisfied with personal involvement with the sport.

The social outcomes include belongingness, friendship, and the social role. A sense of belonging to the group and feeling of acceptance are included in the belongingness social outcomes factor. Friendship reflects the affinities developed with individual members of the team. Finally, social role includes the roles played by individuals in the social network or structure within the group. The team processes are broken down into task and social processes. Strategy selection, mobilization, deployment, practice, competition tactics, equitable treatment, ethics, team effort and coordination, facilities/equipment, budget, ancillary support, and community support comprise the task processes.

Strategy selection refers to the extent to which the athlete is satisfied with the coach's selection of specific sport strategies. Mobilization refers to the extent talented athletes are recruited as members of the team. Deployment is the effectiveness of the coach in using the available talent in a coordinated manner to achieve success in athletic competitions. Practice refers to the extent to which athletes perceive practice sessions to be appropriate and effective.

Competition tactics refer to the extent to which athletes are satisfied with tactical adjustments that are made during the process of competition. Equitable treatment involves the athlete's perception of equity in the distribution of resources, the procedures adopted in such distributions, and the fairness system in general. The athletes' reaction toward the management of ethical dilemmas is incorporated into the ethics dimension. Team effort and coordination refers to the extent to which an athlete perceives his or her teammates to be putting forth their best efforts in a coordinated manner for the success of the team.



The facilities/equipment factor measures the extent to which athletes are provided with appropriate facilities and equipment. Direct monetary support is encompassed within the budget dimension. Ancillary support includes medical support, academic counseling, game management, and so forth. The implicit and explicit support from the community (i.e. students, faculty/staff, and fans) is defined within the community support factor. The social processes include decision participation and loyalty support. Decision participation refers to the extent to which the coach engages the athletes in decision-making relevant to the team and its performance. Loyalty support refers to an athlete's satisfaction with the loyalty demonstrated by the coach and/or administration toward the team as a whole. The individual-oriented processes are dichotomized into task and social processes. The task processes include ability utilization, training/instruction, positive feedback, personal inputs, team contribution, recognition, financial support, and family support. Ability utilization is concerned with how the coach uses the abilities of an individual athlete.

Training/instruction refers to the extent to which a coach engages in training and instruction, which has been identified as the most significant dimension of leader behavior assessed by Chelladurai and Saleh's (1980) Leadership Scale for Sports. Positive feedback is the provision of reinforcements for successful performance of tasks assigned to individual athletes during games and practice sessions. Personal input refers to the satisfaction an athlete has with the effort he or she has put forth during practice sessions and competitions. The possibility that team members may serve to train and instruct the individual athlete, offer positive feedback, and help other athletes to understand how his or her effort fits in with the rest of the team's efforts is included within the team contribution dimension. Recognition refers to the extent to which an athlete is satisfied with the recognition that he or she received from the coach, teammates, and others with respect to what he or she contributes to the task processes. An athlete's satisfaction with the amount of his or her individual scholarship is included within the financial support facet.

Family support reflects the degree to which an athlete is satisfied with the amount of family support he or she receives regarding athletic endeavors. The social processes include social support and loyalty support. Social support is described as coaching behavior characterized by concern for the individual athlete that is supportive in nature. Loyalty support refers to one's satisfaction with the level of loyalty the coach and/or teammates demonstrate toward the athlete

as an individual. Chelladurai and Riemer's (1997) classification of the facets of athlete satisfaction provide the foundation for further research in this area. The scheme was presented in two viewpoints. The first paradigm regrouped the facets of athlete satisfaction based on the agents who control the processes leading to the desired outcomes.

## **2.10. Athlete Satisfaction**

Chelladurai and Riemer (1997) define athlete satisfaction as the positive affective state that arises when an athlete evaluates the structures, processes, and outcomes that are related to the athletic experience. In other words, an athlete's level of satisfaction can be seen as a reflection of how well the athletic endeavor meets the athlete's own personal standards.

Chelladurai and Riemer (1998) note that athlete satisfaction is important for three reasons.

First, an athlete's satisfaction with his or her sport should naturally be linked to his or her performance in that sport. For example, an athlete who is more satisfied will put out more effort and persistence during competition. The second reason that athlete satisfaction is important is because satisfaction can be seen as a precursor or outcome in the conceptual frameworks of other constructs, such as cohesion.

The final reason, which is central to the rationale behind this study, is because athletic satisfaction is a key concern in athletic programs. The humanistic view suggests that the athletic experience needs to be enjoyable and instrumental to further the development of athletes, and development is a primary outcome, at the college level. That being said, athlete satisfaction has both theoretical and practical implications. One construct that could have quite an impact on athlete satisfaction is role ambiguity.

To examine this relationship Brayetal.had 112 male ice players complete the Athlete Satisfaction Questionnaire, the Role Ambiguity Scale, and a measure that assessed the athletes' need for role clarity . Their correlational results showed that greater ambiguity was associated with lower athlete satisfaction, which is consistent with the results from Eys and colleagues (2003).

They also found that the relationship between role ambiguity and the various facets of athlete satisfaction were only apparent in the athletes who had a higher need for role clarity. It is important to note that the authors elected to use the subscales of the Athlete Satisfaction Questionnaire that related to the individual as opposed to the team.

Their reason for doing this was because they were concerned with athlete satisfaction as it related to the primary role sender (i.e., the coach) based on Fried Richs (1986) meta-analytic findings from the business literature that showed that job satisfaction and satisfaction with supervision were the dimensions of satisfaction that correlated the strongest with role ambiguity.

The findings from the Bray, *etal.* study suggest that there could be more involved in the ambiguity-satisfaction relationship. Two variables that have not been examined, but may be essential to athlete satisfaction, are role acceptance and role satisfaction.

For example, an athlete may understand his or her role and accept that role, but not be satisfied with that role; the literature is not clear on whether that athlete will be satisfied with the athletic experience.

### **2.10.1. Athlete Satisfaction Model**

Satisfaction is an integral part of sport participation and enjoyment. Without satisfaction, athletes would turn to other sources for potential success and enjoyment (Maday, 2000). Satisfaction in sport has been studied extensively in combination with several variables, mostly leadership (Chelladurai, 1984; Chelladurai et al., 1988; Coffman, 1999; Dwyer & Fischer, 1990; Horne & Carron, 1985; Riemer & Chelladurai, 1995; Riemer & Toon, 2001; Schliesman, 1987; Sriboon, 2001; Yusof, 1999). Several scholars in sport psychology have included athlete satisfaction as an antecedent or outcome variable in their work. For example, the multidimensional model of leadership (Chelladurai, 1980, 1990) includes satisfaction as an outcome variable along with performance.

Studies based on the multidimensional model of leadership (Chelladurai, 1980, 1990) have been largely concerned with linking leadership dynamics with athlete satisfaction.

Satisfaction as an outcome has been employed in different leadership studies based on the multidimensional model of leadership (Chelladurai, 1984; Chelladurai et al., 1988; Dwyer & Fischer, 1990; Eichas, 1992; Horne & Carron, 1985; Riemer & Chelladurai, 1995; Riemer & Toon, 2001; Schliesman, 1987; Sriboon, 2001). In the multidimensional model (Chelladurai, 1980, 1990), leadership behaviors were suggested to be antecedents of member satisfaction. The model suggests that the discrepancy between athletes' perceived and preferred leadership style would impact their level of satisfaction.

In 1997, Chelladurai and Riemer proposed the model —A Classification of Facets of Athlete Satisfaction. The purpose of the model was to study the needs, benefit, and treatment that were provided for intercollegiate athletics. Based on Chelladurai and Riemer's (1997) classification of facets of athlete satisfaction, Riemer and Chelladurai (1998) developed, a multiple-item, multiple-dimension scale to measure athlete satisfaction, the Athlete Satisfaction Questionnaire (ASQ). The development of the ASQ resulted in a final scale with 15 facets, or subscales, and a total of 56 items on the scale.

The format of the scale allows researchers to include those dimensions of satisfaction most salient for a particular situation (Riemer & Toon, 2001). Satisfaction was evaluated using 4 of the ASQ's 15 subscales: training and instruction satisfaction, personal treatment satisfaction, team performance satisfaction, and individual performance satisfaction. The first two subscales concentrate on satisfaction with the process of coaching behavior, while the second two assess satisfaction with outcomes associated with the processes of leadership (Riemer & Chelladurai, 1998). Training and instruction satisfaction refers to satisfaction with the training and instruction provided by the coach. Personal treatment satisfaction refers to satisfaction with those coaching behaviors that directly affect the individual yet indirectly affect team development. It includes social support and positive feedback. Team performance satisfaction refers to athlete's satisfaction with his or her team's level of performance. Task performance includes absolute performance, goal achievement, and implies performance improvements. Finally, individual performance satisfaction refers to athlete's satisfaction with his or her own task performance. Task performance includes absolute performance, improvements in performance, and goal achievement (Riemer & Chelladurai, 1998)

Training and Instruction Satisfaction: Refers to satisfaction with the training and instruction provided by the coach (Riemer & Chelladurai, 1998). Personal Treatment Satisfaction: Refers to satisfaction with those coaching behaviors that directly affect the individual yet indirectly affect team development. It includes social support and positive feedback (Riemer & Chelladurai, 1998). Team Performance Satisfaction: Refers to athlete's satisfaction with his or her team's level of performance (Riemer & Chelladurai, 1998). Individual Performance Satisfaction: Refers to athlete's satisfaction with his or her own task performance (Riemer & Chelladurai, 1998).

### **2.11.1 Relationship between Leadership and Satisfaction**

Studies examining the relationship between leadership and satisfaction have defined satisfaction in terms of satisfaction with one's job and leader. Job satisfaction is the overall attitude an individual has toward his or her job. Research has supported that leadership is a general determinant of job satisfaction as a job characteristic (Bateman & Strasser, 1984; Glisson & Durick, 1988). Specific studies examining leadership behaviors have also determined that job satisfaction is positively related to consideration and initiating structure leadership behaviors (Downey, Sheridan, & Slocum, 1975; Dubinsky, Childers, Skinner, & Gencturk, 1988; Halpin & Winer, 1957; House, Filley, & Kerr, 1971; Hunt & Liesbscher, 1973; Osborn & Hunt, 1975b; Szilagyi & Keller, 1976; Teas, 1983; Teas & Horrell, 1981; Yunker & Hunt, 1976). The leader can also serve as the target of follower satisfaction. Research has shown that leader behavior can have a profound and consistent influence on several facets of subordinate satisfaction (Bass, 1985; Vroom & Yago, 1988). Other studies have indicated that transformational leadership can have significant add-on effects to transactional leadership in predicting subordinate satisfaction with the leader (Bass, 1985; Hater and Bass, 1988; Koh, Steers, & Terborg, 1995; Waldman, Bass, & Einstein, 1987).

In a sport setting, the studies of Horne & Carron (1985), Sherman et.al (2000), and Ramzaninezhad & Keshtan (2009) showed that the variables predicting athlete satisfaction between athlete perceptions and preferences for positive feedback, training and instruction, and social support. Preferred and perceived positive feedback behaviors predicted athlete performance perceptions. Rune, Gareth and Derek (2008) stated that positive feedback, training

& instruction and democratic behavior relation to success. The reward power of coach has relatively strong positive relationship with players' satisfaction (Turman, 2006; Mohammad, Hashem and Hadis, 2012). Supported study of Serpa and Antunes (1989) coaches to emphasize training and instruction, and rewarding behavior to sport performance. The results showed that there is significance relationship between coach's leadership styles and team success, and the coaches of successful teams exhibited higher levels of democratic and social support behaviors and lower level of autocratic (Echas and Krane, 1993).

Pease and Kozub (1994); Alfreman (2005); Fathi (2005); Dexter (2002); Wester & Weiss (1991); Moradi (2004); Range (2002); Moradi (2004); Bennet and Manuel (2000) found that coaches place more emphasis on training and instruction while expressing a lower preference for autocratic behavior. Chelladurai (1990) also proposes that group performance and member satisfaction are dependent upon the congruency of required, preferred, and perceived leader behaviors. When the preferred coaching style is utilized player are more apt to respond with higher levels of performance (Howard, 2005) effective coaching style related to winning.

In the study by Schliesman (1987), the forty male university level track and field athletes and found a significant positive linear relationship between leadership discrepancy scores (preference and perceptions) and satisfaction with leadership. These results supported the findings of Friedrichs (1984) who noted the same significant relationship in a sample of 251 male collegiate basketball players. In a survey of 34 athletic directors and 142 head coaches,

Davis (2002) discovered a significant association between head coaches' perception of the leadership style of their respective athletic directors and their level of satisfaction. Asiah & Rosli(2009) recent study shown that there is a significant relationship on athlete preferred coaching leadership styles are democratic and positive feedback is the most have impact on athlete satisfaction among universities hockey team.

## **2.12 .Technical and Tactical Factors**

Technique is evidently of fundamental importance. It forms the basis for possession of the ball, for keeping it under control in difficult match situations and for using it to good advantage. Good technical skill adapted to any particular situation, which enable a player to avoid losing the ball

too frequently and then having expended more energy in trying to recapture it. Unless a player has perfect ball control, he/she will never be able to control a game.

Tactics teach players how to be organized, how they should be positioned, how the skill can best be implemented in competition and how all players have different roles to play on the playground. The aim of good tactic is to put emphasis on the position. Moreover, a good choice of tactics helps to build up confidence within the team itself.

As Wondimu and Damene (2004) state that, it is impossible to treat tactical aspect separate from technique. Players learn to make a reaped and creative choice from the technique they have been taught, selecting those that are most effective in the given situation. Practice and preparation of play combination, cooperation of individual in play activities. The climax of tactical preparation is the practice and perfection of play system. The play system represents action at high level by the player as adapted to the needs and abilities of the entire team.

### **2.12.1. Nutritional Factors**

Good nutrition is the function for physical performance and one of the most important variables in attaining a high level of fitness. Food fuels our systems and forms new tissue. McEachen (2004) said that, muscle building was ten percent hard working ninety percent nutrition. Continuing state professional male soccer players must consume 3000-3600 calories to meet the energy demand of the sport. Upper level female players might need up to 2500 calories. The recommended ration is 60-70 percent carbohydrate, 15-20 Percent fat source. In addition, sufficient source of water, vitamin, and minerals must be part of the everyday diet.

McEachen (2004) carbohydrate is an important source of energy for aerobic exercise. They also provide the fuel used during intense anaerobic exercise. Athletes with diets high in carbohydrates perform significantly better than those with low-carbohydrate during the late stage of competition. Players who consume lower level of carbohydrate have lower glycogen levels and become stale and unable to perform. Increasing carbohydrate intake to 75 to 85 percent a few days before competition has been shown to improve performance. In soccer journal (2002) write that, the importance of taking a six to eight percent carbohydrate drink Just before competition and at half time to enhance performance. The carbohydrate-protein drink replenished energy electrolytes (Potassium, sodium and fluids) reduce muscle damage after competition and

increased endurance at the next work out. As McEachen (2004) state carbohydrate loading, which increases glycogen reserves, is a method intended to improve performance on game day. One method is a six day program in which players consume 50 percent of calories as carbohydrate for the first three days and 70 percent that last three days.

A 90 minute workout decreases in intensity each day leading up to competition. Pre competition meals should be eaten three to four before the game and should contain protein to prevent large swings in insulin or glucose.

Protein has been considered a key nutrient for sporting success by athletes of all eras in all sports. Whereas Ancient Olympians were reported to eat unusually large amount of meat, today's players are provided with a vast collection of protein and amino acid supplements to increase their protein intakes. Protein plays an important role in the response to exercise. Amino acids from proteins form building blocks for the manufacture of new tissue and including muscle, and the repair of old tissue. They are also the building blocks of hormones and enzymes that regulate metabolism and other body function protein provides a small source of fuel for the exercising muscle (Soccer journal, 2004).

Strenuous of prolonged exercise and heavy training, particularly aerobic exercise, stress the body. Adequate intake of iron, copper, manganese, magnesium, selenium, sodium, zinc and vitamins A, C, E, B6 and B12 are particularly important to health and performance. These, as well as other, are best when obtained from varied diet based largely (Soccer journal, 2004).

Water is the most important fluid the human being put into his system. It accounts for 40 to 60 percent of human body mass. Hydration is an everyday function that critical for optimal performance. Most people should drink to six glasses of water to maintain fluid balance, and athletes who lose fluids through sweat should consume more water (McEachen, 2004).



