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# LEADERSHIP STYLES OF VOLLEYBALL COACHES AND þÿ P L A Y E R S   M O T I V A T I O N , PERFORMANCE AND SATISFACTION IN THE ETHIOPIAN PREMIER LEAGUE

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**LEADERSHIP STYLES OF VOLLEYBALL COACHES AND**

**PLAYERS'MOTIVATION, PERFORMANCE AND**

**SATISFACTION IN THE ETHIOPIAN**

**PREMIER LEAGUE**

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**MARCH, 2020**

# Leadership Styles of Volleyball Coaches and Players' motivation, Performance and Satisfaction in the Ethiopia Premier League

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**In Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in**

**Volleyball Coaching**

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# DECLARATION

I, Gebrie Admassu, kassa  hereby declare that the material contained within this research now submitted to the Sport Academy of Bahir Dar University in partial fulfillment for the award of Degree of Doctor of Philosophy in Volleyball Coaching is entirely my own work. I have followed all ethical principles of scholar in the preparation, data collection, data analysis and completion of this dissertation. Any materials accessed and utilized and ideas acquired in the process of conducting this research have been cited and acknowledged. All scholarly matter that is included in the dissertation has been given recognition through citation. I affirm that I have cited and referenced all sources used in this document.  Every serious effort has been made to avoid any plagiarism in the preparation of this thesis.

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# CERTIFICATE

This is to certify that the dissertation entitled "Leadership Styles of Volleyball Coaches and Players' motivation, Performance and Satisfaction in the Ethiopian Premier League ", submitted to Bahir Dar University in partial fulfillment of the requirements for the award of the degree of Doctor of Philosophy in Volleyball Coaching is the original research work done by Mr. Gebrie Admassu kassa during the period 2017 to 2020 of his research in Sport Academy, Bahir Dar University, under our guidance and Supervision. It has not formed on the basis of other works of award to the Candidate of any previous Degree, Diploma, and Associate ship, Fellowship or other similar title of any candidate of any University.

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# CERTIFICATE OF GENUINENESS OF PUBLICATION

This is to certify that the Ph.D. candidate Mr. Gebrie Admassu kassa working under my supervision has published a research article in the refereed journal named International Journal of Physical Education and Sports Sciences with Vol. No.14 Page No's. 133-138 and year of publication; June 2019 published by Ignited Minds Journals Publishers. The contents of the publication incorporate part of the results presented in his dissertation.

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A Dissertation Entitled


Leadership Styles of Volleyball Coaches and Players' motivation,

Performance and Satisfaction in the Ethiopian

Premier League


By:

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We hereby certify that this Dissertation submitted by Gebre Admasu kassa conforms to accepTable standards, and as such is fully adequate in scope and quality. It is therefore approved as the fulfillment of the Dissertation requirements for the degree of Doctor of Philosophy in Volleyball Coaching.


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# LIST OF ABBREVIATIONS

AAP       Addiss Ababa Police

AAWS    Addiss Ababa Water and S ewerage

ASQ     Athletes Satisfaction Questionnaire

CBO      Coaches Behaviour Questionnaire

CVR      Content Validity Ratio

CVRI     Content Validity Ratio for Items

FM      Federal Maremia

LEAD    Leadership Effectiveness Adaptability Questionnaire

LSS     Leadership Scale for Sports

MC     Mugar Cement

ME     Mekelakeya

MLQ    Multifactor Leadership Questionnaire

MWU    Medawollabu University

PA     Physical Activity

PCS     Percieved Coaching Sstyle

PMCSQ   Perceived Motivational Climate in Sports Questionnaire

SDT     Self Ditermination Theory

SEP          Sport and Exercise P sychology

SMS          Sport Motivation Scale

SP           Sport Psychology

SSA          Satisfaction Scale for Athletes

SWB          Subjective well being

TB           Tana Bahir Dar

WD           Wolyta Ditcha

# Abstract

*Leadership styles of coaches and players' motivation in sports have an effect on the performance and satisfaction of athletes. Hence, this study investigated the relation between leadership style of volleyball coaches and players' motivation, performance and satisfaction. To meet the purpose of the study mixed method approach was employed. Participants were selected using comprehensive sampling method so that all volleyball players in the eight premier league teams, coaches, assistant coaches and key informant from the Ethiopian volleyball federation were samples of the study. To collect data questionnaires, observation, document analysis, and interview were used. Standardized questionnaires: LSS, SMS-6, and SSA and interview questions were validated. The collected data were analyzed by t-tests, Pearson's product moment correlation coefficient, one way ANOVA, and regression analysis via IBM. SPSS (Version23). The result indicated that the preferred and perceived coaching styles have higher degree of concordance with correlation coefficient(r=0 .807) and (65.12%) respectively. Players' motivation found to be average and it was more of the intrinsic type with a mean score of (3.74) whereas the extrinsic (3.64). Performance has positive but not significant relation with coaching styles (r=0.112).Regarding satisfaction, players found to have fair satisfaction which is below the mean score of (3.5) in all the three sub scores. With respect to the relation between coaching styles and satisfaction of players the highest value exhibited is the correlation between training and instruction coaching style and satisfaction of players that ranges from r=0.575 to 0.689. In the case of the relative contribution of coaching styles to motivation, it is found to be highly significant with a value of (p=0.000), the contribution of coaching style to satisfaction of players was highly significant with a value of (p=0.000), but the relative contribution of coaching styles to performance of players is found to be very low with a value of (p=0.080) which is out of the expected. Based on the finding it is concluded that, preferred and perceived styles of coaching have high degree of concordance. Besides, leadership styles of coaches have significant relation with motivation and satisfaction of players whereas the relation between coaching styles and performance is very low. Having the above conclusion, it is forwarded that; coaches have to use different coaching styles according to preference of players and situations that players are living in; coaches and team leaders have to use different ways of motivating players; federation representatives should layout plans for preparing different level competitions; clubs have to assign enough amount and kind of incentives to motivate, satisfy and enhance performance of players and federation of the sport commission should work to organize a national team so that, players and coaches will have future prospect. Finally further researches have to be conducted on the factors that enhance performance other than treated in the current study.*

*Key words: Volleyball, leadership style, Motivation, satisfaction, performance*

# CHAPTER ONE

# INTRODUCTION

## 1.1. BACKGROUND OF THE STUDY

Leadership styles of coaches, motivational climate, performance, and satisfaction level of players are very important factors in understanding the development and success of athletes. At the same time, such issues have a strong relationship or interaction with one another. For instance, in sports, positive coaching behaviors could help in enhancing the motivational climate, performance and satisfaction of athletes while negative coaching behavior might have the opposite effect (Yi, Wah, & Polman, 2018).

In the meantime, organizations that have  principally team-based structures necessitate leaders to lead and motivate not only individuals but also teams as a whole (Chen, 2007).  In the sport environment, leadership can be practiced by managers, club owners, technical directors, coaches, captains, etc. When studying on the leadership approaches and styles of coaches, one can understand that coaching style is a practice by which a person inspires others to undertake an objective and directs the organization in ways that makes it more consistent and clear (Northouse, 2007). This implies that leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2007). Moreover, leadership styles of coaches are the approaches used to motivate, enhance performance and satisfy players. However, leadership is not a "one size fits all" phenomenon. Therefore, Leadership styles should be selected and adapted to fit organizations, situations, groups, and individuals. Thus, It is useful to hold a thorough understanding of the different styles as such knowledge increases the tools available to lead effectively (Amanchukwu, Stanley, & Ololube, 2015).

According to P. Chelladurai (1990) the different dimensions of coaching  or coaching styles were leveled as, Training and Instruction, Democratic Behavior, Autocratic Behavior, Social Support, and Positive Feedback

Training and instruction- refers to the behavior of the coach that is directed towards improving the performance of athletes. These behaviors include instructing athletes in the skills techniques and tactics of their sport, and organizing activities. Democratic behavior relates whether the coach allows athletes to participate in important coaching decisions associated with group goals, practice methods, game activities and strategies. Autocratic behavior refers to the authority and

independent decision making of the coach. Social support behavior is related to the coach's concern for the welfare of his/ her athlete, creating a positive environment and interpersonal relationship with athletes. Finally, Positive feedback behavior refers to the coach's behavior of reinforcing athletes and recognizing and rewarding good performances (Vaughan, 2017).

Besides, woods (1998), identified four different styles of coaching known as woods coaching styles that were: The commanding style, The reciprocal style, The problem solving style and The guided discovery style.

Commanding style: is a style: is the most coach centered style of coaching. In this style the coach is the executive decision maker. Decisions on what to do, how to do it, and the level of achievement expected are all determined by the coaches.

Reciprocal style: allows more decision making by the performers as compared to the commanding style, which is much more coach dominated. With the style the coach develops a reciprocal task sheet, which describes the task to be performed or practiced. It also points out what the observer should be looking for to see if the performer is executing the task properly. It should also explain the role of the performer and observer, as well as giving the amount of time or number of trials to be given in each practice. Observing groups are responsible for viewing the performance of their teammates and provide feedback on each attempt.

Guided discover style: it crosses over to the performer centered section of the continuum. This style continues to use the coach designed movements however, it is done in a way that allows the players to make individual decisions about how to move. In other words, the coach defines the intended outcome of the movement response but doesn't determine how it will be attained. This style is useful if the coach is trying to get the players to discover the desirable movement, a certain task or develop a new skill. This allows the players to experiment with different movements in order to achieve the desired goal. It will also increase their understanding of why certain movements are more advantageous and effective than others.

Problem solving style: the style of problem solving is very similar to the strategy of guided discovery except for one important difference. With the guided discovery style there was only one proper way of performing the final movement or task, therefore, the final outcome would always be the same whereas with the problem solving approach, several solutions can be the end result. The goal is not to find a single correct answer as with guided discovery, instead the objective for the players is to find as many different solutions to the challenge as possible.

Similarly, Chapman (2015), proposed three main coaching styles that were: 1. Autocratic (Bossy or Authoritarian), 2. Democratic – (Guider - Personable), 3,Laissez -Faire – (Minder – Casual). 1, Autocratic (do as I say) - this is where the coach makes all the decisions and the performers merely do what they are told. The autocratic style could be broken into two types - telling and selling. A, telling style:   When using the Telling style the coach decides on what is to be done and defines what to do and how to do it. B, Selling style: When using the Selling style, the coach decides on what is to be done, explains what is required and the objectives,  ask the athlete questions to confirm understanding and defines what to do and how to do it.. Athletes can ask questions to clarify any points and do practice after understanding all.

2, Democratic style (sharing and allowing) - this involves shared decision- making. This coach will guide performers towards selecting and achieving their goals. The democratic style could be broken into two types. A, sharing style: When using the Sharing style, the coach  outlines the training requirements to the athletes, invites ideas/suggestions from the athletes, makes the decision based on the athletes' suggestions and defines what to do and how to do it. B, Allowing: when using the allowing style, the coach outlines the training requirements to the athletes, the coach defines the training condition, the athletes brain storm to explore possible solutions, the athletes make the decision and the athletes define what to do and how to do it.

  3, Laissez-Faire - this is where the coach makes few decisions. There are little organized attempts to influence or teach. Implicit in this style is that the players take ownership and make the decisions.

On the other hand, Oden (2018) leveled the coaching styles in to different three dimensions based on volleyball sport. The leadership styles were classified focusing on the physical, tactical and emotional considerations exhibited in the playing court of volleyball. In that, the physical leader is the one who is the talented player, who has consistent performance and grace under pressure. Whereas the tactical leader is expected to have quality of planning strategy, being visionary, adapting abilities and communication skills. Mostly main coaches are the tactical leaders. The third one is the emotional leader that is responsible for pumping up their teams when the energy level is down. They too need to have qualities like the physical and tactical leaders. The emotional leaders are expected to have qualities of inspiration, intuitiveness and problem solving.

Similarly, Forman (2014) discussed the points that are essential for a leader of volleyball team that encompasses three focus areas that are, serving as a model for the team, having quality of communication and the dedication to put the team first.

The aforementioned dimensions of leadership in sports have a direct relationship with the different behaviors observed on the athletes. Leadership is the essential aspect of sports performance, particularly within team sport situations. These factors of leadership in sports have a relationship not only with the performance or technical and tactical aspects of the sport, but also the psychological conducts which are equally important for the players (Cotterill & Fransen, 2016).

One of the psychological factors that are directly related to leadership in volleyball specifically and sports in general is motivation of players. Motivation is a hypothetical construct that is used to describe the internal forces or external work intention, direction intensity and persistence of behavior of sports people (Mousavi & Syeed, 2008). With regard to this concept, the main factor motivating and reinforcing effort to achieve the goals of human behavior is intentional. In addition, motivation often responds to the causes of behavior and the reason that people behave differently at different times. Indeed, every task, especially in sports, has a source of motivation and it is aimed at strengthening the desired practices and feelings of athletes (MacDonald, 2010).

Moreover motivation is an internal and external dynamics that encourage aspiration and inspiration in people to be continually involved in and dedicated to a situation, task, or matter and to exercise unrelenting exertion in reaching an objective: which includes the desire to succeed, try harder and do more than expected (Bass & Avolio, 1995).

Either one of the two or both of the direction and intensity matter can manifest motivation of athletes. Athletes may no longer want to practice or compete in a sport and that indicates they are far away from engagement in the sport, which indicates the direction of their motivation. On the other hand athletes may manifest their interest to continue participating but practically do not take part as they said or they show up but do not perform to their optimal practically this also points that the intensity of their motivation is low (Weinberg & Gould, 2007).

Inlight with performance Sport performance is a complex mixture of biomechanical function, emotional factors, and training techniques in which players' participation is measured. Thus, to improve performance of players' coaches and athletes should identify the areas on which to focus during training. Sport performance has four distinct aspects that include the neuromuscular

factor, the psychological factor, the eternal factor, coaching and the technique and tactic factors. (https:// energizetherapy.com/ 2020).

The first factor which is the neuromuscular factor focuses on the relationship between the nervous system and its interaction with the musculoskeletal system. This factor is one that strength coaches dream about. It is developing an athlete's physical abilities through appropriately planned strength, power and speed training. Increasing the strength levels of athletes builds the foundation of physical development and allows athletes to apply force into ground.  .

The second factor is the psychological factor that focuses on the mental control and mindset. It all begins with belief. Getting an athlete to believe in themselves is one of the most important mental qualities. Once belief is developed other aspects of mental toughness begin to be strengthened such as their confidence, which enables them to walk into any situation without a doubt in their abilities. When an athlete steps on the field or court with confidence, they have already won half the battle. They trust in their preparation and know they are ready for anything

The third factor which is known as the external factor is the fulfillment of environment and equipment needed for the specific sport. This factor may be hard to control especially regarding environment, we can always provide advice on where to train, when to train outside or inside. It helps to decide, the best surface to train on according to the nature of the sport for the sport one is involved in, and the best equipment to use for the sport during training as well as competition.

The fourth factor is the technique and tactic factor. This component that every athlete needs to develop is the technical skills that their sports require for them to be successful. These are skills that encompass the athletes' ability to execute appropriate movement skills and decision making with the right amount of power, precision and direction to be effective. Every sport has specific skills that need to be enhanced if an athlete wants to be successful. Moreover, every athlete needs to develop is the tactical aspect of the sport they are playing. For this, a great deal of communication is needed between the coach and the athletes. This has to deal with the athlete being coachable and having complete understanding of the game plan and the principles needed to win the game. This comes down to the sport coach understanding their athletes and putting

together the best plan that will allow their athletes to fully understand their roles. (https://energizetherapy.com/ 2020).

Furthermore, after being characterized by the above mentioned factors sport performance was classified in to two different types as 1, relative performance and 2.Absolute performance. According to Gee (2010), The relative performance is the performance level of the athlete in relation to his/her self-previous performance, considered with the performance of his/her friends or team mates and even the performance influenced by the relation to the coach.

The second classified type the absolute performance is the aggregate point result or score gained in the final evaluation of the competition. So, the performance consideration in this study is the final point scored by the team in the season's competition. The aggregate point score and the rank the team stands among the competing teams will be taken for reference to compute performance of each team.

Similarly, the leadership style and methods of coaching can have an influence on the level of satisfaction that the athletes individually have and as a team. Sport teams that are more successful in their performance tend to have a higher level of athletes motivation and satisfaction (Turman, 2003a). The other way round, teams with a higher level of satisfaction with the behavior of coaches tend to perform more effectively in competition, create a circular or reinforcing relationship between performance, motivation and satisfaction (Noblet, Rodwell, & McWilliams, 2003). There is a circular relationship between satisfaction with coaches' leadership behaviors and team performance, good performance correlated with higher levels of satisfaction (Turman, 2003a). Satisfaction with coaches' leadership behaviors, however, may be an antecedent to motivation, which can influence performance (Voight, 2002).

Most importantly, Coaching behavior, motivational climate and its influence towards performance and satisfaction are important in understanding the development and success of athletes. Accordingly, Yi et al. (2018), studied on the influence of coaching style on motivational climate performance and satisfaction of players. In the result they found that, From the five leadership styles practiced coaches who used three of them, that are, training and instruction, positive feedback and democratic leadership styles influences players positively and enable them to perform good and be satisfied with their performance. Next to these the use of the other leadership style known as social support leadership style moderately enhances performance and satisfaction of players and the autocratic style is the list motivating and

negatively influencing style for the enhancement of performance and satisfaction of players. Therefore coaches should look into their own coaching behavior because it is a fundamental aspect with respect to enhancing the motivational climate, satisfaction and performance level of athletes (Yi et al., 2018).

Based on the above mentioned, theoretical concepts, principles, definitions and some research findings, the current study strives to find out the relation between leadership styles of volleyball coaches and players' motivation type, satisfaction and performance level in the Ethiopian premier league.

## 1.2. STATEMENT OF THE PROBLEM

Volleyball is a team sport that is practiced both by men and by women for the purpose of recreation and competition. When it is practiced for the recreational purpose, it is easy that it can be performed in an open space even having no full players of a team or playing court. However, when practiced competitively it needs to be well organized, leaded by coaches and need to have well trained players.

In order to enhance individual abilities of players and build strong team, coaches of volleyball sport may use different leadership styles. The five commonly used leadership styles of coaches in sports include: training and instruction, democratic, autocratic, social support and positive feedback coaching style (Packianathan Chelladurai & Saleh, 1980).

Coaches may use either of these styles at different levels when working for the enhancement of individual performance and success of a team as a whole. These different coaching behaviors exert various influence on the players with whom coaches are associated. The different leadership styles have a relation to motivation, subsequent performance and satisfaction of players. It is understood that, coaches influence not only the technical and tactical capabilities of players, but also the psychological factors that can be considered as major contributors to the success of sports' people, both in the sport context and in their daily life (Ehsani, Amiri, & Hossini, 2012).

Consequently, the behaviors of a coach are vital during training and competitions to ensure athletes perform to the best of their ability. To effectively motivate athletes towards success, the interpersonal relationship between a coach and his or her athletes are of paramount importance (Olympiou, Jowett, & Duda, 2008).

Researches were conducted on the relationship between leadership styles practiced and the motivation, performance and satisfaction of players based on different independent and interdependent sports. Seymour (2012) conducted a study on the similarity of leadership styles of coaches and level of motivation and satisfaction of basketball players in the amateur athletic union and found that the level of motivation and satisfaction of players varied as a function of the leadership style of coaches.

Similarly, Mukulo (2013) conducted a study on the relationship between leadership styles of coaches and its influence on satisfaction of players in football premier league clubs of Ethiopia. He found that players' satisfaction was increased due to the democratic leadership behavior of coaches and showed no significant difference across players playing at different position.

Furthermore, Mugala and Wamukoya (2017) conducted a study in Kenya to investigate if age is a factor for satisfaction of players in volleyball sport, the result found was that, satisfaction of players was significantly influenced by the type of leadership behavior and motivational level of players but has no significant difference between different age groups.

Likewise Yi et al. (2018) conducted a study on the influence of coaches behavior on elite volleyball players' motivational climate and performance satisfaction at Queensland university of technology sport center, university of Malaya Kuala Lampur. In this study they found that, there was a positive relationship between coaches' behavior and performance satisfaction and also between motivational climate and performance satisfaction. There for, they conclude that, coaches should look in to their own style of coaching, as it is the basis for enhancing the performance of players with respect to motivational climate and performance satisfaction.

However, with regard to volleyball in Ethiopia, there are a few of researches conducted in the specific field. Unluckily, as far as the researcher's knowledge, there is no any research conducted on the coaching styles in volleyball and player' motivation, performance and satisfaction. Moreover, it is not scientifically investigated if the coaching style practiced by coaches is congruent to that of preferred by players.

Even if there are researches conducted in other countries on leadership styles of coaches and players' motivation, performance and satisfaction in different sports, researchers recommended that the result may be come different according to difference of sport types (Marcone, 2017). Similarly, (Poczwardowski, Barott, & Jowett, 2006) contend that research regarding leadership

in sports should focus on a single sport due to the variability in the nature of the relationships between coaches and players in different types of sports.

Likely, some researchers like Chen (2007); KO-Hasin ((2008)) & Adams (2009) conducted a study treating leadership style, motivation, and satisfaction separately relating to the performance development of players. This study is different from others reviewed above for it included the three factors together that is, motivational factors, performance and satisfaction of players in relation to the leadership styles of coaches. It is also different on the context it was conducted, that is, on volleyball sport in Ethiopia. In addition, the time it was conducted is also different.

As to the observation of the researcher as a player, coach of volleyball sport and instructor of the couse on volleyball coaching in a university the Ethiopian volleyball movement seem to go down wards as compared to the previous years and in relation to the vlleyball movement exihibited in the rest African countries and world level at large. These down ward movements can be supported by the rationals of the absence of national team in the country, smallness of clubs taking part in the premier league, absence of other level competitions like the university games can be some of the indicators. Moreover, the researcher was initiated to conduct a study on the issue of leadership styles of volleyball coaches and players' motivation, performance and satisfaction in the premier league of Ethiopia assuming that there may be difference of relation among such variables, because of difference in geographical location, culture, experience of players and the like that other studies indicated.

## 1.3. OBJECTIVES OF THE STUDY

### 1.3.1 General objective

The general objective of the study was to investigate leadership style of volleyball coaches and players' motivation, performance and satisfaction in the Ethiopian premier league.

### 1.3.2 Specific objectives

In line with the above broad objective the following specific objectives were drawn:

1. Find out the degree of congruence between perceived leadership style of volleyball coaches and the style preferred by players in the Ethiopian premier league.

2. Identify the motivational type of volleyball players in relation to the leadership style practiced by coaches in the Ethiopian premier league as a team.

3. Examine the performance level of volleyball players in accordance with the leadership style that is exercised in the premier league.

4. Examine the satisfaction of volleyball players' vis-à-vis the leadership style practiced in the premier league.

5. Investigate the extent of relations of leadership style of coaches and players motivation, performance and satisfaction in the league.

## 1.4. RESEARCH QUESTIONS

To address the objectives of the study, the following research questions were posed:

1. What is the extent of correspondence between leadership style practiced by volleyball coaches and that of preferred by players in the Ethiopian premier league?
2. What is the motivational type of players in relation to the leadership style practiced by coaches?
3. How is the team performance level observed in accordance with the leadership style practiced in the premier league?
4. What is the satisfaction of volleyball players taking part in the premier league in relation to the leadership styles of coaches?
5.  What is the relative contribution of leadership style of coaches to players' motivation, performance and satisfaction?

## 1.5. SIGNIFICANCE OF THE STUDY

The findings of this study may have specific significance for the coaches and players of volleyball premier league  teams in  Ethiopia by providing information  regarding the way in which coach leadership behaviors impact the level  of  motivation, and satisfaction of players, and thereby influence the performance of the teams. Since it examines the way in which the coaches meet the expectations of players for leadership behaviors, it will provide insights for coaches on the most appropriate methods that can be used to match leadership behaviors with player expectations.

In addition, it may also have significance for coaches in other sports and at other levels of competition because of the general nature of leadership behaviors in sport and the way in which it is related to players' motivation, performance and satisfaction.

It may also benefit for the general investigations of leadership in sport because it examines an area that has not been extensively studied specially in Ethiopian context. While it is generally presumed that the leadership behaviors of coaches have an influence on the motivation, performance and satisfaction of team members, this proposition has not been empirically tested in the specific context of Ethiopian volleyball sport.

Moreover, it may have good information for sport commission personnel and members of the Ethiopian volleyball federation by pin pointing that whether or not the volleyball sport in Ethiopia is going on in line with the order of the day. It will give information to them searching out the application of leadership styles practiced by volleyball coaches and its relation to the motivation, performance and satisfaction of players in the league.

Furthermore it may benefit for the clubs economically because knowledge of the appropriate type of leadership style for Ethiopian volleyball players enables to choose coaches and players that fit for the chosen style and minimize too much loss of money through finding them by trial and error or testing time to time. It also enables the clubs to know whether the budget they spent in the case of coaches actually benefit them or not.

The results of the study may provide insight about the relationship between coaches' leadership behaviors and player motivation, performance and satisfaction in a specific setting, which establishes a basis for cross-cultural comparison in sport leadership studies.

Result of this study fills a gap in the existing research and literature regarding leadership behaviors in sport specific to volleyball in Ethiopia. Finally, the result of the study may be used as a stepping-stone for those who want to conduct a research on the area.

## 1.6. DELIMITATION OF THE STUDY

The current study was delimited to the eight male volleyball premier league clubs in Ethiopia. In addition to the players, all the coaching staff of the clubs: main and assistant coaches were considered as participants of the study. Moreover, the team leaders of each team and personnel from sport commission and volleyball federation were involved.

In terms of the variables, this study considered four variables that are assumed important in the study of volleyball sport – coaching style (training and instruction, democratic, autocratic, social support and positive feedback styles) motivation (a-motivation, intrinsic motivation and extrinsic motivation) satisfaction (with coach, team mate and self) and performance (absolute performance of teams).  Of which leadership styles was taken as the independent variable, and the rest three were considered as the dependent variables.

## 1.7. LIMITATIONS OF THE STUDY

This research is a crossectional suvey study. It would have been very nice if it was a longtudinal survey to investigate the variables in depth.

The instruments used to collect data for the curret study are delivered to the participants with the national language but it would have been of greate value if it has been presented to them with their local langusge.

## 1.8. DEFINITION OF TERMS

Athlete:  a person who takes part in sport competitions (volleyball players) in this context.

Coach: A coach is someone who trains, instructs, or gives advice to athletes in order to improve their physical and mental performance in their sport (Moen, Høigaard, & Peters, 2014).

Coaching Behaviors: Specific actions taken by coaches to influence, motivate, and interact with their athletes (Cruz, 2014).

Leadership Style:  is a method that makes use of influence, without force, to guide and coordinate the activities of members in order to achieve a defined goal (Shapie, Zenal, Parnabas, & Abdullah, 2016). In this study, leadership style and coaching style are interchangeably used.

Motivation: a feeling of enthusiasm, interest, or commitment that makes somebody want to do something, or something that causes such a feeling.

Performance: the level at which a player or athlete is carrying out their activity, either in relation to others or in relation to personal goals or standards. Performance in the current study is the absolute performance measured by the aggregate point scored by the team at the end of the competition season (Gee, 2010).

Premier league: the highest level of competition among volleyball clubs under Ethiopian volleyball federation.

Satisfaction: a feeling of happiness or pleasure because you have achieved something or gotten what is wanted.

## 1.9. ORGANIZATION OF THE STUDY

This study was organized in to six major parts. The first chapter of the research contains the introduction where : background of the study, statements of the problem, general objective, specific objectives, research questions, significance of the research, delimitation, conceptual definition of terms are included.

The second chapter, review of related literature made on general concepts of leadership including definitions, theories of leadership and styles of leadership. In addition sport leadership particularly, the relation among leadership styles of coaches in volleyball and motivation, satisfaction and performance of players also treated in this part.

The third chapter of the research contains the method of the research that included the approach, design, participants, sampling procedure, data collection tools and procedures and data analysis methods including report of the pilot study that dealt with the reliability and validity of instruments.

In chapter four findings or results of the main study are displayed, and answers for the research questions are given systematically using charts and graphs. Discussions on the results in relation to the findings of other studies are also included in chapter five.

Chapter six contained summary, conclusion and recommendation of the study based on the results found. Next to the main chapters reference list and appendices are also included as the last part of the dissertation contents.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

# INTRODUCTION

The literature review in this study discusses important points related to the different variables included in the study. In this context, different theories, principles, ideas and research findings that show the relation between the variables are included. Specifically this literature review contains explanations, discussions and facts about the coaching styles of coaches and players' motivation, satisfaction and performance. In this study, the leadership styles of volleyball coaches including its component factors were considered as independent variables whereas motivation type,    performance and satisfaction of players were considered as dependent variables. Thus, the literature review encompasses short historical accounts of volleyball, relevant points from theories and practical applications and discussed results of previous studies about the variables. Moreover, the literature review contains important research findings connected to the problem of statement articulated in the research questions.

## 2.1. HISTORICAL OVERVIEW OF VOLLEYBALL

Volleyball is a globally recognized sport that founds its origin in the United States of America in 1895.  In fact, worldwide, volleyball is second on the popular list only behind soccer. Indeed, it has been played by more than 220 countries and 800 million people at least once in a weak. Moreover, the sport volleyball has an internationally responsible organization to lead all the activities of preparing competitions, training coaches and updating the rules. Notably, IVBF (International Volleyball Federation) founded in 1947 at Paris is the organization that Works all the activities mentioned. Then starting from the year 1964 the game volleyball became an Olympic sport in the Tokyo Olympic. From that time on, it spread to different countries of the world and reach to the status it has now (Reeser, 2003).

Likewise, volleyball in Africa was introduced after the First World War by the American troops taking part in the war. Then after, the game spread to different countries in the continent in the form of recreational sport. The African Volleyball Confederation, which was established in

1972, holds the responsibility of leading the sport.  Recently volleyball has become one of the popular sports in the continent. Even though countries have no impressive result in international competition countries like Egypt, Tunisia and Kenya have consistent participation in the Olympic competitions (Wendifraw, 2018).

Similarly, Ethiopia as one of the African countries started playing volleyball after the Italian invasion around 1935-40.The sport was familiarized mainly in schools, higher education institutions and military forces. Volleyball was the most liked game of recreation among the Ethiopian military forces and schools. The Ethiopian volleyball federation was established in 1964. After the federation was established the sport began to be exercised in all provinces of the country. Currently, the Ethiopian volleyball federation is member of African volleyball federation and the international volleyball federation too. Although it became known in the country and develops popularity, the status of Ethiopia among countries in the continent is not satisfactory. Even though the Ethiopian national team and clubs have achieved successful results in the African and zonal competitions (in both men and women especially at east and central African competition from late 1970 to late 1980s), the development of volleyball sport in Ethiopia in terms of number of clubs now a days  has been observed declining (Wendifraw, 2018).

Evidences from sport commission indicated that from late 1960s to late 1980s there was hot competition among 15 Ethiopian provinces including Addis Ababa. Moreover, there were around 50 clubs in the first and second division where the volleyball sport has been exercised by both men and women. However, in the year 2018 there are only eight clubs competing in the premier league of men and only five teams of women. The decreasing in the number of clubs, the absence of national team and participation in different continental and Zonal championships indicated its decline (Wendifraw, 2018).

## 2.2. CONCEPTS OF LEADERSHIP

The definition of leadership has been an ambiguous issue for many years with each author approaching the topic from a different perspective. This is not to say that any of the definitions are right or wrong, rather each attempt exposes a different and valuable facet on what leadership means and how it is expressed. Therefore it is useful to explore the different definitions and viewpoints on leadership. Leadership has been defined in terms of traits, behaviors, influences, interaction patterns, role relationships, and occupation of a position.