## CHAPTER THREE

### 3. RESEARCH DESIGN AND METHODOLOGY

#### 3.1. Research Design

A descriptive survey research design were selected by the researcher, because it is helpful to identify present conditions and point to present immediate status of a phenomenon and fact finding (Yougesh, 2006). Moreover, the method will help to identify the existing practices and situations that are encountered by trainees, coaches and managers in the training stations.

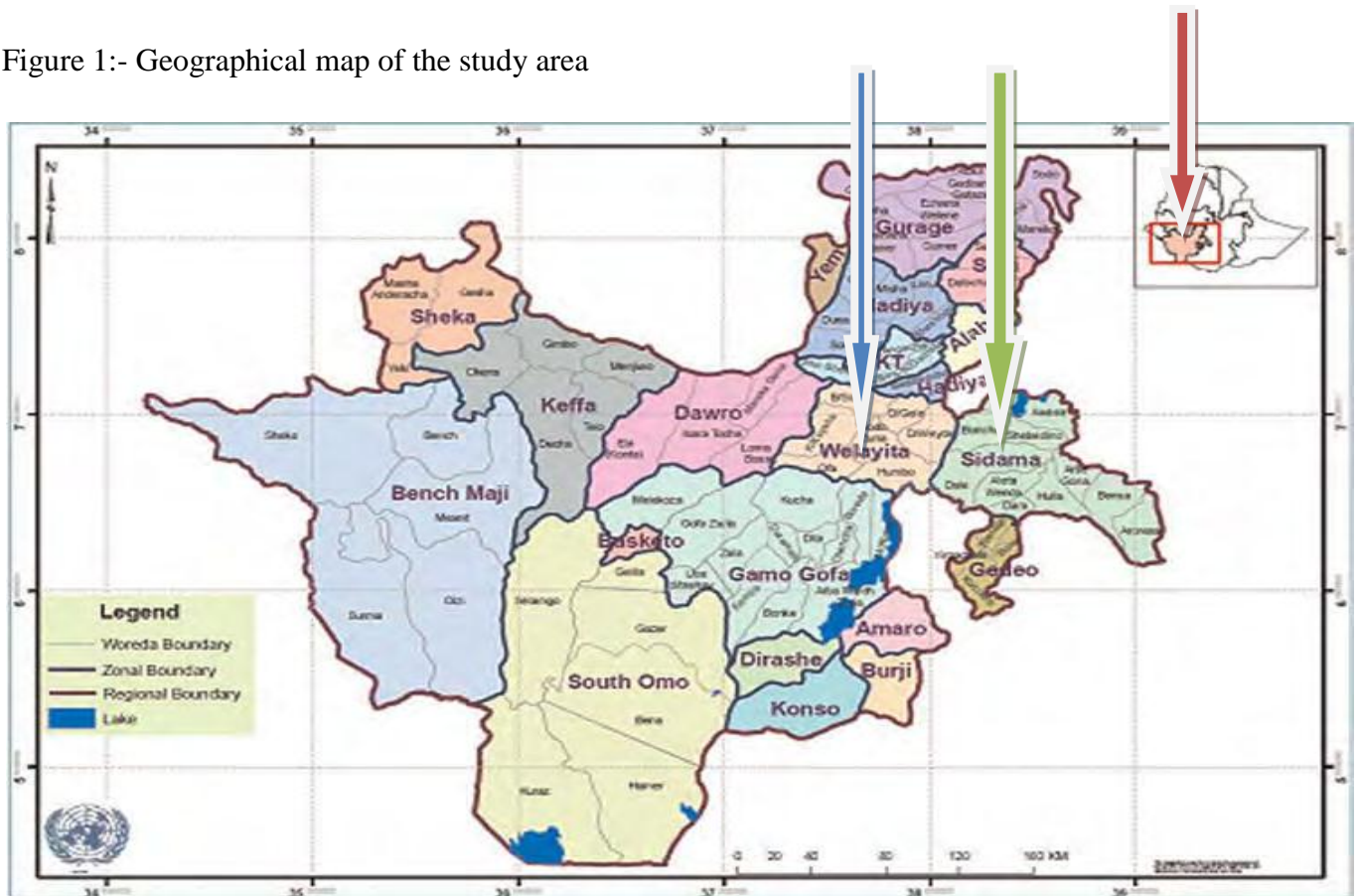
#### 3.2. Study Area

Southern National Nationalities and peoples Region is one of the nine regional state of Ethiopia. Administratively the Region is divided into 14 Zone, and 4 Special Woredas, 22 city administrations. The researcher was selected two zone and one city administration namely Sidama Zone, Wolaita Zone and Hawassa city administration.

The Study area is located in SNNPR Regional State, 220 km away from Addis Ababa. The climate of Hawassa is hot and the average daily temperature is about 30oc. Hawassa is reach in tourist attraction due to its interesting lakes langaano or the Fiker Hayke. These lakes are rich in their fish production and crocodile's reproduction cites for national economic serves.

## Map-of-Southern Region of Ethiopia.

Figure 1:- Geographical map of the study area



### 3.3. Population of Study

The populations of this study were all 16 Ethiopian premier league participants' football clubs 2018/2019 .

### 3.4. Study Participants

Players, Coaches, team directors and managers from Hawassa FC, Sidama Coffee FC, Wolaita FC and Debu Police FC team that is participating Ethiopian primer league competition.

**Table: 2 Number of study participants**

No	Name of Clubs	Sample size (Targeted population)			Total
		Players	Coaches	Managers	Total
1	Hawassa FC	25	2	1	28
2	Sidama coffee FC	25	2	1	28
3	Wolaita-Ditcha FC	25	2	1	28
4	Debub Police FC	25	2	1	28
<b>Total</b>					<b>112</b>

### **3.5. Source of the Data**

In order to collect the data from respondents, the researcher was used primary and secondary sources of data.

#### **3.5.1. Primary source of Data**

The primary data was collected from players, coaches and managers through questionnaire, interview and observation. Questionnaires were used to generate both qualitative and quantitative relevant data on demographic, social and economic characteristics of the sample population.

#### **3.5.2. Secondary Data**

The secondary sources of information were obtained from published and unpublished materials, journals, books and articles and office of the Clubs.

### **3.6. Sampling size and Sampling Technique**

A total of one hundred twelve (112) informants were participated in this study as a sample from which hundred (100) were players, twelve (12) were Coaches and four (4) of them were managers from four Ethiopian Premier League participant clubs of South Nations and Nationalities Region of Ethiopia in 2018/2019 GC.

To realize the objective of the study, the researcher was used Purposive sampling method to select the four clubs among the sixteen Ethiopian Premier League participant based on criteria such accessibility of the data, since those clubs were found in south nation nationalities and peoples region and rank and the researcher was also familiar with the clubs. And also to select the coaches and managers the researcher was employed one of the non-probabilities sampling called purposive sampling technique.

### **3.7. Instruments of the Data Collection**

To collect relevant data from respondents the researcher was used questionnaires, interview and observation.

The required data were obtained by utilizing the following instruments of data collection. The research methodology employed in the study was a descriptive survey. The research comprises of both primary and secondary data sources. Primary data was collected through employing multitude of data gathering techniques including structured questionnaire, key in format interview and observation check list. Secondary data is gathered from published and unpublished journals and books, project documents, web sites and other sources. Percentage and frequency count were used to analyze and interprets the data.

#### **3.7.1. Questionnaire**

Structured questionnaire helped the researcher to collect the desired data from the sample players, Coaches, and Managers from four Premier League participant clubs of South Nations and Nationalities of Ethiopia. Close and open ended questions were included in the questionnaires. Even though most of the questions were close ended, some open ended questions were parts of the questionnaires for players, Coaches, and Managers. The questions in the

questionnaires for the players were aimed at the players' satisfactions on the coaches coaching leadership style and managers leadership styles.

Coaches and managers questionnaires focused on similar ideas to the players' questionnaire, the extent to which the coaches and managers satisfaction on the player's general characteristics in the club stay.

### **Interview:**

Face to face interview was conducted with the twelve Coaches and four managers of Clubs in Hawassa FC, Sidama Bunna FC, Wolaita Ditcha FC and Debub Police FC structured open ended interview question. The questionnaires were interpreted in Amharic and distributed to the participants. Finally, it was translated in to English. The interview items were mainly focus on the leadership style utilized by club administrators, Coaches respect each players' equally, Athletes respect each other in the club, Ethics and discipline in the club, Players' relationship with coach and Coaching staffs and Team cohesion among players in the clubs.

### **Observation:**

Observation is a well established technique for collection of data. The observation method is normally employed in measuring, testing charactering human behavior. Observation methods go into past events and then study the present, hence it has historical orientation.

The purpose of observation of the training in Football activities was to obtain information how the faculties and equipment are accessible, the coaches coaching method, implementation of the training ways of motivation, interests of the club trainees. And the researcher observed four successive days during the training.

### **3.8. Procedure of Data Collection**

The researcher was made the objectives of the study to be clear to all of the sample respondents at the verge of questionnaire administration in order to avoid confusion and facilitate case of administration. A close follow-up was made to immediately correct problems that arose during the filling in of the questionnaires.

### **3.9. Method of Data Analysis**

Data analysis is the process of separating data into smaller and manageable parts with the intention of finding meaningful answers to the research questions and objectives and to disseminate the findings Polit & Beck (2008:69). A data analysis is the process of systematically arranging, organizing and analyzing the questionnaire, observation and interview that have been collected for the intended study.

To analyze the collected data the researcher was used both quantitative and qualitative approaches. Quantitative data's was analyzed by using descriptive techniques; frequencies were used to compute percentages, table and mean values for the proportion of responses on issues raised on closed – ended items. In other way, to analyze the Qualitative data, the researcher was used statistical software SPSS and for the data collected through observation the researcher used narrative system (describing by using words). In other word, the concepts like the views, options, observation and other related issues was analyzed and interpreted by using different theoretical or/and philosophical orientation.

### **3.10. Ethical Consideration**

An ethical concern is one of the most important things in a research. It is related mostly with confidentiality as well as with efforts to guarantee and to reduce possible risks and dangers for the participants in the time of field work research to the respondents. All the study participants would be informed about the purpose of the study and finally their permission would be obtained before the actual data collection process started. The researcher also was try to make the respondents at ease when they feel stress and did not want answer questions by omit the question for later time consumption, these stances played a significant role to the development of trustful relationships and to the collection of rich and meaningful data from the field. Above all, the researcher was made an attempt to develop a sense of trust and gain the genuine permission of all of the participants of the study.

### **3.11. Pilot Study**

Pilot test was carried out, involving twenty five (25) Ethiopian coffee( Ethiopia Buna) male football premier league players and three(3) coaches, assistance coaches and team managers that did not participate in the actual study. Following the pilot study, the coefficient of reliability of the perceived version of the leadership scale for sport (LSS) and the athletes' satisfaction questionnaire (ASQ) were 0.87 and 0.92, respectively. This clearly demonstrates both values are found to be within an acceptable rang ( $\alpha \geq 0.8$ ). Based on this pilot study result, appropriate corrections were made on the instruments. In addition, comments forward from the pilot study participants were incorporated to make the instrument more valid and reliable.

## CHAPTER FOUR

### 4. DATA ANALYSIS AND INTERPRETATION

#### 4.1. Back Ground Information of the Coaches

Coaches and managers were asked to indicate their background information through questionnaires and responses on their clubs, age, academic status, satisfaction in their coaching activities, whether they used planned and scientific training system in their coaching activities, whether training motivates players to high performance and whether coaches avail themselves at training field etc. were analyzed using percentages and frequencies in the following table (table 4.1).

As the table below showed there were four clubs; such as Hawassa Kenema, Sidama Buna, Wolaita Ditcha and Debub Police from which the coaches and the managers were taken, accordingly, 18.8% of coaches were obtained from Hawassa Kenema, 25% of them were from Sidama Kenema, 25% of them were from Debub Police and 31.3 % of them were from Wolaita Ditcha sport clubs of which 87.5% of them were male and only 12.5% of the were female. When we see the age and education level of the coaches and the assistant coaches in these four clubs, 12.5% of them found in the age interval from 20-29 years old, 25% of them were found from 31-39 years, 25% of them found 40-50 years old and 37.5% of them were above 50 years old. Regarding the education level of coaches and assistant coaches, 6.3%, 12.5%, 12.5%, 25%, 37.5%, 6.3%, were certificate in FIFA, tenth complete, twelve complete, diploma in Sport Science, degree in Sport Science, and MA in Sport Science respectively.

The current level of coaching and the work experience of coaches and assistant coaches, based on the result from the analysis 12.5% of the coaches and assistant coaches had second level certificate, 18.8% of them had C-license, 25% had B-license and the rest 43.8% of them were A-licensed so according to our data analysis result most of the coaches and the managers were A-licensed. When we see the work experience of the coaches and managers in our collected data set 12.5% of the respondents had less than one year work experience, 25) of them had 1-4 year work experience, 37.5% of them had 5-10 years work experience and 25% of them had above ten years work experience, from the result we can say that about 63% of the respondents had greater than



or equal to five years of experience so lack of experience might not be a problem in the sampled Ethiopian premier league clubs in this study.

**Table 4:1.**Demographic characteristics of Coaches

Variable with its Category		Frequency	Percent
Clubs	Hawassa Kenema	3	18.8
	Sidama Coffee	4	25.0
	Debab Police	4	25.0
	Walaita Ditcha	5	31.3
Sex	Male	12	100
	Female	-	-
Age	20-29	2	12.5
	31-39	4	25.0
	40-50	4	25.0
	Above 50	6	37.5
Education Level	Certificate in FIFA	1	6.3
	Tenth Complete	2	12.5
	Twelve Complete	2	12.5
	Diploma in Sport Science	4	25.0
	Degree in Sport Science	6	37.5
	MA in Sport Science	1	6.3
Work Experience	Less than one year	2	12.5
	1-4 years	4	25.0
	5-10 years	6	37.5
	Above 10 years	4	25.0
Current Level of Coaching	second level of certificate	2	12.5
	C-license	3	18.8
	B-license	4	25.0
	A-license	7	43.8

**Table 4:2. Coaches Plan and Performances**

Variable with its Category		Frequenc y	Percent
did you get chance of getting performance enhancing	Yes	11	68.8
	No	5	31.3
if your answer is yes question 7 how many times per year	1 time	3	18.8
	2 times	4	25.0
	3 times	3	18.8
	4 times	1	6.3
	more than 4 times	1	6.3
	System Missing	4	25.0
Do you have Strategic Plan	Yes	10	62.5
	No	6	37.5
Do you have Training Unit Plan	Yes	10	62.5
	No	6	37.5
Do you have good Relation with Players	Yes	12	75.0
	No	4	25.0
Do you have Good Mechanism to Motivate Players	Yes	11	68.8
	No	5	31.3
Are you Satisfied with Rule and Regulation	Yes	6	37.5
	No	10	62.5
Do you Have Enough Sport Materials	Yes	6	37.5
	No	10	62.5
Is the Training Field Standard	Yes	4	25.0
	No	12	75.0
Do you think players satisfied with the training method	Yes	6	37.5
	No	10	62.5
Do you evaluate your players	Yes	13	81.3
	No	3	18.8

Your level of Relation with Football Federation leaders	no relation	3	18.8
	Low	5	31.3
	medium	4	25.0
	High	4	25.0
Implementation Level of Annual Plan	Low	3	18.8
	Medium	5	31.3
	High	5	31.3
	Very high	3	18.8
Level of Goal Achievement of the Project	Low	3	18.8
	Medium	7	43.8
	High	5	31.3
	Very high	1	6.3
able to plan, prepare and manage training matches and season	Strongly Express me	7	43.8
	Express me	5	31.3
	Partially Express me	2	12.5
	Doesn't Express me	2	12.5
Consistently Guided by clear Coaching Philosophy	Strongly Express me	5	31.3
	Express me	4	25.0
	Partially Express me	4	25.0
	Doesn't Express me	3	18.8
successful at developing honest and inspiring players	Strongly Express me	5	31.3
	Express me	5	31.3
	Partially Express me	3	18.8
	Doesn't Express me	3	18.8
expert at building cohesive team squads	Strongly Express me	5	31.3
	Express me	5	31.3
	Partially Express me	4	25.0
	Doesn't Express me	2	12.5

In the table 4:2 above the variables related to coaches' and managers' plan and performances such as: getting chance of performance enhancement, whether the coaches had strategic plan and training unit plan, the relation between coaches and players, whether the coaches had good mechanism to motivate players, whether the rule and regulation of the clubs satisfied the coaches, availability of enough sport materials in the clubs, existence of standard field in the clubs, whether coaches evaluate the players, coaches relation with Football Federation leaders, implementation level of annual plan and so on were displayed.

According to the analysis result;11(68.8%) of the respondents said that they got the chance of performance enhancement and 5 (31.3%) of them said they didn't get the chance of performance enhancement, from those who got performance enhancement 3(18.8%) of them performed performance enhancement 1 time per year, 4 (25%) of them perform 2 times per year, 3(18.8%) of them perform 3 times, 1 (6.3%) of them perform only 4 times per year, and also 1(6.3%) of them more than 4 times whereas the rest 4(25%) of them were missing cases i.e persons who didn't get performance enhancement in our sample data. 10(62.5%), 10(62.5%), and 12(75%) of the respondents said that they had strategic plan, training unit plan and good relation with players and 6(37.5%), 6(37.5%), and 4(25%) had no practice all the three activities mentioned respectively.

Regarding to the mechanism of players motivation, 68.8% of the respondents said that they had good mechanism to motivate their players and 31.5% of them had no good mechanism in order to motivate their players, when we see the satisfaction of coaches and managers, 37.5% of the sample were satisfied with the rule and regulation of the clubs and 62.5% of the respondents were not satisfied with the rule and the regulation the clubs that they were working in. Concerning availability of enough sport material in the field only 37.5% of the respondents agreed that there were enough sport material in the field and 62.5% of them said the sport materials were good enough in order to do all sport activities in the field. In addition to this most of the respondents agreed that the training fields were not standard i.e 75% of the respondents said that the fields were not standard and only 25% of the respondents said the fields were standard.

According to the coaches and managers or assistant coaches perception most of the players were satisfied with the training methods that the coaches used to train the players, as the table above showed 37.5% of the respondents said that the training method was not good and they were not satisfied with the method and 62.5% of them were satisfied with the coaching methods as coaches and managers responded to the questionnaires, when we see the evaluation status of coaches on their players most of the coaches evaluated their players; accordingly 81.5% of the coaches agreed on that they evaluated their players whereas only 18.8% of them didn't evaluate their players.

The relation of coaches with football federation categorized into four classes such as no relation, low relationship, medium relationship and high relationship and out the total sample size selected 18.8% of the respondents said there was no relation with coaches, 31.3% of them said there was low relation, 18.8% of them said the relationship with football federation was medium and 25% of them said the relation was high; in the same way the implementation level of annual plan was categorized into four and 18.8% of the respondents said the low implementation, 31.3% of them said there was medium implementation, 31.3% of them said the implementation was high and 18.8% of them said the implementation was very high and finally the above table also include the activities performed by coaches and managers or assistant coaches on planning, preparing and managing training matches and 43.8% of the respondents were strongly agreed or it strongly express coaches and managers or assistant coaches, 31.3% express them, 12.5% partially express them and 12.5% didn't express the coaches and managers or assistant coaches.

Regarding to the consistency of guidance on coaching philosophy, the coaches responded, 31.3% of them (strongly expressed by the philosophy) working along the given philosophy or they were working by using the given philosophy, 25% of them expressed by the philosophy, 25% of them partially expressed by the philosophy and 18.8% of them said they were acting or doing according to the guidance of coaching principles. When we see successfulness at developing honest and inspiring players, 31.3% of the coaches said that the given idea strongly express them, 25% of them said that somehow express them, 25% of them said partially express them and the rest 18.8% of them said that it didn't express them, similarly in building cohesive team squads 31.3% of the respondents said that strongly expressed by this activities, 25% of them said express them, 25% partially express them, and 18.8% of them said it didn't express them.

### **4:3.Demographic Variable of Players Information**

The players from four football clubs, 25 players from each club were asked to mention their background information through questionnaires and responses on clubs they were playing in, their age at the time of data collection, players academic status, satisfaction in their coaching activities, whether their coaches avail at training field during all the time of training, whether training motivates players to high performance, whether coaches used planned and scientific training, players satisfaction in coaches 'coaching style were analyzed using percentages and frequencies in the table 4.3 below.

As in the table below depicted all the players were equal in number in each clubs i.e. from each club 25 players were taken after the four clubs were included purposely in our sample. When we see the age of the players, 15% of the players were found below the age of 18 years, 44% of them found in the age interval 18-23, 27% of them were in the age interval 24-28 and 14% of them were above age of 28 years old, from this information one can understand that most of the players (71%) in all the clubs were found in the age interval from 18-28 which is the age that the players become more matured and more experienced, which was indicated that clubs nominate and transfer players into their clubs when the players are in good status. Concerning the education level of the players we had five categories starting from elementary to degree holders, accordingly 10% of them were elementary schools, 35% of them were in high school, 23% of them were TVET graduate, 24% of them were diploma holders and only 8% of them were degree and above holders which indicated that most of the players' education level were high school graduates and TVET students.

The satisfaction of players in coaches' coaching style we classified their perception into five likert scales, from highly satisfied to highly unsatisfied, according the players rating. 31% of the respondents were satisfied with the coaches coaching style, 20% of them were satisfied, and 14% of them were either satisfied nor unsatisfied or neutral, 20% of them were unsatisfied and 18% of them were highly unsatisfied. Regarding the planning of training schedule and scientific training, 16% of the players were highly satisfied with planning of training schedule, 34% of them were satisfied, 20% of them were neutral, and 21% of the respondents were unsatisfied and 9% of them were highly unsatisfied.

The other important variable included in this study was the attitude of players towards the motivation of training to high performance and the analysis result showed, 8% of the respondents were highly satisfied with the contribution of training motivation for the their performance, 15% of them were satisfied, 24% of them were neutral, 31% of them were unsatisfied and 25% of them were highly unsatisfied with the contribution of training motivation towards performance improvements for them, the players. From this one can understand that, the majority of players had poor motivation (80%) towards the improvement of performance through training. When we see the satisfaction of the players on whether their coaches avail at the training field on time, 10% of the players were highly satisfied on the issue, 23% of them were satisfied, 30% were neutral, 25% were unsatisfied and 12% were highly unsatisfied, so according the responses of our sample subjects. From this result one can understand that the players were interested in the availability of coaches and assistance coaches on for training.

**Table 4:3.** Descriptive Statistics on Some Variables Collected from Players

Variable with their categories		Frequency	Percent
Clubs	Debut Police	25	25.0
	Hawassa Kenema	25	25.0
	Sidam Coffee	25	25.0
	Walaita Ditcha	25	25.0
Age	Below 18 Years	15	15.0
	18-23	44	44.0
	24-28	27	27.0
	Above 28 Years	14	14.0
Academic Status	Elementary	10	10.0
	High School	35	35.0
	TVET	23	23.0
	Diploma	24	24.0
	Degree and Above	8	8.0
Satisfaction in coach's Coaching	Highly Satisfied	31	31.0

Style	Satisfied	20	20.0
	Neutral	14	14.0
	Unsatisfied	20	20.0
	Highly Unsatisfied	18	18.0
Planned and Scientific Training	Highly Satisfied	16	16.0
	Satisfied	34	34.0
	Neutral	20	20.0
	Unsatisfied	21	21.0
	Highly Unsatisfied	9	9.0
Training Motivates Players to High Performance	Highly satisfied	8	8.0
	Satisfied	15	15.0
	Neutral	24	24.0
	Unsatisfied	20	20.0
	Highly Unsatisfied	25	25.0
Coach Avail Himself at Training Field	Highly Satisfied	10	10.0
	Satisfied	23	23.0
	Neutral	30	30.0
	Unsatisfied	25	25.0
	Highly Unsatisfied	12	12.0

#### **4:4.Coaches' Treatment for Players and Players Behavior**

Table 4:4 below showed the responses of the players' attitude on whether there was equal treatment among all players in each club, whether players had commitment to achieve clubs' goal, team cohesion among players, players' relation with each other and with coach staffs, ethics and discipline of players in the clubs and whether coach help players in their personal problems.



As it is mentioned here under in the table 4:4 below, 28% of the players were highly satisfied on the team cohesion among players, 19% of them were satisfied, 19% of the players were neutral, 20% of them were unsatisfied, and also 14% were highly unsatisfied which was indicated that most of the players were moderately satisfied with the team cohesion among players was somehow moderate. Concerning the commitment to achieve clubs goal,16% of the players were highly satisfied, 22% of them were satisfied, 24% of the players were neutral, 19% of them were unsatisfied, and also 19% were highly unsatisfied which was indication that most of the players were moderately satisfied with the commitment that they had to achieve clubs' goal.

In addition to the above mentioned attitudes of players, the satisfaction of the players also good on players' relation with coaches and coaches' staff, equal treatment of all the players in the club by the coaches and any other concerning body that participate or take part directly or indirectly in the clubs' etc. were mentioned

**Table 4:5.**Descriptive Statistics on Some Coaches Treatment for Players and Players Behavior

Variable with their categories		Frequency	Percent
Players Relation with Coach and Coach Staff	Highly Satisfied	41	41.0
	Satisfied	34	34.0
	Neutral	13	13.0
	Unsatisfied	8	8.0
	Highly Unsatisfied	4	4.0
Team Cohesion among Players	Highly Satisfied	28	28.0
	Satisfied	19	19.0
	Neutral	31	31.0
	Unsatisfied	19	19.0
	Highly Unsatisfied	14	14.0
Players have Commitment to Achieve Clubs Goal	Highly Satisfied	16	16.0
	Satisfied	22	22.0
	Neutral	24	24.0
	Unsatisfied	19	19.0

	Highly Unsatisfied	19	19.0
Equal Treatment of all Players in the Club	Highly Satisfied	41	41.0
	Satisfied	34	34.0
	Neutral	13	13.0
	Unsatisfied	8	8.0
	Highly Unsatisfied	4	4.0

#### 4:6. Coaches' Leadership Style and Players Interrelation

The main concern of table 4:6 below was to describe the leadership style and players interrelationship in their clubs using the players satisfaction rating based on their perceptions towards all the questions listed in the table. 15% of the players were highly satisfied with the leadership style that administrators utilized, 18% of the players were satisfied with the leadership, 22% of them were neutral, 23% were unsatisfied and 18% of them were highly unsatisfied on the leadership style utilized by the administrators. Concerning equal treatment of coaches for the players 19% of the respondents highly satisfied, 20% of them were satisfied, 21% of them were neutral and the 18% and 14% of them were unsatisfied and highly unsatisfied respectively.

The cooperation of the players with coaches to achieve the clubs' goal was shown in the table below. 10% of players were highly satisfied towards the attitude of coaches cooperation to achieve the goal of the clubs, 27% of the players were satisfied, 25% of them neither satisfied nor unsatisfied or neutral, the rest 22% and 16% of the respondents were unsatisfied and highly unsatisfied respectively with the cooperation of the players to achieve the clubs goal. The other important factor that included in this study was the chance given for players based on their performance and according to players argument most of the players 20% and 30% of the players were highly satisfied and satisfied respectively with the chance given to the players based on their talent and performance, 22% of them were neutral and 18% and 10% of them were unsatisfied and highly unsatisfied respectively.

Regarding to availability of balanced diet facilities in the clubs most of the players 14% of them were highly satisfied, 20% were satisfied, 23% of the respondents were neutral and 20% and 23% of them were unsatisfied and highly unsatisfied respectively.

From this result about 66% of the respondents were not satisfied with availability of balanced diet in the clubs. The suitability of the training field also another factor that was considered in this study and most of the players were satisfied with the field suitability (61%) i.e 30% highly satisfied and 31% satisfied, 17% of them were neutral, 14% were unsatisfied and 8% of them were highly unsatisfied with the suitability of the training field.

The factors such as explanation of techniques and tactics of football, attractiveness of salary, whether administration in the clubs was good or bad, security status in the clubs, whether coaches' leadership style leads to good achievement or not and security in the clubs were also mentioned with the shared or percentage and frequencies of all of the factors in the table 4.6 below.

**Table 4:6.Coaches' Leadership Style and Players Interrelation**

Variable with their Categories		Frequency	Percent
Leadership Style Utilized by Administrators	Highly Satisfied	15	15.0
	Satisfied	18	18.0
	Neutral	22	22.0
	Unsatisfied	23	23.0
	Highly Unsatisfied	18	18.0
Coach Respect Each Players Equally	Highly Satisfied	19	19.0
	Satisfied	20	20.0
	Neutral	21	21.0
	Unsatisfied	18	18.0
	Highly Unsatisfied	14	14.0
Players Respect Each Other	Highly Satisfied	38	38.0
	Satisfied	28	28.0
	Neutral	15	15.0
	Unsatisfied	10	10.0
	Highly Unsatisfied	9	9.0
Players Cooperate with	Highly Satisfied	10	10.0

Coach to Achieve Clubs' Goal	Satisfied	27	27.0
	Neutral	25	25.0
	Unsatisfied	22	22.0
	Highly Unsatisfied	16	16.0
Giving Chance for Players Based on their Performance	Highly Satisfied	20	20.0
	Satisfied	30	30.0
	Neutral	22	22.0
	Unsatisfied	18	18.0
	Highly Unsatisfied	10	10.0
Balanced Diet in the Club	Highly Satisfied	14	14.0
	Satisfied	20	20.0
	Neutral	23	23.0
	Unsatisfied	20	20.0
	Highly Unsatisfied	23	23.0
Suitable Training Field for the Clubs	Highly Satisfied	30	30.0
	Satisfied	31	31.0
	Neutral	17	17.0
	Unsatisfied	14	14.0
	Highly Unsatisfied	8	8.0
Coaches Explain Techniques and Tactics of Football	Highly Satisfied	29	29.0
	Satisfied	26	26.0
	Neutral	18	18.0
	Unsatisfied	16	16.0
	Highly Unsatisfied	11	11.0
Attractive Salary in the Clubs	Highly Satisfied	19	19.0
	Satisfied	27	27.0
	Neutral	22	22.0
	Unsatisfied	20	20.0
	Highly Unsatisfied	12	12.0

Good Administration in the Clubs	Highly Satisfied	15	15.0
	Satisfied	29	29.0
	Neutral	24	24.0
	Unsatisfied	18	18.0
	Highly Unsatisfied	14	14.0
Better Security in the Clubs	Highly Satisfied	28	28.0
	Satisfied	29	29.0
	Neutral	19	19.0
	Unsatisfied	17	17.0
	Highly Unsatisfied	7	7.0
Coach Leadership Style Leads to Good Achievement	Highly Satisfied	27	27.0
	Satisfied	24	24.0
	Neutral	21	21.0
	Unsatisfied	19	19.0
	Highly Unsatisfied	9	9.0

#### 4:7. Players Playing Position and Players Plan Information

The following table comprised different factors related players' playing position, whether the players had a plan to leave their clubs in the future and whether the rules and regulations of the clubs encourages the players. Most of the players selected and interviewed were midfielders and attackers and the number of goal keepers and defenders were small.

Regarding to the future plan of the players to leave their present clubs, 52% of the players said that they were decided to leave their clubs if get another better club and 48% of them were not decided to leave their current clubs and the reasons for leaving the clubs were; lack of their performance recognition, limited playing opportunity, unstructured training system and coaching leadership style problem and unattractive salary and from these all reasons lack of performance recognition was the most common. The final factor that was included in table was rules and regulation of the clubs and most of the players were strongly agreed with the rules and regulations of the clubs.

**Table 4.7.**Descriptive Statistics on Players Playing Position and Players Plan

Variable with their categories	Frequency	Percent	
Your Playing Position in the Club	goal keeper	12	12.0
	Defense	26	26.0
	Midfielder	34	34.0
	Attacking	28	28.0
planned to leave the club	Yes	52	52.0
	No	48	48.0
If you say yes for above Question what is Your Reason	lack my performance recognition	19	19.0
	limited playing opportunity	12	12.0
	unstructured Training & Coaching Leadership Style	11	11.0
	Unattractive Salary	10	10.0
Rules and Regulation of the Clubs Encourages Players	Strongly Agree	35	35.0
	Agree	31	31.0
	Disagree	19	19.0
	Strongly Disagree	15	15.0

#### **4.8. Chi-square test of Association on Leadership Style Challenges and Players Satisfaction**

The chi-square test of association is a statistical measure that used to test the association between two variables but it doesn't tells us whether the relation is negative or positive. In this subtopics the chi-square test of association of leadership style challenges with other relevant factors and also the association of players' satisfaction with other factors were discussed.