For Northouse ( 2007) leadership is a process where by an individual influences a group of individuals to achieve a common goal. Leadership as it is the method of influencing behavior of others and enabling them to achieve a common goal. Thus, this method is a method by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

According to Kotter (1999) leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles He considers leadership as a process of change supported by social influence and persuasion. Change is central to effective leadership. He affirms that the greater the change, the greater the need for leadership.

On the other hand, Greenleaf (2002), opines that leadership is about service to others and a commitment to developing more servants as leaders. It involves positive co-creation of a commitment to a mission. By this, leadership is giving service for others usually referred as "servant leadership". This perspective of leadership speaks to the motives and intentions of the leader, proposing that effective leaders act from the desire to be of service to others (Greenleaf, 2002).

Moreover, Ciulla (2014) contends that leadership is not a person or a position. It is a complex moral relationship between people, based on trust, obligation, commitment, emotion, and a shared vision of the good. This refers to the importance of the leader's character for effective leadership. Recognizing the importance of integrity; trust and the character of the leader are paramount.

Finally, considering leadership as a concept of development people define it as leadership is a process that focuses on the responsibility of leaders to develop others in to leaders. They highlight the importance of knowing and expressing who you are as a leader. The function of leadership is to produce more leaders, not more followers (Bass & Stogdill, 1990) .

As can be seen from the definitions above, most definitions of leadership reflected the assumption that leadership involves a process whereby one person exerts intentional influence over other people to guide, structure, and facilitate activities and relationships in a group or organization. Most conceptions of leadership imply that at various times one or more group members can be identified as a leader according to some observable difference between the person(s) and other members, who is referred to as "followers" or "subordinates".

In the current study the researcher supports the influence perspective of the definition because in sport leadership, it is believed that the coaches in a team are bodies that can influence on the skill, tactic, and behavior of their players in the team. The influence goes beyond the technical and tactical or psychological influence that coaches impose on players but rather it reaches to the extent of shaping the life style of followers in our context players. The researcher will not attempt to resolve the controversy over the most appropriate definition of leadership as part of this study. For the purposes of this study, the various definitions will be viewed as a source of different perspectives on a complex, multifaceted phenomenon. The reason for this is that in research, the operational definition of leadership will, to a great extent, depend on the purpose of the research.

## 2.3. THEORIES OF LEADERSHIP

The concept of leadership has been the source of numerous discussions and studies for decades. Practically, many people have tried to show what allows leaders to stand apart from the mass or none leaders. Hence, there are many theories on leadership as there are philosophers, researchers and professors that have studied and ultimately published their leadership theory. Theories are commonly categorized by which aspect is believed to define the leader the most. The most widespread one's are: Great Man Theory, Trait Theory, Behavioral Theories, Contingency Theories, Transactional Theories and Transformational Theories.

According to Wagner, (2008) Interest in leadership increased during the early part of the twentieth century. Early leadership theories focused on what qualities distinguished between leaders and followers, while subsequent theories looked at other variables such as situational factors and skill level. While many different leadership theories have emerged, most can be classified as one of eight major types

1. "Great Man" Theories: evolved around the mid19th century (1840's). Great Man theories assume that the capacity for leadership is inherent – that great leaders are born not made. These theories often portray great leaders as heroic, mythic, and destined to rise to leadership when needed. Furthermore, the belief was that great leaders will rise when confronted with the appropriate situation. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership.

2. Trait Theories (1930's - 1940's) Similar in some ways to "Great Man" theories, trait theory assumes that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders. The trait theory of leadership focused on analyzing mental, physical and social characteristic in order to gain more understanding of what is the characteristic or the combination of characteristics that are common among leaders. But if particular traits are the key features of leadership how we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership.

3. Contingency Theories (1960's): Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers, and aspects of the situation. This theory signifies that there are certain people who perform at the maximum level in certain places; but at minimal performance when taken out of their element. Within the contingency theories that leader are more likely to express their leadership when they feel that their followers will be responsive. To a certain extent contingency leadership theories are extensions of the trait theory, in the sense that human traits are related to the situation in which the leaders exercise their leadership.

4. Situational Theories: Situational theories propose that leaders choose the best course of action based upon situational variable. Different styles of leadership may be more appropriate for certain types of decision-making.

5. Behavioral Theories (1940's - 1950's). Behavioral theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviorism, this leadership theory focuses on the actions of leaders, not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation. Reaction to the trait leadership theory, the behavioral theories are offering a new perspective, one that focuses on the behaviors of the leaders as opposed to their mental, physical or social characteristics. Thus, with the evolutions in psychometrics, notably the factor analysis, researchers were able to

measure the cause an effects relationship of specific human behaviors from leaders. From this point forward anyone with the right conditioning could have access to the once before elite club of naturally gifted leaders. In other words, leaders are made not born. The behavioral theories first divided leaders in two categories. Those that were concerned with the tasks and those concerned with the people.

6. Participative Theories: Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the leader retains the right to allow the input of others.

7. Management Theories: Management theories (also known as "Transactional theories") (1970's) Transactional theories, also known as exchange theories of leadership, are characterized by a transaction made between the leader and the followers. In fact, the theory values a positive and mutually beneficial relationship. These theories base leadership on a system of reward and punishment. Managerial theories are often used in business; when employees are successful, they are rewarded; when they fail, they are reprimanded or punished. Focus on the role of supervision, organization, and group performance. For the transactional theories to be effective and as a result have motivational value, the leader must find a means to align to adequately reward (or punish) his follower, for performing leader-assigned task. In other words, transactional leaders are most efficient when they develop a mutual reinforcing environment, for which the individual and the organizational goals are synchronized.

8. Relationship Theories: Relationship theories (also known as "Transformational theories (1970s): The Transformational Leadership theory states that this process is by which a person interacts with others and is able to create a solid relationship that results in a high percentage of trust, that will later result in an increase of motivation, both intrinsic and extrinsic, in both leaders and followers. Focus upon the connections formed between leaders and followers. These leaders motivate and inspire people by helping group members see the importance and higher good of the task. Transformational leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. These leaders often have high

ethical and moral standards. The essence of transformational theories is that leaders transform their followers through their inspirational nature and charismatic personalities. Rules and regulations are flexible, guided by group and its purpose norms. These attributes provide a sense of belonging for the followers as they can easily identify with the leader.

In general, there are as many different views of leadership as there are characteristic that distinguish leaders from non-leaders. While most research today has shifted from traditional trait or personality-based theories to a situation theory, which dictates that the situation in which leadership exercised is determined by the leadership skills and characteristics of the leader (Avolio, Walumbwa, & Weber, 2009).

All contemporary theories can fall under one of the following three perspectives: leadership as a process or relationship, leadership as a combination of traits or personality characteristics, or leadership as certain behaviors or, as they are more commonly referred to, leadership skills. In the more dominant theories of leadership, there exists the notion that, at least to some degree, leadership is a process that involves influence with a group of people toward the realization of goals (Wolinski, 2010).

(Charry, 2012) noting that scholarly interest in leadership increased significantly during the early part of the twentieth century, identified eight major leadership theories. While the earliest of these focused on the qualities that distinguish leaders from followers, the others focus on the process and relationship, the third ones looked at other variables including situational factors and skill levels and most recent contemporary theory of leadership is the team leadership.

The theory that focuses on the personality characteristics and trait of leaders describe leadership as it is in born. These theories often think leaders as heroic, mythic, and destined to rise into leadership when needed and also assumes that, people inherit certain qualities or traits which make them better suited to leadership. These theories often identify particular personality or behavioral characteristics that are shared by leaders. Example for these theories are the great man and trait theories of leadership (Ololube, 2013).

The theories that consider leadership as a matter of process and relationship indicated that leadership is a process that is going on in the course of achieving an intended out com by coordinating the activity of followers so that it can have the line of the organization and within the organization the line of the leader. In addition to this it also bothers on the relationship between the leaders and followers because the interaction between the leader and the followers

is believed to be the decisive factor for the proper functioning of structures and accomplishment of tasks (Charry, 2012; Lamb, 2013). Furthermore, these theories also forward that the condition that the organization is functioning or situation in which the leader and followers are organized determines the kind of leadership that we use. Example: the transformational, transactional and situational theories.

The other classification of the leadership theories is the thinking that says leadership is something that can be learned not in born. Moreover, the behavioral theory of leadership beliefs on the action of leaders not on the intellectual qualities or states they have. In addition this group states that learned knowledge and acquired skills/abilities are significant factors in the practice of effective leadership. A strong belief in skills and behavioral theories often demands that considerable effort and resources be devoted to leadership training and development (Wolinski, 2010). The study of leadership today must align with a world experiencing rapid change; global interconnection; diversity in the workforce and ideas; and high-speed technological advancements in all areas of communication, science, and industrial development. (Lencioni, 2012a, 2012b) has recently proposed that effective leadership must be team based and points out that "leaders who choose to operate as a real team willingly accept the work and sacrifices that are necessary for any group that wants to reap the benefits of true teamwork" (p. 21). (Lencioni, 2012) asserts that building trust and cohesiveness is paramount to an effective leadership team.

As indicated above and understanding of the researcher, leadership theories In relation to sport coaches are believed to encompass different models guided by the condition or situation or characteristics of the sport, level of the competition, experience of players and also coaches …etc. Above all the most commonly understood and contemporarily used kind of leadership style in sports is the transformational model of leadership so, this model has to be treated in detail:

Transformational leadership: is a relatively contemporary approach used to gain an understanding of leadership behaviors in sport. Transformational leadership involves the building of relationships with followers through personal, emotional, and inspirational exchanges, so that they are motivated to perform beyond the level of their normal expectations (Avolio & Bass, 1995)

 A large body of evidence indicates that transformational leadership has a positive impact on a range of individual and group level outcomes, across a variety of domains, such as the military

(Bass, Avolio, Jung, & Berson, 2003) education (Ross & Gray, 2006), and the public sector (Avolio, Zhu, Koh, & Bhatia, 2004).

Furthermore, According to (Bass, 1985) transformational leaders inspire and motivate followers to exceed performance expectations by shaping followers' beliefs and attitudes. In this approach, Transformational behaviors include inspirational motivation (e.g., creating a vision), idealized influence (e.g., modeling behaviors or values), individualized consideration (e.g., considering followers' individual needs), and intellectual stimulation (e.g., encouraging follower creativity). Transformational leadership has shown positive effects on followers' motivation, commitment, satisfaction, and other outcomes, and can be applied to many domains including sport (Bass & Riggio, 2006).

More over transformational leadership theory provides a viable framework for investigating relationships between coaching behaviors and athlete outcomes. Transformational coaches convey a vision about the team's goals, inspire team members to believe in the vision, encourage team members to provide ideas to enhance team success and satisfaction, and acknowledge the individual contribution of each team member to the group's success. Thus, coaches who engage in transformational leadership behaviors should make a positive impact on individual outcomes, such as perceived sport competence, affective reactions, and intrinsic motivation as well as group outcomes, such as team cohesion and collective efficacy. Therefore, if there are significant relationships between transformational leadership behaviors and individual or group outcomes in sport teams, it is important to understand the processes through which this occurs in order to develop a more complete understanding of the inner workings of transformational leadership (Bass, 1999). However, other than the work of (Charbonneau, Barling, & Kelloway, 2001). Little is known about the mechanisms that could mediate the relationship between transformational leadership behaviors and follower outcomes in the sporting domain. For example, although previous literature has linked task cohesion with transformational leadership in a sport setting (Callow, Smith, Hardy, Arthur, & Hardy, 2009). No study has investigated potential mediators of this relationship. When relationships between independent and dependent variables are found, researchers should strive to identify the mediating variables that transmit these effects (MacKinnon, Fairchild, & Fritz, 2007). There by providing a greater understanding of the relationship between variables.

In spite of the fact that researchers have begun to address, the understanding how transformational leadership exerts an influence is studied by examining potential mediating

variables of the relationship between transformational leadership and follower outcomes. For instance, (Kirkpatick & Locke, 1991) found self-efficacy beliefs mediated the relationship between transformational leadership and performance. In addition, (Arnold, Turner, Barling, Kelloway, & McKee, 2007) used a sample of health-care workers to investigate the relationship between transformational behaviors and psychological well-being, and found that the meaning ascribed to their work (over and above the extrinsic outcomes gained) mediated this relationship. Transformational leadership is also becoming a better understood phenomenon in the sporting context, where it has been shown to be associated with positive outcomes such as motivation and effort (Arthur, Woodman, Ong, Hardy, & Ntoumanis, 2011) as well as group cohesion (Callow et al., 2009) and has also been discussed in some recent sport psychology book chapters (e.g., Chelladurai, 2007). However, only one study to date has explicitly examined transformational leadership using a mediational methodology. (Charbonneau et al., 2001) found that intrinsic motivation mediated the relationship between transformational leadership and performance. So, it is good to identify that transformational leadership influences motivation performance and satisfaction mediated by other factors and those factors or mediators should be studied to full understanding of the model.

## 2.4. LEADERSHIP STYLES

In any viable setting and institution including sport organizations a strong leadership arrangement is a necessary condition, especially in attaining set organizational objectives and purposes. The significance of real leadership, therefore, cannot be over looked in achieving organizational objectives set. In the contemporary world there are numerous leadership styles that are important in the management of various organizational and societal aspects. However, those leadership styles aren't inherently good or bad—they're just different. They all have their benefits and drawbacks, as well as their appropriate uses in certain scenarios. The leadership styles range from participative that entail inviting input from every individual before making any major decision to autocratic leadership styles that a leader dictates and control every aspect and decision made in an organization. An autocratic leader has absolute control over a work area, and rarely accepts advice from subordinates. Commonly known leadership styles are discussed as follows:

**A**. **Transactional Leadership Style**: Transactional leadership style comprises three components; contingent reward, management-by-exception (active) and management-by-exception (passive). A transactional leader follows the scheme of contingent rewards to explain performance expectation to the followers and appreciates good performance. Transactional leaders believe in contractual agreements as principal motivators (Bass & Bass Bernard, 1985) and use extrinsic rewards toward enhancing followers' motivation. The literature revealed that the "transactional style retards creativity and can adversely influence employees job satisfaction. Management-by-exception explains leaders' behavior with regards apt detection of deviations from expected followers' behavior. The application of both styles varies from situation to situation and context to context. The situations entailing high degree of precision, technical expertise, time-constraints, particularly in technological intensive environment, we shall prefer transactional leadership whereas, in human-intensive environment, where focus is on influencing the followers through motivation and respecting their emotions on the basis of common goals, beliefs and values, preferable option is transformational leadership style (MacGregor Burns, 2003).

I- Contingent Reward:  Contingent reward leadership focuses on achieving results. As humans appreciate concrete, tangible, material rewards in exchange of their efforts, thus, this behavior surfaced. "Where transformational leadership acknowledges individual talents and builds enthusiasm through emotional appeals, values, and belief systems, transactional leadership en genders compliance by appealing to the wants and needs of individuals" (Avolio, Bass, & Zhu, 2004). Manager leaders who use contingent reward are expected to show direction to the employees so the job gets done. In nutshell, key indicators of contingent reward encompass performance-based material rewards, direction- setting, reciprocity, and confidence-building in the team.

II. Management by Exception: (Active). Management by exception (active) is not the relinquishment of leadership, characterized by a laissez-faire leadership. Leaders who follow management by exception (active) have an inherent trust in their workers to end the job to a satisfactory standard, and avoid rocking the boat" (Avolio, Bass, et al., 2004) . "This type of leadership does not inspire workers to achieve beyond expected outcomes, however, if target is achieved, that means the system has worked, everyone is satisfied, and the business continues as usual," There is a little sense of adventure or risk-taking, new perspectives, or white water strategies in case of management by exception leaders. It correspond need-driven change

culture. To sum it up, management by exception (active) includes trust in workers, poor communication, maintenance of the status quo, and lack of confidence.

III. Management by Exception: (Passive). "It is the style of transactional Leadership in which the leaders avoid specifying agreement, and fail to provide goals and standards to be achieved by staff. Sometimes, a leader waits for things to go wrong before taking action" (Bass & Avolio, 2004).

**B. Transformational Leadership Style:** Transformational leadership links with positive outcomes on individual as well as organizational levels. Transformational leaders emboldens followers to attain higher-order needs like self-actualization, self-esteem (Bass, 1985), and are influential in surging followers' motivation in the direction of "self-sacrifice and achievement of organizational goals over personal interests (Bass, 1995). Leaders with Idealized Influence demonstrate heightened concerns and cognizance of followers' needs and generate a sense of shared risk-taking" (Jung, Wang, & Stanley, 2008). Inspirational Motivation affords a cradle of encouragement and challenges followers to achieve the set goals, whereas, Intellectual Stimulation inspires followers to be more creative and innovative in their problem-solving skills. Transformational leaders grade their relationships with followers very high in priority and demonstrate individualized consideration in meeting their needs for empowerment, achievement, enhanced self-efficacy and personal growth. Leadership styles, however, do not embrace all of the factors that influence innovation. As per Cummings, Midodzi, Wong, and Estabrooks (2010), "leadership style alone could not be linked to patient mortality". Instead, the researchers examined that when the organization had associated and consistent organizational culture, patient mortality was on downward trajectory. Cummings et al., (2010) observed that regardless of style, "leaders who practiced relational and transformational styles had better quality outcomes than those who demonstrated autocracy".

I. Idealized Influence: It is the attribute of a leader which inspires followers to take their leader as a role model. Charisma is an alternate term which replaces idealized influence. Idealized influence creates values that inspire, establish sense, and engender a sense of purpose amongst people. Idealized influence is inspirational in nature. It builds attitudes about what is significant in life. Idealized influence is related with charismatic leadership (Yukl, 1999). Charismatic leaders instill self-confidence onto others. It is their demonstration of confidence in a follower's preparedness to make self-sacrifices and an aptitude to undertake exceptional goals which is an

influential rousing force of idealized influence and role-modeling behavior (Shamir, House, & Arthur, 1993). Leaders with confidence in their employees can secure great accomplishments. Leaders with idealized influence are endowed with a constructive sense of self-determination. Shamir (1993) showed that maintaining self-esteem is a powerful and pervasive social need. These leaders are high in the conviction, transform their followers through regular communication, presenting themselves as role model, and encouraging them toward "achieving the mission and goals of the company". They have requisite degree of emotional stability and control. "These leaders go beyond inner conflicts and direct their capacities to be masters of their own fate". As per John Marshall (CEO, Solaris Power), transformational leaders role of mentoring followers and learning about key responsibilities of leaders in the context of idealized behavior. Such leaders are learning leaders. In short, fundamental pointers of idealized influence are role-modeling, articulation and values-creation, providing sense of purpose, meaning, self-esteem, self-determination, emotional control and confidence in followers.

II. Inspirational Motivation: Developing the consciousness of followers, aligning them towards the organizational mission and vision, and motivating others in understanding and pledging to the vision is a key dimension of the transformational leadership style of inspirational motivation. "Inspirational motivation targets at the principle of organizational existence, instead of personality of the leader" (Bass & Avolio, 2004). Instead of suffocating employees, a leader with this style, encourages the employees in the organizational pursuit drawing best out of them. The prevention of "experimentation and hampering creativity only frustrate employees who want to positively and productively contribute to the organization". Leaders equipped with this style encourage the employees rendering them more autonomy to make decisions without supervision and providing them the tools to make these decisions. The leaders using this behavior set high standard for followers besides communicating their vision in unambiguous ways, and encouraging them to develop beyond the normal situations for their own and organizational growth (House and Shamir, 1993). The successful executives are always active with their people by inspiring, rewarding and correcting them and by replacing them, if they fail, thereby, creating opportunities for others. In short, leaders with inspirational motivation behavior create vision, establish communication and manage challenging workers by encouraging, working with them and giving them autonomy.

III. Intellectual Stimulation. Leaders with characteristics of intellectual stimulation are those who "intellectually stimulate followers, engender creativity and accept challenges as part of their job". They maintain their emotional balance, and rationally deal with complex problems. They cultivate the similar skills in their workers as well. They develop problem solving techniques in the followers for making complex decisions, reflecting a mutual consensus between leaders and employees. "The intellectual stimulation leadership approach projects in large measure the mentoring, coaching, morale-building strengths of individualized consideration". Both leadership approaches build organizational skills as well as character, similar to caring leadership behaviors that coach and challenge (House and Shamir, 1993). "In other words, leaders with this leadership approach require first to unravel the complexities of the challenge, develop sense of direction towards what it means for them and their workers prior to promoting worker involvement in the challenge". There are different levels of intellects and encouragement to work actively. It is an ability to intellectually stimulate the workers and a propensity to get involved actively in the work. "In nutshell, the key indicators of the intellectual stimulation are rationality, creativity, consensus decision-making, coaching, supporting, challenging, and involvement".

IV.Individualized Consideration: Individualized consideration is concerned with the basic transformational leadership behaviors of regarding individuals as fundamental contributors to the work place. Such leaders display concern for their workers" needs, and are equipped to boost and coach the development of desired work-place behavior. Their role alternates from participatory to autocratic style. In short, "fundamental elements of individualized consideration consist of reassurance, caring for and coaching of individuals and an open and consultative approach.

**C. Participative leadership style:** According to most advocates, this leadership style is presently common in the modern societal setting. It involves the inherent ability of a particular leader to make extensive consultation on numerous issues before making any major decision. Under this type of leadership, the primary objective is to act as a figurehead while encouraging the subjects to be more free and accurate in giving out their thoughts and ideas.

The major advantage of this leadership style is that it allows leaders to thrive given that they can make decisions based on different advice and considerations from the team members. This, however, requires the head to be keener and determined when listening to the idea of the various

people before making any final decision.. However, most advocates assert that participative leadership style as a contemporary practice makes it impossible for a leader to make independent decisions, which may be detrimental to the overall performance of an organization. This can be accredited to the diverse opinions that are frequently postulated and the increased probability of the leader to accept individual thoughts and ideas (Bess & Goldman, 2001).

As a contemporary leadership practice, participative leadership aims at taking into consideration every input and advice from the team members before making any serious deliberation on the appropriate course of action. As such, the group is made responsible for the possible outcome of a particular process without necessarily putting the blame entirely on the leader. This is because the leader initially engages the whole team in making deliberations, and this can create an active level of commitment and determination (Bess & Goldman, 2001).

D. **Situational leadership style:** This type of leadership style is based on the degree of maturity and understanding of a particular group of people. Here, a leader is responsible for giving directions to the team, offering different support, and to some extent delegates certain responsibilities to other members. Notably, such decisions are made based on the present situation of the team or organization, and there are no specific considerations given to possible future cases. The argument is that the future will sort itself, and that the present should serve as a benchmark for the future (Winkler, 2011). Situational leaders are generally more flexible, and this can be attributed to their inherent abilities to blend into any situation and come up with formidable solutions. Critics to this leadership style base their argument on the fact that situational leaders often fail to clearly outline relevant procedures necessary in solving present organizational or societal hurdles. The argument is that sometimes it can be extremely difficult to transform and adapt to spontaneous policies and procedures without prior plan of the appropriate course of action. However, in any serious management scenario, situational leaders can be very efficient, especially when faced with unexpected challenges that require quick actions (Winkler, 2011). This is a modern leadership style standard in most societal and institutional settings, and is in most cases necessary to getting the best out of the team members. As such, the decisions made by a situational leader are entirely based on the underlying situation, and heavily rely on the goodwill and trust of the subjects.

**E. Contingency style of leadership:** Under this leadership style, the primary assumption is that a leader cannot provide every single decision on relevant matters, and that serious decisions are in most cases made when faced with challenging situations. As such, based on this leadership style, a leader should first analyze every option available before settling on the appropriate and relevant course of action (Winkler, 2011). This entails conducting a thorough background check on the situation to establish the best strategies that are consistent in sorting out the mess.

This contemporary leadership style asserts that certain individuals can best produce when tasked with making important decisions, as this makes them come out of their cocoon and explore every single option and idea. When faced with such, a contingency leader will settle on the best strategy depending on the inherent situation and the magnitude of the problem . One advantage of this leadership style is that a leader is in a position to make individual decisions based on innate human characteristics and thoughts. This entails refocusing and aligning one's thinking to that of an ordinary man, making it possible for a leader to exercise potentials in the best way possible(Winkler, 2011).

Such leaders have increased the likelihood of being more expressive in their thoughts, particularly when the subjects seem to be more receptive to their diverse ideas.. However, critics of this leadership style base their arguments on the inability to establish the best course of action when faced with certain stressful situations that require quick and appropriate action plan. This is because, according to this document, sometimes leaders find it increasingly hard to establish a favorable decision, especially when the leader is known to be strict and unpredictable.

In such cases, there is a high probability that a leader may lack the creativity and credibility to form a collaborative team approach to challenging situations. In essence, this type of leadership style puts more emphasis on the implication of the decision made by a leader based on the circumstance. The contingency leader is in a position to do a thorough analysis of the situation to establish whether the decision they will ultimately make will best suit the event (Yarbrough, 2005).

**F. Charismatic leadership theory:** This type of leadership is very common in the contemporary societal settings, and in most cases is based on the inherent abilities of the particular leaders (Hendrickson, 2014). The primary emphasis is on the devotion and exceptional character of a leader in question. According to most advocates, a charismatic leader should possess certain personal characteristics that can be described as efficient and desirable. Such characteristics are what makes a leader compelling and increases confidence, especially among

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the subjects. Such a leader will get essential support from employees ready and willing to sacrifice for the ultimate achievement of set aims and purposes.

Proponents of this leadership style base their thoughts on the inherent ability of a charismatic leader to inspire loyalty and commitment among subjects. Such a leader, according to proponents, encourages and inspires devotion and heroism among the followers as requisite conditions in the achievement of set organizational objectives. However, critics point to the fact that charismatic leaders can easily disorient a team. This is because when such a leader is absent, and given that, they are solely responsible for the motivation and increase in the performances, individual employees become disoriented and ineffective.

The influence of charismatic leadership style in many aspects of the contemporary societal practices cannot be ignored whatsoever. Most of the attributes associated with this type of leadership style are necessary for encouraging positive performances among the current crop of citizens. The inherent ability to inspire and motivate is mostly related to this kind of leadership. The objective is to nurture individual skills and encourage self-belief in innate abilities. As such, a charismatic leader will in most cases exhibit a higher level of commitment to successfully execute assigned tasks based on the essential skills of employees (Hendrickson, 2014). A charismatic leader is only responsible for instilling mutual trust and rapport, collecting all the resources, and directing them towards the success of the organization or societal undertakings.

**G. Servant leadership theory:** This is yet another characteristic leadership style in the contemporary society that mostly puts more emphasis on the importance of the subjects towards the success of an initiative(Van Dierendonck, 2011). The goal of a servant is mostly to inspire the followers to contribute positively towards the specified undertaking. The leader pays particular attention to the diverse needs and wants of the subjects, and bases their inspirational tactics and messages on these. A servant leader, according to most scholars, will listen with intent, be more empathetic, and give directions when needed. The success of such leaders is further glued on the ability to persuade, hypothesize, and commit to the attainment of set purposes and aims.

A servant leader is mostly concerned with the growth and development of the team members, particularly when faced with inherently difficult situations. One advantage of this leadership style is that a servant leader is well placed to develop active and unique relationships with the subject (Van Dierendonck, 2011). This is because of the leader's ability to encourage

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freethinking and spread optimism and self-belief. The paper further argues that a servant leader will in most cases increase commitment and passion, given their ability to help subjects attain individual aptitudes and performance levels. However, according to critics of this type of leadership, it is fundamentally difficult to institute trust and ethical interactions in most institutional and societal settings.

This makes it difficult for servant leaders to freely express their thoughts and influence the performances of other individuals. Servant leadership in the contemporary society has many implications that have in the past proved necessary. For example, when a leader is ready to delegate certain responsibilities in decision-making processes, the result will be an increase in self- belief among team members (Van Dierendonck, 2011). As such, servant leadership enhances individual growth and development given the interactive nature of this leadership style. A servant leader will also feel more responsible for the outcome of the process, and will ensure that every decision will be in line with individual ideas and aspirations of other members.

**H. Autocratic leadership style:** Though largely considered to be old-fashioned because of its authoritarian nature, autocratic leadership style is still common in the contemporary society. This leadership style puts more emphasis on the ability of a particular leader to make quick decisions that cannot be challenged. This is because the leader viewed to be in absolute control of the relevant decision-making processes, and in most instances works well despite the isolated cases of minor errors. The autocratic leader is the central authority, and gets power and control of valuable rewards and resources (Van Eeden, 2005). Such a leader exerts full authority in exercising absolute power, the development of requisite policies, and making relevant decisions. According to advocates of this theory, autocratic leader holds absolute power and control, responsibility, and pride in the achievement of set objectives.

When an authoritarian leader delegates certain responsibilities, he or she in most cases expects precise results, which must align with their strong beliefs.. According to most proponents of this leadership style, autocratic leaders can come up with realistic solutions with their directional style of management (Van Eeden, 2005). This type of leadership style is mostly common in departments that are production-centered with a quick need to achieve immediate results. This kind of leadership applies in particular to organizations with increased incompetency and inexperience, especially among the personnel.

Such situations will warrant an autocratic leader to be more active, and dominate decision-making processes (Van Eeden, 2005). Critics of this leadership style argue that it makes it difficult for other members to gain valuable experience in their personal career development. This is because the subjects are not allowed to learn from their mistakes or to exercise their individual abilities. In addition, this leadership style results in low morale among subordinates who depend on the discretion of the autocratic leader.

## 2.5. SPORT LEADERSHIP

Success in sports requires good and efficient leadership. When a group is trying to achieve goals, someone usually takes the responsibility to manage and lead the group, who should have skills and attributes required from a leader to bring out desired goals in the team. For sports this role is assigned to a coach and that is the coach who will take the practice of team guidance and his/her effective leadership plays a great role in athletic performance. Many good coaches have insight, personality and skills that can honestly help athletes to reach their own potential performance. Teams with such coaches are typically successful and their members are often very satisfied and pleased. What coaches do and how they act impose significant effect on attitudes, feelings, stress, motivation, satisfaction and performance of athletes (Beiginia & Kalantari, 2008).

Crust and Lawrence (2006) in the research review of leadership in sports with special reference to football sport stated that, while research and theories from non-sports settings provided useful frameworks for understanding leadership, specific approaches that reflect the unique demands of sports settings were required. In response, (Chelladurai & salah, 1990), developed the multidimensional model of leadership to provide a conceptual framework that allowed leadership effectiveness to be studied in the sports domain. They proposed that effective leadership is dynamic and is based on a complex series of interactions between leader, group members and situational constraints. The model suggests that positive outcomes, usually performance and satisfaction, will occur when there is congruence between the leaders actual preferred and required behavior. By actual behavior means those behaviors displayed by coaches within the athlete coach relationship (i.e. either organizing practices or providing positive feedback). By expected one means the group members preferred leadership behavior or types of behavior desired by athletes (i.e. preference for a highly organized, supportive leader) and the

behavior that is required are those that are directed by established organizational rules in relation to the situation. In addition, behavior does not occur in a vacuum, and antecedent factors such as leader and member characteristics will influence both the actual behavior of the leader and group preferences for leadership behaviors. The challenge for sport managers and coaches as leaders is to show flexibility in adapting their dominant leadership style to suit specific leadership situations, and keep everyone satisfied.