##### **4.8.1. Chi-square Test of Association on Leadership Style Challenges**

Leadership is challenges that hinder the success of football clubs in Ethiopian premier league football club administration, specifically in Ethiopian premier league of southern delegates' such as Hawassa Kenema, Dehub Police, Wolaita Ditcha and Sidama Buna. It was one of our study objectives to identify the possible leadership factors and different related factors were tested to check their association with leadership style under this subtopic.

The table 4:8.1 below showed the association between eighteen factors with the leadership style challenges in the four southern delegates of Ethiopian premier league clubs. The result of Pearson chi-square test of association depicted that there was significant association between leadership style and all possible factors mentioned in the table except four factors; such as clubs where the players found in, availability of balanced diet in the clubs, the attractiveness of the salary and players future plan to leave their clubs since the p-values were less than the level of significance in all fourteen cases at 5% level of significance. According to rejection rule in statistical hypothesis testing we look into the p-value and it will be compared with alpha value, the researcher used the most popular level of significance; 95% confidence level or 5% level of significance and the null hypothesis was rejected if p-value is less 5%.

Rejection of null hypothesis is an implication of significant association between leadership style and the factors which were associated with it, so the factors such as age of players, academic status of the players, planned and scientific training, training motivates to high performance, whether coaches help players in their personal problem, ethics and discipline in the clubs, players relation with each coach and coach staff, team cohesion among players, players commitment to achieve clubs goal etc. were significant factors for leadership style in the four clubs of southern region as shown in Table 4.8.1 of last column.

**Table 4.8.1.**Chi-square Test of Association of Leadership Style Challenges with Factors

No	Variable or Factors	Value	Df	P-value
1	Players Clubs	4.813	3	0.186
2	Age of players	21.086	3	0.000
3	Academic Status	68.705	4	0.000
4	Planned and Scientific Training	76.335	4	0.000
5	Training Motivates to High Performance	77.021	4	0.000
6	Coaches Help Players in their Personal Problem	17.541	4	0.002
7	Ethics and discipline in the Clubs	18.487	4	0.001
8	Players Relation with each Coach and Coach Staff	18.413	4	0.001
9	Team Cohesion among players	16.588	4	0.002
10	Players Commitment to Achieve Clubs Goal	15.178	4	0.004
11	Availability of Balanced Diet in the Clubs	2.101	4	0.717
12	Equal treatment of the Players in the Clubs	18.413	4	0.001
13	Players Respect Each other	16.411	4	0.003
14	Suitable Training Field for the players	8.343	4	0.080
15	Coaches Know Strong & Weak side of the Players	11.660	4	0.020
16	Attractive Salary in the Clubs	4.179	4	0.382
17	Better Security in the Clubs	13.899	4	0.008
18	Players Plan to leave his Club	0.003	1	0.957

**4.8.2. Chi-square Test of Association on Players Satisfaction with Factors**

Satisfaction of players in the clubs is one of the most important aspect that can hinder the success of football clubs in Ethiopian premier league football club administration, specifically in Ethiopian premier league of southern delegates' included in this research. It was one of our study objectives to identify the possible satisfaction factors, so different related factors were tested to check their association with it using chi-square test of association in the following table.



The table 4:8.2 below showed the association between eighteen factors with the satisfaction of players in the four southern delegates of Ethiopian premier league clubs. The result of Pearson chi-square test of association depicted that there was significant association between players satisfaction in most of the factors mentioned in the table above except some of factors. According to rejection rule in statistical hypothesis testing we look into the p-value and it will be compared with alpha value which is decided by the researcher or the researcher can take the most popular level of significance; 95% confidence level or 5% level of significance so in this research 5% level was taken and compared with p-values and if they are less than 5% or 0.05 so the null hypothesis will be rejected.

Rejection of null hypothesis is an implication of significant association between players satisfaction and the factors which were associated with it, so the factors such as age of players, academic status of the players, planned and scientific training, training motivates to high performance, whether coaches help players in their personal problem, suitable training field for the players, whether the players respect each other, equal treatment of the players in the clubs, ethics and discipline in the clubs, players relation with each coach and with coach staff, team cohesion among players, players commitment to achieve clubs goal etc. were significantly associated leadership style in the four clubs of southern regions, so the concerned bodies must give due attention for all these significant factors in order to overcome or reduce the satisfaction hindering factors in the clubs so that the clubs can be successful in Ethiopian première league.

**Table 4.8.2:** Pearson Chi-square Test of Association of Players Satisfaction with Factors

	Variable or Factors	Value	df	P-value
1	Players Clubs	1.81	3	0.614
2	Age of players	24.26	3	0.000
3	Academic Status	63.83	4	0.000
4	Planned and Scientific Training	75.20	4	0.000
5	Training Motivates to High Performance	100.00	4	0.000
6	Coaches Help Players in their Personal Problem	16.216	4	0.003
7	Ethics and discipline in the Clubs	14.71	4	0.005

8	Players Relation with each Coach and Coach Staff	11.99	4	0.017
9	Team Cohesion among players	11.154	4	0.025
10	Players Commitment to Achieve Clubs Goal	8.83	4	0.065
11	Availability of Balanced Diet in the Clubs	9.091	4	0.059
12	Equal treatment of the Players in the Clubs	11.99	4	0.017
13	Players Respect Each other	10.53	4	0.032
14	Suitable Training Field for the players	10.19	4	0.037
15	Coaches Know Strong & Weak side of the Players	14.67	4	0.005
16	Attractive Salary in the Clubs	7.71	4	0.103
17	Better Security in the Clubs	12.88	4	0.012
18	Players Plan to leave his Club	2.23	1	0.135
19	Rule and regulation of the clubs	7.319	3	0.062
20	Clubs administration	7.48	4	0.113

#### 4.9. Logistic Regression Model Analysis Result

In many studies the outcome variable of interest is the presence or absence of some condition, such as: survival status (alive or dead), responding or not to a treatment, success in or not in education, satisfied or not in service etc. In such types of outcome variables we use the logistic regression method. Binary logistic regression is a form of regression which is used when the dependent variable is dichotomy and the independents are of any type.

In this study logistic regression was used to identify factors which can possibly affect outcome variables when the dependent variable is categorical and the independent variables can be quantitative or qualitative in nature. In this research the dependent variable were players' satisfactions (obtained in satisfied and not satisfied) and coaching leadership style challenges (good leadership and not good leadership) in which both of them classified into two categories based the perception or feeling of the players'. The following result was obtained from the logistic regression model analysis using players satisfaction as dependent variable in which

classified into satisfied and not satisfied according to players perception and all the rest factors which were analyzed using chi-square test of association were considered as independent or predictor variables.

Logistic regression model is important statistical model that can be used to identify a significant factor that can affect the dependent or the outcome variable of interest if the outcome variable is categorical in nature. In the table below the dependent variable was ' players' satisfaction and all the other variables which were listed in the first column of the table below were factors. Players' satisfaction can be used as dependent variable in binary logistic model since it has only two categories. Logistic regression is an advanced statistical model which can tell us not only the significant relation between two variables but also the direction of the relation between them which is impossible in chi-square test of association, only it tells us whether there is significant not the direction, either positive or negative.

**Table 4.9.1. Logistic Regression Model Result for Players satisfaction**

Variables	B	S.E.	Wald	Df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Age of players			21.448	3	0.000			
Age of players(1)	-2.311	0.875	6.979	1	0.008	0.099	0.018	0.551
Age of players(2)	-2.657	0.751	12.523	1	0.000	0.070	0.016	0.306
Age of players(3)	-0.606	0.769	0.622	1	0.430	0.545	0.121	2.461
Academic status			2.825	4	.587			
Academic status(1)	-42.41	19065.2	.000	1	.998	0.000	0.000	-
Academic status(2)	-42.41	15750.9	.000	1	.998	0.000	0.000	-
Academic status(3)	-20.76	14210.3	.000	1	.999	0.000	0.000	-
Academic status(4)	-19.59	14210.3	.000	1	.999	0.000	0.000	-
Planned & scientific training			4.112	4	0.391			
Planned & scientific training (1)	-23.28	10048.2	.000	1	0.998	0.000	0.000	.
Planned & scientific training (2)	-23.282	6893.03	.000	1	0.997	0.000	0.000	.
Planned &Scientific Training(3)	-1.232	1.168	1.114	1	0.291	0.292	0.030	2.875

Planned & scientific training(4)	.916	1.475	.386	1	0.534	2.500	0.139	45.007
Coach help			8.065	4	0.089			
Coach help(1)	-21.76	17974.8	0.000	1	0.999	0.000	0.000	_
Coach help(2)	-22.35	17974.8	0.000	1	0.999	0.000	0.000	_
Coach help(3)	-20.81	17974.8	0.000	1	0.999	0.000	0.000	_
Coach help(4)	-19.8	17974.8	0.000	1	0.999	0.000	0.000	_
Player commitment			7.919	4	0.045			
Player commitment(1)	-1.498	1.167	1.647	1	0.199	0.224	0.023	2.202
Player commitment(2)	-2.342	1.178	3.950	1	0.047	0.096	0.010	0.968
Player commitment(3)	-1.974	1.249	2.496	1	0.114	0.139	0.012	1.608
Player commitment(4)	-.693	1.323	.275	1	0.600	.500	0.037	6.683
Better security			10.702	4	0.030			
Better security(1)	-2.079	1.146	3.295	1	0.070	.125	0.013	1.181
Better security(2)	-3.135	1.173	7.141	1	0.008	.043	0.004	0.434
Better security(3)	-2.110	1.176	3.221	1	0.073	.121	0.012	1.215
Better security(4)	-1.435	1.187	1.461	1	0.227	.238	0.023	2.440

As one can see the p-value (sig. in the above table), the age of the payers, Player commitment to achieve the objective of the clubs and security in the clubs were statistically significant factors for the satisfactions of the players in their clubs in our study area and the rest factors which were included in the logistic regression model were statistical insignificant, so the only factors which were predict satisfaction of the players were age, players commitment and security in the clubs according to our logistic regression model analysis result.

Age of the respondent was significant since p-value was equal to 0.000 which was less than  $\alpha=0.05$  at 95% confidence level. In the above table age in the first row referred to the age of the players who had age less than 18 years old and the negative values for the coefficients showed as the increased the satisfaction of the players would be decreased. The odds ratio would be used for interpretation of the effect of the age on players satisfaction accordingly the number  $\text{Exp}(B)=0.099$  or 9.9% in the table above referred to being in the second age group (18-23 years old) would reduce the satisfaction of the players by 9.9% as compared to the age of players in the first age group (less than 18 years old), in similar fashion the impact of other ages groups can be interpreted except the last age group which was insignificant.

The players commitment was also significant since p-value was equal to 0.045 was less than  $\alpha=0.05$  at 95% confidence level. In the above table players commitment referred to if the players less committed their satisfaction will be reduced by 9.6% as compared to those players who were highly committed and the rest categories were not statistically significant as the p-values were not less than alpha values at 5% level of significance o stakeholders must be work hard on the players in order to upgrade the commitment of the players so that their commitment would be increasing. The other significant factor was security situation in the clubs and it can be interpreted in similar manner.

**Table 4.9.2.Logistic Regression Model Result for Leadership Style and Challenges**

Variables	B	S.E.	Wald	Df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Clubs played in			0.796	3	0.850			
Clubs played in(1)	-0.482	0.570	0.717	1	0.397	0.617	0.202	1.886
Clubs played in(2)	-0.161	0.568	0.080	1	0.777	0.851	0.280	2.591
Clubs played in(3)	-0.321	0.568	0.320	1	0.572	0.725	0.238	2.208
Age of players			23.235	3	0.000			
Age of players(1)	-2.197	0.928	5.606	1	0.018	0.111	0.018	0.685
Age of players(2)	-2.890	0.839	11.858	1	0.001	0.056	0.011	0.288
Age of players(3)	-0.539	0.893	.364	1	0.546	0.583	0.101	3.358
Academic status			2.825	4	0.587			
Academic status(1)	-42.41	19065.2	0.000	1	0.998	0.000	0.000	-
Academic status(2)	-42.41	15750.9	0.000	1	0.998	0.000	0.000	-
Academic status(3)	-20.76	14210.3	0.000	1	0.999	0.000	0.000	-
Academic status(4)	-19.59	14210.3	0.000	1	0.999	0.000	0.000	-
Planned & scientific training			19.489	4	0.001			
Planned & scientific training (1)	-0.665	0.795	0.699	1	0.403	0.514	0.108	2.444
Planned & scientific training (2)	-2.968	.850	12.188	1	0.000	0.051	0.010	0.272
Planned & Scientific Training(3)	0.588	.674	0.761	1	0.383	1.800	0.481	6.742
Planned & scientific training(4)	0.539	.642	0.706	1	0.401	1.714	0.487	6.029
Coach avail at field(1)	0.258	0.415	0.385	1	0.535	1.294	0.573	2.921

Coach help			4.742	4	0.315			
Coach help(1)	-21.39	17974.8	0.000	1	0.999	0.000	0.000	.
Coach help(2)	-22	17974.9	0.000	1	0.999	0.000	0.000	.
Coach help(3)	-20.6	17974.9	0.000	1	0.999	0.000	0.000	.
Coach help(4)	0.000	25420.3	0.000	1	1.000	1.000	0.000	.
Player commitment			7.388	4	0.117			
Player commitment(1)	-1.163	1.167	.993	1	0.319	0.313	0.032	3.079
Player commitment(2)	-1.957	1.171	2.794	1	0.095	0.141	0.014	1.402
Player commitment(3)	-1.674	1.242	1.818	1	0.178	0.188	0.016	2.137
Player commitment(4)	-.134	1.376	.009	1	0.923	0.875	0.059	12.975
Team cohesion			6.233	4	0.038			
Team cohesion(1)	-0.936	0.744	1.584	1	0.208	0.392	0.091	1.685
Team cohesion(2)	-1.629	0.777	4.400	1	0.036	0.196	0.043	0.899
Team cohesion(3)	-0.693	0.928	0.558	1	0.455	0.500	0.081	3.082
Team cohesion(4)	-1.686	0.869	3.764	1	0.044	0.185	0.034	1.017
Balanced diet	.442	.427	1.069	1	0.0301	1.556		
Balanced diet(1)	1.918	.803	5.714	1	0.017	6.810	1.413	32.826
Balanced diet(2)	.539	.616	.764	1	0.382	1.714	0.512	5.739
Balanced diet(3)	.706	.628	1.265	1	0.261	2.026	.592	6.933
Balanced diet(4)	.396	.667	.352	1	0.553	1.486	.402	5.491
Constant	0.442	0.427	1.069	1	0.301	1.556		

Age of the respondent was significant since p-value was equal to 0.000 which was less than  $\alpha=0.05$  at 95% confidence level. In the above table age in the first row referred to the age of the players who had age less than 18 years old and the negative values for the coefficients showed as the increased the leadership challenges would be decreased. The odds ratio would be used for interpretation of the effect of the age on leadership challenges accordingly the number  $\text{Exp}(B)=0.111$  or 11.1% in the table above referred to being in the second age group (18-23 years old) would reduce the leadership challenge by 11.1% as compared to the age of players in the first age group (less than 18 years old).

The players Planned & scientific training was also significant since p-value was equal to 0.001 was less than  $\alpha=0.05$  at 95% confidence level and the second category was also significant (0.000) so it an effect on the leadership style. In addition to this team cohesion and balanced diet also significant factors those affected the leadership styles in the four clubs of south delegates as the logistic regression model result showed small value as compared to the tabulated values or the

level of significance, at 5% level of significance o stakeholders must be work hard on the team cohesion and balanced diet in order to have or bring good leadership style in the clubs and as a result the clubs might be successful in their league.

#### **4.10. Result from the Interview**

Key informants were asked for the question “How the coaching leadership style was affecting the result of the clubs?” accordingly; most of the participants agreed by poor coaching leadership style system were affecting the result of clubs.

Key informants were asked for the question “What is the strategy of good coaching leadership style for the successes of football club? According to the majority of the participants responses the strategy of the coaching leadership style of football club was poor; especially in Hawassa, Dehub police and Wolita Ditcha premier league football clubs.

Key informants were asked for the question “what are the coaching leadership style challenges in your clubs? ” Accordingly, the majority of the participants were responded the following:-

- Lack of skill on the coaching leadership style.
- Lack of facility.
- Lack of motivation
- Lack of resources
- Lack of community participation

The above five points were the major challenges to club the coaching leadership style.

Key informants were forwarded the following points as a solution: “

- Providing training to coaches, players, and team managers and directors
- Fulfill football training materials
- Create income generating systems
- Increasing public awareness
  
- Planning, following and evaluating what is to be done and what is already done on football in different periods.
- Building strong link between federal and regional football bureaus

- Working with different entrepreneurs to make them to invest on football
- Increasing and collecting sport fee paid by the community of city or zone appropriately & timely
- Strengthening follow-up and evaluation system
- Mobilizing the community to actively participate in football sport

#### **4.11. Discussion**

The main objectives of the research were coaching leadership style and the satisfaction of the players in four Ethiopian premier leagues of the south delegates in 2018/2019 G.C and the purposes were to analyze and determine the coaching leadership style and the satisfaction of the players among the different demographic factors, leadership factors, factors related to planned and scientific training system, whether coaches help players in their personal problem, ethics and discipline related to factors in the clubs, team cohesion among players in the clubs, players commitment to achieve clubs goal, equal treatment of the players in the clubs, availability of suitable training field in the clubs, existence of good security in the clubs, factors related to players' plan to leave their club etc. In this subtopic the results investigated in chapter four above are discussed by comparing them with other related research findings obtained by other researchers in different study areas and time.

Based on the result showed on descriptive statistics, comprised of different factors related leadership style in the four clubs and regarding to the future plan of the players to leave their present clubs, 52% of the players said that they were decided to leave their clubs if they get another clubs and 48% of them were not decided to leave their current clubs and the reasons for leaving the clubs were; lack their performance recognition, limited playing opportunity, unstructured training and coaching leadership style and unattractive salary; from these all reasons lack of performance recognition was the most common. This study was similar with the study by Asiah Mod Pilus and RosliSaadan (2009), which showed that the players' preferred training and instruction leadership styles in universities hockey team rather than they trained individually. Coaches had different coaching leadership styles, and when players were not satisfied with the coaching style, problems with team unity may arise and players might quit the team (McClain, 2005; Wilson, 2007). Coaching style might be the key to keep the sports team in harmony.



The current study also showed that there was a significant relationship between players' satisfaction and factors such as ethics and discipline of players' in the clubs, planned and scientific training system in the clubs, whether coaches help players in their personal problem and this result is in line with the study conducted by Horne & Carron (1985); Sherman *et.al* (2000) and Ramzaninezhad & Keshtan (2009) showed that the variables predicting players' satisfaction were positive feedback or help for the players, system of training and instruction and ethics in the clubs..

The results of the study by Echas and Krane (1993) showed that there was significant relationship between coach's leadership styles on players' satisfaction and team success. The coaches of successful teams exhibited higher levels of democratic and social support behaviors and lower level of autocratic behavior. Studies done by Pease and Kozub (1994); Alfrem (2005); Fathi (2005); Dexter (2002); Wester & Weiss (1991); Moradi (2004); Range (2002); Moradi (2004); Bennet and Manuel (2000) found that coaches place more emphasis on training and instruction while expressing a lower preference for autocratic behavior. In this study clubs administration, rule and regulation of the clubs had statistically insignificant relation with the satisfactions of the players in their clubs as significance result showed, whereas the existence of players' treatment equally in the clubs and availability of suitable training field for the players were statistically significant as analyzed using chi-square test of association method resulted in so the result was in line with Kozub (1994) and Alfrem (2005) as they investigation democratic and social support behaviors were lower the autocratic behaviors which was the same as saying equally treating players in the clubs highly support team success.

The study by Horne and Carron (1985) Sherman *et.al* (2000) and Ramzaninezhad & Keshtan (2009) showed that the variables predicting athlete satisfaction were discrepancy between athlete perceptions, training and instruction, and social support. Jacob (2006) expressed that an effective coaching style is related to winning and Asiah and Rosli (2008) stated the athlete in sports teams were satisfied with their teammate's sense of fair play, sportsmanlike behavior, and teamwork and shared the same goals. The coach, being the center of the team, a leader and teacher, must find a way to manage the team and maintain unity in similar fashion in the current study the factors such as whether coaches help players in their personal problem, players relation with each coach and coach staff, players commitment to achieve clubs goal, whether coaches know

strong & weak side of the players etc. were statistically significant the leadership styles of the coaches in their clubs.

The results of this study regarding the relation of players' satisfaction and the leadership styles the coaches with different demographic factors, leadership factors, balanced food and adequate salary of players etc, showed that there was a significance difference on players satisfaction in terms of age and academic status of the players. As explained by Erikson's (1993), players' in the early adulthood stages are confronted with issues that are much different from those players in the middle age and old age stages. The findings of this study suggest that the coaches should provide equal treatment and help them in bad condition and allow players to participate in the team formulation, and practice methods, in order to increase the levels of satisfaction and decrease quitting among players and this in line with Jacob, 2006; McClain, 2005 that deals on the role of the coach is important to the success of the team.

The logistic regression result also showed the age of the respondent was significant factor for the satisfaction of players which showed that as age of the players increased the satisfaction of the players would be decreased. The players' commitment was also significant. Players commitment referred to if the players less committed their satisfaction will be reduced by 9.6% as compared to those players who were highly committed. The other significant factor was security situation in the clubs that the satisfaction of the players would be increased if the environment that the players living in was secured. The players Planned & scientific training were significant since p-value was equal to 0.001 was less than  $\alpha=0.05$  at 95% confidence level and the second category was also significant so it had an effect on the leadership style. In addition to this team cohesion and balanced diet also statistically significant factors which can affect the leadership styles in the four clubs of south delegates as the logistic regression model result showed small p-values as compared to the tabulated value so stakeholders must be work hard on the team cohesion and balanced diet in order to bring good leadership style in the clubs.

## 5. CONCLUSIONS AND RECOMMENDATIONS

This part contains summary of findings of the study such as conclusions reached at and the recommendations forwarded based on the findings of the study.

### 5.1. Conclusions

Based on the analysis result and findings the following conclusions could be drawn:

- From the analysis result most of the players in the four southern delegates were satisfied with the activities done in the clubs.
- As we can see from the analysis result about most of the respondents from coaches and managers were degree holders and had 5-10 work experiences in training different teams.
- The Pearson Chi-squared test of association showed leadership style challenges associated with the factors such age of players, academic status of the players, planned and scientific training in clubs, training motivates to high performance were significant and whether coaches help players in their personal problem etc were significant at 5% level of significance.
- The availability of balanced diet in the clubs, the attractiveness of the salary for the players and players' future plan to leave their clubs, clubs administration and rules and regulation of the clubs were not significant at 5% level of significance for leadership style challenges.
- Satisfaction of the players in the clubs was associated with the age of players, academic status, planned and scientific training, training motivates to high performance, suitable training field for the players, whether the players respect each other, equal treatment of the players in the clubs, ethics and discipline in the clubs, team cohesion among players, players commitment to achieve clubs goal etc. And the rest factors were insignificant at 5% level.

- The logistic regression analysis result in both leadership style and players satisfaction showed that the age, security in the club, player commitment to achieve the goal of the club were significant for players satisfaction and age of the players, team cohesion, balanced diet, and planned and scientific training method were significant for leadership style challenges and all the rest factors were not statistically significant at 5% level of significance.

## 5.2. Recommendations

Based the conclusion above the following recommendations can be drawn

- From the analysis result some of the players in the four southern delegates of Ethiopian premier league were satisfied with the activities done in the clubs, so the stakeholders must consistently work on all the factors in order to sustainably increase and keep satisfaction of the players.
- As the analysis result depicted most of the respondents from coaches and assistance were degree holders and had 5-10 work experiences in training different teams, so this is good practice and the clubs must always taker of the workers in order to they retain in their clubs by fulfilling all facilities for them.
- The Pearson Chi-squared test of association showed leadership style challenges associated with the factors such age of players, academic status of the players, planned and scientific training in clubs, motivation of training to high performance etc. so the stakeholders must give due attention for these important factors so that the players' are more attracted to their clubs and bring dramatic achievement particularly for their clubs and for their country in general.
- The availability of balanced diet in the clubs, the attractiveness of the salary for the players and players' future plan to leave their clubs, clubs administration and rules and regulation of the clubs were not significant at 5% level of significance for leadership style challenges and even if these factors were not important or insignificant factors for this particular study, they might be significant factors in other studies in different study area, so it is good if other researchers or investigators reinvestigate or checked them deeply.

- Satisfaction of the players in the clubs was associated with the age of players, academic status, planned and scientific training, motivation of training to high performance, suitable training field, whether the players respect each other, equal treatment of the players in the clubs, ethics and discipline in the clubs, team cohesion among players, players commitment to achieve clubs goal etc. so other clubs in Ethiopia premier league or super leagues must give due attention for all of the above mentioned factors and others in order to succeed in mission and goals they aimed at.
- The logistic regression analysis result in both leadership style and players satisfaction showed that the age, security in the club, player commitment to achieve the goal of the club were significant for players satisfaction and age of the players, team cohesion, balanced diet, and planned and scientific training method were significant for leadership style challenges so the club managers and concerned bodies must work hard mitigate the situation with the players needs and avoid hindering factors of leadership styles.

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**Appendix I - Photo during Observation and Interview**

Photo while observing Hawassa kenema football club during training



Photo during observing Debube Police football club while training



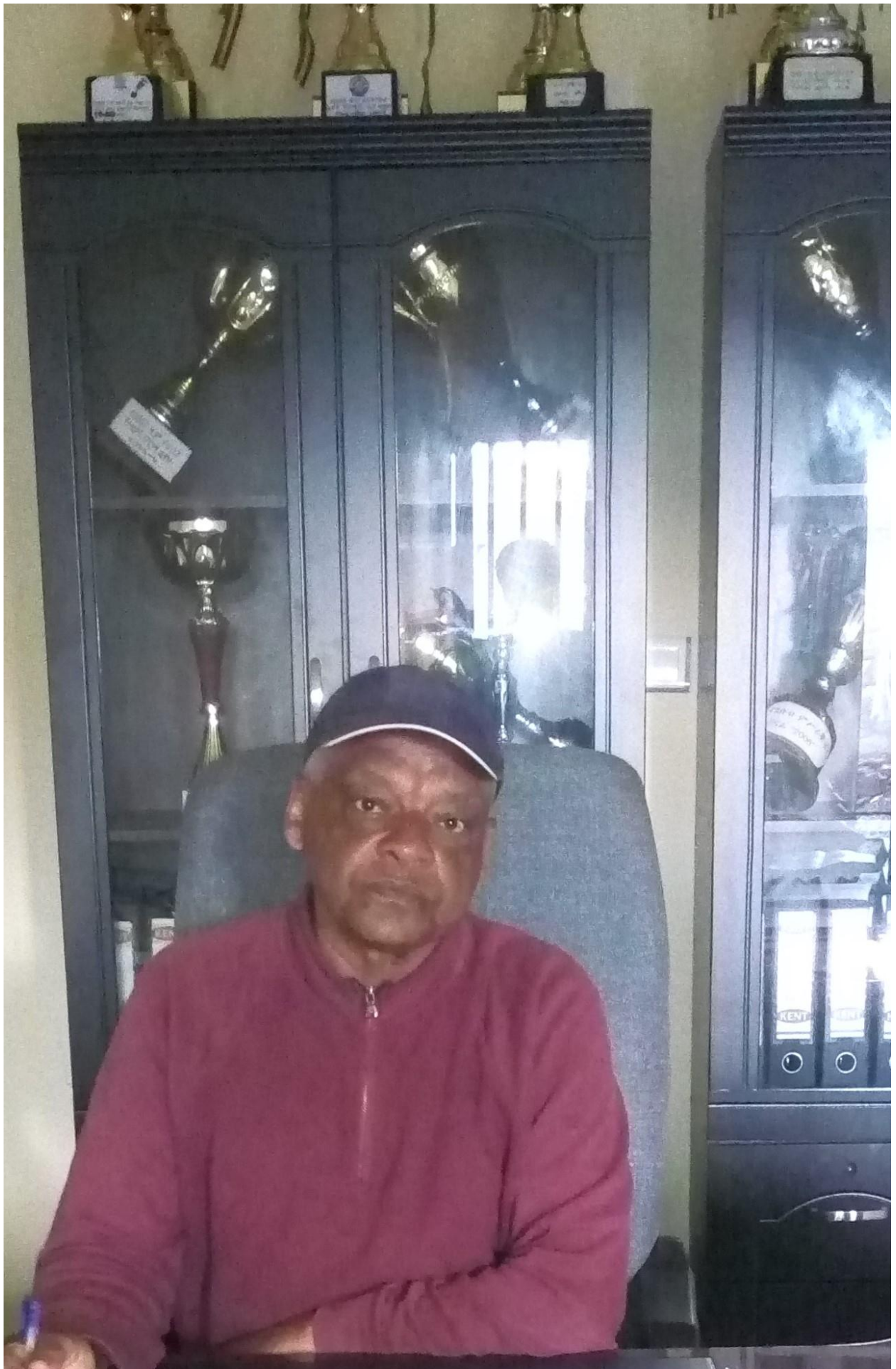


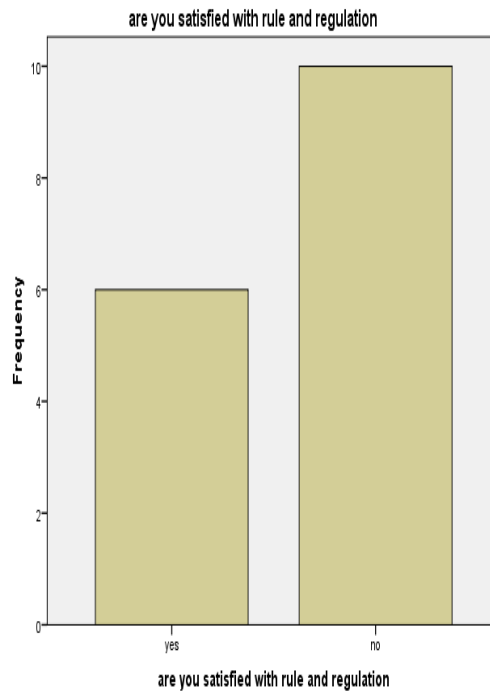
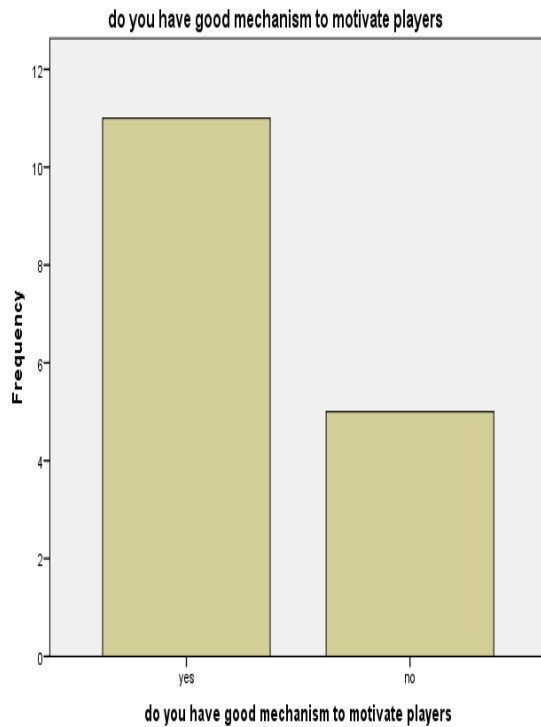
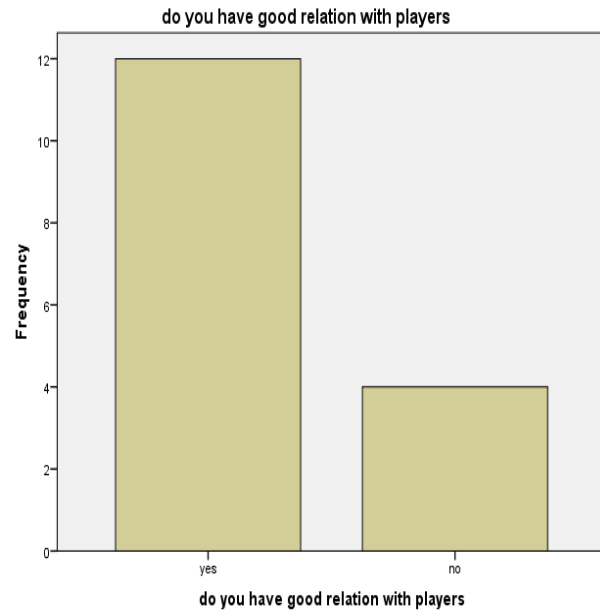
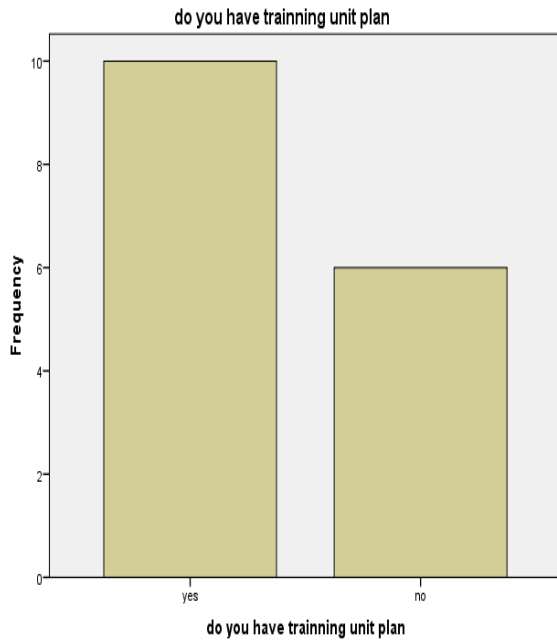
Photo during observing Sidama Buna football club while training