If members are to achieve maximum satisfaction and performance, a certain level of congruence must exist between the three types of behavior. For example, when actual and prescribed behaviors are congruent with the one preferred, the performance and satisfaction level of athletes will increase. When incongruence exists between prescribed and preferred leader behavior, it is highly possible for the leader to be replaced. When actual and preferred leader behaviors are congruent, but incongruent with prescribed leader behavior, a high level of athletic satisfaction may exist, but performance output may be lowered. When congruence exists between actual and prescribed leaders behavior, yet incongruent with preferred leader behavior athletic performance may be high and satisfaction level low (P. Chelladurai, 1990).

## 2.6. COACHING STYLES IN SPORTS

The term coaching styles refers to the overall direction of each session. - determine which coaching style on what the coach and players want to achieve and how they wish to get there. It's key to understand the different type of coaching styles that we are to employ, so we can use different styles to what is best for us when coaching. Coaching styles can vary from a coach to a coach, from situation to situation and from players to players. Coaches may have a preferred style of coaching, which is normally based on their personality, but they need to be adaptable and to be able to use different styles according to the situation and the needs of the performers (Chapman, 2015). Different coaches identified different styles of coaching during training and competition of their sports .To deal with some of which commonly practiced ones:

According to Chapman (2015), Three main coaching styles have been identified: that were 1, Autocratic – (Bossy or Authoritarian) 2, Democratic – (Guider - Personable) 3, Laissez-Faire – (Minder – Casual).

1, Autocratic (do as I say) - this is where the coach makes all the decisions and the performers merely do what they are told. This coach will be a strong disciplinarian and likes to be in

control. Implicit in this style is that the coach has all the information and the knowledge. The autocratic style could be broken into two types - telling and selling.

A, telling style: When using the Telling style the coach decides on what is to be done and defines what to do and how to do it. On a training and competition sessions athletes will be told the activity or exercises they are going to do and will act accordingly.

B, Selling style: When using the Selling style, the coach decides on what is to be done, explains what is required and the objectives, ask the athlete questions to confirm understanding and defines what to do and how to do it. On the training and competition sessions of this style, the athletes are informed of the activity or exercises in the sport. The coach explains the object of training and the purpose of each exercise. Athletes can ask questions to clarify any points and do practice after understanding all.

2, Democratic style (sharing and allowing) - this involves shared decision- making. This coach will guide performers towards selecting and achieving their goals. Implicit in this style is that the coach provides leadership in the form of positive guidance.

A, sharing style: When using the Sharing style, the coach outlines the training requirements to the athletes, invites ideas/suggestions from the athletes, makes the decision based on the athletes' suggestions and defines what to do and how to do it. The coach identifies a task to be accomplished for the training and competition according to the objective of the sport. Athletes identify possible exercises for the successful accomplishment of that specific task. The coach selects from the suggestions a set of exercises with this understanding the training and competition will be held properly.

B, Allowing: when using the allowing style, the coach outlines the training requirements to the athletes, the coach defines the training condition, the athletes brain storm to explore possible solutions, the athletes make the decision and the athletes define what to do and how to do it. In other words the coach identifies the training session, defines the conditions of the training to ensure it is safe and meets the overall objectives of the training. Athletes identify the possible exercises for the training session and then select a set of exercises that meet the coach's condition.

3, Laissez-Faire - this is where the coach makes few decisions. There are little organized attempts to influence or teach. Implicit in this style is that the players take ownership and make the decisions.

All the styles discussed above have advantages and disadvantages. Coaches should be able to change styles and know they are doing so for a particular reason. For example - when there is a safety issue, the style must be 'autocratic'; there is no time for negotiation. When introducing a set play, such as a penalty corner, try the 'democratic' style, allowing the players considerable input and ideas, rather than dictating which routines to follow and with a set unit of play, use the 'laissez-faire' style, allowing players to work out a pattern and to try this without interference or judgment by the coach.

The researcher understands from the above classifications of coaching style by chapman, many coaches use an 'autocratic style' for all of the session, telling the players what to do. This is because they like to have control but they need to delegate some of the 'control', empowering players to think, to input ideas and to make decisions on the training and some part of the competition itself. It is also important for coaches to use different styles because players respond in different ways. Some players are motivated by one approach more than another. It is important to try to work with players and to keep their enthusiasm and motivation. There is a greater chance of this happening if the coach is flexible in their approach and can change styles within a session, appropriate to the situation and the needs of the players not only what the coach intend to achieve.

On the other hand, there were also coaching styles leveled by woods (1998) known as woods coaching styles. Woods identified four different styles of coaching that were 1, the commanding style 2, reciprocal style 3, the problem solving style and 4, the guided discovery style.

1, Commanding style: is a style: is the most coach centered style of coaching. In this style the coach is the executive decision maker. Decisions on what to do, how to do it, and the level of achievement expected are all determined by the coach. The commanding style has its own advantages and dis advantages. On the advantage side it gives direct path to the objective, save time, effective and efficient to coach new skills. On the dis advantage side, it is insensitive to individual difference, permit only one way of performing skills, objectives are only towards to the medium performer level and doesn't encourage original or innovative thinking.

2, Reciprocal style: allows more decision making by the performers as compared to the commanding style, which is much more coach dominated. With the style the coach develops a reciprocal task sheet, which describes the task to be performed or practiced. It also points out what the observer should be looking for to see if the performer is executing the task properly. It should also explain the role of the performer and observer, as well as giving the amount of time or number of trials to be given in each practice. Observing groups are responsible for viewing the performance of their teammates and provide feedback on each attempt. The same to commanding style the reciprocal coaching style also has its own advantages and dis advantages. On the advantage part there will be clarity of task, feedback in each part that enables to correct errors on the spot, increase sense of responsibility, increase communication skill and promote patience and tolerance on the coaches' side. On the disadvantage side understanding level of performers / observers and complexity of the task organization may not fit, poorly analyzing of others performance may happen, social and emotional development of performers may not fit to the task and it is seriously time taking as it is practiced shifting responsibility once as performer and other time as observer.

3, Guided discover style: it crosses over to the performer centered section of the continuum. This style continues to use the coach designed movements however, it is done in a way that allows the players to make individual decisions about how to move. In other words, the coach defines the intended outcome of the movement response but doesn't determine how it will be attained. This style is useful if the coach is trying to get the players to discover the desirable movement, a certain task or develop a new skill. This allows the players to experiment with different movements in order to achieve the desired goal. It will also increase their understanding of why certain movements are more advantageous and effective than others.

Like the previous styles the guided discovery also has its own advantages and disadvantages. On the advantage side, it is known that it helps players to think for themselves, helps to develop positive self-concept, provide proper utensils to implement what has been learned to other movement situations. On the disadvantage side, it is tremendously time taking and challenges coaches' patience.

4, problem solving style: the style of problem solving is very similar to the strategy of guided discovery except for one important difference. With the guided discovery style there was only one proper way of performing the final movement or task, therefore, the final outcome would always be the same whereas with the problem solving approach, several solutions can be the end

result. The goal is not to find a single correct answer as with guided discovery, instead the objective for the players is to find as many different solutions to the challenge as possible. The same to the above styles the problem solving style also has its own advantages and shortcomings. Points included on the advantage side are, that it involves great deal of cognitive development, displays individualism through movement responses, players learn by their pace, and develop problem solving skill and enhancement of creativity. On the disadvantage side it is highly time taking like the guided discovery style and needs serious follow up to correct mistakes on the spot.

On the other hand, the British athletics coaching style identifies other classification of the coaching style in sports by saying telling, showing and involving. Telling primarily uses instruction and explanation, showing primarily uses demonstration and involving uses self-discovery and question to raise the athletes' awareness.

The other coaching style classification divide the coaching styles in to autonomy supportive coaching style and controlled coaching style. These coaching styles are similar to the democratic and autocratic coaching styles.

In addition to the above differently classified styles of coaching, behaviors of athlete coach relationship further be classified by P. Chelladurai (1990), leveled in to five different dimensions of coaching behaviors as:

1, Training and Instruction, reflects one of the important functions of a coach-to improve the performance level of the athlete. The coach trains and instructs the athletes to help them reach their maximum physical potential. He or she is also expected to instruct them in how to acquire the necessary skills and to teach them the techniques and the tactics of the sports. In addition, in the case of team sports, the coach coordinates the activities of the team members.

2, Democratic Behavior, reflect the extent to which the coach permits participation by the athletes in decision-making. These decisions may relate to the setting of group goals and/or the ways in which these goals are to be attained.

3, Autocratic Behavior, indicates that the extent to which a coach keeps apart from the athletes and stresses his or her authority in dealing with them. In such situations, it is expected that the coach would demand strict compliance with his or her decisions. It is of interest to note that the dimensions of Democratic and Autocratic Behavior refer to the decision style adopted by the leader whereas the other dimensions refer to the substance of the behavior.

4, Social Support: Whereas the training and instructing behavior is task oriented and the democratic and autocratic behaviors reflect the decision-making approaches adopted by the coach, the Social Support factor refers to the extent to which the coach is involved in satisfying the inter and intrapersonal needs of the athletes. The coach's behavior may directly satisfy such needs or the coach may create a climate in which the members mutually satisfy their interpersonal needs. It should be noted that social support is provided independently of member performance.

5, Positive Feedback: Athletic competitions, in general, are zero-sum games in which victory is attainable by only one of the contestants. An athlete or team may perform at the maximum potential and yet lose a competition. Further, in team sports including volleyball, contributions by certain positions may go unnoticed and unrecognized. It is therefore important for the coach to express appreciation and to compliment the athletes for their performance and contribution. Positive feedback from the coach is crucial in maintaining the motivational level of the athletes (Vaughan, 2017).

In the current study relation between leadership/ coaching styles and motivation, satisfaction and performance of players is studied based on the multi dimenssional model of leadership behaviors proposed by Chellandurai (1980, 1990). Unlike the other classifications of the coaching styles, this different dimensions, give room or better option for the coaches to choose and use different styles for different behavior of coaches, players and situation. Moreover, whatever style of coaching we choose, it has to consider the behavior of the coach, players and the situation in which the sport training and competition is going through. Furthermore, coaches are advised to use not only one selected style of coaching because there is no one selected coaching style that fits all the behaviors of the coach, players and the playing condition. Hence using different styles mixed or collectively depending up on the behaviors of the coach, players and the situation is inevitable in the course of leading sports as a coach.

## Model

The model used in this study was the multidimensional model of sport leadership that is commonly used by many researchers who conducted research on the relation between leadership styles of coaches and different psychological factors that may influence the performance and satisfaction of players individually and teams or clubs as a whole.

# Multidimensional model of sport leadership

A model of leadership proposed by P. Chelladuri and colleagues that views athlete satisfaction and performance as the product of three components of behavior: actual leader behavior, preferred leader behavior, and prescribed leader behavior. Discrepancies between an athlete's preferred behavior of his or her coach, and the actual or prescribed behavior has a measurable effect on an athlete's performance and satisfaction.

It is composed of five dimensions of leader behavior: training and instruction, democratic behavior, autocratic behavior, social support, and positive feedback and rewarding behavior.

**Multidimensional model of sport leadership**
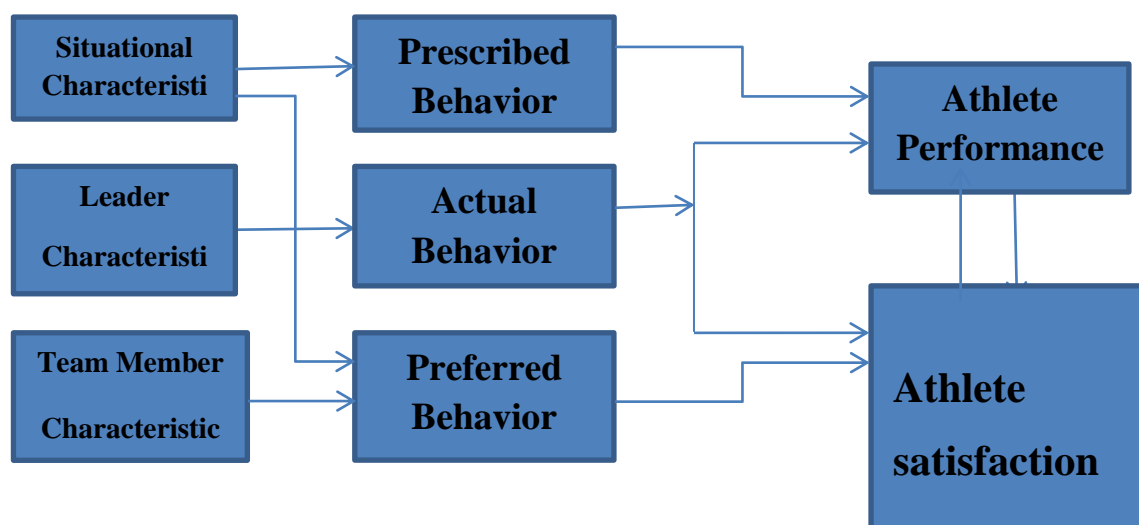


Chellandurai's multidimentional model of sport leadership adapted from (Vaughan, 2017).

## 2.7. LEADERSHIP IN VOLLEYBALL

Every team needs a leader. Without one, it can be difficult to get on the same page and win. There are several types of team leaders and in many cases; the responsibility can fall on more than one person. In volleyball, leaders may practice their responsibility in teams sharing tasks that differs each other but contribute for the success of the team when they come together. Depending on the personality type, skill level and ability a player can hold one of the three leadership tasks in the volleyball court. Guided by the five leadership dimensions forwarded by Packianathan Chelladurai and Saleh (1980) tasks of leadership in volleyball can be taken as

subsets classified in to three considerations as  the tactical consideration, the physical consideration and the emotional consideration (Oden, 2018).

## 2.7.1. The Tactical Consideration

Volleyball is one of the team sports and the leadership styles that work for other sports are all functional in here. Nevertheless leaders in volleyball guided by the five dimensions of leadership in sports Oden, (2018) leveled the first of the three ways to lead a team is tactical. Tactical leaders are usually, but not always the head coaches of teams. Leaders of this type know how to devise game plans that work. When it comes to strategy, this is the person that the team wants to hear from. They know how to beat any team on the schedule and they can communicate what to do to their team.

According to Oden, (2018) the tactical leader in volleyball sport need to have different qualities like; vision, communication and adapting abilities.

Vision: Not only can a tactical leader see and analyze what is happening on the court, but they can devise a plan that will turn the tide in their favor. A good tactical leader knows why the team is succeeding or failing at any particular moment and can determine the right course of action to win the set or match. They can also Figure out the best plays to run and the most effective formations to use. A good tactical leader will know which players should be out on the court and when they need to come out of the game.

Communication: In order to be a great tactician, you need to be a good communicator. What good are great ideas if you can't convey them to your squad in a way that makes sense? Making sure that the entire team knows the game plan and how you want to implement it puts everyone on the same page and creates a cohesive team unit.

Ability of adapting: Even the best game plans can look good on paper, but may not work when game time arrives. Scouting reports are great but they don't always tell the whole story. A great tactical leader can recognize problems in the strategy and think on their feet in order to change the outcome.

## 2.7.2. The Physical Consideration

In most cases, the physical leader is a player who has best performance in the team. The performance level and his communication with the players enable him to be respected by others

and this helps him to get trust from his friends. Furthermore, he needs to have qualities like talent, consistency and grace under pressure.

Talent:  The physical leader is the best player and the one with the best skills. In order to carry the load for the team, he has to be able to compete against any player or team that comes his way. As his performance goes, so does the teams.

Consistency: Since the physical leader is counted on the match after match to carry the team, it is especially important that this player be consistent. Mistakes are kept to a minimum and much production comes out of his position.

Grace under pressure: When the game is tight and his team needs to score, the ball will more than likely go to the physical leader. This player needs to have nerves of steel. Not only does he know he is going to get the ball when the chips are down, so does his opponent. A physical leader needs to be calm and relaxed and do what needs to be done to win the game despite the pressure.

### 2.7.3. The Emotional Consideration

Just as important as tactical and physical leadership is, the unsung hero, the emotional leader. Emotional leaders are there to pump up their teams when the energy level is down. But their leadership doesn't end when the game does. Emotional leaders are the ones that players come to after the game to talk about any issues they're having with the coach and other players. Often this person is counted on to solve problems within the team and an integral part of keeping the inner workings of the squad smooth.

As of the qualities of tactical and physical leadership the emotional leadership also needs to have some qualities that enable to do what is required to be done. The qualities needed are personality, intuitiveness and problem solving skills.

Personality: To lead on the court and off you have to have the right personality. Usually, an emotional leader is a bright, fiery and inspirational Figure. When things are going badly, they know just the right thing to say to get the team fired up and back on track. When it comes to off-the-court issues, this person is easy to talk to and trusted by each of the team members to do the right thing. They may have to be a go-between with players and coaches or asked to represent a point of view or open a discussion of a sensitive issue.

Intuitiveness: An emotional leader has to have his or her hand on the pulse of the team as a whole. This person has to know when to speak up and when to be silent. They have to know what will inspire the team at a given moment. They have to anticipate problems and be able to recognize when others are having issues before they become enormous sticking points. Emotional leaders know what needs to happen to make things better both on the court and off.

Problem-Solving Skills: The team has to trust that an emotional leader will make the right choices when it comes to a big problem. They need to know who to go to in order to get results and they know how to deal with problems as they arise. An emotional leader has an enormous burden to bear, but they do it with ease because it is just a part of who they are.

Similarly, Forman, (2014) discussed points that are essential for a leader of volleyball team that encompasses three focus areas (be a model, communicate and put the team first):

Be a model:  Unlike Oden Forman explained that a leader need not be the best player on a team, but they do need to represent its ideals. This is mainly about attitude and effort. Leaders turn up on time and follow team rules - written and unwritten. They work at least as hard as everyone else. They don't complain or whine, but instead get on with what needs to be done. Leaders don't make excuses. They also respect the coach and everyone else associated with the team.

It is the foundation of being the person the other players look to when it's competition time. A leader doesn't just turn up for match day and have everyone follow them. They earn that right by what they do in training, at meetings, during strength and conditioning work - basically in every facet of being part of the team.

Communicate: It doesn't take a loud voice and a constant stream of chatter to be a good leader, but it does take the ability to communicate with teammates. Talking is the most obvious example of this, and all leaders do need to be able to speak at the right time and in the right manner for the circumstances. Communication can just as importantly come from a look, a pat on the back, or a gesture, though. It's about being connected with teammates and making sure everyone is on the same page.

Put the team first: A strong leader is focused on the team's objectives, not on his/her own.  Even if they are the best player, a leader nevertheless keeps the focus on the team, not on their own performance. They don't let their own success or failure individually impact how they interact with their teammates, knowing that it is the team's success what is important at the end of the day. This is perhaps the hardest part of on-court leadership as we all tend to get caught up in

how we are playing, especially if we're struggling. A good captain puts that aside for the sake of the team.

## 2.8. MOTIVATION IN SPORTS

Motivation in sport context is defined as the direction and intensity of effort towards performing a sport. In that motivation of athletes can be manifested either by one of the two or both of the direction and intensity matter. Athletes may no longer want to practice or complete a sport and that indicates they are far away from engagement in the sport and it indicates the direction of their motivation. Athletes may manifest their interest to continue participating but practically do not take part as they said or they show up but do not perform to their optimal practically this also points that the intensity of their motivation is low  (Weinberg & Gould, 2007).

In sports, athlete motivation can be the key to success. Of the various outside influences that have an effect on athletes throughout their sport experience, the coach-athlete relationship is one of the most important influences on athlete motivation and performance (Mageau & Vallerand, 2003).

Thus, if there are tens of millions of young athletes participating in athletics throughout the year, this means that they are interacting with millions of different coaches who are also involved in athletics (Britton, Hill & Ward, 2017). So, Coaches, athletes, parents, and league administrators have the responsibility of gaining knowledge to better understand the impact that these coaches and their coaching styles have on the athletes with whom they associate.

As a result the coaching style that a coach develops or adopts can have a positive or a negative effect on his or her athletes, and it is important to understand the impact that attitude, behavior, personality, and overall leadership style has on athletes. Because coaches play such a vital role in sport teams due to the fact that they are responsible for creating and maintaining an ideal condition for players to fulfill their fullest potential, if a coach does not develop a coaching style that is capable of gaining the attention, respect, and will to improve from his or her athletes, it is likely that he or she will not be able to motivation them in any form, which leads to a lack of success. There are several coaching styles that any individual coach can adopt or adapt as their own while they are in charge of a group of athletes, regardless of their age, sport, or level of skill. Each coaching style tends to exhibit its' own specific behaviors and characteristics, resulting in different impacts on the athletes with whom they are associated. The two main styles of coaching that can be identified in sport is the autonomy supportive style and the controlling

Style.Each of these styles has their own positives and negatives attributes, and each style impacts athlete motivation and performance.

In an effort to connect theory and practice in sport context there are different theories discussed about motivation and sport. Using different theories to discuss about sport motivation helps to have different intervention for increasing performance of athletes or cope with challenges and setbacks in sports (Duda & Treasure, 2006).

Roberts (2001) suggested that achievement goal, attribution, and self-determination theories are especially relevant to sport and (Feltz, Short, & Sullivan, (2008)) added that self- efficacy is also relevant for sport as well. Furthermore, other researchers (Duda & Treasure, 2006) chosen to discuss on all the four theories when discussing about sport. Therefore, the four relevant thoughts about motivation and its association to sport performance were discussed as follows:

Stefanek and Peters (2011) when treating the achievement theory, they stated that the achievement goal theory revolves around peoples' view of success. People view success in two ways they leveled as ego orientation and task orientation. The ego oriented sports people consider themselves as successful when they win their opponents .Whereas the task oriented people perceive their success when they are able to perform their optimal, learn something new and improve their performance in relation to their own ability rather than comparing it with the defeat of opponents. The later consider themselves as successful even when they are defeated after accomplishing their best. The difference between the two orientations has been described as the desire to prove (ego orientation ) and the desire to improve (task orientation) (Hodge & Petlichkoff, 2000).

A refinement of the two achievement goals is to add a valence dimension that people seek to Approach success or avoid failure in either of the above mentioned as ego and task oriented goals. Accordingly the model includes four dimensions of goal that are : the task approach, task avoidance, ego approach and ego avoidance (Stefanek & Peters, 2011). The two approaches kinds of goals focus on moving towards success, whereas the other two avoidance kinds focus on staying away from failure.

Moreover, attribution theory that refers to how people explain their successes and failure. There are three attribution categories of explaining the success and failure of sports people that are, stability, locus of causality and locus of control (Weiner, 2008). Stability: refers to the changeability of the attribute through time (changeable or unchangeable). Locus of causality:

refers to the internal and externality of the attribution that is (internal or external to one self) and locus of control: refers to the controllability of the attribution that is (controllable personally or uncontrollable personally). Recent research with in the field has included the additional dimensions of globally (applicable to many situations or a specific one) and universality (relevant to many people or individually and personally).

Allen (2010); Allen, Jones, and Sheffield (2009) suggested that after a perceived failure athletes are best served by attributing their failure to internal, controllable, unsTable, and universal factors. Further research suggests that athletes are best served by attributing their success to internal, controllable, sTable, personal and global factors. When athletes explain their success and failure in these ways they will intend to increase their future expectancy and make better decisions. In general research suggests that athletes will be more prone to seek explanations for their failure than their success (Weiner, 2008).

Furthermore, Deci and Ryan (2000) in the self-determination theory proposed that there are three psychological needs of any individual which if met, contribute to develop self – determination motivation, that can be identified as autonomy, competence and relatedness. Autonomy: is simply the feeling that one has influence over what happens or feeling of freedom. An example for this is the feeling that an athlete has a sort of influence on any decision made in the team he/ she is involved. Competence: is the feeling that one has about the skills necessary to be successful and that they are capable of performing the skills necessary to be good at their specific sport. Relatedness: is the feeling of connection with other people. An athlete may need to feel that he/she is connected with the coach of their team, as well as the teammates they are participating with every day. According to the self-determination theory, there are various forms of motivation from which two of them are discussed consistently as:

1. Intrinsic motivation: which is also known as autonomous, self –determined motivation, occurs when an individual engages in the activity due to a genuine interest in the activity itself (Hodge & Petlichkoff, 2000).

2. Extrinsic motivation: occurs when an individual is engaging in an activity in order to obtain out comes that are not self-determined, and these actions are experience because of outside pressures (Hodge & Petlichkoff, 2000). In sport, extrinsically motivated athletes seek to gain rewards instead of meeting their goals and aligning actions with their values.

Researches have been conducted on the coaching styles and their impact on the motivation, performance and satisfaction of athletes, with results suggesting that the impact can be extremely significant. When autonomy is supported and athlete becomes self- determined in their motivation , research shows that these athletes achieve greater success in their overall improvement and performance when taking part or participating in their respective activity of sport (Marcone, 2017). Further, rather than viewing motivation as either intrinsic or extrinsic, self-determination theory includes varying degrees of internal regulation (self-determination) in extrinsic motivation. Moreover, Research suggests that athletes with high levels of self-determination (i.e., high intrinsic motivation) tend to perform better than athletes with low levels (Gillet, Vallerand, & Rosnet, 2009).In addition, Amorose and Anderson-Butcher (2015) who studied on "Exploring the independent and interactive effects of autonomy-supportive and controlling coaching behaviors on adolescent athletes' motivation for sport." Their result revealed that (a) positive motivational responses increased as perceptions of autonomy support increased—particularly when the athletes also perceived a relatively lower level of controlling behaviors, and. (b) the most positive motivational outcomes were associated with the perceptions of relatively higher autonomy support and relatively lower controlling behaviors. Similarly,  G. A. Mageau and R. J. Vallerand (2003) studied the coach - athlete relationship using a motivational model.  Based on the cognitive evaluation theory, (Deci & Ryan, 1980, 1985)  and hierarchical model of intrinsic and extrinsic motivation, (Vallerand, 1997, 2000), concluded that a motivational sequence is proposed where coaches' personal orientation towards coaching, the context within which they operate, and their perceptions of their athletes' behavior and motivation influence coaches' behaviors. They also reported that coaches' behaviors in the form of autonomy-supportive behaviors, provision of structure and involvement have a beneficial impact on athletes' needs for autonomy, competence and relatedness, which, in turn, nurture athletes' intrinsic motivation and self-determined types of extrinsic motivation. Likewise Hodge and Lonsdale (2011) who studied on Pro-social and Anti-social Behavior in Sport, The Role of Coaching Style, Autonomous vs. Controlled Motivation, and Moral Disengagement indicated that an autonomy-supportive coaching style was associated with pro-social behavior toward teammates; this relationship was mediated by autonomous motivation. They also found out that controlled motivation was associated with anti-social behavior toward teammates and antisocial behavior toward opponents, and these two relationships were mediated by moral disengagement.

## 2.9. PERFORMANCE IN SPORTS

In the world of sport, performance is the best achievement level of an athlete. It is the best state of athlete's condition and obtained highest score. Gee (2010) identifies it as A, Relative performance and B, Absolute performance. He further stated that, A, The relative performance is the performance level of the athlete in relation to his/her self-previous performance, considered with the performance of his/her friends or team mates and even the performance influenced by the relation to the coach.

The relative performance of athletes can be explained in the following three perspectives as mentioned above that are:

### 2.9.1. Performance Is Influenced by the Athlete Him/Her Self

An individual plays an important role for his/her success. Win or lose  all depends on athletes intrinsic motivation (Gillet, Vallerand, Amoura, & Baldes, 2010) Self-concept (Jackson & Eklund, 2002) and self-satisfaction (P. Chelladurai & Riemer, 1998) Athlete holds the responsibility to play with honor and courage as to achieve the goal and also to show the performance. It depends on athletes' consistency, mental and physical toughness to face the battle. Athletes' satisfaction on her/himself also show a significant relationship with performance (Lorimer, 2011). Moreover, athletes' inner thinking and effort is important for success, as previous research mentions that motivation is the key that drive a person to success (Samah, Hanie, & Olutokunbo, 2013) It was also supported by (Gillet et al., 2010) whereby intrinsic motivation play a fundamental role on performance. Furthermore Lorimer (2011) explained that perception on self is important to determine their outcome and it portray that whatever they perceived will demonstrate their actions.

### 2.9.2. Performance Is Influenced By Coaches

previous research has shown that athletes' performance depends on the coaches' behavior (Nazarudin, Fauzee, Jamalis, Geok, & Din, 2009). It shows that the coach is the important element for athlete to perform well. It depends on the situation where the coach's action will affect athletes' satisfaction during training or competition thus impact the result of athletes' performance.

Moreover, previous research have shown that there are various factors that can make athletes to perform well such as coach's competency (Myers, Beauchamp, & Chase, 2011), coach's leadership (Kumar, 2012), and coach-athlete relationship (Jowett & Nezlek, 2012). Hence, coach is the element that can make athletes to perform well because both of them are attached together (Lorimer, 2011), and athletes need to have good interaction with coach in order to perform well (Gee, 2010).

Further more, the trust and respect of players on their coaches is one of the key factors that influence performance of athletes. More over as volleyball is a game of tension, players' need their coaches be trusted, respected and have enough ability of leading the team. As the game uses a running score system if players are disturbed psychologically their performance will decline to a great extent.

## 2.9.3. Performance Is Influenced By Team Mates

Teammates also play an important role to athlete's performance. It has been said that team interaction is the main point for athletes to work together towards achieving a common goal (Turman, 2003a). The interaction between the team will likely increase athletes to pursue a common goal which then lead to achievement performance (Karreman, Dorsch, & Riemer, 2009). Volleyball is a team game that achievement of an individual is highly influenced by the performance of his team mates because volleyball has its own interactional value that starts with communication between players, the technical application of skills and tactical performance of the finishing to score a point. A rally in volleyball includes activities of a service, serve reception, setting and an attack all these technical skills will be practiced by different individuals so, the final performance of scoring a point is highly influenced by all activities staring from the serve, transition and finishing phases.

## 2.9.4. Self- Efficacy and Performance

Self-efficacy: as reviewed by Stefanek and Peters,( 2011) is a form of self- confidence regarding performing specific skills. In this regard there are six key contributors to athletes' self-efficacy. The first contributor for self- efficacy of athletes is past performance accomplishments. Which if athletes experienced success in the past, they tend to expect it in the future. Modeling is the second contributor for self-efficacy building, in that the athlete watching another athlete,

successfully perform the activity will tend to build self- efficacy. The contribution is said to be strong when the model perceived is similar to the athlete in age, gender or ability. The other contributor is verbal persuasion from significant others. On the other hand with the connection of mind and body athletes self-efficacy is also influenced by their physiological state. Thoughts of success may be in short when the athlete is very fatigued physically. As thinking and feeling are connected self-efficacy will be connected in short when athletes' emotional state is not good.

Moritz, Feltz, Fahrbach, and Mack (2000) reviewed researches on the relation between self-efficacy and performance and found out that there is a consistently positive relation between self- efficacy and performance.

on the contrary  (Schmidt & DeShon, 2009) came with un realistic self- efficacy , that is if athletes have overly high self- efficacy that develops over confidence the athlete will lose the ultimate success. The reason for this is they give or expend less time and energy for their goals. It happens when athletes' expectation of success at a task exceeds their skill or ability to succeed.

Finally, according to Gee (2010) the absolute performance is the aggregate point result or score gained in the final evaluation of the competition. So, the performance consideration in this study is the final point scored by the team in the season's competition and the rank the team stands among the competing teams will be taken for reference to compute performance.

The third dependent variable satisfaction is also one of the factors associated with the type of coaching or leadership so, satisfaction should be given due emphasis like the motivation and performance of players are explained in detail.

## 2.10. SATISFACTION IN SPORTS

Satisfaction is recognized as an important determinant of motivation and commitment in sport and exercise. Although researchers and practitioners have acknowledged  that  satisfaction influences motivated behavior and also represents a desirable cognitive emotional end state in itself, satisfaction is not recognized as a distinct emotion or mood state (Lyle, 2007).

Satisfaction has been used interchangeably in the sport and exercise literature with various terms such as enjoyment, happiness, commitment, liking, and well-being. Although sharing the positive affective experiential aspects of these various terms, satisfaction should be

treated as a distinct term. Satisfaction represents a positive cognitive affective state resulting from a cognitive judgment process that what is received or experienced meets or exceeds a personal standard(Lyle, 2007).

Moreover, researchers suggest that standards can include psychological needs, values, personal and external expectations, preferred behaviors from others, social comparison (being better than others), self-comparison, and goals. Indeed, the types of specific standards can range markedly across people, contexts, and time. Since the reflective cognitive appraisal process involves comparing what is received or experienced against a "standard," it is not surprising to find that satisfaction can be conceptualized from very broad levels (e.g., life satisfaction), to specific domains (e.g., athlete satisfaction, exercise satisfaction), to specific subdomains (e.g., body shape satisfaction, coach–leader satisfaction) to specific facets (e.g., achieving specific goals, strategy decisions, training and instructions) (Adie, Duda, & Ntoumanis, 2012).

Life satisfaction represents a cognitive evaluation of the quality of an individual's life as a whole. Researchers within exercise and sport psychology (SP) who are interested in subjective well-being (SWB) often study life satisfaction. Life satisfaction is often equated with or used as a synonym for general or well-being.(life sat)  Some investigations using younger participants such  as university students or athletes have found positive associations between physical activity (PA) and life satisfaction. In older adults, review studies indicate that PA has very little association with life satisfaction. This is not surprising for a few reasons. Life satisfaction can involve not only evaluating one's life achievements and experiences but also involve future expectations and hopes. Life satisfaction in older adults involves evaluating multiple standards such  as health, family, parenthood, intellectual functioning, physical functioning, and economics, to  name  a  few.  For many older adults, physical functioning might be more important than actual PA engagement (Coaching, 2003).

Furthermore, there is far greater understanding of satisfaction in specific domains such as sport and exercise. Athlete satisfaction has been linked to team cohesion, motivation, the learning and teaching setting, coach–player compatibility and relationships, and injury rehabilitation. Research by Harold A. Riemer and  Packianathan  Chelladurai  demonstrated that athlete satisfaction is very complex and can involve evaluating numerous standards related to (a) individual and team performance,  (b)  leadership, (c) the team, (d) the organization, and (e) the individual. Although standards associated with the achievement  of  the  team  and  the

individual seem obvious, there are other unique aspects associated with the team and the athlete. Team aspects can involve team integration, how the team treats the athlete, and the ethical behavior of teammates. Individual standards include personal dedication, as well as task and social contribution to the team. Leadership factors are also important to athlete satisfaction. How the coach conducts training and instruction, utilizes the athlete in training and competition, develops strategy, and treats athletes are all distinct features of athlete satisfaction. Many of these features influence the quality of coach–athlete relationships. Last, there are several features associated with the sport organization including financial support, quality of medical support, and academic support. Standards associated with the sport organization are likely to vary widely depending on the level of competition and the organizational structure (e.g., community groups, educational institutions, professional sport). Given that there are many distinct features associated with athlete satisfaction, the athlete's level of satisfaction can be mixed, with satisfaction with some features and dissatisfaction with other aspects (Ryan & Deci, 2007).

Satisfaction in exercise will be related to meeting or progressing toward personally valued standards. The literature suggests satisfaction in exercise is related to several of the same general features as identified in the sport literature. These features including the instructor's behavior, quality of training or instruction, quality of the exercise training environment, ability to develop competence and achieve exercise goals, and ability to have meaningful social interactions and acceptance. Since exercise settings potentially allow for greater individual freedom and choice, there can be great diversity in the type and level of personal "standards." Generally, satisfaction is related to participation motivation in exercise. However, there is evidence that body dissatisfaction is also a motive for exercise engagement in some individuals.

Body satisfaction, and more commonly body dissatisfaction, is a central feature of body image. Although body image is discussed in more detail elsewhere in this encyclopedia, body satisfaction and dissatisfaction involve comparing one's body or parts thereof to some personal standard. Body satisfaction is typically related to meeting societal expectations of idealized body shape and composition (muscle and fat) relative to age and gender (Slevec & Tiggemann, 2011). Body satisfaction is moderately associated with both physical and global self-esteem. Researchers have found that body satisfaction and dissatisfaction can be factors in motivating the initiation and continued engagement in exercise programs. There is evidence that suggests that exercise is negatively related to body satisfaction in younger women but positively

related in older women and men of all ages. Researchers are also interested in body dissatisfaction because it is a risk factor for eating and exercising pathology (Tiggemann & Williamson, 2000).

A growing area of study in sport and exercise psychology (SEP) is examining satisfaction related to psychological needs. These needs could include competence (feeling effective), autonomy (feeling as though you make your choices), and relatedness (sharing a meaningful connection with important others). Guided by Edward L. Deci and Richard M. Ryan's self-determination theory (SDT), researchers often assess the degree to which psychological needs are satisfied in sport and exercise contexts. The sport and exercise environment can facilitate psychological need satisfaction. For example, the coach or exercise leader could create environments that are optimal for need satisfaction through encouraging choice, acknowledging personal perspectives and minimizing pressures. Satisfying psychological needs in sport or exercise is associated with optimal outcomes such as increased wellbeing, intrinsic motivation, exercise behavior, and intrinsic interest and interest in sport. Researchers are also interested in psychological need thwarting (frustration of needs) because it is associated with athlete burnout, negative affect, and perfectionistic concerns (Ryan & Deci, 2007).

Although the issue of leadership in sports has been widely investigated, there is little agreement about the nature of the construct and its influence on player satisfaction. Meanwhile, (Trail, 2004) developed and attempted to validate a theoretical model of satisfaction in sports organization, with the model suggesting that coach's behaviors have a direct impact on satisfaction of players, which in turn influences performance. (Trail, 2004) as he tried to validate the model postulated that social support had the greatest impact on cohesion and satisfaction of the team, which theoretically improved the performance of the team. This was due to the fact that the group interaction to accomplish tasks associated with the game play had the greatest amount of influence on the outcome of the competition. He also postulated that autocratic leadership behaviors would have a negative impact on cohesion and the outcome of competition. (Trail, 2004) also observed that coaches may not have a good understanding of the way in which different types of behaviors can influence subjective variables such as cohesion, satisfaction and consequently the outcome of competition. Based on these assumptions, he attempted to test the hypothesis that coaches perceived as democratic, social support, and training and instruction would have team players that are cohesive and satisfied with the leadership behaviors of the coach. On the attempt of identifying the test trail found that team cohesion is a moderator for the influence of leadership on the team satisfaction and by then performance.

Similarly, Dupuis, Bloom, and Loughead (2006) also reviewed the relatively limited amount of previous research regarding the issue of player satisfaction with the leadership behaviors of coaches. They identified two fundamental approaches to the research. The first approach involved examining the relationship of antecedent variables such as coach gender, age, and experience and athlete maturity on the preferred and perceived leadership behaviors of coaches. This approach does not attempt to assess satisfaction directly and presumes that congruence between the preferred and perceived variables will produce satisfaction among the players. The second approach attempts to determine if congruence between preferred and perceived coach leadership behavior has an impact on performance or satisfaction. The findings of these studies indicated that athletes preferred coach leadership behaviors that produce an improvement in performance, with improved performance resulting in a higher degree of satisfaction among players with the coaches' leadership. Riemer and Chelladurai (1995) in their study on Leadership and Satisfaction in Athletes also found that perceived leadership (i.e., the actual behaviors) in training and instructions as well as positive feedback were stronger determinants of satisfaction of football players. A study of Khalaj, Khabiri, and Sajjadi (2011) on" the relationship between coaches leadership styles & players satisfaction in women skate championship" found that, the coaches style especially training and instruction to have higher positive correlation with all types of athletes satisfaction. Chen (2007) examining the effect of coach leadership behaviors on players' satisfaction in Collegiate Basketball in Taiwan concluded that leadership behaviors can increase player satisfaction. Similarly, Bebetsos and Theodorakis (2003) on their study of Athletes' Satisfaction among Team Handball Players in Greece also reported that training instruction subscale to have significant positive correlation with satisfaction of young women players. Moreover, Eys, Loughead, and Hardy (2007) investigated the relationship between peer leadership on a team and the level of satisfaction of the team members with the performance of the team. The assumption in this study was that peer leadership was as crucial for the perception of satisfaction among players as the leadership provided by the coach. The study used the Athlete Satisfaction Questionnaire, which assesses the degree of satisfaction of the players with coaches. The findings of the study indicated that there was a greater degree of satisfaction with performance when there were peer leaders on a team who provided task, social and external leadership functions for the team. It follows from the findings of this study that the perceptions of the coaches' leadership abilities and methods is not the only factor influencing the level of satisfaction among team members. However, the way

in which the peer leaders on a team interact with other team members can have a substantial influence on the way in which team members perceive coach leadership behaviors.

Furthermore, Jhalukpreya Surujlal and Singh (2006) conducted an investigation of the factors that can influence athlete satisfaction with a team at the collegiate level. The study was based on the assumption that a variety of factors can influence satisfaction, with the leadership behaviors of coaches as only one potential variable. Previous research had identified factors such as role ambiguity, extent of medical coverage for injuries, and additional academic support provided by institutions as factors that could be correlated with athlete satisfaction. The study involved 400 student athletes in South Africa and used the ASQ as the means of collecting data regarding the satisfaction level of the players. The findings of the study indicated that task contribution and strategy were important internal factors of the team that were related to satisfaction among athletes. The critical external factor, however, was the perception among the athletes that the athletic program placed the interests of the athletes above those of the program with respect to performance. As a result, the athletes were more satisfied when there was a lower emphasis on competitive performance and a greater emphasis on personal development. These findings imply that coach leadership behaviors have a substantial impact on the general satisfaction of athletes, but that other variables beyond the control of the coach may modify the influence of leadership behaviors. Abu Samah, Adekalu, Omar, and Ismi (2013) who also studied Athletes' Satisfaction, Intrinsic Motivation and Performance of Archers in Malaysia reported that the presence of no significant relationship on athletes' satisfaction and intrinsic motivation with performance (at p>0.001).

## 2.11. THE RELATION BETWEEN COACHING STYLES AND PLAYERS' MOTIVATION, PERFORMANCE AND SATISFACTION

Yi et al. (2018) conducted a study on: the influence of coaches behavior on elite volleyball players' motivational climate and performance satisfaction in the Sports Centre, University of Malaya, Kuala Lumpur Queensland University of Technology. In this study participants were three hundred twenty eight (137 male, and 191 female, age 24.42 +-8.9 years old) tools for data collection were the coach's behavior questionnaire (CBQ), perceived motivational climate in sports questionnaire-2 (PMCSQ-2) and athlete's satisfaction questionnaire (ASQ). Results gained after calculating and computing the mean scores for each of the instruments revealed that

there was a positive relationship between motivational climate and performance satisfaction, coaching behavior and performance satisfaction. In conclusion, they suggested that coaches should look in to their coaching behavior because it is a fundamental aspect for enhancing the performance of athletes with respect to motivational climate and performance satisfaction.

Marcone (2017) conducted a study on "the impact of coaching styles on the motivation and performance of athletes". More specifically, they reviewed thirteen different researches on the purpose to find out which coaching style has the most positive impact on the athletes motivation and performance. Participants included were athletes between age of 14 and 43 years old and sports represented were judo, volleyball, soccer, football, baseball, softball, field hockey, lacrosse, basketball, tennis, fencing, track and field, cycling, swimming, handball, skiing, snowboarding, and taekwondo.

Marcone (2017) reviewed the researches based on the assumption that all coaching style in sports can be classified in to two major groups that are the autonomy supporting coaching and controlling coaching. The finding of this review indicated that: While the characteristics of athletes varied, as did the style of coaching that their respective coaches used. One specific coaching style may not be appropriate or effective for all athletes, but through the articles examined it is evident that the coaching style contributing the most positive impact to athlete motivation and performance is the autonomy supportive coaching style.

As indicated in the result the psychological aspects of sports including motivation and satisfaction are directly related with the style of coaching practiced by coaches they are related either positively or negatively. The specificity of these finding is in question because they considered athletes from different sports and tried to conclude their result. Nevertheless, the concern of the current research the result may vary when it is conducted for a specific sport with specific characteristics .This was the point that initiated the current research to be conducted specially on the base of volleyball sport.

Similarly, Seymour (2012) conducted a study on the "Similarity of Leadership Styles and Level of Motivation and Satisfaction of Basketball Members of an Amateur Athletic Union" . In this study the researcher considered basketball coaches and players of the 18 and high school division players. Instruments used were the leadership effectiveness and adaptability description (LEAD) and multifactor leadership questionnaire (MLQ). Based on the transformational and situational theory, the data collected was computed using the ANOVA, Chi-Square and t test to categorize the leadership style, level of motivation and level of satisfaction of players. Results

showed that no change was observed in the degree of similarity between coach and players leadership styles starting from the beginning to the end of the season. However, the level of motivation and satisfaction of players varied as a function of the leadership styles of the coaches. In this research, also the major factor indicated was the variation of level of motivation and satisfaction of players as of the leadership styles used by coaches. In general, it showed the positive relationship between leadership styles of coaches and motivation and satisfaction of players.

Chen (2007) conducted a study on "the effect of coaching leadership behaviors on intercollegiate basketball players in Taiwan the republic of china". He used a non -experimental research design and administered a transformational leadership questionnaire and athletes' satisfaction questionnaire for coaches and players respectively. Participants were hundred sixty five players and thirty coaches. The data was analyzed by regression and found that transformational leadership behavior can increase players' satisfaction and improve performance. Having gained this result he suggested that future research in this area should attempt to identify more precisely the specific nature or type of leadership behaviors used by coaches and the reasons that the behavior was used or selected by the coach.

(Weinberg & Gould, 2007) conducted a research aiming to examine the perception of leadership behaviors on the satisfaction of college tennis players in the southern states athletic conference (SSAC) of the national association of intercollegiate athletics in American sport accadeny.61 tennis players (25 male and 36 female) were the participants. Demographic questionnaire, satisfaction scale, preferred & perceived versions of the leadership scale for sport (LSS) were used. The data was analyzed using descriptive statistics. A correlation analysis was used to find out the association between perceived leadership styles and satisfaction. The result revealed that there is a direct significant and linear relationship between perceived leadership style and satisfaction. The independent t- test which is used to see the difference between perceived leadership behaviors of coaches based on gender of players indicated that there is a significant difference. The paired sample t- test which was used to compare difference between players preferred & perceived coaches leadership behavior revealed that there is a significant difference.

KO-Hasin ((2008))conducted a research to find out the influence of coaches leadership behavioral styles and organizational commitment on athletes satisfaction of college track and field athletes in Taiwan. The subjects were 326 athletes (225 male, 101 female) from four universities and colleges. He used four questionnaires: a demographic survey, leadership scale

for sports (LSS) athletes' organizational commitment scale and athlete satisfaction scale. Multiple regression and MANOVA were employed then it was found that there is a significant difference concerning leadership based on gender and different track and field events in which the athletes competed. He also associated coaches training and instruction behavior and the feedback styles were found to be the most influential styles for the track and field athletes' satisfaction.

As different research findings reviewed above indicated, there is a direct relation or association among the leadership/coaching styles of coaches and motivation, performance and satisfaction of players. The researcher believed that the relation is direct because in the different researches reviewed it has been observed that when there are  leadership styles  that many of the researchers mentioned as training and instruction, and positive feedback coaching styles the motivational level, performance and satisfaction of players increased significantly. Whereas during the coaching style called social support and democratic leadership styles the motivational level, performance and satisfaction of players increase moderately. Meanwhile when the leadership style is autocratic the motivational level, performance and satisfaction of players have been observed decreasing.

As to several researches mentioned in the literature revealed and understanding of the researcher, the transformational theory of leadership the most appropriate theory that functions in the sport context. The reason for this is:  Even though the details of the transformational theory and its relationship with sports is discussed in the theoretical frame work of the study, to mention some of the special features of the theory: Transformational leadership enables coaches to  convey a vision about the team's goals, inspire team members to believe in the vision, encourage team members to provide ideas to enhance team success and satisfaction, and acknowledge the individual contribution of each team member to the group's success. Thus, coaches who engage in transformational leadership behaviors should make a positive impact on individual outcomes, such as perceived sport competence, affective reactions, and intrinsic motivation as well as group outcomes, such as team cohesion and collective efficacy.

## 2.12. COACHING STYLE AND MOTIVATION OF PLAYERS

Hollembeak and Amorose (2005), studied on the" Perceived Coaching Behaviors and College Athletes' Intrinsic Motivation". In this study they used the self- determination theory as a frame work. They tested whether or not the perceived competence, autonomy and relatedness could

mediate the connection between perceived coaching behaviors and athletes' intrinsic motivation on 280 college athlete participants. The result indicated that all of the coaching behaviors except social support, significantly predicted competence, autonomy and relatedness by then predicted intrinsic motivation. In addition perceived autocratic and democratic behaviors of coaching were found to have a significant indirect effect on intrinsic motivation.

 Similarly, Wu, Lai, and Chan (2014) conducted a study on the Coaching Behaviors, Satisfaction of Needs, and Intrinsic Motivation Among Chinese University Athletes. They used the self - determination theory to understand the relationship between coaching behaviors, psychological need satisfaction, and intrinsic motivation among 208 young chines athletes from two universities. In the result it was found that, coaching behaviors (training instruction, democratic behaviors, autocratic behaviors, social support, and positive feedback) and need satisfaction (perceived autonomy, competence, and relatedness) explained 44% of the variance in intrinsic motivation.

Moreover, Bekiari (2014) on his study conducted on the "Verbal Aggressiveness and Leadership Style of Sports Instructors and Their Relationship with Athletes' Intrinsic Motivation. He involved 168 participants of different sports both male and female (basketball, volleyball, football, long jump, pole vault, and 200m). Participants completed three questionnaires, the Verbal Aggressiveness Questionnaire, the Intrinsic Motivation Inventory, and the Leader-ship Scale for Sports. In the result he found that differences existing among variables of the instruments in terms of sex and type of sport (individual or team sport and contact or non-contact sport). Pearson correlation revealed a significant positive relationship of coaches ' verbal aggressiveness with anxiety, autocratic style, and a negative significant relationship concerning coaches' verbal aggression with enjoyment , ability, effort, and democratic style.

On the other hand, Horn, Bloom, Berglund, and Packard (2011) on the study they conducted on the "Relationship Between Collegiate Athletes' Psychological Characteristics and Their Preferences for Different Types of Coaching Behavior" based on Chelladurai's (1978, 2001, 2007) Multidimensional Model of Leadership. They used 195 college athletes to study on their sport anxiety, motivational orientation, as well as their preferred coaching styles. The correlation result found indicated that athletes who were high in self-determined forms of motivation and in somatic trait anxiety preferred coaches who exhibited a democratic leadership style and who provided high amounts of training, social support, and positive and informational feedback while

athletes who were high in a-motivation indicated a preference for coaches who exhibited an autocratic style and who provided high amounts of punishment-oriented feedback

Likewise, (Martin, Rocca, Cayanus, & Weber, 2009) studied on "Relationship between Coaches' use of Behavior Alteration Techniques and Verbal Aggression on Athletes' Motivation and Affect". They investigated the player-coach relationship of College undergraduates who had competed in a competitive high school sport based on the impact that coaches 'use of Behavior Alteration Techniques (BATs) and verbal aggression would have on their players' motivation and affect for their coaches. The result indicated that, as expected, positive BATs were positively related to motivation and affect while negative BATs were negatively related to motivation and affect. Similarly, use of verbal aggression was negatively related to motivation and affect. As demonstrated in other contexts, overall use of BATs was positively related to use of verbal aggression.

## 2.13. COACHING STYLES AND SATISFACTION OF PLAYERS

Shennan, Fuller, and Speed (2000) conducted an investigation on the preferred coaching behaviors of athletes *(N= 313)* from three different sporting contexts (single-gender male, single gender female, dual-gender male and female). The results revealed a tremendously high level of similarity in the coaching preferences between all athletes unrelatedly of gender including preferences for positive feedback, training and instruction and democratic behavior.

Also, G. Mageau and R. Vallerand (2003) administered a qualitative study on athletes and found that autonomy-supported behaviors have a valuable impact on athletes' satisfaction. Athletes regularly adjust their requisite for autonomy to satisfy their coach's needs and anticipations. Coaches can cultivate athletes' motivation and satisfaction by being autonomy supportive while providing arrangement and being intricate.

Moreover, Pilus and Saadan (2009) conducted a study on coaching leadership styles and athlete satisfactions among hockey team." In that study they the used the leadership styles (LSS) proposed by Chellandurai, (1990) and revised leadership scale (RLSS), developed by Zhang, Jensen and Mann (1997), and the items of the Athlete Satisfaction Questionnaire (Chelladurai & Riemer, 1997), to identify the relationship between leadership style and satisfaction of players. In the result they found that Coaches need to vary their style with every athlete. The

same training program does not suit everybody. Each athlete needs to be motivated differently and get satisfied with the coach differently.

Likewise, Turman (2006) conducted a study on the Athletes' Perception of Coach Power Use and the Association between Playing Status and Sport Satisfaction. Participants included male and female high school football and basketball players who completed measures of their coaches' power use and sport satisfaction of players. The results revealed that starters perceived higher levels of reward power use when compared to non-starters. In addition the results indicated that coaches' reward and expert power use were the only significant predictors of athlete satisfaction levels.

Furthermore, Weiss and Friedrichs (1986) studied The Influence of Leader Behaviors, Coach Attributes, and Institutional Variables on Performance and Satisfaction of Collegiate Basketball Teams. 251 students participated in the research as data source to assess their coach's leader behaviors and also indicate their satisfaction with various facets of their athletic experience. Regression analyses revealed that neither institutional nor coach attribute variables were significantly related to team performance or satisfaction. Leader behaviors, however, were found to be significantly related to these team outcomes and satisfaction of players. Coaches who engaged in more frequent rewarding behavior, social support behavior, and a democratic style of decision-making produced more satisfied athletes.

In addition, Zardoshtian, Naghshbandi, and Jabari (2011) conducted a study on, Predicting Self-determined Motivation of Elite Female Volleyball Players from Leadership Styles of Coaches in Iran. They used the Leadership Scale for Sports (LSS) (Chelladurai & Saleh, 1980) for measuring the leadership style and Sport Motivation Scale (SMS) (Pelletier et al., 1995) for measuring self-determined motivation. After employing descriptive and inferential statistical methods results found indicated that, democratic behavior and autocratic behavior were related to self-determined motivation (intrinsic motivation, extrinsic motivation, and a-motivation). Moreover, training and instruction was related to two dimensions of self-determined motivation (intrinsic motivation, extrinsic motivation). Social support was associated only with one dimension of self-determined motivation (a-motivation). However, positive feedback had no relationship with self-determined motivation. It is suggested that coach regards his leadership style to increase self-determined motivation of athletes.

## 2.14. COACHING STYLE AND PERFORMANCE OF PLAYERS

Moen, Hoigaard and peters, (2014) in the study they conducted on Performance Progress and Leadership Behavior. Their aim was to investigate the perception of players about the behavior of their coaches in relation to the performance satisfaction of players with the guidance of this coach. 120 competitive athletes completed the leadership scale for sports questionnaire and athletes' satisfaction questionnaire. The result revealed that the athletes, who are most satisfied with their performance progress, evaluate their coaches' leadership behavior higher in the following domains: Training and Instruction, Democratic behavior, Social Support, and Positive Feedback. Findings from the present study highlighted the importance of coaches' training and instruction behavior. In addition to this the result indicated that trust, as well as being of a genuine and helping nature, and that coach's democratic behavior, supportive style and their ability to give positive feedback seem to support such values.

In here the researcher understands that in line with the results indicated in the reviewed study athletes performance in the sport they are involved in is highly influenced by the behavior of the coaches. Most importantly the focus should be on the enhancement of kills of players so that players can develop confidence on their performance that is why athletes who perceive their coaches as giving high level of training and instruction found to perform better.

Likewise krukoowska and poczwardowski (2015) conducted a study on optimal development of young male volleyball players through transformational coach leadership. The objective of their study was based on the knowledge that says leadership styles of coaches affect/ influence/ athletes' sport skill and social skills. Moreover, to extend the understanding of transformational leadership in sports to the polish youth sport. This happens through the investigation of whether a transformational coach can lead a team effectively, while simultaneously contributing to athletes' well-being and high performance. A male volleyball coach and twelve male volleyball players (15–16 years old) participated in a study consisting of semi-structured interviews and participant observations. The results showed that characteristics of a transformational coach had an influence on athletes' intrinsic motivation and involvement in training, and they served as means of satisfying the needs for autonomy, competence, and relatedness. This bi-implies that with the fulfillment of need satisfaction, and assurance of autonomy, competence and relatedness by then performance of the sports men will develop together.

## 2.15. SUMMARY OF THE LITERATURE

The review of related literature encompasses different sub topics that have specific connection to the topic of the study and variables included. In the part of theoretical overview: it has been indicated as volleyball is a sport found in America in 1985 and spread to different corners of the world shortly. The sport gets international recognition and found international governing body IVBF (The international volleyball federation) in 1947. Volleyball became one of the competitions in the Olympic in 1964 at Tokyo Olympic. It is known as the second popular sport in the world next to soccer (Reeser, 2003).

Likewise, volleyball in Africa was introduced after world war- I. The American troops who took part in the First World War contributed a lot in spreading volleyball in Africa. The continental governing body AVBC (African volleyball confederation) founded in 1972holds the responsibility to lead continental competitions.  Although the sport spread to all African countries and get popularity, African countries have no impressive result in international competitions.

Similarly volleyball in Ethiopia was introduced after the Italian invasion around 1935-40. It was practiced by many groups of people and in different provinces of the country rapidly. The sport volleyball got recognition especially in schools and military camps. Most importantly, the Ethiopian volleyball federation was established in 1964 and from that time on it became a member of the African volleyball confederation and the international federation too (Wendifraw, 2018).

Considering the independent variable leadership different dimensions of definitions viewing leadership from different perspectives have been forwarded. However, most if not all the definitions agree with the influence those leaders imposed on their followers. This thinking is accepted by the investigator and used throughout the study. In addition to the definition it has been understood that there is no one leadership style that fits all the structures of organizations, situation in which organizations operate, characteristics of groups and individuals involved in the operation of the organization (Northouse, 2007).

In addition to this considering leadership different leadership theories that are believed to have importance on the treatment of leadership styles of coaches in sport context are treated well.

Moreover, the different leadership styles used in organizations and specifically those have relation to the context of sport leadership have been included in the review.

When we come to sports it is not out of the working mechanism of other organizations so, leadership styles in sports in general should be selected considering the type of sport practiced, characteristics of the group and individuals involved, and even the situation that the club is found as winning or losing. Of course, sport leaders can choose from the different leadership styles that are the Training and instruction, Democratic, Autocratic, Social support and Positive feedback as explained by (Vaughan, 2017). On the other hand the autocratic, democratic and laizafaire coaching styles of Chapman (2015) or the autonomy supporting or controlling coaching style or the English telling, showing and involving styles of coaching or the commanding , reciprocal, guided discovery and problem solving styles of coaching( woods, 1998)

Recognizing the different types of leadership styles in sports and functioning with the principles leadership in volleyball can be classified in to three different dimensions 1.The physical leadership: concerned on the physical conditioning of players 2. Tactical leadership: concerned on the attacking and defending organization of the team and 3.The emotional leadership that works on enhancement of interest and positive feeling of players (Oden, 2018).

Considering motivation and sports leadership styles have significant impact to affect motivational climate of sports people. It has been summarized as motivation in sports can be directly affected by leadership styles practiced and according to Gillet, Vallerand & Rosent, (2009) it has been suggested as athletes with high level of self- determination (intrinsic motivation) tend to perform better than athletes with low level. In addition to this the positive and negatives of motivation mediates directly to the enhancement or failure of performance and satisfaction of players.

 Similarly, performance that is classified as Relative and Absolute performance by Gee (2010), is  also directly related to the leadership styles practiced and motivational level players have. For team sports the absolute point gained through the competition season is considered. Besides, for individuals we can take the relative one comparing it with their previous performance and with the performance of their teammates.

Furthermore, satisfaction in sports can be understood as it is directly influenced by the coaching style of coaches and also mediated by the motivation and performance of players themselves

(Trail, 2004). In addition to this concept there are people that studied satisfaction and found that it also can be affected by peer leadership (Eys et al., 2007).

Finally researches conducted by Chen (2007); KO-Hasin ((2008)); Adams (2009); Seymour, 2012; Marcone (2017) & Yi, et.al, 2018) concluded that there is a direct relationship among the variables that are leadership styles, motivation, performance and satisfaction of players. Therefore, coaches should look in to their leadership styles because it is the fundamental aspect for the enhancement of performance of athletes with respect to the mediating factor of motivation and performance satisfaction.

## 2.16. CONCEPTUAL FRAME WORK

Based on understandings taken from the different relations, theories, concepts and research findings reviewed in the literature review of the study, the investigator deduces or Figures out a picture on the relationship that existed between the different variables examined in the study. The relationship between leadership styles of coaches and players' motivation, satisfaction and performance can be explained as; leadership styles influence motivational climate of players positively or negatively, this motivational condition also influences the performance of players, the performance level of players by then influences satisfaction. Therefore, the motivation, performance and satisfaction of players are influenced by leadership style of coaches directly and there is a relation among the other variables also forming a circular connection. The following model attempts to indicate such relation (Figure: 1).
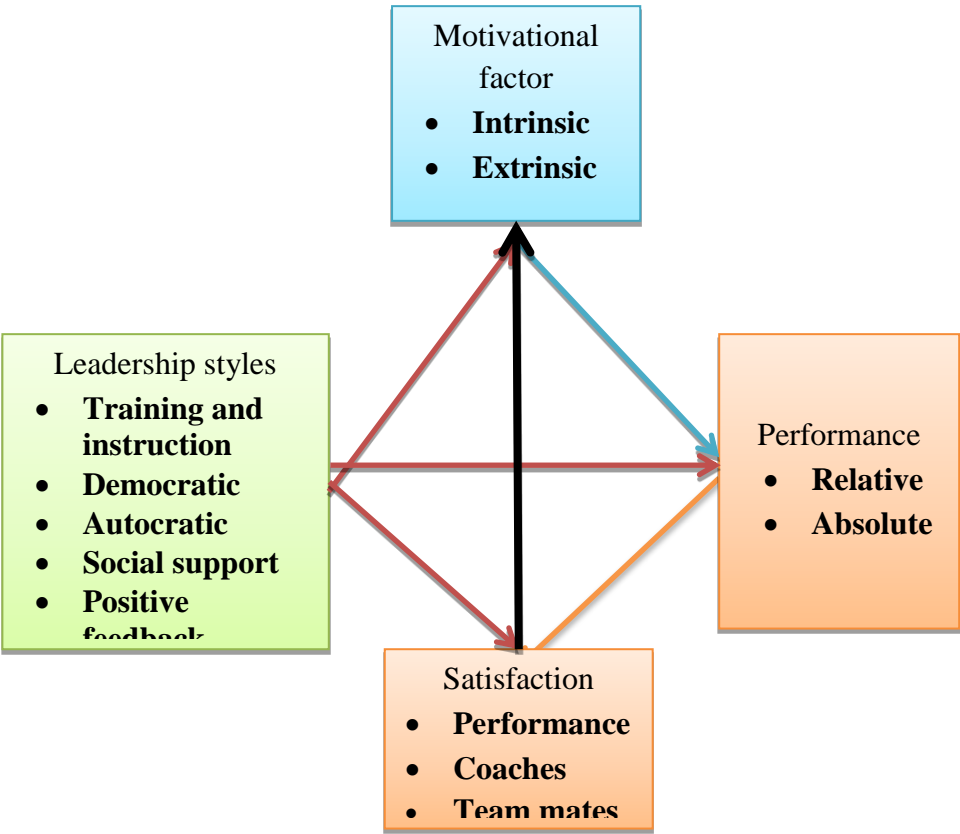
Figure 1: Figure 1: Conceptual framework (own design)

# CHAPTER THREE

# RESEARCH METHODS

# INTRODUCTION

This chapter, which explored the methods utilized in the study and report of the pilot study, includes the research design, population, sources of data, data gathering instruments, data gathering procedures, data analysis method of the research, report of the reliability and validity of the pilot and the ethical consideration which includes the necessary pre-conditions to be fulfilled before going through the process of data collection.