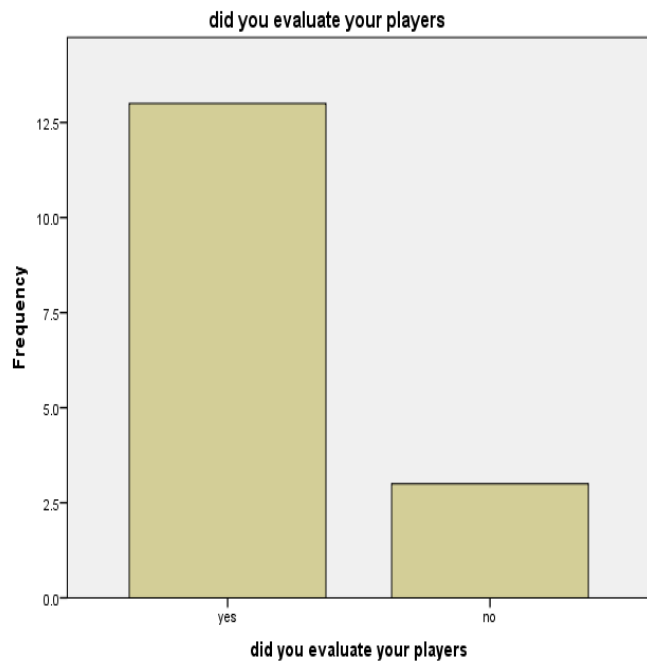
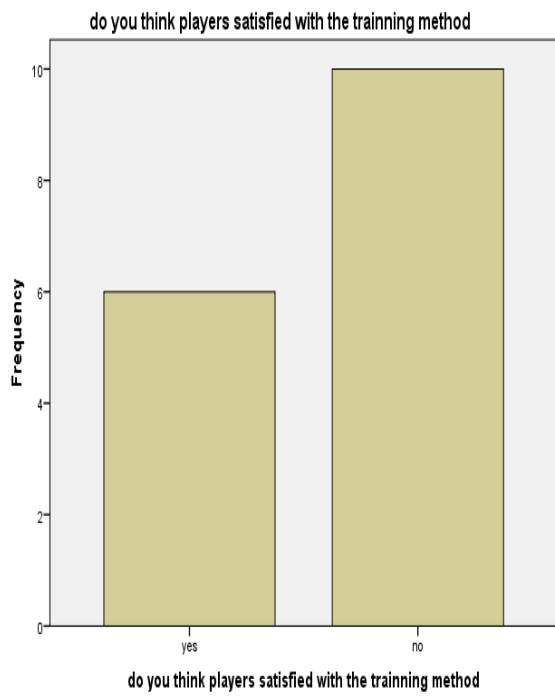
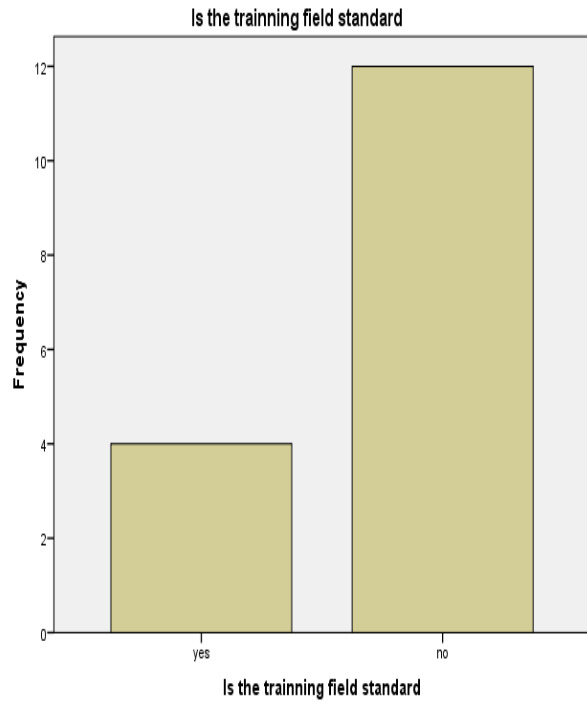
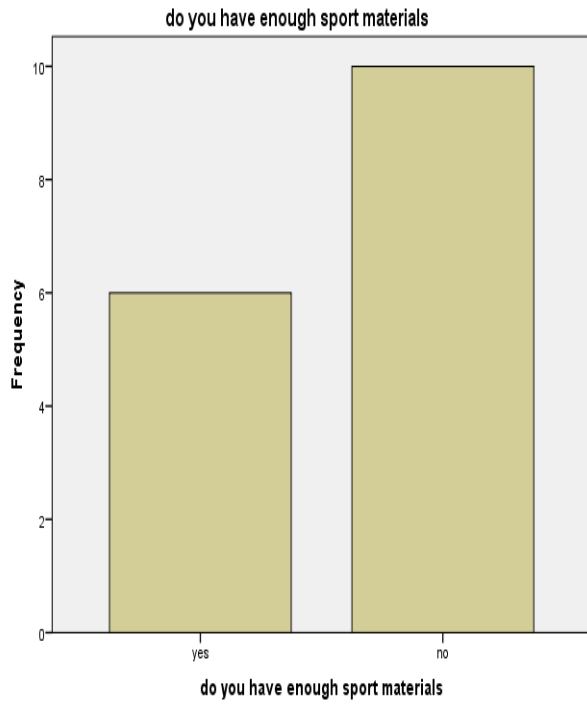
#### 4.11.3. Interview with Debu Police football club managers and team directors

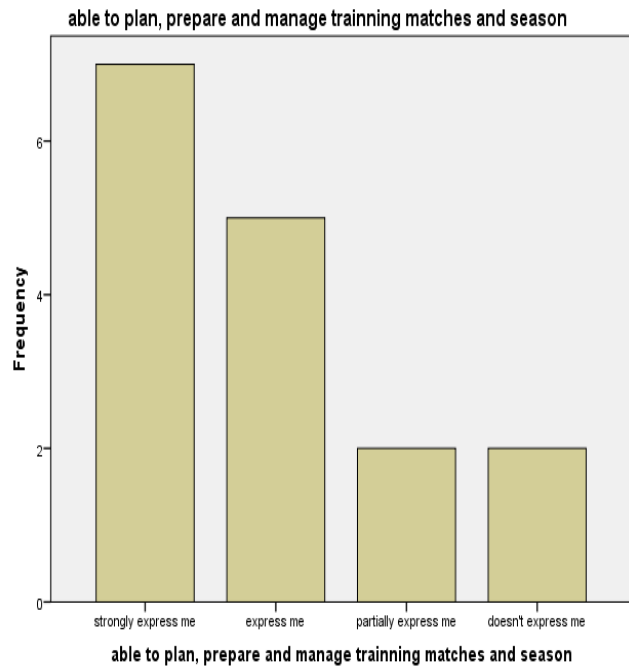
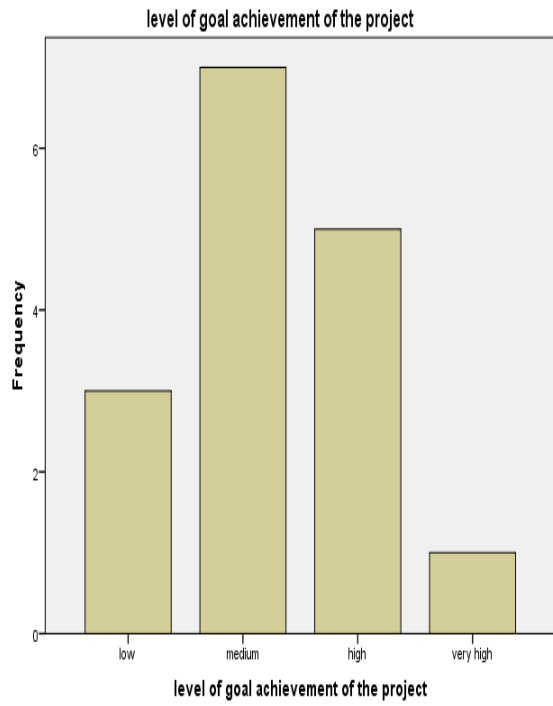
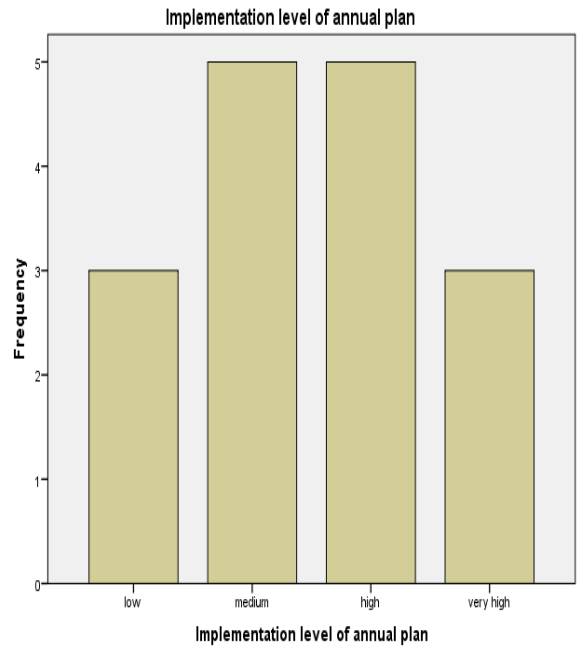
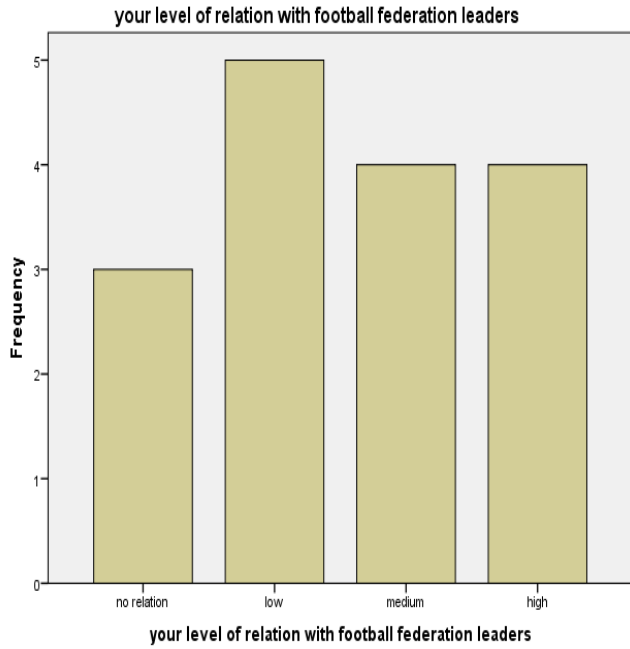


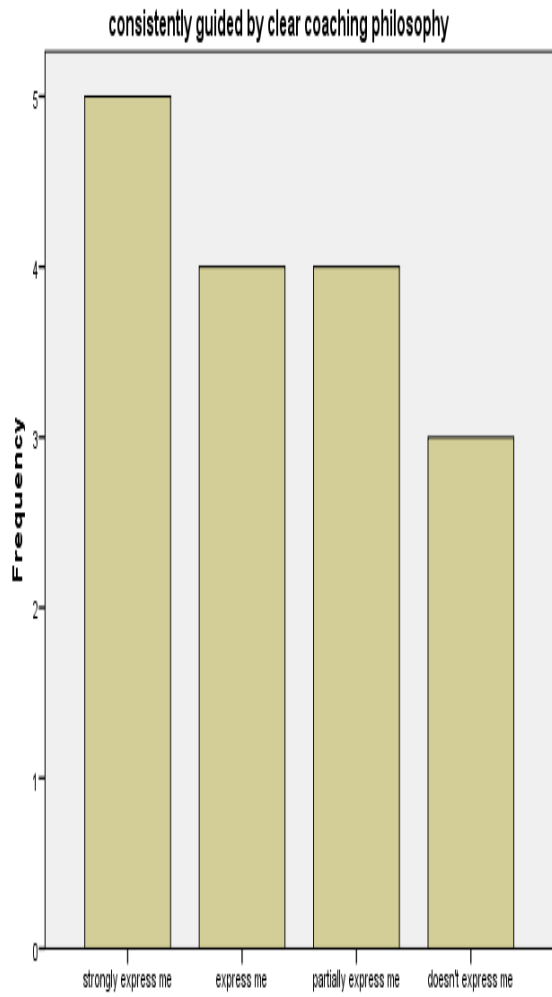
## Appendix-II. Bar chart and pie chart for coaches and managers data