## 3.1. RESEARCH APPROACH

This study was using mixed method approach so as to solve the existing problem with respect to the variables under study. the mixed method approach was used with the assumption that collecting diverse types of data best provides a more complete understanding of the research problem than using qualitative or quantitative separately  (Creswell, 2014)

## 3.2 THE RESEARCH DESIGN

The main objective of this study was to investigate the leadership style used by volleyball coaches and motivation, satisfaction and performance of players in the Ethiopian volleyball premier league. Based on the research questions framed and the specific objectives designed for the study, this research used mixed research design which  was found to be appropriate for this study; and inquirers can draw ideas, concepts and conclusions liberally from both quantitative and qualitative assumptions. Hence, the convergent parallel design was employed (both quantitatively and qualitatively) in order to provide a comprehensive analysis of the research problem.

## 3.3. POPULATION

In Ethiopia, different age and sex groups play volleyball at different levels. Of these, the target populations for this study were all the players taking part in the male volleyball premier league

in the country. In Ethiopian male volleyball premier league, there were eight clubs, viz., Wolayta Dicha, Mugar Cement, Medawollabu University, Tana Bahir Dar, Mekelakeya, Federal Maremia, Addis Ababa Water and Sewerage and Addis Ababa Police which were participating in the 2019 competition year league. 83 players, 8 coaches, key informant from the Ethiopian volleyball federation were the participants of the study. So the total population of this study is 92. Since the number is manageable to be included, the total population was taken as participant for the research. The comprehensive sampling method was used here since the number is manageable. As (S. & Damico, (2018)) recommended that a small population that is well defined can be studied using the whole member of the population.

## 3.4. OVER VIEW OF THE STUDY AREA
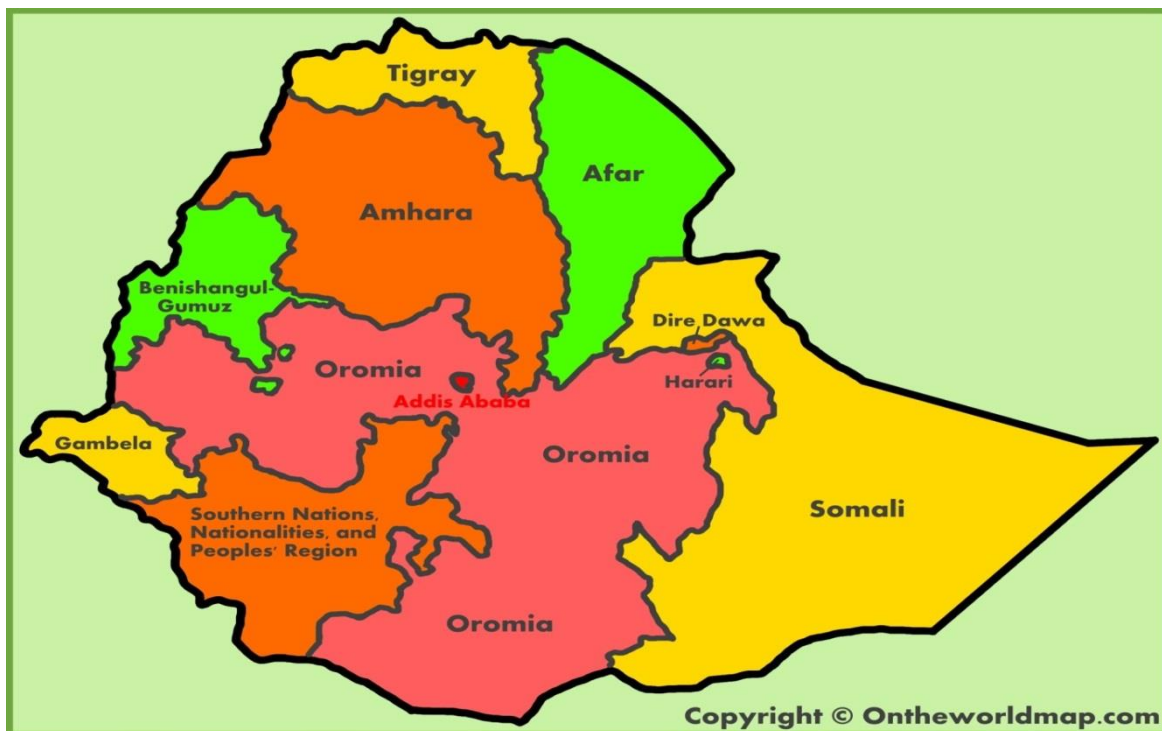


Figure 2: Map of the democratic republic of Ethiopia

Ethiopia is found in the north eastern Africa known as the horn of Africa. Ethiopia is located at 3 degree and 14.8 degree latitude and 33 degree and 48 degree longitude lying between the equator and the tropic of cancer. It covers 1. 104 km$^2$ area. The population of Ethiopia is around 107 million. The growth rate is estimated at 7.6%. Of the current population, 46% fall within 1-14 years of age range; 51% between 15 and 64; and only 3% are over 65.

Administrative regions of Ethiopia: Ethiopia is a federal democratic republic composed of 9 national regional states namely Tigrai, Afar, Amhara, Oromia, Somali, Benishangul gumuz, Southern nations nationalities and people (SNNPR), Gambela, Harrari and two administrative states ( Addis Ababa city administration and Dire Dawa city council).

Distribution of the clubs: Total numbers of clubs taking part in the Ethiopian volleyball premier league are 8. Distribution of these clubs in the country on the bases of administrative regions is indicated as: 5 clubs, from Addis Ababa city administration, 1 from Amhara, 1 from Southern Nations Nationalities and People, and 1 from Oromia.

## 3.5. VARIABLES

In the current study, the relationship between four variables such as leadership styles of coaches, motivation type of players, performance level of players and satisfaction of players were examined. Of these four variables, leadership styles of coaches was considered as independent variable of the study as it tends to influence the other three and the motivation type of players , performance level and satisfaction of players were considered as dependent variables because their existence and magnitude is believed to be influenced by the leadership style of coaches.

## 3.6. SOURCES OF DATA

Both primary and secondary data sources were used because objectives and research questions developed call for both the cases.

### 3.6.1. Primary Source of Data

Primary source of data were obtained from coaches, players, key informants, and team leaders via questionnaire, observation and interview respectively.

### 3.6.2. Secondary Sources of Data

The result record of the teams obtained from the volleyball federation that indicated the aggregate point gained in the season, and the rank achieved in the competition was used as a secondary data source especially as an indication for the absolute performance of teams.

## 3.7. DATA COLLECTION INSTRUMENTS

To attain the objective of the research, questionnaire, observation, interview, and document analysis were used as instruments to get relevant data for the study.

## 3.7.1. Questionnaires

In this study, three different closed ended questionnaires were used to collect data. In all cases, the questionnaires contain two parts. The first part includes the socio- demographic characteristics of respondents and the second one contains the main part of the questions. In the socio demographic characteristic respondents were asked to respond on the questions about their age, experience in playing the sport and educational status. In the second part of the questionnaires which is the main body participants were asked to respond about their perception and preference of leadership styles of coaches, type of motivation they exhibit, and satisfaction level they have. Contents of the three questionnaires are presented under;

The first questionnaire which was used for collecting data about the perceptions of leadership styles of coaches and that of preferred by players was the leadership scale for sports (LSS) developed by (Packianathan Chelladurai & Saleh, 1980) *( appendix A ).* This questionnaire had a prefix before every question that says "the coach" for asking perception of the players about their coaches and "I prefer my coach to" for asking players preference of the coaching style to be.

The main body of the Leadership Scale for Sports (LSS) was a questionnaire made up of 40 items that were divided into 5 subscales. 13 items related to Training and Instruction, 9 items related to Democratic Behavior, 5 items related to Autocratic Behavior, 8 items relate to Social Support, and 5 items related to Positive Feedback. This section of the questionnaire was to be answered in five points Likert Scale. The five response categories of the LSS were Always, Often, Occasionally, Seldom, and Never, where always equals to 100%, "often" is equal to 75% of the time, "occasionally" is equal to 50% of the time, "seldom" is equal to 25%, and never is equal to 0% of the time. The reliability of the questionnaire scale was .72 significant at p= 0.05.

The second questionnaire was the sport motivation scale -6  (SMS-6) developed by (Mallett, Kawabata, Newcombe, Otero-Forero, & Jackson, 2007) *( appendix C ).* This questionnaire was used to identify the motivational level of respondents. The sport motivation  scale -6 (SMS-6) was a questionnaire made up of 24 items that were divided in to six sub scales 4 items to a-motivation, 4 items to identified regulation,4 items to external regulation, 4 items to integrated regulation , 4 items to interjected regulation and 4 items to intrinsic motivation. All the six sub scales were tested for their validity and reliability. The alpha level determined for this questionnaire was .77 in average significant at p=0.05.  The five response categories of the sport motivation-6 (SMS) scale were: doesn't correspond at all, corresponds a little, corresponds moderately, corresponds a lot and corresponds exactly (Mallett, Kawabata, Newcombe, et al., 2007).

The third questionnaire was the satisfaction scale for athletes (SSA) prepared by  Caliskan and Baydar (2016) *( appendix D).* This questionnaire was used to identify the satisfaction level of players. The satisfaction scale for athletes (SSA) is a questionnaire made up of 16 items classified in to three sub-groups, 8 items to satisfaction with coach 5 items to satisfaction with team performance and 3 items to satisfaction with teammates. The questionnaire for measuring satisfaction of players on the three different sub dimensions was also a tested scale for its reliability, which was found to be 0.74  significant at p=0.05. In the seven response categories of the satisfaction scale for athletes (SSA) each item ranges from 7= Extremely  satisfied to 1= Not at all satisfied  (Caliskan & Baydar, 2016).

All the three questionnaires were standardized questionnaires which were used repeatedly by different researchers. Researchers who conducted a research to identify the relationship between the actual coaching styles of volleyball coaches and that of the coaching style preferred by players used the questionnaire leadership styles for sports (LSS). Others who conducted a research to examine the motivational and satisfaction level of players used the sport motivation scale (SMS-6) and satisfaction scale for athletes (SSA) respectively.

### 3.7.2. Document Analysis

The club's profile was investigated to see their status in the seasons' competition because here the researcher aimed to measure performance through win and lose record. Thus, the win and lose record was used as a performance indicator for the teams. The status of the team in the competition season focusing on the points gained throughout the competition and the rank teams achieved in the season were believed to indicate the performance of teams because those points

and ranks were results of individual performance and the team as a whole. According to Gee (2010) the absolute performance is the aggregate point result or score gained in the final evaluation of the competition .Thus, the performance consideration in this study was the final point scored by the team in the seasons' competition and the rank the team stands among the competing teams was taken for reference to compute performance.

### 3.7.3. Interview

The participants in this dissertation were not only coaches and players but also the team leaders, personnel from sport commission, and federation members. Therefore, to get a cross checking information about the coaching styles practiced and the interaction between coaches and players in the perception of the above-mentioned parties, there was an interview questions prepared by the researcher. The interview which was employed is a semi structured type of questionnaire and it was conducted by the researcher himself. The interview questions gave chance to get information about points which may not be covered by the questionnaires. The interview was conducted in a place, which was comforTable to the participant like offices and even at their home. Research professionals approved appropriateness of the interview questions before they were used in the study. This was the qualitative part used for triangulating the result gained by computing the qualitative data. (Appendix- E)

### 3.7.4. Observation

The observation checklist was developed by the researcher to identify the coaches' communication and handling of players based on coaching styles of coaches, motivation, performance and satisfaction of volleyball players during training and competition. It was conducted during the training session one time for each team and at least during one game of competition to gather information on how coaches are communicating & leading players. The observation part of the data collection was conducted in a form of non-participative way of observation. Players were informed that they would be under observation but not the real day so as to get them acting naturally. The data collected was arranged thematically in order to make it easy for analysis. Observers were professional (graduate) physical educators who got orientation on how to conduct observation. During the observation, there were two observers and average of the two was taken for the purpose of analysis.  As to the method selected in the design the interview and observation are instruments that were be used for collecting data qualitatively using open ended questions. The observation checklist is indicated at appendix-F.

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## 3.8. DATA COLLECTING PROCEDURES

After translating all the questionnaires into Amharic language-by-language professionals, the observation checklist and interview questions were prepared and got approved by research advisors. Then, training was given for the data collectors for two consecutive days on how to administer the different kinds of data collecting tools.

 As a matter of fact all the data collection process were performed in the presence of the researcher himself and this helped to alleviate the inconveniences that occurred during the course of action. Even though, there were assistant data collectors who managed the questionnaire administration and document analysis, the interview and observation part were administered on the presence of the researcher himself.  Moreover, special orientation was given for the co- observers who were instructors & graduates of sport science so that the data they collected could be dependable for analysis.

Participants to be observed were informed that they are under observation in order to get their volunteer participation but not the actual date of the observation because the researcher needed to get the real picture of their communication, which helped to cross check it with the data that was gained through questionnaires. Here the researcher preferred the non-participatory observation method to prevent artificial demonstrations that could be practiced by the players knowing that they are under observation or to avoid 'Hawthorne effect". Finally the information was used to triangulate the information gained from the questionnaire and interview.

The questionnaire adapted from different authors after being translated by language professionals and checked by research professionals it was pilot tested. The clubs which were supposed to equate in status with the ability level of the premier league could not be found. Instead two volleyball teams namely Kombolcha town kebele 05 and central Gondar Belessa woreda that were practicing to compete in the Amhara regional championship were selected.

## 3.9. DATA ANALYSIS METHOD

The method selected to conduct this research was a mixed approach. Specifically, the convergent parallel method was employed. The analysis for the quantitative data was practiced using the statistical package for social sciences (IBM SPSS version 23). Hence, the analysis type for this specific method was practiced by collecting both the quantitative and qualitative data

side by side. During the analysis both descriptive and inferential statistic were used. Moreover, quantitative data were descriptively analyzed for frequency, mean, standard deviation and percent of occurrence and the qualitative data was thematically arranged and coded to assign numeric value for the data. Similarly, the inferential statistic such as t-test, Pearson's correlation coefficient, ANOVA and regression were computed.

A paired sample t- test was employed to find the congruence between the leadership style practiced by the volleyball coaches and that of the style preferred by the volleyball players. To find out the relation between leadership styles of coaches and players' motivation, performance and satisfaction the statistical method used was calculating the Pearson's correlation coefficient with the predetermined P value of 0.05. A one way ANOVA and post hoc test was also computed to identify significance of differences between means.

Finally to identify the relative contribution of coaching style to motivation, performance and satisfaction of players regression analysis was used to compute the influence, causal effect and degree and rate of change that occur on the variables.

In general data collected using questionnaires and the observation were analyzed quantitatively and the interview was analyzed qualitatively. The data collected using interview was used to triangulate with the result gained by the questionnaire and observation.

## 3.10. REPORT OF THE PILOT STUDY

The aim of the pilot study was to examine the data collection instruments that were used in the main data collection. It was important that any tools of data collection should have a pilot study in order to identify problems and take the required adjustment (Cohen, Manion, & Morrison, 2005). This pilot study has two parts: the first was appraisal of the instruments for reliability and validity and the second was evaluating the instruments with respect to the ability to answer the research questions. There were three questionnaires treated for their validity and reliability; one of which was a questionnaire on the coaching style labeled as leadership scale for sports (LSS), prepared by Packianathan Chelladurai and Saleh (1980), the second was a questionnaire on the type of motivation players have leveled as Sport Motivation Scale-6 (SMS-6) prepared by Mallett, Kawabata, and Newcombe (2007) and the third one was a questionnaire about satisfaction that players have leveled as Satisfaction Scale for Athlete (SSA) prepared by Caliskan and Baydar (2016). In this pilot study reliability was examined in terms of the internal

consistency of the instruments (using Cronbach alpha). Item analysis was also made to check whether or not each item is functioning properly (using correlation between item – total score of the scale) and whether or not each item is properly filled by respondents (using Chi- square). Finally the validity of the instrument was examined using logical means of validation, statistical means - calculating the content validity ratio (CVR). Results of the pilot were summarized in to four parts as presented below.

### 3.10.1. Appraisal of the Instruments for Reliability

Table 1:

Summary of the reliability of instruments used in the study

| No | Variables(questionnaire)for | No of questions | Result |
|----|------------------------------|-----------------|--------|
| 1 | Preferred leadership style | 40 | .89 |
| 2 | Perceived leadership style | 40 | .92 |
| 3 | Motivation of players | 24 | .85 |
| 4 | Satisfaction of players | 16 | .82 |

The researcher conducted a pilot study taking two teams taking part in the Aamhara regional volleyball championship (2011-2012 E.C). The two teams namely south Wello Combolcha 05 kebele and central Gondar east Bellessa have 10 players each and 20 in totals. The internal consistency measure was examined for the reliability of instruments (questionnaires) which were computed through cronbach alpha for the preferred, perceived leadership styles of players, motivation and satisfaction of players respectively *( Table. 1 above).* The result showed that the reliability of the instruments were high (more than .80) and quite appropriate to use for the main study.

### 3.10.2. Item Analysis -   For Effective Functioning of the Items of the Instrument

Table 2:

Summary of item analysis of data on coaching styles sub-scales

| NO | Subscale | No of items | Items significantly correlated | Remark | Chi. Square | Remarks |
|----|----------|-------------|-------------------------------|--------|-------------|---------|
| 1 | Training and | 13 | 10 | 3 need revision | 11 | 2 need rev |

| | | | | | | |
|---|---|---|---|---|---|---|
| | instruction | | | | | |
| 2 | Autocratic style | 5 | 5 | - | - | - |
| 3 | Democratic style | 9 | 7 | 2 need revision | 3 | 6 need explanation |
| 4 | Social support style | 8 | 5 | 3 need revision | 2 | 6need explanation |
| 5 | Positive feedback style | 5 | 4 | 1 need revision | 2 | 3 need explanation |

Two procedures were employed to carry out the item analysis of the instrument: item test score correlation and chi-square analysis. Item test score correlation was used to determine to what extent each item contributes to the total score of the sub scale. If the correlation between item score and the total score of the sub scale is significant it means that the item has good contribution to the total score and functioned as intended. The opposite holds true if the correlation is not significant and consequently the item should be revised for further use.

Chi-square analysis was also made to check whether or not respondents fill each item reasonably or randomly. If respondents are to fill randomly their responses will be assumed to be distributed fairly equally among the given alternative answers. In this case the Chi- square value will not be significant. If this happened, the item and the alternative answers should be revised and care should be made when administering the questionnaire or the respondents fill the questionnaire. If the Chi- square value is significant it implies that respondents filled the questionnaire reasonably and the item can be used as it is for the main study. Accordingly, the results of item analysis made for each sub scales of the instrument were summarized below.

### 3.10.2.1 Item Analysis on Leadership Scale for Sports
Training and instruction coaching style sub scale items - Of the 13 items 10 found to have significant correlation with the total score of the sub scale, the rest 3 (item no 5, 7 & 10) do not have significant correlation. This implies that these 3 items should be revised for the main study in a way to contribute significantly to the total score of the sub scale *(Table. 2. Appendix B for details).* With respect to the Chi-square 11 items found to have significant values and the rest 2 do not have significant values so, there is a need to consider alternative answers or the way respondents are filling *(Table.2 Appendix B)*

Autocratic coaching style sub scale item - All the 5 items have significant correlation with the total score of the sub scale. This implies that the items can be used as they are for the main study *(Table.2 Appendix B for details).* With respect to Chi-square all the 5 items found to have significant values and the items fulfill the criteria to be used in the main study without modification *(Table. 2Appendix B for the details).*

Democratic coaching style sub scale item - Of the 9 items 7 have significant correlation with the total score of the sub scale the rest 2 do not have significant correlation. This implies that these 2 items should be revised for the main study in a way to contribute significantly to the total score of the sub scale *(Table.2 Appendix B for details).* With respect to Chi-square 3 items found to have significant values and the rest 6 do not have significant values so, there is a need to consider alternative answers or the way respondents are filling *(Table. 2Appendix B).*

Social support coaching style sub- scale item - From the 8 items for the social support sub scale 5 of the items found to have significant correlation with the total sub scale. This means that the 5 items can be used for the main study as intended. The rest 3 do not have significant correlation so they need to be revised to make them contribute significantly to the value of the total sub scale *(Table.2Appendix B for details).* With respect to Chi- square only 2 items have significant values the other 6 have no significant values so, there is a need to consider alternative answer or the way respondents are filling the questionnaire should be taken care of.

Positive feedback coaching style sub scale - Of the 5 items of the sub scale 4 items found to have significant correlation with the total sub scale. Only 1 item has no significant correlation with the total sub scale so, there is a need make modification so that the item could contribute significantly to the value of the sub scale. With respect to Chi-square 2 items have significant values while the other 3 items do not have significant values so; there is a need to make alternative answer or care taking when respondents are filling the questionnaires.

Table 3:

Summary of item analysis for motivation sub- scales

| No | Subscale | No of items | Items significantly correlated | Remark | Chi. Square | Remarks |
|---|---|---|---|---|---|---|
| 1 | A-motivation | 4 | 4 | - | 4 | - |
| 2 | Intrinsic motivation | 4 | 4 | - | 4 | - |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | External motivation | 16 | 3 | Need revision | 10 | 6 need explanation |

A-motivation sub scale item analysis - All the 4 items included in the A-motivation sub scale are significantly correlated to the total value of the sub scale. So, there is no need to modify; it can be used for the main study as it is. With respect to Chi- square, all of the 4 items do not significant values so, there is a need to consider alternative answer or care should be taken during filling the questionnaire. (Table.3 Appendix C)

Intrinsic motivation sub scale - All the 4 items are significantly correlated with the total of the sub scale. It means that items can be used directly on the main study. With respect to the Chi-square, all the 4 items are significantly correlated so, can be used for the main study directly. (Table.3 Appendix C)

Extrinsic motivation sub scale - Of the 16 items in the sub scale 13 were found to have significant correlation with the value of the sub scale. Only 3 items found to have less significant correlation with the sub scale. This implies that the 3 items need to be revised so that they can contribute significantly to the value of the sub scale. With regard to the Chi- square, 10 of the 16 items have significant values so, they can be used as they are but, the other 6 need to consider the way alternative answers stated or care should be made when respondents fill the questionnaire. (Table.3 Appendix C)

Table 4:

Summary of item analysis for satisfaction sub- scales

| No | Subscale | No of items | Items significantly correlated | Remark | Chi. Square | Remarks |
|---|---|---|---|---|---|---|
| 1 | Satisfaction with the coach | 8 | 6 | 2 need Revision | 2 | 6 need explanation |
| 2 | Satisfaction with teammate | 5 | 5 | - | 1 | 4 need explanation |
| 3 | Self- satisfaction | 3 | 3 | - | 2 | 1 need explanation |

Satisfaction with the coach sub scale - Of the 8 items of the satisfaction with the coach sub scale 6 found to have significant correlation with the subscale and can be used in the main study directly while 2 items are not significantly correlated with the value of the sub scale so, there is a need to revise these items. With regard to the Chi- square, only 2 of the item have significant value the other six do not have significant value so, there is a need to consider the alternative answer or care should be taken when respondents fill the questionnaire. (Table.4 Appendix D)

Satisfaction with team mates sub scale - All the 5 items found to have significant correlation with the sub scale so, can be used for the main study directly. With respect to the chi-square, only 1 item has significant value but the other 4 do not have significant values so there need to have alternative answer or adjustment should be made when respondents fill the questionnaire. (Table.4 Appendix D)

Self-satisfaction sub scale - All the 3 items have significant correlation with the sub scale so, can be used for the main study directly. With regard to Chi- square, 2 of the items have significant values the other item does not have significant value so an alternative answers should be considered or care must be made when respondents fill the questionnaire.

(Table.4 Appendix D)

### 3.10.3. Validity

For the examination of validity logical means of evaluating fitness of the questionnaires with the research questions and content validity ratio (CVR) was made.

### 3.10.3.1. Logical means of ensuring validity of the instrument

Each of the sub scales of the questionnaire and items were examined in relation to the research questions or specific objectives. The relevance of each sub scale is examined against the research questions and theoretical and conceptual issues as indicated in the literature review. Specifically the first research question that was posed about the congruence between the preferred and perceived coaching style in the Ethiopian volleyball premier league is to be answered by the questionnaire items prepared by Packianathan Chelladurai and Saleh (1980) on the leadership scale for sports (LSS). This questionnaire contains 40 items grouped in to five sub scales that are training and instruction, autocratic, democratic, social support and positive feedback all of which exhaustively deal or cover coaching style discussed in theory or practice.

The second research question was about the motivational type exhibited by players. The best instrument found to treat this question was the one prepared by Mallett, et, al., (2007) sport motivation scale-6 ( SMS - 6).The questionnaire contains 24 items grouped into six sub scales of which four of them are for extrinsic motivation, one for intrinsic motivation and the other is for A-motivation.

The third research question was about the satisfaction level of players in the premier league. The questionnaire prepared by Caliskan & Ozge (2016) Satisfaction scale for athletes (SSA) was chosen to get the evidence to answer this question. This questionnaire contains 16 items that has three sub scales and enables to get answer about the satisfaction of players by their coaches, teammates and the self.

### 3.10.3.2. Statistical means of ensuring validity

Content validity is defined as the degree to which items in an instrument reflect the content universe to which the instrument will be generalized (Straub, Boudreau, & Gefen, 2004). Another way of determining the content validation is by statistical method. This was done by calculating content validation ratio (CVR) of the questionnaire filled by ten professionals about the relevance of questions included in the sub scales of the questionnaire. The questionnaire items were examined for their relevance giving values of 1 for irrelevant, 2 for slightly relevant and 3 for very relevant. To find the content validity ratio (CVR) a formula of Lawshe (1975) as referred in (Taherdoost, 2016) which was a linear transformation of a proportional level of agreement on how many "experts" within a panel rate an item "essential" was calculated. Result of the calculated value of the content validity ration is presented below.

The obtained content validity ratio revealed that for the coaching style items that contain 40 items, 19 of them have a value of (CVRI) 1.0 which indicates these items are marked as very appropriate by professionals judgment, 12 of the items have been given a value of 0.8 which is also appropriate, 7 of the items have been scored 0.7 and 2 of the items were given a score of 0.6 moderately appropriate. As it is understood from the scores the entire 40 item used to measure coaching styles were judged as appropriate by professionals view.

Similarly of the items (24 in number) used to measure the motivational type exhibited by players of the teams involved in the study 16 items were judged to have a value of (CVRI) 1.0, 4 of them .8 and 4 of them .7. This means all items have quite good CVRI values so they are appropriate to be used in the main study.

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The satisfaction scale used to measure the satisfaction level of players in the premier league were also examined by the same professionals and found that 15 items have a value of CVRI 1.0 and only 1 scored .8 which indicated that all the items were appropriate to be used for the main study *(the CVRI Tables on appendix ......)*

### 3.10.4. Tentative answers to research questions obtained from pilot study

*Research question one. To answer the question about the extent of correspondence between preferred and perceived type of leadership styles and identifies which one is most preferred and perceived.*

Before looking the answer to this question in terms of inter-correlation and percentage of correspondence, it is necessary to examine the mean and standard deviations of leadership style scores and sub scores on preferred and perceived leadership styles in a descriptive statistics.

Table 5:

Descriptive Statistics on sub scores of preferred and perceived leadership styles of players in the pilot study

| Leadership styles | Mean | Std. Deviation | Rank | | Mean | Std. Deviation | Meandiff. | Rank |
|---|---|---|---|---|---|---|---|---|
| preferred leadership total score | 4.1200 | .48093 | | perceived coaching style total score | 3.8400 | .54703 | .28** | |
| preferred training and instruction sub scale | 4.2269 | .46186 | | perceived training instruction2 | 4.1154 | .63995 | .11154 | |
| preferred autocratic sub score 2 | 4.1200 | .71789 | | perceived autocratic coaching style sub score | 4.1200 | .71789 | - | |
| preferred democratic coaching style sub score | 3.6889 | .59954 | | perceived democratic coaching style sub score | 3.6444 | .66236 | .044 | |

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| | | | | | | |
|---|---|---|---|---|---|---|
| preferred social support coaching style | 3.4125 | .78336 | perceived social support 2 | 3.4125 | .78336 | - |
| preferred positive feedback coaching style | 4.3700 | .54008 | perceived positive feedback sub score | 3.8800 | .78512 | .49 |

. As Table 1 above showed except perceived and preferred social support the mean values of the rest scores are above 3.5 which means respondents exhibited that both in their perception and preference such leadership styles like positive feedback, training and instruction, autocratic and democratic coaching styles are favored often or 75% of the time. The highest mean score observed with respect to preferred coaching style is positive feedback which is 4.37,the second one is training and instruction mean score 4.22, the third is autocratic coaching style mean score 4.12 and the fourth one is democratic coaching style. This means that above 75% of the time players chosen to have a coach that uses positive feedback coaching style. The lowest mean score is observed with preferred social support 3.41 indicating that players seem to chosen social support style of coaching only occasionally.

With respect to perceived coaching style, except on perceived social support, four of the scores exhibited a mean score above 3.5. This indicates that players seem to perceive their coaches to use the autocratic, training and instruction, positive feedback and democratic coaching styles frequently or above 75% of the time. In the perception of players the autocratic coaching style is scored a mean of 4.21 which means players seem to perceive their coaches using autocratic style of coaching more frequently followed by training and instruction coaching style ( with a mean of 4.11) and Positive feedback (with a mean score of 3.88). The least scored coaching style is perceived social support (with a mean score of 3.41) followed by democratic coaching style (with a mean score of 3.64). This indicates that on the average coaches seem to use less frequently social supporting coaching style. The standard deviation ranges from .46 on preferred positive feedback coaching style to .785 on perceived positive feedback.

When perceived and preferred coaching styles compared except on the total average and positive feedback scores there is no significant difference on the mean scores of the other subscales. Besides this, preferred & perceived coaching styles seem to have high degree of concordance.

Correlation and percentage of correspondence between teams of the pilot study (n = 20)

| Combination of correlates | Correl. | Percent of concordance | Rank |
|---|---|---|---|
| perceived total with preferred total | 0.779 | 60.68 | 7 |
| preferred training with perceived training | 0.781 | 61.00 | 6 |
| preferred autocratic with perceived autocratic | 1.00 | 100.00 | 1 |
| preferred democratic with preferred democratic | 0.61 | 37.21 | 14 |
| preferred social support with perceived social support | 1 | 100.00 | 1 |
| preferred positive feedback with perceived democratic | 0.557 | 31.02 | 21 |

This is indicated by the fact that of the possible total 6 pair wise combinations all found to have significant correlations *(Table.6).* Perfect fit or coincidence (100% concordance)is found between preferred autocratic with perceived autocratic as well as preferred social support with perceived social support followed by preferred total with perceive total (61%) and preferred training and instruction with perceived training and instruction (60.68%). Perceived positive feedback sub score and perceived democratic sub scores have no significant correlation with preferred positive feedback and democratic sub scores. Therefore, most aspects of perceived leadership styles correspond to a significant level with those of preferred styles.

*Researches question two. To identifytThe type of motivation exhibited by players of the premeier league in relation to the leadership style practiced by coaches.*

Descriptive statistics and inter- correlation scores between motivation of players and leadership styles of coaches was compute.

Table 7:

Mean & standard deviation of motivation scores for the players in the pilot study

| No | Motivational variables | Mean | SD. |
|---|---|---|---|
| 1 | motivation total score | 4.0025 | .67326 |
| 2 | extrinsic motivation sub score | 3.9688 | .69641 |
| 3 | intrinsic motivation sub score | 4.1375 | .81707 |
| 4 | A-motivation total score | 3.4125 | .96408 |

On the average except on A - motivation the rest have more than 3.5 points on a five Likert scale which means respondents exhibited a mean score of motivational type that indicated fair to high motivate. As Table three indicated the mean score for intrinsic motivation is 4.1375 which means above the level of corresponds a lot, telling that most players are intrinsically motivated 3.9688 for extrinsic motivation indicating corresponds a lot and 3.4125 for A-motivation which indicates corresponds moderately.

Table 8:

Inter-correlation between scores on motivational type and leadership styles perceived

| Motivation type | Perceived coaching style total | Perceived training and instruction sub- score | Perceived autocratic sub- score | Perceived democratic sub- score | Perceived social support | Perceived positive feedback |
|---|---|---|---|---|---|---|
| Motivation total score (13) | .388 | .310 | .298 | .169 | .454[*] | .253 |
| A-motivation total score (14) | .037 | -.019 | -.182 | .169 | .116 | -.029 |
| Extrinsic motivation sub score (15) | .443 | .346 | .309 | .234 | .480[*] | .333 |
| Intrinsic motivation sub score (16) | .089 | .100 | .172 | -.099 | .233 | -.096 |

As Table.8 above indicated except preferred social support with motivation total score and extrinsic motivation score the rest do not have significant correlation.

The same thing is observed with respect to the relationship between leadership style practiced and motivational variables. Only perceived social support leadership style is significantly correlated with extrinsic motivation   the rest has no correlation. Therefore, motivational type of players has no significant relationship with actual or preferred leadership (coaching) style (Table 4 and 5).

*Researches question three.  To calculate on how the team performance level observed in accordance with the leadership style* practiced in the premier league?

The correlation between team performance and coaching style could not be done. The reason for this was because it wasn't possible to get the aggregate result of the teams.  So, the correlation between the different leadership styles and performance of players will be treated in the main

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study at the end of the competition season considering the aggregate total or absolute result of the teams gained in the competition season.

*Researches question four. To identify the satisfaction level of volleyball players taking part in the premier league in relation to the leadership styles of coaches.*

Descritive statistics and correlation between satisfaction level of players and preferred and perceived leadership styles of coaching was cmpurted.

Table 9:

Mean & standard deviation of scores on satisfaction items for players of teams

| N<u>O</u>   Satisfaction scores | Mean | St. dev. |
|---|---|---|
| 1.  Satisfaction total | 3.7009 | .75148 |
| 2.  Satisfaction with the coach sub score | 3.8125 | .63999 |
| 3.  Satisfaction with team performance sub score | 3.5857 | 1.09574 |
| 4.  Self- satisfaction in sub score | 3.5952 | 1.35768 |

The mean satisfaction score is above 3.5 which implies that the players have average satisfaction level with coach, team performance and self-satisfaction (see Table .9)

Table 10:

Correlations of satisfaction scores with perceived leadership styles of players

| Types of satisfaction | PCS. TOTAL | PCS training &instruction sub-score | Perceive Autocratic sub-score | Perceived democratic sub-score | Perceived social support sub=score | Perceived positive feedback sub-score |
|---|---|---|---|---|---|---|
| satisfaction total | .694** | .645** | .680** | .517* | .565** | .193 |
| satisfaction with the coach | .431 | .369 | .482* | .185 | .391 | .278 |
| Satisfaction with team performance | .657** | .598** | .585** | .581** | .551* | .096 |
| Self- satisfaction | .623** | .635** | .617** | .515* | .434 | .090 |

In addition, satisfaction total and some other sub scores have significant positive correlations with leadership perceived total & sub scores (Table 10). Satisfaction with coach is as an exception has significant correlation only with perceived autocratic leadership style sub scores.

Table 11:

Correlations of satisfaction scores with perceived leadership styles of players

| Satisfaction scores | Perceived coaching style total | Perceived training & instruction sub-score | Perceived autocratic sub-score | Perceived democratic sub-score | Perceived social support sub=score | Perceived positive feedback sub-score |
|---|---|---|---|---|---|---|
| satisfaction total | .694** | .645** | .680** | .517* | .565** | .193 |
| satisfaction with the coach | .431 | .369 | .482* | .185 | .391 | .278 |
| satisfaction with team performance | .657** | .598** | .585** | .581** | .551* | .096 |
| Self- satisfaction | .623** | .635** | .617** | .515* | .434 | .090 |

*Researches question five. To identify to what extent leadership style of coaches and players' motivation, performance and satisfaction are inter-related.*

Descriptive statistcs and inter- correlation between scores of the leadership styles of coaches and players' motivation, and satisfaction was computed.

Table 12:

Descriptive statistics on the total scores of leadership styles preferred and perceived, motivation and satisfaction of players in the pilot study

| NO | | Mean | Std. Deviation | N |
|---|---|---|---|---|
| 1. | preferred leadership total score | 4.1200 | .48093 | 20 |
| 2. | perceived coaching style total score | 3.8400 | .54703 | 20 |
| 3. | motivation total score | 4.0025 | .67326 | 20 |
| 4. | a-motivation total score | 3.4125 | .96408 | 20 |
| 5. | satisfaction on 5scal average | 3.7009 | .75148 | 20 |

The mean score of leadership style, players' motivation & satisfaction are over 3.5 which implied that respondent's rate at good level. An exception is the a-motivation score which is 3.4 and close to undecided or indifferent answer (Table.12).

Table 13:

Inter-correlations between leadership style of coaches and players' motivation, performance and satisfaction in the teams

| No | L/style | preferred leadership total score | perceived coaching style total score | motivation total score | a-motivation total score | satisfaction on 5scal average | performance |
|---|---|---|---|---|---|---|---|
| 1. | preferred leadership total score | 1 | .779** | .105 | .206 | .589* | |
| 2. | perceived coaching style total score | X | 1 | .388 | .037 | .694* | |
| 3. | motivation total score | X | X | 1 | -.060 | .261 | |
| 4. | a-motivation total score | X | X | X | 1 | .096 | |
| 5. | satisfaction on 5scal average | X | X | X | x | 1 | |
| 6. | performance 1 | X | X | X | X | x | 1 |
| 7. | performance 2 | X | X | X | X | x | x |

As Table 13 above indicated, significant inter-correlations were observed between preferred & perceived leadership styles, and satisfaction with both types of leadership styles.

According to the results found in the pilot study conducted to examine the reliability and validity of instruments all the three questionnaires found to be reliable and valid except for some items that need to be revised for clarity in the case of re- structuring statements in the Amharic version. Three items (item no.5, 7 and 10) from the leadership scale, one item (item no. 2) from the motivation scale and one item (item no 4) from the satisfaction scale were found to be revised in the Amharic version. After doing these adjustments on the items it is possible to use the instruments for the main study.

In general the reliability and validity of the instruments were tested using appraisal of reliability, item analysis for the effective functioning of items in the instruments, and content validity ratio using the logical and statistical means has been conducted. The results indicated

that the instruments can be used for the main study modifying some items for clarity. In addition to this grate care have been taken by the time participants were filling the questionnaires. Even though, the instruments were tested for the reliability and validity and found satisfactory to be used for the main study, a clarification on every point was given for the respondents, even on the spot of responding. All unclear expressions especially in the Amharic version were changed in to easily understandable expressions. After all these cautions the instruments were used to collect data for the main study.

## 3.11. ETHICAL CONSIDERATION

To assure the ethical condition of the research, every step of ethical condition was taken during data collection process. First ethical clearance from Bahia Dar University Sport Academy was obtained and presented to the concerned bodies ranging from the clubs to the authorities of the federation. After getting the gatekeeper letter from each clubs, a consent form was given for each participant by providing a detailed explanation on the purpose of the questionnaires and interview they are going to respond. The researcher also let the respondents know that the response they give would be kept confidential and anonymity. Moreover, the researcher assured that the response they give for the questionnaire and interview or the fact collected by observation, document analysis was used only for the research purpose, and there would not be any consequence that could occur because of the information they give.

# CHAPTER FOUR

# RESULTS AND DISCUSSION

# INTRODUCTION

General objective of this study was to investigate the leadership style of volleyball coaches and players' motivation, performance and satisfaction in the Ethiopian premier league. As to the data collection procedure mentioned in chapter three the data was collected using instruments like questionnaires, document analysis, observation and interview. The return rate of the questionnaires out of the participants expected, 86 players which was 89.58 % filled the questionnaire from these 3 questionnaires were voided due to un proper management of the respondents. The cumulative point each clubs scored in the year 2019 competition season was taken as absolute performance of clubs from the record of the Ethiopian volleyball federation. On the qualitative part 7 coaches and 1 federation personnel were interviewed. All the 8 clubs were observed by two observers and the average value was taken for analysis. In total 79.2% of participants responded valuable information, which was included in the data to be treated in the analysis. Two coaches did not appear for the interview due to their personal problem. After collecting data and coding it for entering in IBM. SPSS (VERSSION 23) statistical analysis for the data was conducted. Therefore, primarily according to the research objectives framed and research questions posed, the quantitative method of data analysis was employed for the questionnaires, document records, and observation data. Secondarily the qualitative data analysis method was used for the interviews for triangulation. Means, standard deviations, minimum and maximum values were computed for the descriptive part and t- test, correlation, one way ANOVA, POST HOC tests and regression were computed for the inferential analysis. Considering the qualitative part, interview was analyzed after being coded, filtered and thematically arranged so as, to put connected answers of respondents together using verbatim expressions.

## 4.1.1 Demographic Characteristics of Participants

Of the total expected 96 players 83 of them found to fill and return the questionnaires dispatched properly. All of them were male players taking part in the premier league. Out of the total 83 respondents 58 players which was 69.9% played only 1-4 years in the premier league, 19 players which were 22.9% played for 5-8 years and only 6 which were 7.2 % played for 9 years and above. Graphic expression of the demographic characteristics on experience level of players
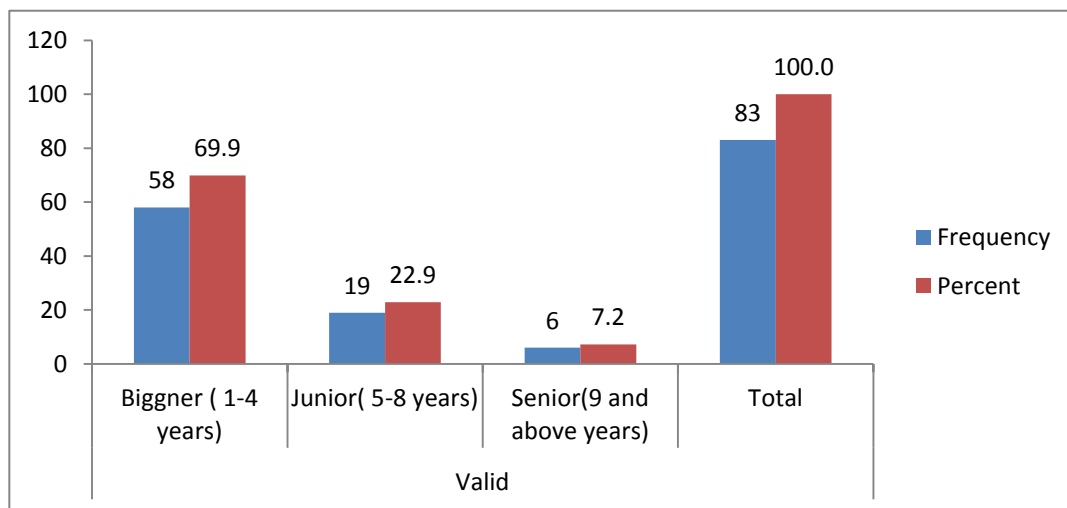


Figure 3: years the respondents played in the premier league

In terms of their educational level 2 of the players which means 2.4 % were elementary complete, 54 of them which means 65.1 % high school complete and 27 of them which means 32.5 % were having educational level of college completing and above.
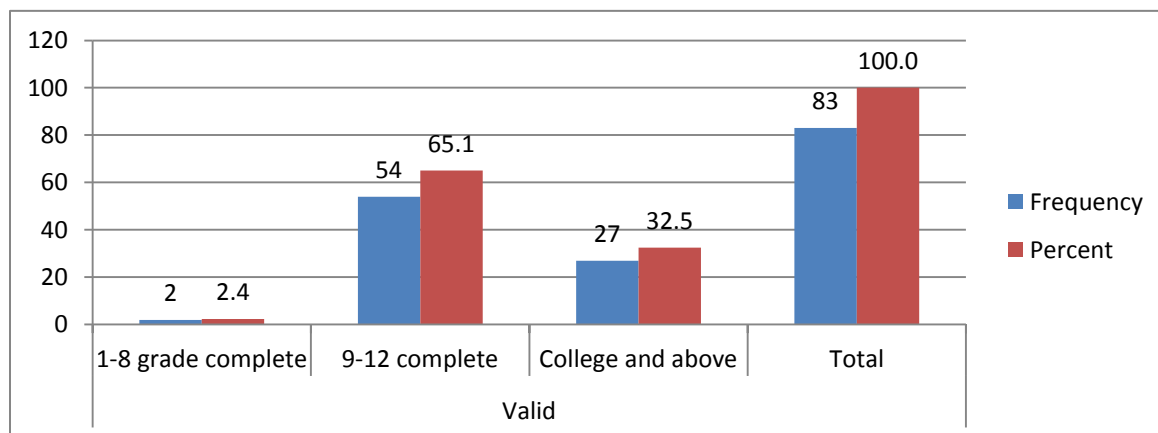


Figure 4: Educational status of players in the premier league

## 4.1.2 THE CONGRUENCE BETWEEN PREFERRED AND PERCEIVED COACHING STYLES

To investigate the congruence between preferred and perceived coaching styles three procedures were conducted. The first procedure was comparing the mean, standard deviation and rank order of means for the sub-scores of preferred & perceived coaching styles. The second was a paired sample t- test to exam the relation between preferred and perceived coaching styles and finally computing the correlation between the two scores was applied.

Table 14:

Descriptive Statistics of Coaching Styles preferred by Players (n =83) of the Ethiopian volleyball premier League (2019)

| Coaching style | Minimum | Maximum | Mean | Std. Deviation | Rank (mean) |
|---|---|---|---|---|---|
| Total score | 1.40 | 4.50 | 3.3651 | .61222 | - |
| Training & instruction sub score | 1.46 | 5.00 | 3.7970 | .87661 | 1 |
| Autocratic sub score | 1.00 | 4.80 | 2.2145 | .99843 | 5 |
| Democratic sub score | 1.33 | 5.00 | 3.2744 | .87167 | 3 |
| Social support sub score | 1.25 | 5.00 | 3.2515 | .88571 | 4 |
| Positive feedback sub score | 1.00 | 5.00 | 3.7373 | 1.06607 | 2 |

Measures of central tendency (mean scores) were computed to summarize the data for the preferred coaching style. Measures of dispersion (standard deviations) were computed to understand the variability of scores for the preferred coaching style of players in the premier league. The following are the results of this analysis; N = 83, *M*= ranges between 2.21 (for autocratic coaching style the lowest) _ 3.79(for training & instruction coaching style the highest). The standard deviation ranges from .87167(for democratic sub score the lowest) _ 1.06607 (for positive feedback the highest). Considering the rank order of preferred coaching styles, the first in a rank was training & instruction-coaching style, the second preferred was positive feedback coaching style, the third was democratic coaching style, the fourth was social support coaching style and the last preferred coaching style was found to be autocratic coaching style. When we look at the mean, it appeared that most players in the teams seem to prefer the training and instruction coaching style. However, based on the large standard deviation, it looks like their preference differs quite a bit.

Similarly, descriptive statistics on the coaching style perceived by players based on the mean and standard deviation values was also computed.

| Coaching style | Minimum | Maximum | Mean | Std. Deviation | Rank (mean) |
|---|---|---|---|---|---|
| Total score | 1.68 | 4.50 | 3.2726 | .60469 | |
| Training & instruction sub score | 1.69 | 5.00 | 3.6154 | .94219 | 1 |
| Autocratic sub score | 1.00 | 5.00 | 2.2867 | .95417 | 5 |
| Democratic sub score | 1.22 | 5.00 | 3.2369 | .90263 | 3 |
| Social support sub score | 1.00 | 5.00 | 3.1732 | .85000 | 4 |
| Positive feedback sub score | 1.00 | 5.00 | 3.5904 | .98818 | 2 |

Measures of central tendency, (mean score) were computed to summarize the data for the perceived coaching styles. Measures of dispersion (standard deviations) were computed to understand the variability of scores for the perceived coaching style of players in the premier league. The following are the results of this analysis; N = 83, *M*= ranges between 2.29 (for autocratic coaching style the lowest) _ 3.62(for training & instruction coaching style the highest). The standard deviation for perceived coaching styles sub score ranges from .85000 (for social support sub score the lowest) _ .98818 (for positive feedback the highest). Considering the rank order of perceived coaching styles, the first in a rank was training & instruction coaching style, the second perceived was positive feedback coaching style, the third was democratic coaching style, the fourth was social support coaching style and the last perceived coaching style was found to be autocratic coaching style. When we look at the mean, it appeared that most players in the teams seem to perceive their coaches as using the training and instruction coaching style. In addition, based on the small range of standard deviation, it looks like their perception is similar. According to the result observed in the mean difference, even though, the pattern of preference, perception and rank order is similar, there is a magnitude difference on the mean values that favor the preferred coaching styles.

The second procedure considered was conducting a paired sample t – test to exam the relation between preferred and perceived coaching styles of players in the premier league.

Table 16:

Paired Samples Test Between preferred & perceived coaching styles of players in the premier league

| Comparison | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference Lower | Upper | T | Df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| Pair 1 | Preferred total2 – perceived toatal2 | .09253 | .37837 | .04153 | .00991 | .17515 | 2.228 | 82 | .029 |
| Pair 2 | Preferred train.& ins sub2 – perceived train.& ins sub 2 | .18165 | .66634 | .07314 | .03615 | .32715 | 2.484 | 82 | .015 |
| Pair 3 | Preferred auto. Sub 2 – perceived auto. sub 2 | -.07229 | .92793 | .10185 | -.27491 | .13033 | -.710 | 82 | .480 |
| Pair 4 | Preferred demo. sub2 - perceived demo.sub2 | .03748 | .64164 | .07043 | -.10262 | .17759 | .532 | 82 | .596 |
| Pair 5 | | .07831 | .67420 | .07400 | -.06890 | .22553 | 1.058 | 82 | .293 |
| Pair 6 | Preferred poss. feedback sub2 - perceived poss. feedback sub 2 | .14699 | .78342 | .08599 | -.02408 | .31805 | 1.709 | 82 | .091 |

A paired-samples t-test was conducted to compare the mean values between the preferred and perceived coaching styles of players in the premier league. The result indicated that, there was a significant difference between the scores for preferred and perceived coaching styles. ($M=$ *3.3651, SD = .61222*) For the total score preferred and (*M = 3.2726, SD = .60469*) for the total perceived coaching style*; t (82) = 2.228, P = .029*. Similarly, training and instruction coaching style scores also, showed significant difference between preferred and perceived coaching styles

that is (*M* = *3.7970, SD* = *.87661*) for the preferred coaching style and ( *M* = *3.6154, SD* =*.94219); t (82)* = *2.484, P* = *.015*. Both the total coaching style scores and training and instruction coaching style sub scores showed significant difference at alpha level .05. Analysis of paired comparison between means showed the presence of some significant difference between the two sets of sub scores. As the results showed on Table 16 except on the total score and on training and instruction sub score, the rest do not have significant difference in mean scores.

In addition, another way of examining the extent of concordance between the mean sub-scores of preferred & perceived coaching styles, a graph is used. The graph shows the distance and parallelism of the two lines
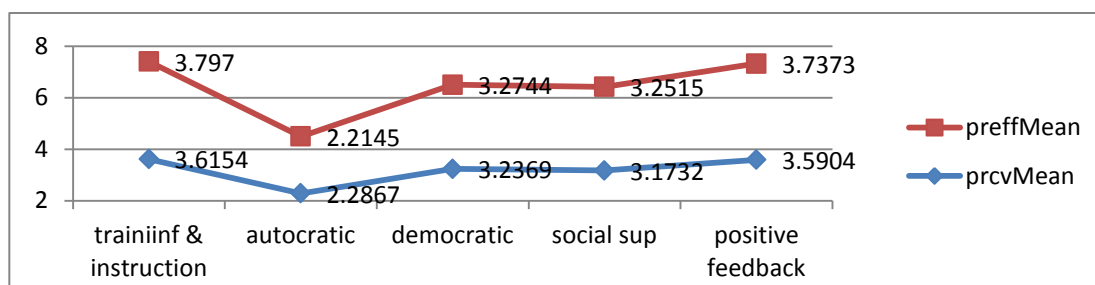


Figure 5: Comparison of preferred & perceived coaching style sub-scores of the players in the league

As Figure 2 Indicated the graph of the two sub-scores sets seems parallel but with small distance between two lines.   The presence of parallelism indicates absence of interaction or the presence of differences in favor of preferred scores. The small distance between the two lines indicate there is no that much difference between perceived and preferred sub-scores. This indicates the presence of concordance between preferred and perceived coaching style sub-scores.

Somewhat differently, the third applied procedure to exam the degree of concordance between preferred & perceived coaching styles was in terms of Correlation between the sub-scores.

Inter correlation between preferred and perceived coaching style scores of the players

| Preferred Coaching style | Perceived Coaching style | Correlation | % of concordance |
|---|---|---|---|
| Total score | Total score | .807** | 65.12 |
| Training & instruction sub score | Training & instruction sub score | .734** | 53.88 |
| Autocratic sub score | Autocratic sub score | .549** | 30.14 |
| Democratic sub score | Democratic sub score | .739** | 54.61 |
| Social support sub score | Social support sub score | .699** | 48.86 |
| Positive feedback sub score | Positive feedback sub score | .712** | 50.69 |

* *significant at .01 level

A Pearson product-moment correlation coefficient was computed to assess the relationship between the preferred and perceived coaching styles of players in the premier league. There was a positive correlation between the two variables, *r = 0.737, .549, .739, .699, and .712*.for training and instruction, autocratic, democratic, social support and positive feedback sub scores respectively (beyond P = 0.01). In general, there was a strong, positive correlation between preferred and perceived coaching styles of players in the premier league.

With respect to percentage of concordance, the highest value that was 54.61% observed between preferred and perceived democratic coaching styles followed by 53.88% for training and instruction coaching style.  The third was Positive feedback coaching style with a value of 50.69% and the fourth was social support coaching style with a value of 48.86% .The lowest value was observed between preferred and perceived autocratic coaching style sub scores (30.14%). All these values, even though there is variation in the degree of concordance, indicated that there is a statistically significant concordance between preferred and perceived coaching style sub scores.

## 4.1.3. Motivation type of volleyball players in relation to the coaching style Practiced

The type of motivation that players exhibited as a whole was analyzed by comparing the mean values for the total and sub-scores of motivation including a- motivation, intrinsic motivation, and extrinsic motivation. In addition to this the relation between coaching styles and motivation type was also computed.

Table 18:

Descriptive Statistics on motivation type players' displayed in the volleyball premier league

|  | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|
| Motivation  type total | 1.45 | 5.00 | 3.6620 | .86418 |
| A-motivation  sub  scale | 1.00 | 5.00 | 3.1084 | .98865 |
| External   mot. sub scale | 1.44 | 5.00 | 3.6431 | .85982 |
| Internal   mot. sub scale | 1.50 | 5.00 | 3.7380 | 1.02477 |

Measures of central tendency were computed to summarize the data for the motivation scores. Measures of dispersion were computed to understand the variability of scores for the motivation sub- scores. The following are the results of this analysis; *N = 83, M = 3.6620 and SD = .86418*(for motivation total*); M= 3.1084 and SD= .98865*), (for a- motivation sub score); *M = 3.6431 and SD = .85982* (for extrinsic motivation sub score*);   M = 3.7380 and SD = 1.02477* (for intrinsic motivation sub score).

As (Table18) indicated on the average players, seem to be personally motivated than de-motivation on the volleyball sport that they are taking part.  However, the standard deviation showed that, there is no much difference between the two scores. Similarly, players exhibited slightly more of intrinsic motivation than extrinsic motivation. Whereas considering the standard deviation it showed much difference. Therefore, players seem to have moderate level of motivation with a tendency of   intrinsic type.

To determine whether the observed difference is significant, paired comparison was made between motivation total and a- motivation and between extrinsic and intrinsic motivation.

Table 19:

Paired Samples t- Test on motivation types exhibited in the Volleyball premier league

| Types of motivation | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | T | Df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Lower | Upper | | | |
| Pair 1 | Mot. Type total- A-mot. sub scale | .55361 | 1.05072 | .11533 | .32418 | .78305 | 4.800 | 82 | .000 |
| Pair 2 | Ext. mot sub scale − intr. mot sub scale | -.09488 | .58446 | .06415 | -.22250 | .03274 | -1.479 | 82 | .143 |

* *significant at .01 level

A paired-samples t-test was conducted to compare the mean values between motivation total and A- motivation scores. The result indicated that, there was a significant difference between the scores for motivation total (*M= 3.6620, SD = .86418)* and For A- motivation ( *M = 3.1084, SD = .98865); t (82) =4.8, p = .000.*Significant at alpha (0.0I). But when comparing means between extrinsic and intrinsic motivation scores, extrinsic motivation sub score (*M= 3.6431, and SD = .85982),* and intrinsic motivation sub score ( *M = 3.7380 and SD = 1.02477); t (82) = - 1.479, P = .143.*There is no significant difference.

To identify the relation between coaching styles perceived and motivation of players calculating the Pearson's' product moment correlation coefficient was conducted.

Table 20:

Correlation between leadership styles and motivation sub scores in the volleyball premier league

| Coaching style | Motivation type total | A-motivation sub scale | Extrinsic motivation sub scale | Intrinsic motivation sub-scale |
|---|---|---|---|---|
| Perceived coaching style total | .492[**] | .358[**] | .494[**] | .417[**] |
| Perceived coaching training and ins. Subscale | .474[**] | .161 | .468[**] | .430[**] |
| Perceived coaching style autocratic sub scale | -.490[**] | -.127 | -.487[**] | -.434[**] |

| | | | | |
|---|---|---|---|---|
| Perceived coaching style democratic sub scale | .436** | .456** | .436** | .375** |
| Perceived coaching style   social support  sub scale | .399** | .346** | .408** | .311** |
| Perceived coaching style positive feed sub scale | .441** | .249* | .451** | .347** |

* *significant at .01 level
*significant at .05level

A Pearson product-moment correlation coefficient was computed to assess the relationship between the perceived coaching styles of players in the premier league and motivation of players. There was a positive correlation between the two variables considering perceived coaching styles with motivation total score except autocratic coaching style which is negative, $r = .492, .474, - 490, .436, .399, .441$ for total, training and instruction, autocratic, democratic, social support and positive feedback coaching styles respectively Significant at alpha (0.01) level. Considering perceived coaching styles and extrinsic motivation, $r = .494, .468, - 487, .436, .408, and .451$ for total, training and instruction, autocratic, democratic, social support and positive feedback coaching styles respectively Positive and Significant at alpha (0.01) except the autocratic coaching style negative value. With respect to intrinsic motivation and  perceived coaching styles value of  $r = .417, 430, - 434, 375, .311, .347$ for total, training and instruction, autocratic, democratic, social support and positive feedback coaching styles respectively, Positive and Significant at alpha (0.01) except the autocratic coaching style negative value. Considering A- motivation and perceived coaching style values of $r = .358, .161, -127, .456, .346, and .249$ for  total, training and instruction, autocratic, democratic, social support and positive feedback coaching styles respectively. Different pattern of correlation is observed in here because there are sub scores of perceived coaching styles that do not correlate with the A-motivation sub score that are sub scores of training and instruction and autocratic sub scores. In addition to this it is found that a- motivation and perceived positive feedback coaching style correlate at alpha (0.05) level. The rest of perceived styles that are democratic and social support sub scores have significant correlation with A- motivation at alpha (0.01) level.

## 4.1.4 -Performance level of teams in accordance with the coaching style practiced.

In the current study to analyze the finding about performance level of players at teams' level, the researcher used indicators in terms of the results in the form of absolute and relative measures of teams in the season.

The absolute measures indicate the aggregate point or score gained by each club through the competition year. This result is gained by summing up points achieved in each competition. Such points are to be given by the referees in each of the competition days. The cumulative point gained in the competition season is considered as an indicator of the teams' seasonal performance Gee (2010).

Therefore, it is obtained by considering the number of competitions' the clubs played, number of wins and losses, and finally the neat point collected throughout the year. This score is to be used for determining the champion club, the rank of each club and the chance to be involved in higher level competitions – regional, continental or world (in the case of this league African regional Volleyball Competitions). The relative measure is the rank or the position of each club in relation to other clubs as determined by the absolute measure

Table 21:

Performance results of the volleyball premier league teams in the year (2019)

| NO | Name of the team | Absolute point | Rank | Remark |
|----|------------------|----------------|------|--------|
| 1 | Wolayta Ditcha | 35 | 1 | Winner |
| 2 | Medawellabo University | 34 | 2 | |
| 3 | Mugger Cement | 30 | 3 | |
| 4 | Addie Ababa Police | 19 | 4 | |
| 5 | Mekelakeya | 19 | 5 | |
| 6 | Tana – Bashir Dar | 15 | 6 | |
| 7 | Federal Marimba | 7 | 7 | |
| 8 | Addis Ababa water & sewerage | 2 | 8 | |

Source: The Ethiopian Volleyball Federation.

As (Table 21) indicated Wolayta Ditcha was a winning team in the competition year with performance or result of 35 points.  The second and the third ranking teams were Medawollabu

university and mugger cement with points 34 and 30 respectively.  The last in a rank was Addis Ababa Water and Sewerage team with only 2 points.