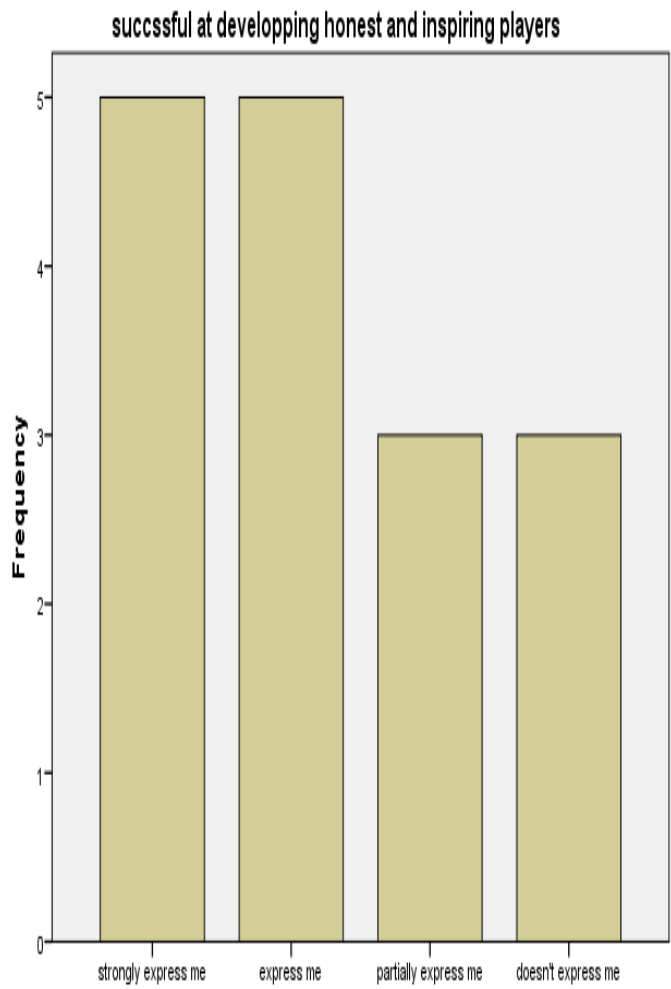






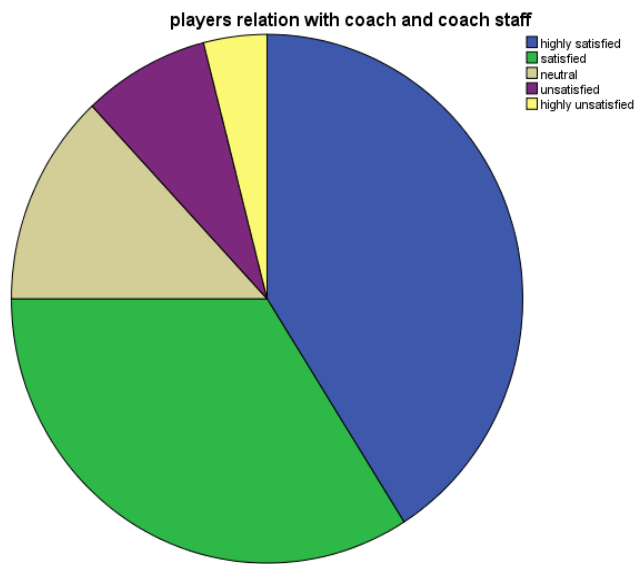
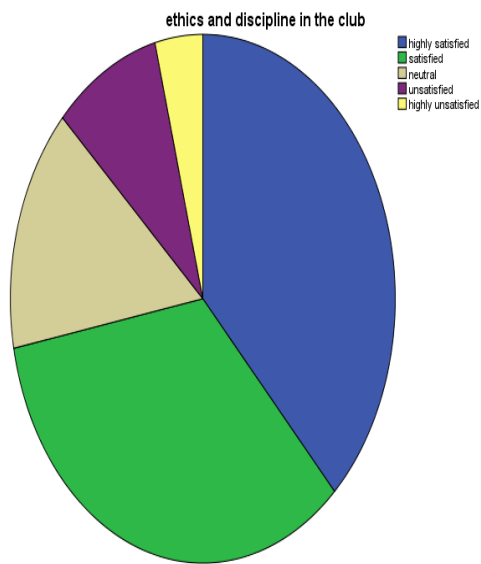
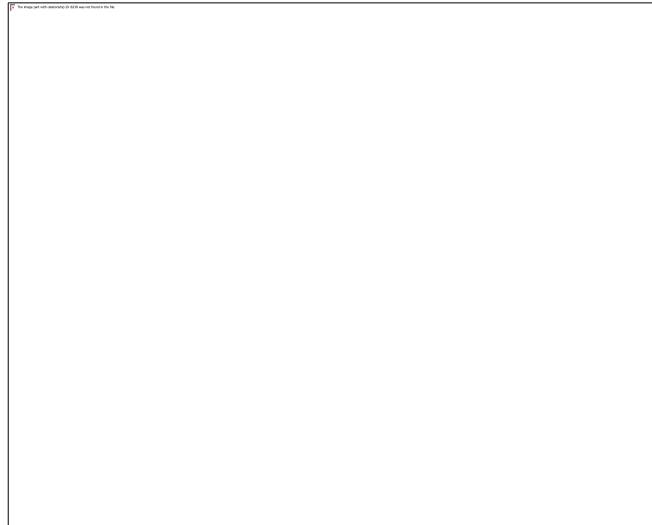
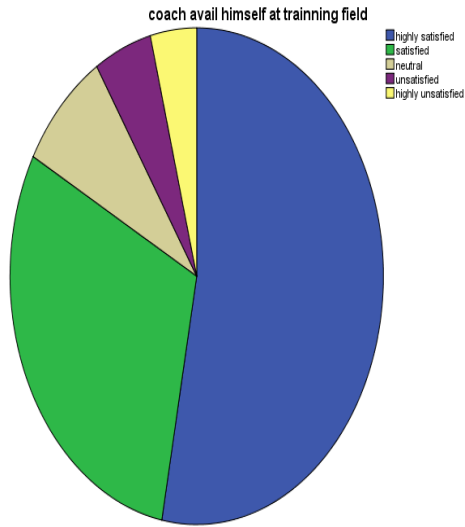


consistently guided by clear coaching philosophy

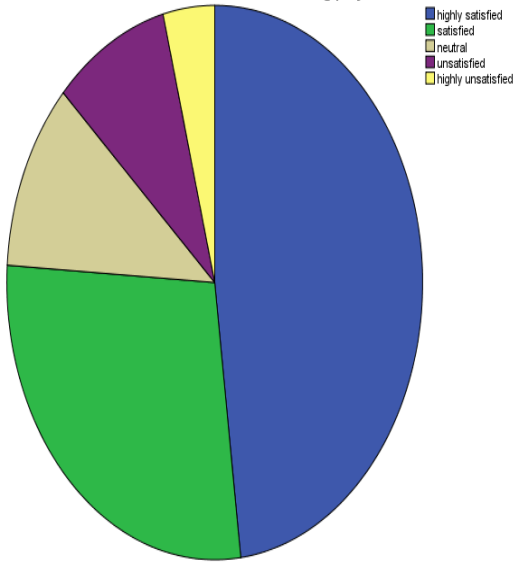


successful at developing honest and inspiring players

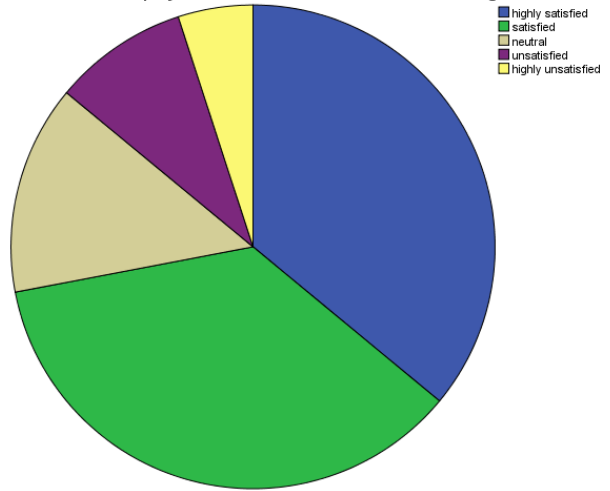
# Appendix -3 Pie chart for coaches and managers data



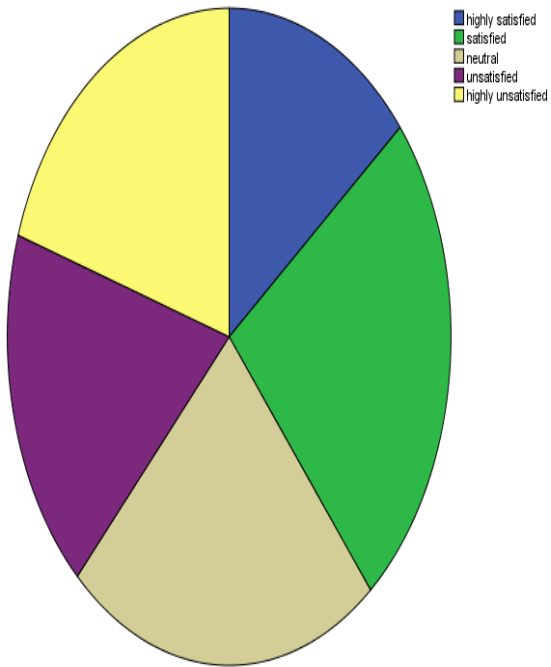
team cohesion among players



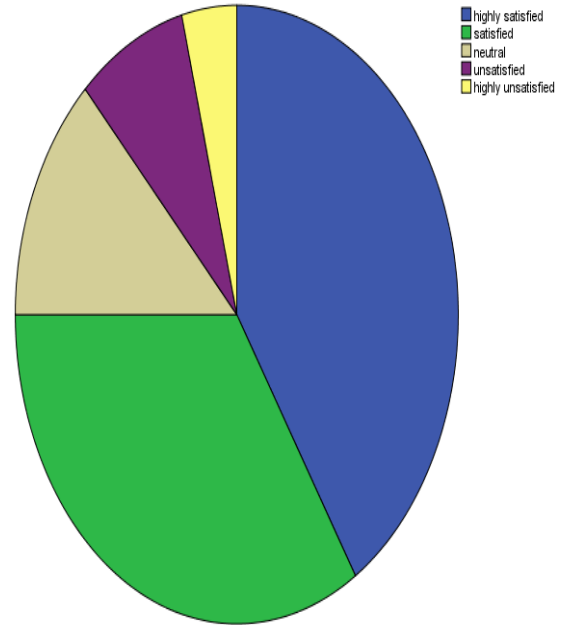
players have commitment to achieve clubs goal



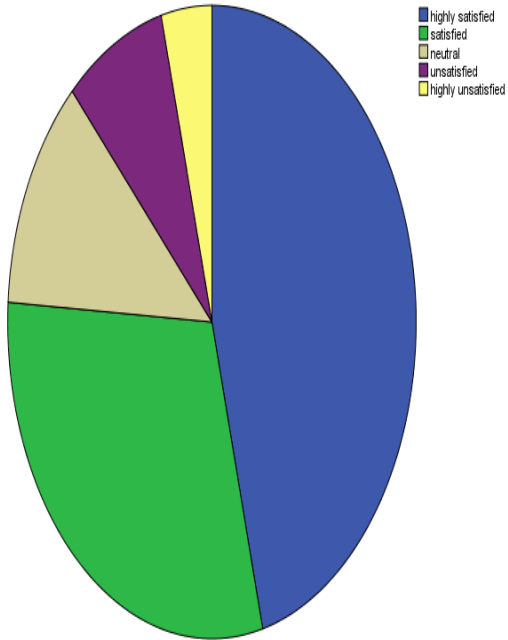
balanced diet in the club



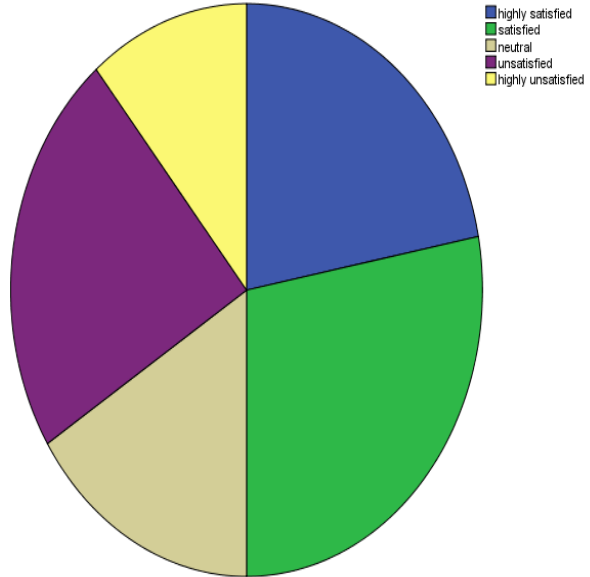
equal treatment of all players in the club



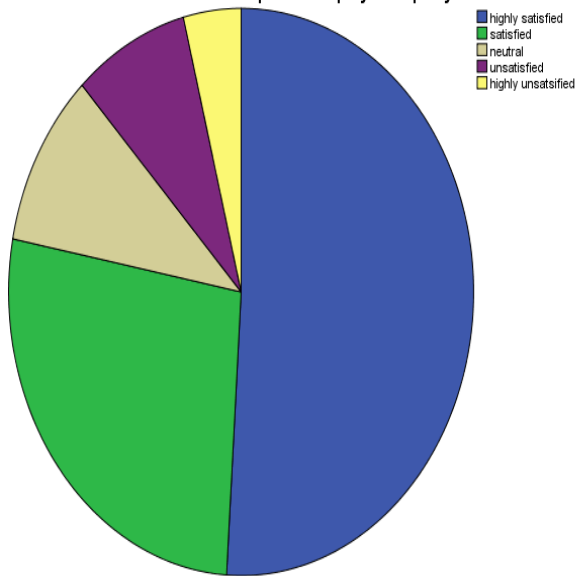
giving chance for players based on their performance



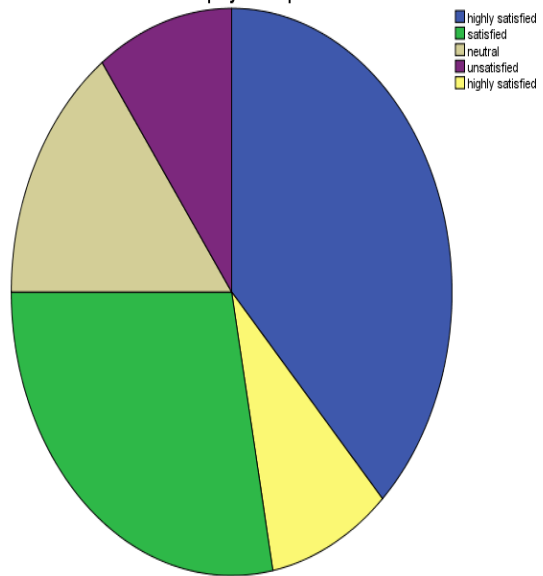
leadership style utilized by administrators



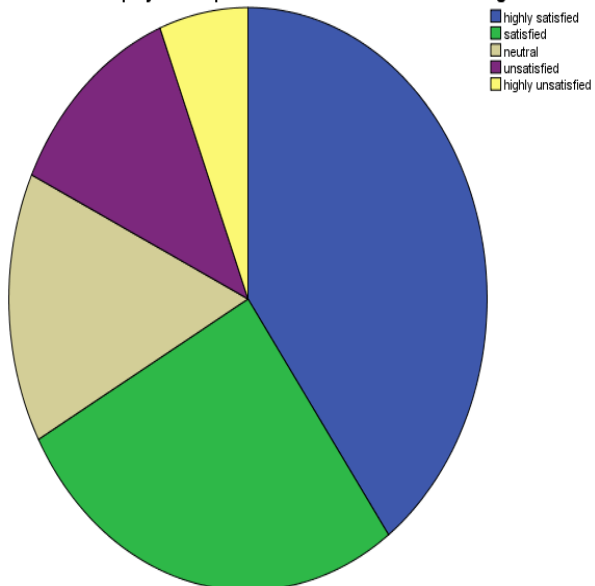
coach respect each players equally



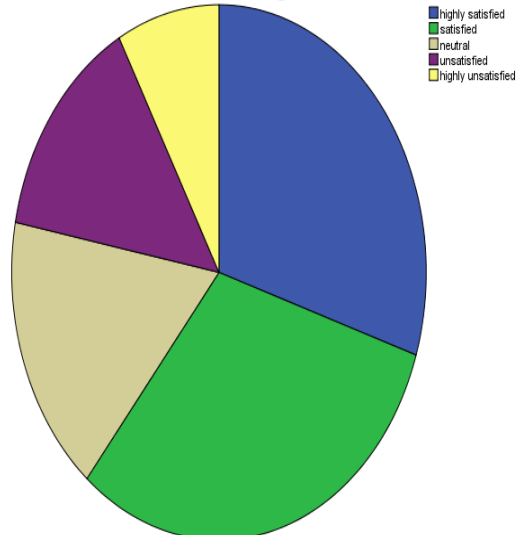
players respect each other



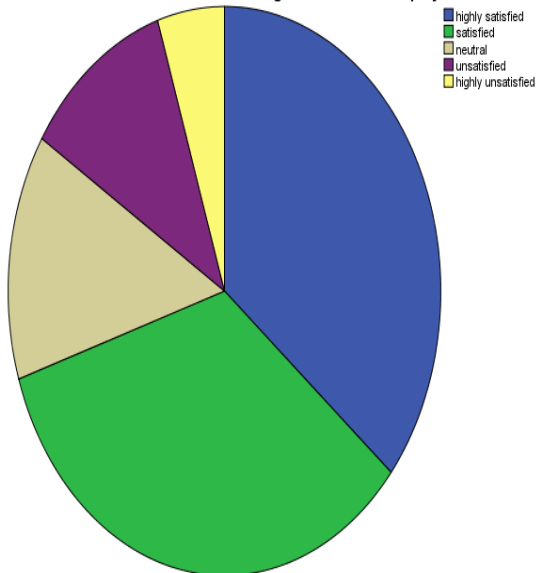
players cooperate with coach to achieve clubs' goal