Table 22:

Means and standard deviations of coaching styles of teams in the volleyball premier league

| name of the club | | Perceived coaching style total | Perceived Training and instruction Sub- scale | Perceive Autocratic sub- scale | Perceive Democratic sub-scale | Perceived Social support Sub-scale | Perceived Positive feedback sub - scale |
|---|---|---|---|---|---|---|---|
| Wolayta Ditcha, N=10 | Mean | 3.7650(1) | 4.5308(1) | 1.3400(8) | 3.9333(1) | 3.7250(1) | 3.9600(3) |
| | Std. Deviation | .25254 | .24714 | .16465 | .41640 | .63683 | 1.03193 |
| Mugar Cement, N = 12 | Mean | 3.5750(2) | 4.0192(3) | 2.0333 | 3.5741(3) | 3.5104(2) | 4.0667(2) |
| | Std. Deviation | .46098 | .67150 | .82609 | .89246 | .63840 | .82389 |
| Addis Ababa Police, N=10 | Mean | 3.5175(3) | 4.0462(2) | 1.8200(7) | 3.6556(2) | 3.2125 | 4.0800(1) |
| | Std. Deviation | .45522 | .74597 | .73907 | .52496 | .90724 | .88544 |
| Federal Marimba, N=10 | Mean | 3.3550 | 3.7000 | 2.4200 | 3.3556 | 3.1000 | 3.8000 |
| | Std. Deviation | .46049 | .64811 | .64256 | .75323 | .82031 | .47140 |
| Mekelakeya, N=12 | Mean | 3.2729 | 3.5769 | 2.4000 | 3.2778 | 3.1250 | 3.5833 |
| | Std. Deviation | .52877 | .80176 | 1.04447 | .93264 | .87743 | .86742 |
| Addis Ababa Water and Sewerage, N=8 | Mean | 3.1469 | 3.3558 | 2.2750 | 2.8889 | 3.2969 | 3.7000 |
| | Std. Deviation | .82348 | 1.29955 | 1.00818 | 1.16686 | .91597 | 1.10583 |
| tana Bahir Dar, N=10 | Mean | 2.7650(7) | 2.5923(8) | 2.9800(2) | 2.6222(7) | 2.9500(7) | 2.9600(7) |
| | Std. Deviation | .56926 | .72256 | .92111 | .83016 | .93207 | .92280 |
| Medawollabu university, N=11 | Mean | 2.7500(8) | 3.0350(7) | 2.9818(1) | 2.5152(8) | 2.5000(8) | 2.6000(8) |
| | Std. Deviation | .51599 | .88936 | .95689 | .70671 | .73314 | .87636 |

In this condition, the next issue to be considered was the coaching style scores and sub scores of each club. Mean and standard deviation of perceived coaching style total and sub scores with respect to eight teams considered in the study is displayed on (Table22 above) the higher mean score with respect to the coaching style total was observed in Wolayta Ditcha, (3.76 nearly frequently) followed by mugger cement (3.57) and Addis Ababa Police (3.51) and the lowest was for Medawollabu University (2.75 nearly occasionally). It means that Wolayta Ditcha coach seem to score better on the total score of coaching styles than the rest whereas Medawollabu's coach was the last which means it did not perform good as viewed by the players.

Moreover, with respect to training and instruction sub-score the highest mean value was observed in Wolayita Ditcha (4.53), followed by Addis Ababa Police with a mean score (4.04) and the third was Mugar Cement with a mean value of (4.01). The lowest mean score was for Tana BahirDar (2.59). It means that the above mentioned teams-those that rank first to forth rank seem to perform well with respect to the training & instruction coaching style.

Regarding autocratic coaching style low score was observed in all the 8 teams - it means that coaches did not tend to show autocratic behavior to their players. Relatively speaking the higher mean was scored by Tana Bahir Dar and Medawollabu University (2. 98). The lowest mean found was (1.34) for Wolayta Ditcha. It means that, as perceived by the respective players coaches of Tana Bahirdar, Medewolabo and Federal Maremia tend to show some autocratic behavior and Wolayta Ditcha coach seem to show least autocratic behavior.

In terms of democratic coaching style the highest was Wolayta ditacha with a mean score of (3.9); the second was in Addis Ababa Police with a mean score of (3.65) and the third was Mugar Cement with a mean score of (3.57). The lowest mean score was observed in Medawollabu with a value of (2.51). Therefore, from this we can deduce that the coaches of the first to third teams mentioned tend to show more democratic behavior while Medawollabu's coach perceived to show less democratic behavior.

With respect to social support coaching style the highest mean score was observed in Wolayita Ditcha with a value of (3.72) followed by Mugar Cement with a mean score of (3.51) and the third was Addis Ababa Water and Sewerage with a mean score of (2.29). The lowest score observed was (2.50) in Medawollabu university team. It seems that in the first three teams a sort

of social support was provided for players by the coaches but Medawollabu team received the least social support.

On the positive feedback coaching style sub-score the highest mean score observed was (4.08) in Addis Ababa Police followed by Mugar Cement with a mean value of (4.06) and the third was observed in Wellayta Ditcha with a value of (3.96).The lowest scored mean value was in Meda wollabu university with a value of (2.60). It means that the first ranking three teams get better positive feedback from the coaches whereas the last ranked team gets the least.

To sum up the position of teams in relation to performance and coaching styles Wolayta Ditcha leads the primer league not only with respect to performance – as a winning team it also stood first with respect to total coaching style scores and on three sub scores namely training and instruction , democratic and social support coaching styles followed by mugger cement. Except Medawollabu team the coaching scores and sub scores of the rest teams seem to go parallel with their performance.

Table 23:

Correlations between coaching style and absolute performance of teams in the premier league

| Coaching style | absolute performance of the team in the competition season |
|---|---|
| Perceived coaching style total | .112 |
| Perceived training and instruction subscale | .209 |
| perceived autocratic coaching style subscale | -.140 |
| Perceived democratic coaching style sub scale | .112 |
| Perceived social  support  sub scale | .023 |
| perceived positive feedback sub scale | -.052 |

*significant at .01level

A Pearson product-moment correlation coefficient was computed to assess the relationship between the perceived coaching styles of players in the premier league and absolute

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performance of scores of teams. There was a positive but not significant correlation between the two variables, *r = .112, .209, .112 and .023* for Perceived coaching style total, perceived training and instruction coaching style, perceived democratic coaching style and perceived social support coaching style respectively. Whereas the other two that are perceived autocratic and perceived positive feedback coaching styles have negative and not significant relations with the absolute performance of teams. One possible reason for such low correlation could be if there is similarity of styles that coaches use

Thus, to examine whether this insignificant correlation observed was due to similarity of coaching styles of coaches among the eight clubs or not, an ANOVA test was computed.

Table 24:

ANOVA perceived coaching style total with respect to the 8 teams

|                | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 9.897 | 7 | 1.414 | 5.279 | .000 |
| Within Groups | 20.086 | 75 | .268 | | |
| Total | 29.983 | 82 | | | |

*significant at .05level

A one-way between groups ANOVA test was conducted to compare the effect of coaching style on performance of players in the teams. There was a significant effect of coaching styles scores on the performance of players in the teams P< .05 level for the eight teams F(7) = 5.279, P = .000. As Table 24 indicated there was a significant difference among coaches of teams. It means that they are not using similar coaching styles. And to find out among which teams significant differences exist post hoc comparison was made.

| (I) name of the club | (J) name of the club | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|---|---|---|---|---|---|---|
| | | | | | Lower Bound | Upper Bound |
| Bahirdar Tana | Wolayta Ditcha | -1.00000[*] | .23144 | .001 | -1.7217 | -.2783 |
| | Mugar Cement | -.81000[*] | .22159 | .011 | -1.5009 | -.1191 |
| | Addis Ababa Police | -.75250[*] | .23144 | .035 | -1.4742 | -.0308 |
| | Federal Maremia | -.59000 | .23144 | .192 | -1.3117 | .1317 |
| | Mekelakeya | -.50792 | .22159 | .312 | -1.1988 | .1830 |
| | Addis Ababa Water and Sewerage | -.38188 | .24548 | .775 | -1.1473 | .3836 |
| | Medawollabu university | .01500 | .22612 | 1.000 | -.6901 | .7201 |
| Medawoll abu university | Wolayta Ditcha | -1.01500[*] | .22612 | .001 | -1.7201 | -.3099 |
| | Mugar Cement | -.82500[*] | .21602 | .006 | -1.4986 | -.1514 |
| | Addis Ababa Police | -.76750[*] | .22612 | .023 | -1.4726 | -.0624 |
| | Federal Maremia | -.60500 | .22612 | .146 | -1.3101 | .1001 |
| | Mekelakeya | -.52292 | .21602 | .247 | -1.1965 | .1507 |
| | Addis Ababa Water and Sewerage | -.39688 | .24047 | .718 | -1.1467 | .3529 |
| | Bahirdar Tana | -.01500 | .22612 | 1.000 | -.7201 | .6901 |

*. The mean difference is significant at the 0.05 level

To identify which clubs were the reason to show the significant difference on the one-way ANOVA, post- hoc test was computed. The post-hoc test showed that there is significant mean difference of coaching styles in Tana Bahir Dar and Medawollabu University Clubs. Tana Bahir Dar Club has statistically significant difference in the mean score of coaching style with that of Wolaita Dicha Muger Cement and Addis Ababa Police with the mean difference of -1.00000*, -.81000* and -.75250[*] respectively. In case of Medawollabu University, it has statistically significant mean difference of coaching style as of Wolaita Dicha, Muger Cement ,and Addis Ababa Police with -1.01500*,-.82500* and -.76750[*] mean difference respectively. This

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indicates that the rest of the clubs seem to use almost similar coaching styles. In other words, of 28 possible and valid contrasts, only six have significant differences or 78.57% of contrasts indicate the presence of similar coaching styles. Thus, the low correlations observed above might be due to this similar coaching style. This indicates that the coaches behavior in most of the teams seem to be similar. Besides, the presence of such insignificant relation between coaching style and performance is not to say coaching style does not affect performance at all (*See apendix G*).

## 4.1.5.    The satisfaction of volleyball players' vis-à-vis *the coaching style practiced*

In order to identify the satisfaction level of volleyball players in the premier league, and find out its relation to the coaching styles practiced, descriptive statistics and correlation coeffiecnt were computed.

Table 26:

Descriptive Statistics on satisfaction scale of players in the volleyball premier league (2019)

| Category | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|
| satisfaction total | 1.34 | 4.96 | 3.3993 | 1.05460 |
| satisfaction scale with coach subscale | 1.16 | 4.91 | 3.4380 | 1.07563 |
| satisfaction with team mates sub scale | 1.14 | 5.00 | 3.3115 | 1.22162 |
| satisfaction with self- sub scale | .95 | 5.00 | 3.4423 | 1.21479 |

Measures of central tendency (mean scores) were computed to summarize the data for the satisfaction level of players in the premier league. Measures of dispersion (standard deviations) were computed to understand the variability of scores for the satisfaction level of players in the premier league. The following are the results of this analysis*; N = 83, M= 3. 4380, SD = 1.08; M = 3.3115, SD = 1. 22; M = 3.4423, SD = 1.21,* for satisfaction with the coach, satisfaction with the team mates and self-satisfaction respectively.

The level of satisfaction of players as displayed on (Table 25) is around indifferent that means not that much satisfied or dissatisfied because the averages on both the total and the sub-scores is below 3.5 (fair satisfaction). Relatively speaking, average scores observed with respect to satisfaction with self and with coach were slightly better than the total or teammate sub score.

Moreover, to see whether there is significant variation between sub scores of satisfaction among players in the teams or not, an ANOVA test was conducted.

Table 27:

ANOVA test among satisfaction subscales of the teams in the volleyball premier league

|  | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | .917 | 2 | .458 | .333 | .717 |
| Within Groups | 338.254 | 246 | 1.375 |  |  |
| Total | 339.171 | 248 |  |  |  |

A one-way between groups ANOVA test was conducted to compare the satisfaction level of players among the three sub scores of satisfaction. The result indicated that, there was no significant difference among the three sub scores of satisfaction F (2) = .333, P = 0.717. Furthermore, to identify the correlation between coaching style and satisfaction level of players in the premier league, correlation coefficient was computed.

Table 28:

Correlations between perceived coaching style scales and satisfaction scales of players

|  | satisfaction total | satisfaction scale with coach subscale | satisfaction with team mates sub scale | satisfaction with self-sub scale |
|---|---|---|---|---|
| Perceived coaching style total | .654** | .637** | .596** | .524** |
| Perceived training & ins. Subscale | .689** | .655** | .637** | .575** |
| Perceived autocratic sub scale | -.582** | -.582** | -.518** | -.452** |
| Perceived democratic subscale | .517** | .485** | .481** | .441** |
| perceived social support sub scale | .458** | .484** | .404** | .301** |

| Perceived positive feedback sub scale | .573[**] | .593[**] | .488[**] | .436[**] |
|---|---|---|---|---|

**significant at .01 level

A Pearson product-moment correlation coefficient was computed to assess the relationship between the perceived coaching styles and satisfaction level of players in the premier league. There was a positive correlation between the two variables considering perceived coaching styles with satisfaction total and sub score significant at alpha (.01) level, except autocratic Coaching style, which is negative. With respect to coaching styles total $r = .654, .637, .596,$ and.524, for satisfaction total, satisfaction with the coach, satisfaction with the team mate and self-satisfaction respectively. Considering training and instruction sub score, $r = .689, .655, .637,$ and .575, for satisfaction total, satisfaction with the coach, satisfaction with team mates and self-satisfaction. Considering autocratic coaching style $r = -.582, -.582, -.518,$ and -.458, for the satisfaction total, satisfaction with the coach, satisfaction with team mates and self-satisfaction. Considering democratic coaching style $r = .517, .485, .481,$ and .441 for the satisfaction total, satisfaction with the coach, satisfaction with team mate and self-satisfaction. Considering social support coaching style $r = .458, .484, .404,$ and .301 and finally positive feedback $r = .573, .593, .488$ and .436 for satisfaction total, satisfaction with the coach, satisfaction with team mate and self-satisfaction respectively.

The correlation between satisfaction scale and perceived coaching style is found to be significant (Table 28). Autocratic coaching style subscale has negative correlation with satisfaction total and subscales while the rest have positive correlation values. Training and instruction sub score seem to have higher correlation with satisfaction total and its sub scores (.689-.575) compared to other coaching style subscales. This correlation values indicated the presence of strong relation between coaching styles and the extent of satisfaction.

## 4.1.6. - The Relative Contribution of Coaching Styles To Players' Motivation, Performance and Satisfaction.

To deal with the contribution of each variable for predicting the other variable three dimensions were followed. The first was computing the motivation and satisfaction level of each team; contribution of coaching style sub scores to motivation, satisfaction and performance; finally the overall contribution of coaching style, motivation and satisfaction to performance was considered.

### *4.1.6.1-Motivation and satisfaction by team level*

With respect to motivation by team level, the first issue considered was the motivation of players in each club. To this regard the mean score for the motivation total, extrinsic motivation and intrinsic motivation for each team were computed.

Table 29:

Motivation type & level exhibited by players at team level in the volleyball premier league

| Name of the club | | Motivation total | Extrinsic motivation sub scale | Intrinsic motivation sub scale |
|---|---|---|---|---|
| Wolayita Ditcha N=10 | Mean | 4.1000 | 4.1200 | 4.2000 |
| | Std. Deviation | .47434 | .46679 | .81479 |
| Mugar Cement N=12 | Mean | 4.0156 | 4.0583 | 4.2292 |
| | Std. Deviation | .75760 | .73788 | .86903 |
| Addis Ababa Police N=10 | Mean | 4.1062 | 4.1450 | 4.3000 |
| | Std. Deviation | .40295 | .41059 | .65405 |
| Federal Maremia N-10 | Mean | 3.8375 | 3.8850 | 4.0750 |
| | Std. Deviation | .87212 | .84164 | .85837 |
| Mekelakeya, N=12 | Mean | 3.5833 | 3.6125 | 3.7292 |
| | Std. Deviation | .80584 | .78657 | .80098 |
| Addis Ababa Water and Sewerage, N=8 | Mean | 3.8906 | 3.9500 | 4.1875 |
| | Std. Deviation | .65016 | .62048 | .77632 |
| Bahir Dar Tana, N=10 | Mean | 3.1188 | 3.1100 | 3.0750 |
| | Std. Deviation | .89338 | .87394 | .80838 |
| Medawollabu university, N=11 | Mean | 2.5852 | 2.5182 | 2.2500 |
| | Std. Deviation | .69444 | .63846 | .67082 |

Measures of central tendency (mean scores) were computed to summarize the data for the motivation level of players in each teams of the premier league. The following are summary of the results of this analysis: Addis Ababa Police seems to have better level of motivation that is M = 4.1063, showing a level of correspond a lot in the five point motivation scale followed by

Wolayta Ditcha, $M = 4.100$, But the two teams have only slight differences. The least motivated teams were Medawollabu, $M = 2.5852$, showing corresponds a little followed by Tana Bahirdar, $M = 3.1188$, moderately motivated. With reference to the motivation scale that ranges from 5-1, as corresponds exactly (5), corresponds a lot (4), corresponds moderately (3), corresponds a little (2) and does not corresponds at all (1). Almost the same pattern was observed with respect to intrinsic and extrinsic motivation.

A.    With respect to satisfaction by team level, the satisfaction level of players in each team was computed.

Table 30:

Mean & standard deviation of satisfaction scores for teams in the volleyball premier league

| name of the club | | satisfaction total | satisfaction scale with coach subscale | satisfaction with team mate sub scale | satisfaction with self-sub scale |
|---|---|---|---|---|---|
| Wolayta Ditcha, N=10 | Mean | 4.2857 | 4.1786 | 4.3714 | 4.4286 |
| | Std. Deviation | .30786 | .46831 | .56021 | .61681 |
| Mugar Cement, N=12 | Mean | 4.1109 | 4.0774 | 4.2619 | 3.9484 |
| | Std. Deviation | .61814 | .81061 | .64418 | .85821 |
| Addis Ababa Police, N=10 | Mean | 4.2679 | 4.2143 | 4.1429 | 4.6190 |
| | Std. Deviation | .27131 | .30293 | .47140 | .46549 |
| Federal Maremia, N=10 | Mean | 3.1161 | 3.4464 | 2.8000 | 2.7619 |
| | Std. Deviation | .58085 | .58956 | .92140 | 1.40277 |
| Mekelakeya, N=12 | Mean | 3.4338 | 3.5193 | 3.1667 | 3.6508 |
| | Std. Deviation | .73169 | .81517 | 1.09448 | .76873 |
| Addis Ababa Water and Sewerage, N=8 | Mean | 3.6496 | 3.7612 | 3.5000 | 3.6012 |
| | Std. Deviation | .85864 | .64815 | 1.21459 | 1.25626 |
| Bahirdar Tana, N=10 | Mean | 2.1429 | 2.1518 | 2.0857 | 2.2143 |
| | Std. Deviation | 1.09007 | 1.25173 | 1.14524 | .64525 |
| Medawollabu university, N=11 | Mean | 2.2078 | 2.1997 | 2.1558 | 2.3160 |
| | Std. Deviation | .80638 | .81370 | .90453 | .86564 |

Measures of central tendency (mean scores) were computed to summarize the data for the satisfaction level of players in each teams of the premier league. The following are summary of the results of this analysis: Wolayta Ditcha seems better satisfied with respect to total satisfaction *M = 4.28*, followed by Addis Ababa Police *M = 4. 26*, and mugger cement *M = 4.11* in order.  Also with respect to sub scores Wolayta Ditcha seem better satisfied in team mate satisfaction subscale followed by mugger cement and Addis Ababa Police with score of *M = 4.37, 4.26 and 4.14,* respectively. With respect to self-satisfaction Addis Ababa Police is better with a score of *M = 4.61*, followed by Wolayta Ditcha with a score of *M = 4.42*, and Mugar Cement with a score of *M = 3.94.* The least satisfied team was Tana BahirDar in all the three sub scales of satisfaction. With reference to the satisfaction scale that ranges from 5-1, as very satisfied (5) slightly satisfied (4) neutral (3) slightly dissatisfied(2) and very dis satisfied(1).

## 4.1.7. -Relationship of motivation, satisfaction and performance

To examine the relation among motivation, satisfaction and performance, inter - correlation was computed.

Table 31:

 Relations between, motivation, satisfaction, and performance, of players in the volley ball premier league

|  | satisfaction total | satisfaction scale with coach subscale | satisfaction with team mates sub scale | Self-Satisfaction sub-scale | absolute performance of the team |
|---|---|---|---|---|---|
| Motivation  type total | .618** | .617** | .570** | .451** | -.127 |
| A-motivation  sub scale | .292** | .311** | .257* | .187 | -.145 |
| Ext. motivation  sub scale | .593** | .595** | ..019-. | .426** | -.106 |
| Intrinsic  Motivation  sub scale | .616** | .605** | .568** | .474** | -.177 |
| Satisfaction total | 1 | .941** | .940** | .832** | .110 |
| Satisfaction  with coach Subscale | .941** | 1 | .802** | .652** | .019 |

| | | | | | |
|---|---|---|---|---|---|
| Satisfaction with team mates sub scale | .940$^{**}$ | .802$^{**}$ | 1 | .784$^{**}$ | .184 |
| Satisfaction with self-sub scale | .832$^{**}$ | .652$^{**}$ | .784$^{**}$ | 1 | .154 |

* *significant at .01 level

A Pearson product-moment correlation coefficient was computed to assess the relationship between motivation, satisfaction and performance of players in the premier league. The results were displayed on (Table 30). The correlation of motivation and satisfaction totals or subscales found to be high $r = .426-.605$ significant at 0.01 level but the correlation these measures have with performance is low $r = -.106 - -.177$ with motivation   and $r =.019 - .184$ with satisfaction and not significant.  On the other hand A-motivation has low correlation even though significant with some measures like satisfaction total, satisfaction with coach & team. Negative and very low or insignificant correlation of performance with motivation and satisfaction scales was unexpected result like that of the one observed between coaching style and performance above. While *negative* correlation between Performance and A-motivation is to be expected but low or insignificant value is unexpected result observed in this study.

In general motivation and satisfaction total scores as well as most of their sub- scores have significant correlations with each other but neither motivation nor satisfaction totals nor sub-scores found to have significant correlation with performance score as expected.

 Furthermore, to investigate on the reason why unexpected correlation of performance with motivation and satisfaction occurred, an ANOVA and post hoc comparison was made to contras between mean of motivation, A- motivation and satisfaction. In other words this was made to see if it happened due to similarity effect like that of coaching styles.

Table 32:

ANOVA: on satisfaction, motivation and A-motivation differences among teams of the volleyball premier league

| | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| satisfaction total | Between Groups | 54.198 | 7 | 7.743 | 15.694 | .000 |
| | Within Groups | 37.002 | 75 | .493 | | |
| | Total | 91.200 | 82 | | | |

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| motivation total score | Between Groups | 24.944 | 7 | 3.563 | 7.364 | .000 |
|---|---|---|---|---|---|---|
| | Within Groups | 36.294 | 75 | .484 | | |
| | Total | 61.238 | 82 | | | |
| A mot. sub scale | Between Groups | 13.892 | 7 | 1.985 | 2.246 | .039 |
| | Within Groups | 66.257 | 75 | .883 | | |
| | Total | 80.149 | 82 | | | |

A one-way between groups ANOVA test was conducted to compare the level of satisfaction motivation and A- motivation among players of the teams. The result indicated that, there is significant difference among teams with respect to the level of satisfaction, motivation and a-motivation that is $F (7) = 15.69, P = .000$ for satisfaction; $F (7) = 7. 364, P = .000$ for motivation and $F (7) = 2.246, P = .039$ for A- motivation. This implies that the 8 teams are different in the level of satisfaction, motivation, and a-motivation.

To further identify among which team big differences observed post hoc test was made and the results displayed on Table 33.

Table 33:

Tukey HSD post hoc comparison of mean scores among teams of the premier league

| NO | Teams compared | Mean difference | Level of significance | Measure |
|---|---|---|---|---|
| 1 | Wolayta Ditcha with Federal Maremia | 1.18 | .009 | Satisfaction total |
| 2 | Wolayta Ditcha with tana bahirdar | 2.142 | .000 | score |
| 3 | Wolayta Ditcha with Medawollabu | 2.078 | .000 | |
| 4 | Mugger cement with Federal Maremia | 0.999 | .030 | |
| 5 | Mugger cement with Tana bahirdar | 1.99 | .000 | |
| 6 | Mugger cement with Medawollabu | 1.90 | .000 | |
| 7 | Addis Ababa Police with Federal Maremia | 1.152 | .010 | |
| 8 | Addis Ababa Police with Tana Bahirdar | 2.125 | .000 | |
| 9 | Addis Ababa Police with Medawollabu | 2.060 | .000 | |
| 10 | Mekelakia with Tana Bahirdar | 1.290 | .001 | |

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| 11 | Mekelakia with Medawollabu | 1.225 | .002 | |
| 12 | Addis Ababa Water and Sewerage with Tana Bahirdar | 1.506 | .001 | |
| 13 | Addis Ababa Water and Sewerage with Medawollabu | 1.441 | .001 | |
| 1 | Wolayta Ditcha with tana bahirdar | 1.01 | .035 | Motivation |
| 2 | Wolayta Ditcha with Medawollabu | 1.601 | .030 | |
| 3 | Mugger cement with Medawollabu | 1.540 | .000 | |
| 4 | Addis Ababa Police with tana bahirdar | 1.035 | .028 | |
| 5 | Addis Ababa Police with Medawollabu | 1.626 | .000 | |
| 6 | Federal Maremia with Medawollabu | 1.368 | .001 | |
| 7 | Mekelakya with Medawollabu | 1.094 | .007 | |
| 8 | Addis Ababa Water and Sewerage with Medawollabu | 1.431 | .001 | |
| 1 | Wolayta Ditcha with Medawollabu | 1.29 | .047 | a-motivation |

*significant at .05level

As (Table 32) indicated 13 of 28, possible pairs of teams compared have significant differences in mean score of satisfaction level. Moreover, 8 pairs in motivation one pair in a-motivation exhibited significant mean differences. As the result indicated more number of teams showed differences in the level of satisfaction followed by motivation. Therefore, low correlation observed was not due to the similarity in the level of motivation and satisfaction but may be due to another unexplained factor.

In addition to this, to examine the contribution of coaching style sub-scores to performance, motivation and satisfaction on one hand and the overall contribution of coaching style, motivation and satisfaction to performance five separate regression analysis were conducted as followed.

Table 34:

Coefficients on the contribution of coaching style score to the motivation scores of teams in the premier league

| Variables | B | SE | Beta | T | P-value |
| --- | --- | --- | --- | --- | --- |

| | B | SE | Beta | T | P-value |
|---|---|---|---|---|---|
| (Constant) | 2.921 | .820 | | 3.562 | .001 |
| Perceived training and instruction  sub-score | .099 | .153 | .108 | .644 | .521 |
| perceived autocratic sub- score | -.219 | .135 | -.242 | -1.618 | .110 |
| perceived democratic sub- score | .112 | .138 | .117 | .809 | .421 |
| perceived social support  sub- score | .027 | .144 | .027 | .188 | .851 |
| Perceived  positive feedback  sub – score | .122 | .127 | .139 | .955 | .342 |

$R^2 = 0.292$

F-ratio= 6.361 (P-value=0.000)

The first regression analysis was on coaching style sub-scores and motivation.  The results are indicated on (Table 34) above.  As the results indicated coaching style sub-scores explain 29.2% of the variance of motivation total score and this is significant. But none of the sub-scores have significant beta weights.

Autocratic sub-score have relatively better beta weight but it is negative as expected. This indicates that coaching style sub-scores slightly predict motivation of players.

The second regression analysis indicates the relative importance of coaching style sub-scores to satisfaction. Results are displayed on (Table 35):

Table 35:

Coefficients a     on the contribution of coaching style scores to the satisfaction score of the teams in the premier league

| Variables | B | SE | Beta | T | P-value |
|---|---|---|---|---|---|
| (Constant) | 1.647 | 1.174 | | 1.402 | .165 |
| Perceived training and instruction  sub scale | .725 | .220 | .463 | 3.302 | .001 |
| Perceived autocratic sub-scale | -.209 | .194 | -.135 | -1.081 | .283 |

| | | | | | |
|---|---|---|---|---|---|
| Perceived democratic sub- scale | .064 | .198 | .039 | .325 | .746 |
| Perceived social support sub- scale | -.045 | .207 | -.026 | -.218 | .828 |
| Perceived positive feedback sub- scale | .252 | .182 | .169 | 1.383 | .171 |

$R^2 = 0.503$

F-ratio= 15.567 (P-value=0.000)

In this case coaching style sub -scores explained 50.3% of the variance of satisfaction scores. This indicates that coaching style sub scores can predict satisfaction of players fairly good.  But only one sub- score that is training and instruction coaching style has highly significant beta weight to predict satisfaction scores.

The third regression analysis examined was the relative importance of coaching style sub-scores to performance. The results are indicated on (Table 36).

Table 36:

Coefficients on the relative importance of coaching style sub-scores to performance scores in the teams of the premier league

| Variables | B | SE | Beta | T | P-value |
|---|---|---|---|---|---|
| (Constant) | 19.473 | 11.844 | | 1.644 | .104 |
| Perceived training and instruction subscale | 5.063 | 2.215 | .427 | 2.285 | .025 |
| perceived autocratic sub scale | -.590 | 1.954 | -.050 | -.302 | .763 |
| perceived democratic sub scale | .382 | 1.994 | .031 | .192 | .848 |
| perceived social support sub scale | -.486 | 2.087 | -.037 | -.233 | .816 |
| Perceived positive feedback sub scale | -4.178 | 1.837 | -.369 | -2.274 | .026 |

$R^2 = 0.118$

F-ratio= 2.060 (P-value=0.08)

As (Table 36) indicated coaching style sub scores have very low and insignificant contribution to the variance of performance – they explained only 11.8%. But two sub scores - training and instruction as well as positive feedback coaching style sub score seem to have better and significant weights.

The fourth regression analysis was on the relative importance of total scores of coaching style, motivation and satisfaction to performance are indicated in (Table 37).

Table 37:

 Coefficient on the relative importance of total scores of coaching style, motivation and satisfaction to performance of players in the teams of the premier league

| Variables | B | SE | Beta | T | P-value |
|---|---|---|---|---|---|
| (Constant) | 21.044 | 7.178 | | 2.932 | .004 |
| Motivation total score | -4.298 | 1.795 | -.332 | -2.394 | .019 |
| Satisfaction  score | 1.788 | 1.209 | .236 | 1.480 | .143 |
| Perceived coaching style total | 2.232 | 2.664 | .121 | .838 | .405 |

$R^2 = 0.081$

F-ratio= 2.336 (P-value=0.080)


As (Table 37) indicated the total scores of the three measures have very low and insignificant contribution to the variance of performance scores – only 8% is explained. Motivation total score has significant and negative beta weights. The rest are not significant. Such low contribution and motivation being in the negative direction is unexpected result. This was also indicated above in the correlation analysis.

The last regression analysis was made to see the relative importance of sub scores of coaching style, motivation and satisfaction to performance. Results are displayed on (Table 38).