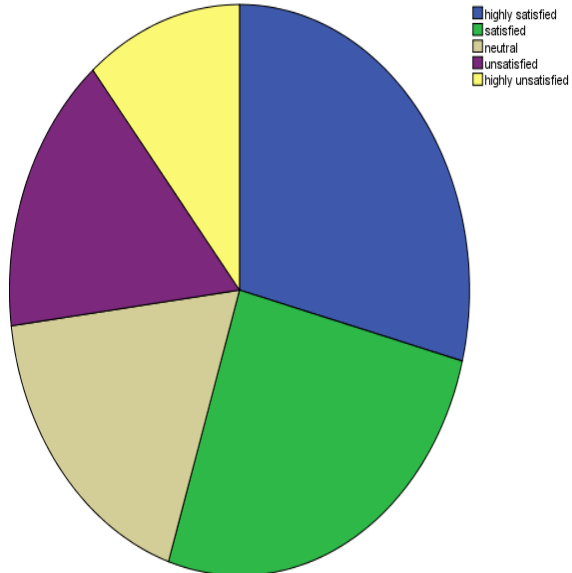
suitable training field for the clubs

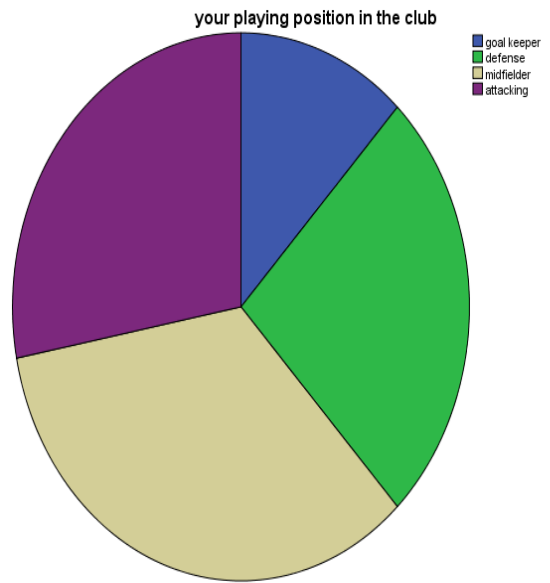
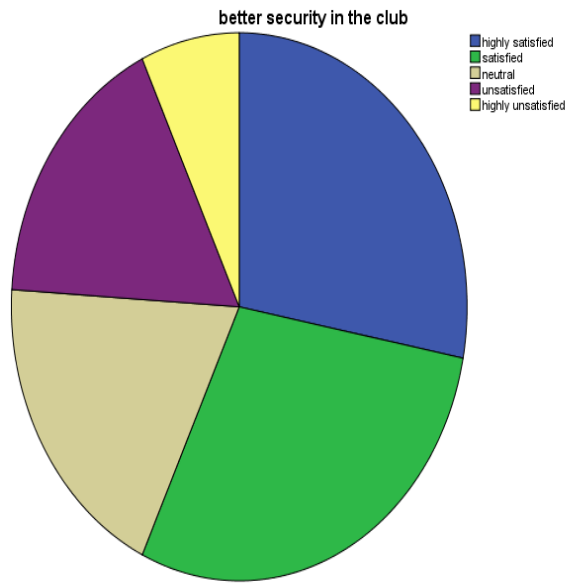
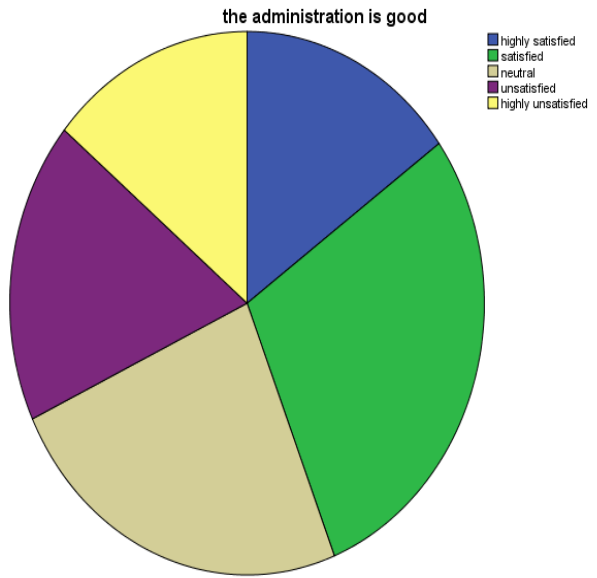
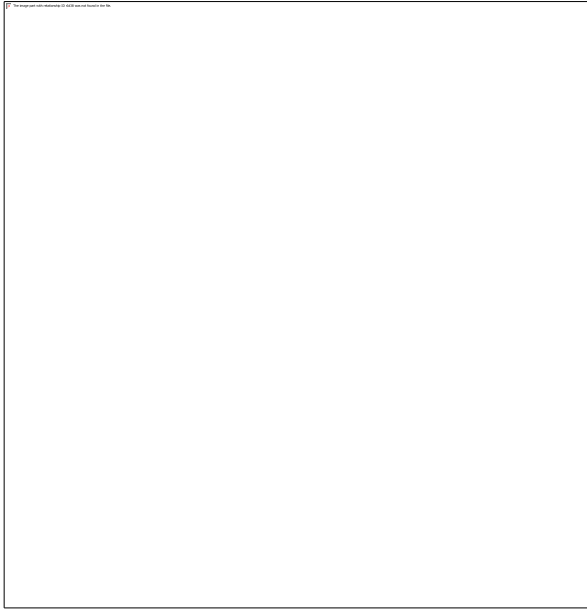


coaches know strong nad waek side of players



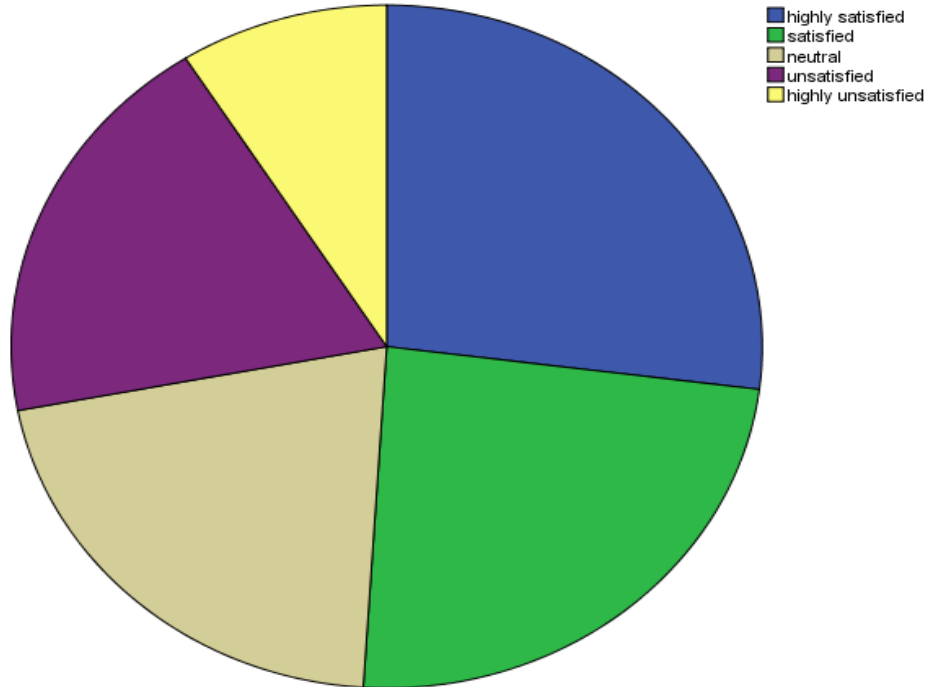
coaches explain techniques and tactics of football



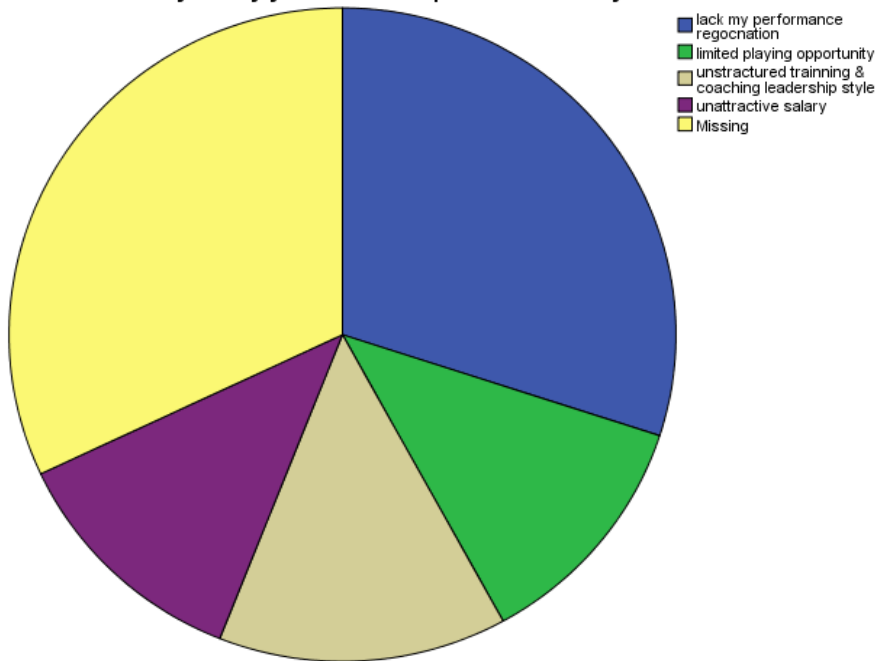




coach leadership style leads to good achievement



if you say yes for above question what is your reason



## APPENDIX -IV-

### JIMMA UNIVERSITY

#### COLLEGE OF NATURAL SCIENCES

#### DEPARTMENT OF SPORT SCIENCE

### QUESTIONNAIRE PROVIDED FOR COACHES

This questionnaire is designed to gather data on the “Examining coaching leadership style and Football players’ satisfaction: the case of Southern region premier league participant clubs”

Dear respondents, with this regard, your information is taken as a crucial input for the success of this study. This information is intended only for academic research purpose and will be kept confidential, therefore, kindly requested to fill in the questionnaire for which the success of this study will directly depend upon your genuine and truthful responses to the questions.

- ❖ Writing your name in any part of the questionnaire is unnecessary
- ❖ To these questions with alternatives you can encircle or you can provide the answer by putting the sign “✓” in front of your choice.
- ❖ For alternatives that requires open answer, please feel free to express and write your response in the space provided.

#### Part one: Background information of coaches, assistance coaches and technical directors

**Direction 1: Read the following questions and fill the appropriate answer or “✓” mark on the space provided.**

1. Name of your club: \_\_\_\_\_
2. Sex:  Male  Female
3. Age  20-29  31-40  40-50  above 50
4. Educational level  
 Certificate in FIFA  degree in sport science  
 Grade 10<sup>TH</sup> complete  MA in sport science

- Grade 12<sup>th</sup> complete       PhD in sport science  
 Diploma in sport science

5. How many years of experience do you have in coaching?  
A less than one year   b. 1-4 year's   c. 5-10 year's   d. above 10 years

6. What is your current level of coaching license?  
A. Second level certificate   B. C-license   C. B-license   D. A-license

7. Did you have a chance of getting performance enhancing courses?  
 Yes       No

8. If your answer is "yes" for question number 7, how many times a year?  
A) 1times      B) 2 times      C) 3 times      D) 4 times      E) more than 4 times

**Part 2: read the following and fill the appropriate answer or "✓" mark on the space provided**

1. Do you have a strategic plan?

Yes       No

2. Do you have a training unit plan?

Yes       No

3. Do you have a good relationship with your players?

Yes       No

4. Do you have a good mechanism to motivate your players?

Yes       No

5. Are you satisfied with the rule & regulation of the club?

Yes       No

6. Do you have enough sport material?

Yes       No

7. Is the training field standard one?

Yes       No

8. Do you think the players are satisfied with the training method?

Yes       No

9. Do you evaluate your players?

Yes       No

10. Level of your relationship with football federation leaders

No relation  Low  Medium  High

11. Implementation level of your annual plan is:-

Low  Medium  High  Very high

12. Level of goal achievement of the project:

Low  Medium  High  Very high

13. Able to plan, prepare, and manage training matches and a season

Strongly express me , express me , partially express me , don't express me

14. Consistently guided by clear coaching philosophy

Strongly express me , express me , partially express me , don't express me

15. Successful at developing honest and inspiring players

Strongly express me , express me , partially express me , don't express me

16. Experts at building cohesive teams squads

Strongly express me , express me , partially express me , don't express me

**APPENDIX- V-**  
**JIMMA UNIVERSITY**  
**COLLEGE OF NATURAL SCIENCES**  
**DEPARTMENT OF SPORT SCIENCE**

**Questionnaire to be filled by of Southern region Premier league participating clubs  
football players**

This is a survey questionnaire designed to collect data for undertaking a master's thesis on **coaching leadership style and players satisfaction**: the case of Southern region national league participants clubs”

Dear respondents: this is survey questionnaire designed to obtain information on ‘the practice of football coaching leadership styles and players satisfaction’ of four Premier league participant clubs, with this respect, your information is taken as a crucial input for the success of this study. This information is intended purely for academic research purpose and will be kept confidential, therefore, kindly requested to fill in the questionnaire for which the success of this study will directly depend upon your genuine and truthful responses to the questions.

**General direction:-**

- ❖ Writing you name in any part of the questionnaire is unnecessary
- ❖ To these questions with alternatives you can encircle or you can provide the answer by putting the sign “✓” in front of your choice.
- ❖ For alternatives that requires open answer, please feel free to express and write your response in the space provided.

**Thank you in advance for your cooperation!!**

**Part one: Demographic Information of the players’**

Direction: - please mark with “✓” your response on the provided except those questions which requires written response.

1. Name of the club \_\_\_\_\_
2. Age a. below 18  B. 18-23  C.24-28  D.28 years and above

3. Academic status

- A. elementary school level
- B. high school level
- C. TVET
- D. diploma  E. degree and above

**Part two:-** The following items are about the players' satisfaction on the leadership styles of the coaches in the clubs.

**Direction 2:-** Please rate the level of agreements you have with the given items and mark with a tick "✓" for what your response is with respect to each factor that influences most your satisfaction in your team?

1. Highly Satisfied
2. Satisfied
3. Neutral
4. Not Satisfied
5. Highly unsatisfied

No	Statement of opinions	1	2	3	4	5
1	Satisfied in my coach's coaching styles					
2	Training provided by the coach is planned and scientific					
3	Training activity motivates players to a high performance					
4	The coach avail himself to training field on time					
5	the coach helping the athletes in their personal problems					
6	Ethics and discipline in the club					
7	Players' relationship with coach and Coaching staffs					
8	Team cohesion among players					
9	Players' have commitment to achieve the club goal					
10	Balanced nutrition in the clubs					
11	How individual players are treated in the club					
12	Players' have given opportunities to play based on their performance					

13	The leadership style utilized by club administrators						
14	Coaches respect each players' equally						
15	Athletes respect each other in the club						
16	players' s cooperate well with clubs coach to achieve goals						
17	Suitable training field for the club						
18	The coaches knows strong and weak side of each players in details						
19	The coaches explain to each players the techniques and tactics of the football						
20	attractive salary in the club						
21	Good administration of the club						
22	. better security in the club						
23	Your coach and assistance coach leadership style is satisfied you						
24	Coaching leadership style leads to player's achievement						

25. What is your playing position in your club?

- A. Goal keeper    B. Defensive 1/3    C. Mid field 1/3    D. Attacking 1/3

26. Are you planned to leave this club?

- A. Yes                       B. No

27. If your answer for question number 8 is “yes” your reasons could be

- A. Lack of recognition for my performance from coach
- B. Limited playing opportunity
- C. Unstructured training and coaching leadership styles     D. Unattractive salary

28. The Rules and regulation of the club you playing tend to encourage the players.

- A. strongly agree     B. Agree     C. Disagree     D. Strongly disagree

## Appendix-VI-

### Observation checklist

Name of observer \_\_\_\_\_ date: \_\_\_\_\_

Name of the club \_\_\_\_\_ time: \_\_\_\_\_

Training center/camp \_\_\_\_\_ sign of observer \_\_\_\_\_

Starting \_\_\_\_\_

Ending \_\_\_\_\_

No	Behavior variables	Yes	No
1	Do coaches follow player s during warm-up and cool-down?		
2	Does the coach have ability to communicate with players?		
3	Do the players satisfied on training session		
4	Is the club supply enough amount of sport facility and equipment?		
5	Does all playing fields are comfortable e to apply all techniques and tactics?		
6	Does the coach have ability to introducing explaining, demonstrating the desire skill?		
7	Does the coach have one best coaching leadership style that wills much for their player’s achievement?		
8	Is the coach managerial grace of leading interesting?		
9	Is the coach asks the opinion of the players on team strategies?		
10	Is the coach having ability link daily training to the previous contents?		
11	Is the leadership style of the coach more attractive?		



**APPENDIX-VII-**  
**JIMMA UNIVERSITY**  
**COLLEGE OF NATURAL SCIENCES**  
**DEPARTMENT OF SPORT SCIENCE**

**INTERVIEW GUIDE FOR ADMINISTRATIVE OFFICIALS**

1. What are the major factors which affect coaching leadership style and athletes satisfaction
2. What kinds of coaching styles can be implemented to scale up the players' satisfaction?
3. Do you think coaches have one best coaching leadership style that will match for their players' achievement?
4. Do you think coaches have a strategic and unit training plan?
5. Does your club managers participate players during design and implementation of a plan?
6. In your opinion what factors affecting coaches' leadership and players' satisfaction, what are the solutions or methods used to minimize the problems?