Table 38:

Coefficients the relative importance of sub scores of coaching style, motivation and satisfaction to performance players in the teams of the volleyball premier league

| Variables | B | SE | Beta | T | P-value |
|---|---|---|---|---|---|
| (Constant) | 31.492 | 12.216 | | 2.578 | .012 |

| | B | Std. Error | Beta | t | Sig. |
|---|---|---|---|---|---|
| Perceived training sub score | 3.840 | 2.309 | .324 | 1.663 | .101 |
| Perceived autocratic sub score | -1.142 | 1.942 | -.097 | -.588 | .558 |
| Perceived democratic sub score | 1.256 | 2.112 | .101 | .595 | .554 |
| Perceived social support sub score | -.120 | 2.024 | -.009 | -.059 | .953 |
| Perceived positive feedback sub score | -3.923 | 1.806 | -.347 | -2.172 | .033 |
| A - motivation sub score | -1.349 | 1.447 | -.119 | -.932 | .354 |
| Extrinsic motivation sub score | 1.349 | 2.502 | .104 | .539 | .592 |
| Intrinsic motivation sub score | -4.998 | 2.061 | -.458 | -2.425 | .018 |
| Satisfaction with coach | -1.367 | 1.469 | -.184 | -.931 | .355 |
| Satisfaction t with team mate sub score | 2.719 | 1.388 | .416 | 1.959 | .054 |
| Self- satisfaction score | .145 | 1.105 | .022 | .131 | .896 |

$R^2 = 0.274$

F-ratio= 2.439 (P-value=0.012)

Coaching style, motivation & satisfaction sub scores seem to explain the variance of performance than their total scores. They contributed 27.4% of the variance of performance that is significant beyond .05 levels. When the relative contribution of sub scores examined, two of the 11 sub scores that is positive feedback coaching style and intrinsic motivation seem to have better beta weights because they are significant beyond p=.05.

## 4.1.8. OBSERVATION DATA ANALYSIS

In the analysis of the observation data, two raters were involved to record observation using the checklist prepared by the researcher for this purpose. Each of them observed each team in two sessions- training and competition. The results are summarized as follows.

In order to identify the coaching style, motivation type, and satisfaction level most exercised by the teams in the premier league, comparing mean scores of the variables were computed. Similarly, to compare these variables during training and competition a paired samples t- test was also computed.

Table 39:

Raters' observation of teams with respect to coaching style, motivation & satisfaction Sub-scores

| Club | WD | MC | AAP | FM | ME | AAWS | TB | MWU | Average |
|---|---|---|---|---|---|---|---|---|---|
| Training & instruction | 4.75 | 4.75 | 4.75 | 4.5 | 4.5 | 3.75 | 4.75 | 3.75 | 4.4375 |
| Autocratic | 4.5 | 4.75 | 4.5 | 4.25 | 3.75 | 3.5 | 4 | 4.25 | 4.1875 |
| Democratic | 3.5 | 4.5 | 4.5 | 2.75 | 3.7 | 2.5 | 3.25 | 4 | 3.5875 |
| Social support | 4 | 4.5 | 4.75 | 2.75 | 4.25 | 3.5 | 4 | 2.25 | 3.75 |
| Positive feedback | 4.25 | 4.75 | 3.5 | 2.75 | 4.5 | 2.5 | 4.5 | 3 | 3.71875 |
| Intrinsic motivation | 4.25 | 4.5 | 4.75 | 3 | 4.25 | 2.25 | 3.75 | 4.25 | 3.875 |
| Extrinsic motivation | 4.69 | 4.38 | 4.31 | 3.5 | 4.06 | 2.94 | 3.56 | 3.13 | 3.82125 |
| Self-satisfaction | 5 | 4.5 | 4.5 | 2.25 | 4 | 2.5 | 4 | 3.75 | 3.8125 |
| Satisfy with coach | 5 | 4.75 | 4.5 | 2.75 | 4 | 2.75 | 3.25 | 3.5 | 3.8125 |
| Satisfy teammate | 5 | 4.75 | 4.5 | 2.75 | 4 | 2 | 3 | 2.75 | 3.59375 |

Average values of the variables were considered to compare between the variables. To this respect, on the average coaches, seem to exercise more of training and instruction coaching style M = 4.43 than the rest of coaching styles. With respect to motivation, players seem to exhibit more intrinsic type motivation M = 3.87 than extrinsic motivation even though the difference is very small as shown in the result of the questionnaire analysis. With respects to satisfaction, self

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and coach satisfactions seem to be better than team satisfaction with scores of M= 3.812 for both. (Table39). This trend is more or less similar to the results obtained in the questionnaire data.

In addition, the second point considered was a paired samples correlation test to compare the relation of measures of variables during training and competition sessions.

Table 40:

Paired Samples Correlations of coaching styles, motivation & satisfaction on training & competition in the teams of the premier league

| Training & competition pairs | | N | Correlation | Sig. |
|---|---|---|---|---|
| Pair 1 | total coaching style during training sessions & total of coaching styles during competition | 8 | .517 | .190 |
| Pair 2 | total motivation score during training & total of motivation during competition | 8 | .762 | .028 |
| Pair 3 | total score of satisfaction during training & total score of satisfaction during competition | 8 | .758 | .029 |

A paired-samples correlation was computed to compare Values between scores of training and competition based on the variables that are, coaching styles, motivation and satisfaction of players in the teams of the premier league. In the result there was a significant difference between the scores of motivation (r = .763, P = .028) and satisfaction scores (r = .758, P = .029) respectively. Whereas the coaching style scores for training and competition has no significant difference (r = .517, P = .190). This result suggests that there is significant difference between training and competition sessions considering motivation and satisfaction but not significant with respect to coaching styles. It indicated that teams seem to use similar type of coaching styles both during training and competition.

Moreover, to see whether there is significant mean difference among such measures during training and competition time or not, paired t- test was made.

Paired Samples t- Test of coaching styles, motivation & satisfaction on training & competition in the teams of the premier league

| | Paired Differences | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | 95% Confidence Interval of the Difference | | | | Sig. (2-tailed) |
| | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | T | Df | |
| Pair 1 total coaching style during training and competition sessions | .04750 | .63542 | .22466 | -.48373 | .57873 | .211 | 7 | .839 |
| Pair 2 total motivation score during training & competition | .39583 | .49751 | .17590 | -.02010 | .81177 | 2.250 | 7 | .059 |
| Pair 3 total score of satisfaction during training - total score of satisfaction during competition | .22917 | .71235 | .25185 | -.36637 | .82470 | .910 | 7 | .393 |

A paired-samples t-test was computed to compare Values between scores of training and competition based on the variables that are, coaching styles, motivation and satisfaction of players in the teams of the premier league. In the result there was no significant difference between the three scores of coaching style (M= .046, SD = .64, T (7) = .211 and P =.839), motivation (M = .396, SD = .498, T (7) = 2.29 and P = .059) and satisfaction scores (M = .229, SD = .712, T (7) = .90 and P = .393) respectively. As Table 40 indicated there is no significant difference. The three measures observed to be almost the same during training and competition sessions.

Furthermore, the Average coaching style, motivation and satisfaction scores observed were also compared with average counterparts obtained by the questionnaire for the purpose of triangulating the results.

Comparisons between scores of the coaching style, motivation, satisfaction and performance of players in the teams on the questionnaires and observation data

| Coaching style from questionnaire | Coaching style from observation | Motivation from questionnaire | Motivation from observation | Satisfaction from questionnaire | Satisfaction from observation |
|---|---|---|---|---|---|
| 3.76 | 4.2 | 4.12 | 4.58 | 4.28 | 5 |
| 3.57 | 4.65 | 4.05 | 4.42 | 4.11 | 4.67 |
| 3.51 | 4.4 | 4.14 | 4.42 | 4.26 | 4.5 |
| 3.35 | 3.4 | 3.88 | 3.42 | 3.11 | 2.58 |
| 3.27 | 4.14 | 3.61 | 4.13 | 3.42 | 4 |
| 3.14 | 3.15 | 3.95 | 2.79 | 3.64 | 2.42 |
| 2.76 | 4.1 | 3.11 | 3.75 | 2.14 | 3.42 |
| 2.75 | 3.45 | 2.51 | 3.5 | 2.2 | 3.33 |

As (Table 42) indicated, data obtained from observation seem higher than the data obtained by the questionnaire. This might be explained by the tendency of participants behaving or acting in a manner to please the observers. Except this the results computed for the relationship between the variables seems almost similar. The result obtained from the observed data stands in support of the results gained through the questionnaires.

## 4.1.9. Analysis on the Interview Data Obtained From Coaches

The demographic characteristics of respondents who participated in the interview indicated that there were 6 coaches 1 team leader and 1 federation representative. Considering their level of coaching license out of the 6 coaches one of them have a license of level three. The second two coaches have license level two and both are instructors of volleyball sport. The other two have a license of level two and only one coach has a license of level one in coaching volleyball.

 Considering the experience of respondents, three of the coaches have a service year that ranges from 9 months to 5 years. The second coach has been serving for 10 years. The third coach served for 15 years .The fourth group contain two coaches who served for 20 years. The interview conducted between the investigator and the coaches have been compiled as follows:

The first issue discussed with coaches in the interview was on coaching styles they use. From the responses given to the type of coaching style coaches used it is possible to understand that they lack theoretical background on the details of coaching styles. When asked in terms of detailed activities and procedures they seem to indicate their inclination towards some coaching styles. Mostly they tend to focus on training and instruction style. Some also consider the use of democratic and positive feedback coaching style, some use traditional, contextual or what they think is appropriate while others are in trouble to decide for various reasons like the age of the players affect the use of the particular style, shortage of materials and facilities, The use of different coaching style is related to the experience or exposure to different levels of competitions, for instance those having exposure to continental or regional competitions better describe the style they use. When it is evaluated with the different types of coaching styles used to collect data with questionnaires the coaches in the premier league seem to have inclination to the training and instruction coaching style. (Verbatim of coaches' responses and interpretations are displayed on appendix E).

The second issue raised to the coaches focused on the type and level of motivation. This also found to vary from one team to another depending on the coaches behavior and opportunities of getting incentives. Some coaches provide inspiring words to encourage and appreciate players even when they do not perform as expected. On the other hand the use of excessive physical training was also observed and this annoyed players. Most teams also provided with material and monetary incentives according to their performance. Such incentives could be in the form of salary increment, promotion in their carrier and winning prize. On the other hand for few teams there is no such incentive as a result they were very much discouraged. With respect to the level of motivation few coaches including the representative of the volleyball federation replied that players are highly motivated as indicated by their effort to win during competition expecting wining prize, keep discipline and feel as ambassadors to the people from which they came. Most coaches expressed that their teams have less or moderate level of motivation mainly due to absence of material or financial incentives or exposure for regional competitions in the continent. The motivation type exhibited most seems to be extrinsic type unlike the result of the data collected from the questionnaires that exhibited more of intrinsic motivation type.

Like that of motivation coaches described that the satisfaction level and aspects vary from one team to another. Some teams satisfied with their coach, peers, themselves and performances. Some others have less or no satisfaction in one or more of such aspects. The same is true with the level of satisfaction. Coaches evaluate satisfaction of their players and themselves in relation

to the result they have in each competition day and also the incentive they get from their clubs. This indicates that satisfaction of players, coaches and teams as a whole seem to have moderate satisfaction.

The last issue presented to coaches was to describe their feeling on the current status of volleyball sport in the country. All of them expressed that it was not good compared to the previous times, to other sports or what is observed in the neighboring countries, in terms of many things like the government support , organization and administration, facilities and materials, salary and incentives offered to coaches and players, etc. The condition of volleyball sport in the country now, experiencing decline to the extent of the disappearance of the national team which once was renown in east Africa at least. The absence of national team in the country has so many implications among players and coaches it darkened future prospects in development of players professionally and economically, chance of getting experience from teams abroad, etc. (direct responses and summary is given on appendix E)

## 4.2. DISCUSSION

There are a few researches conducted on the field of volleyball at large and as far as the investigators knowledge is concerned, studies conducted on the relationship between leadership styles of coaches and players' motivation, performance and satisfaction with regard to the volleyball premier league in Ethiopia are almost nonexistent. To contribute information on such area from scratch and indicate the benefit it has for coaches, players, volleyball federation and the society as a whole this study has been conducted with the objective to examine the relation between leadership style of coaches and players' motivation, performance and satisfaction in the volleyball premier league. To this respect, *the first issue examined was the congruence between the preferred and perceived styles of coaching in the clubs of Ethiopian volleyball premier league.*

The result indicated that the two measures (preferred and perceived) found to have a score with higher degree of concordance in terms of ranks of mean values and correlation coefficients. In other words, preferred and perceived styles of coaching are similar in rank of their mean values except the slight difference of magnitude they appear to be. In addition to this even the least and the top ranked styles, were the same in both preferred and perceived coaching styles. Training and instruction is the top ranked and autocratic coaching style is the least ranked in both cases.

In addition when inspected graphically the mean values of preferred and perceived coaching style sub-scores maintained almost perfect parallelism. In terms of correlation between preferred and perceived total score, the value of r = .807or with degree of concordance of 65.12%. When considered in terms of sub-scores it ranges from r = .549 (30.14% concordance) in the case of autocratic style to r = .739 (54.6% concordance) in the case of democratic style.

In addition to this comparison of mean values of preferred and perceived coaching styles, sub-scores indicated except the total and on the training and instruction sub-score no significant difference is observed for the rest sub-scores. The difference whether it is significant or not is found to be in favor of preferred coaching styles which is expected in both theory and practice.

The result of this study, that is, the presence of concordance between preferred and perceived coaching style is consistent with several other research reports.

Seymour (2012), who studied the similarity of leadership styles and level considering an amateur athletic union reported no change in the degree of similarity between coach and players leadership style. The result obtained in such study seemed to indicate not only players preference and perception is the same but also goes in line with the logic of concordance proposed by P. Chelladurai (1990). According to P. Chelladurai (1990) the success of a team depends on the proper or logical balance of the three behaviors of coaching, that is, if members are to achieve maximum satisfaction and performance, a certain level of congruence must exist between the three types of behaviors - actual, prescribed and preferred. For example, when actual, prescribed and preferred behaviors become congruent, the performance and satisfaction level of athletes expected to increase. When incongruence exists among the three behaviors, either performance or satisfaction fails low.

As indicated above the top ranked type of coaching style both preferred and perceived  by players found to be the training and instruction coaching style followed by positive feedback and democratic coaching styles. The least preferred and perceived coaching style was the autocratic coaching style.

This result is consistent with the finding of several studies like Chee, Rasyid, Tengah, and Low (2017) studying the relationship between leadership style and performance of athletes and coaches showed that athletes most preferred coaching styles were training and instruction followed by democratic, positive feedback and social support; but Autocratic behavior was the least preferred. Moen et al. (2014),  who studied on performance progress and leadership

behavior also found that, from the five different dimensions of coaching training and instruction method was chosen first and has high relation to performance progress of players. Similarly Tucker (2010), who studied the influence of leadership qualities on male and female athletes in the middle school interscholastic team sports revealed that training and instruction coaching style was most preferred by females. In addition, Chang, (Weinberg & Gould, 2007) KO-Hasin ((2008)) studied on "the influence of coaches leadership styles and organizational commitment on athletes satisfaction of college track and field athletes in Taiwan" and found that coaches training and instruction behavior and positive feedback were key elements of influence as they were most preferred by players.

Likewise J Surujlal and Dhurup (2012) studied on Athletes preference of coach's leadership style: sport management to identify athlete's preference of coach leadership and determine whether there are any difference in the leadership preferences of male and female athletes. They took 400 students from two universities of Gauteng province of South Africa. The result revealed that the most preferred coaching behavior was training and instruction while the least preferred was found to be autocratic behavior.

On the contrary, Langenfeld (2014) who studied on Coaching Style Preferences of Division I College and Professional Softball Players in Arkansas found that by making Pairwise comparisons professional softball players significantly preferred Autocratic Behavior to Division I softball players with no statistically significant differences in relation to age and years of experience whereas Division I college softball players' preferred democratic coaching behavior.

Turman (2003b) who studied the influence of coach experience on high school wrestlers' preference and perception of coaching behaviors across a season (beginning, middle and end) using survey method also reported that autocratic coaching styles were more preferred and perceived style by players at the end of the season than at the beginning. His result indicated that preference and perception of coaching styles differ even across a season of training and competition.

Such difference in the findings might be due to the consideration of team versus individual sports. The last two studies presented for discussion above and come up with different findings from this study were basically individual sports. To sum up result of this study is consistent with

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those findings conducted on team sports and not consistent with those studied on individual sports.

In fact it is difficult to say this style is best with respect to perceived or preferred among players because it depends up on several factors like the nature of the sport, the situation that it is practiced in and the characteristics of the coach and players. For instance sports that call for great deal of safety and concentration may chose autocratic coaching style to minimize injury where as those that do not ask much concentration and need to be at ease during performance may prefer training and instruction, democratic or positive feedback style.

Nevertheless skill is the key factor to be successful in every sport. If players cannot perform with some amount of skill, then they will not attain victory. Coach Wooden once said "no one wins without outstanding talent, but not everyone wins with it, either" (Hill, Wooden, & Lane, 2001). Though skill is absolutely a necessary portion of the equation for triumph in athletics, it is undoubtedly not the sole ingredient (Hill et al., 2001). What is to be learnt from this is the preference of training and instruction-coaching style is because it is the mere style to build the skills, basic techniques and adopt tactics of a sport. Players cannot achieve success without the practical ability of the sport. But according to the different findings discussed above, building skill is not the only way for success. In sports, the technique and tactical abilities have to be supported by proper communication between the coach and players, mutual respect between the coach and players and participation of players in contributing their part for making decisions for the good of the team. In general coaching to be successful, it has to consider the entire situation, the coach and the players so that there will be harmony in doing the task properly and smoothly.

*The second issue discussed was on the motivational type of volleyball players in relation to the leadership style   practiced by coaches in the Ethiopian premier league as a team.*
Three measures were taken to examine the issue. First computing the descriptive statistics for the motivational type that players displayed, second making paired comparison to determine whether the difference between motivation and a-motivation and also between intrinsic and extrinsic motivation scores is significant or not and finally examine the relation between the perceived coaching styles and motivational types displayed by players using correlation method.

The results of such analysis indicated that on the average players seemed to be personally motivated than demotivated on the volleyball sport. Similarly the players exhibited slightly more of intrinsic motivation than extrinsic. The difference between motivation and a-motivation is

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significant (beyond p=.01) whereas the difference between intrinsic and extrinsic motivation is not significant.

The correlation between perceived coaching styles and motivational type displayed by players indicated the presence of strong relation with each other. This is because perceived coaching style total score has high significant positive correlation (beyond p=.01 level) with total motivation scores and sub-scores as well as with a-motivation. The magnitude of correlation between coaching styles and motivation was expected both in theory and in practice.

A different pattern of correlation was observed with respect to coaching style sub scores and motivation types. For instance, training and instruction sub scores are significantly correlated with motivation total as well as extrinsic and intrinsic sub scores but not with a-motivation. Autocratic coaching style sub scores have significant negative correlation with motivation total as well as extrinsic and intrinsic motivation but not with a-motivation. The rest sub scores – democratic, social support and positive feedback have significant positive correlation with motivation types that is total, intrinsic-extrinsic and a-motivation.

Such results are consistent with Amorose and Anderson-Butcher (2015) who studied on "Exploring the independent and interactive effects of autonomy-supportive and controlling coaching behaviors on adolescent athletes' motivation for sport." Their result revealed that (a) positive motivational responses increased as perceptions of autonomy support increased—particularly when the athletes also perceived a relatively lower level of controlling behaviors, and. (b) the most positive motivational outcomes were associated with the perceptions of relatively higher autonomy support and relatively lower controlling behaviors. In the current study also intrinsic motivation found to be better than the extrinsic even though the difference between the intrinsic and extrinsic motivation is not that significant.

Similarly (G. Mageau & R. Vallerand, 2003) studied the coach - athlete relationship using a motivational model Based on the cognitive evaluation theory (Deci & Ryan, 1980, 1985) and hierarchical model of intrinsic and extrinsic motivation (Vallerand, 1997, 2000), concluded that a motivational sequence is proposed where coaches' personal orientation towards coaching, the context within which they operate, and their perceptions of their athletes' behavior and motivation influence coaches' behaviors. They also reported that coaches' behaviors in the form of autonomy-supportive behaviors, provision of structure and involvement have a beneficial impact on athletes' needs for autonomy, competence and relatedness, which, in turn, nurture athletes' intrinsic motivation and self-determined types of extrinsic motivation.

Likewise Hodge and Lonsdale (2011) who studied on Pro-social and Anti-social Behavior in Sport, The Role of Coaching Style, Autonomous vs. Controlled Motivation, and Moral Disengagement indicated that an autonomy-supportive coaching style was associated with pro-social behavior toward teammates; this relationship was mediated by autonomous motivation. They also found out that controlled motivation was associated with anti-social behavior toward teammates and antisocial behavior toward opponents, and these two relationships were mediated by moral disengagement.

Moreover, Sarrazin, Vallerand, Guillet, Pelletier, and Cury (2002) conducted a study on "Motivation and dropout in female hand ballers": a 21 month prospective study to test a model of motivation for sport dropouts integrating the four stage causal sequence proposed by the Hierarchical Model and elements from achievement goal theory. They found that a task involving motivational climate facilitates, while an ego involving climate undermines, perceptions of competence, autonomy, and relatedness. On the other hand feeling incompetent, non-autonomous, and unrelated to others undermines self-determined motivation toward handball which leads to the intention of dropping out of the game.

In addition to the above findings, there has been extensive research conducted on coaching styles and their effect on athlete motivation. According to the study of Rieke, Hammermeister, and Chase (2008) coaches who were perceived as autonomy supportive or they refer them as "servant leaders," were associated with their athletes' motivation. In such study they found that athletes who perceived their coach as autonomy supportive not only displayed higher levels of intrinsic motivation, but also were more satisfied and task-oriented than athletes who perceived their coach as using a coaching style referred as controlling.

In general there is a tendency of several studies including this study reporting in favor of motivation than a-motivation as well as intrinsic than extrinsic motivation. It is known that intrinsic motivation is better than extrinsic motivation for the success of a team both in theory and practice. Coaching styles like social supporting – creating positive relation between the coach and players or thinking for the wellbeing of the player, democratic coaching style – giving autonomy for players to do what they think important for the success of the team, participating players in the decision making, as well as giving positive feedback – to encourage or appreciate players for the good they do tend to improve intrinsic motivation and should be worked out consciously in terms of developing the autonomy, competence and relatedness of players.

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*Considering the performance level of volleyball teams in accordance with the coaching style practiced in the premier league was the third issue considered in this study.* In this effect performance of teams obtained from the volleyball federation, coaching styles perceived by players of each team and its relation with performance was examined.

Team performance in this study is measured in terms of the aggregate point or score gained by each club through the competition season. In addition the rank achieved by each team based on the aggregate score they get was also considered. According to the record referred from the volleyball federation at the end of the competition season (2011-2012E.C), it was Wolayita Ditcha that stood first out of 8 teams and won the competition with the score of 35 points. The second and the third ranking teams were Medawollabu university and mugger cement with points 34 and 30 respectively. The last in a rank was Addis Ababa Water and Sewerage team with only 2 points.

With respect to the coaching style of each club the higher mean score with respect to the coaching style total was observed in Wolayta Ditcha, followed by mugger cement and Addis Ababa Police. The lowest score was observed for Medawollabu university volleyball club. In this result the score of Wolayita Ditcha, Mugar Cement and Addis Ababa Police seemed to be as expected according their rank but the score of Medawollabu university was unlikely because this club was the second in the competition season while the score for total coaching style found to be the last from all the eight volleyball clubs in the premier league. The case of this team seems to deviate from the normal trend of the relation between coaching style and performance. Similar trend was observed when sub scores of coaching style considered although there are slight variations. It means that top scored teams in the total coaching style were also scored top in the sub-scores of training and instruction, autocratic, democratic, social support & positive feedback coaching styles.

To see to what extent the performance level of each club is related with coaching style correlation coefficient was computed and as the results indicate there is no significant relation between performance results and coaching styles total or sub scores. It was also found that this happened mostly because of the similarity of coaching styles used among the teams. This is because out of 28 possible paired comparisons of means of 8 teams only two (7.2%) found to have significant difference. Thus in this context the insignificant relation between coaching style and performance is not to say coaching style doesn't affect performance at all but it was because of the presence of similarity in coaching styles coaches used in most of the clubs.

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On the other hand (Marcone, 2017) by reviewing 13 studies conducted around coaching style in different times on motivation and performance reported the presence of noticeable correlation between coaching style and performance via motivation. Similarly Moen et al. (2014), who studied on performance progress and leadership behavior also found that, training and instruction coaching style has high relation to performance progress of players.

*The fourth issue examined in this study was the satisfaction of volleyball players' vis-à-vis the leadership style practiced in the premier league.*

According to the result displayed above the mean score in the total satisfaction scale found to indicate that players were not that much satisfied or dissatisfied. But average scores observed with respect to sub-scores, that is, satisfaction with self and with coach were slightly better than satisfaction score of the team mate although not significant.

While the correlation of satisfaction with perceived coaching style total was found to be significant.  Of which autocratic coaching style subscale has negative correlation with satisfaction total and subscales, the rest have positive correlation values. This result is expected because in most cases players need to get autonomy to do tasks in the training and competition court. If their autonomy is supported they will take part in the sport intrinsically motivated as a result improve their performance and get satisfaction. In contrast if players are treated autocratically they won't have motivation to take part in the activity enthusiastically; no performance improvement is expected. Consequently there will no satisfaction observed.

Training and instruction sub scores seem to have higher correlation with satisfaction total and its sub scores (.689-.575) compared to other coaching style subscales. This result indicates that players seem to be satisfied with the basic training of skill development techniques and tactics of the sport than the other coaching components. This is expected result both in theory and practice.

For instance Riemer and Chelladurai (1995) in their study on Leadership and Satisfaction in Athletics found that perceived leadership (i.e., the actual behaviors) in training and instruction as well as positive feedback were stronger determinants of satisfaction of football players. Seymour (2012) studying Similarity of Leadership Styles and Level of Motivation and Satisfaction of Basketball Members of an Amateur Athletic Union found that the level of motivation and satisfaction of players varied as a function of the leadership style of coaches concluded that leadership styles can facilitate motivation and satisfaction of student athletes.  A

study of Khalaj et al. (2011) on" the relationship between coaches leadership styles & players satisfaction in women skate championship" found that, the coaches style especially training and instruction to have higher positive correlation with all types of athletes satisfaction. Chen (2007) examining the effect of coach leadership behaviors on players' satisfaction in Collegiate Basketball in Taiwan concluded that leadership behaviors can increase player satisfaction. Similarly, Bebetsos and Theodorakis (2003) on their study of Athletes' Satisfaction among Team Handball Players in Greece also reported that training instruction subscale to have significant positive correlation with satisfaction of young women players.

 In general the findings of this study and several others conducted at different times in different subjects and different kinds of sports indicated that coaching styles and satisfaction of players seem to have strong positive relationships.

*The last issue was evaluating the extent of relative contribution of coaching styles to players' motivation, performance and satisfaction in the league.* As the regression analysis indicate coaching style in terms of its sub scores better contribute to satisfaction followed by motivation because it explained 50.3% and 29.2% of their variance respectively. But it did not contribute that much to performance because it only explained 11.8% of variance. Similarly coaching style, motivation and satisfaction total scores together could not found to contribute that much to performance – because they only explained 8.1% of the total variance of performance score. But when evaluated in terms of their sub-scores they explained 27.4%. However, only two of eleven variables (positive feedback from coaching style sub-scores and intrinsic motivation) were found to have significant beta weights.


In addition analysis of the results indicate the correlation of satisfaction and motivation totals or subscales found to be high and significant (.426-.605) but the correlation these measures have with performance is low and not significant. Negative and insignificant correlation of performance with motivation and satisfaction scales was unexpected result like that of the one observed between coaching style and performance above. While negative correlation between Performance and A-motivation is to be expected but low or insignificant value is unexpected result observed in this study.

Absence of significant correlation of neither motivation or satisfaction totals nor sub-scores with performance score could arise due to several factors.  One possible reason suspected for such low correlation of performance with motivation or satisfaction was the similarity of teams in the level of motivation and satisfaction they have. But as ANOVA and post hoc tests indicate most

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teams significantly differ with respect to the level of satisfaction or motivation. This implies that there is another factor that contributes to the presence of low correlation of performance with motivation or satisfaction level of teams.

Also coaching style has no significant correlation with performance but the reason might be due to the similarity of coaching styles used among 8 teams' considered and this is tested by post hoc analysis of mean contrasts.

The results this study observed is found to be consistent with some studies reviewed and inconsistent with some others. For instance (Abu Samah et al., 2013) who studied Athletes' Satisfaction, Intrinsic Motivation and Performance of Archers in Malaysia reported the presence of no significant relationship on athletes' satisfaction and intrinsic motivation with performance (at p>0.001). Also Khalaj et al. (2011) in their study on the relationship between coaches leadership styles & player satisfaction in women skate championship reported that there was positive correction between training and instruction, social support, positive feedback and autocratic leadership style with all types of athletic satisfaction. Riemer and Chelladurai (1995) on their study of Leadership and Satisfaction in Athletics perceived leadership (i.e., the actual behaviors) reported that training and instruction as well as positive feedback were stronger determinants of satisfaction of players. Wu et al. (2014) studying Coaching Behaviors, Satisfaction of Needs, and Intrinsic Motivation Among Chinese University Athletes reported that coaching behaviors explained 44% of the variance in intrinsic motivation.

# CHAPTER FIVE

# SUMMARY, CONCLUSSIONS AND RECOMMENDATIONS

## 5.1-SUMMARY

The main purpose of this study was to investigate the relationship among the leadership styles of volleyball coaches and players' motivation, satisfaction and performance in the Ethiopian volleyball premier league. The targets of the study were players and coaches of the teams that took part in the premier league, team leaders, and representatives of the federation. The study strived to get answers for the research questions posed: 1.The congruence between the coaching styles preferred and perceived by players of the Ethiopian volleyball premier league. 2. The relationship between coaching styles and motivation of players.3.The relationship between coaching style and satisfaction of players. 4. The performance level of teams in the premier league. And 5.The relative contribution of coaching styles for the motivation, satisfaction and performance of players as a team.

The review of related literature comprises major principles, findings theories and concepts on the historical overview of volleyball sport, concepts of leadership, sport leadership, leadership in volleyball, motivation in sports, performance in sports, satisfaction in sports and summary of the literature together. Based on the above mentioned topics in the literature it has been discussed about the origin, development and status of volleyball sport in the world, Africa and Ethiopia respectively. It was also reviewed about the relation between leadership styles of volleyball coaches and players' motivation, performance and satisfaction. The literature review also indicated that the four variables that were coaching style, motivation a, satisfaction and performance have direct relationship. The literatures reviewed are also used for the discussion of results.

With regard to the method of the study, the research design was mixed method approach. Participants were 83players, 8 coaches and 1 federation representative. Data collected from participants using questionnaires, document analysis, observation and interview was analyzed

using SPSS (version 23). Data collected using the questionnaires, observation checklist, and document analysis was treated using the quantitative method whereas, the interview by the qualitative means.

As to the computation of the data collected computing the mean difference, t- tests, correlation, ANOVA, and regression analysis were used to calculate the correspondence between preferred and perceived coaching styles, motivation type players exhibited, and satisfaction level of players.

Moreover, results found in the study indicated that there is congruence between the preferred and perceived coaching styles of volleyball coaches as perceived by players of volleyball in the premier league. Regarding the motivation type, players exhibited more motivation than demotivation and of course better on intrinsic than extrinsic motivation. With respect to the satisfaction of players, players found to be low satisfied specially referring to the coaching style practiced by coaches. The performance level of teams as referred from the document analysis gained from the record of the federation the result found indicated that the points scored by the premier league ranged from 2-35 points for Addis Ababa Water and Sewerage and Wolayta Ditcha respectively. In addition to this, unlike the trend of relation between theory and practice of the sport, performance of the premier league teams do not correspond to the coaching style, motivation and satisfaction of players in the premier league.

Regarding the relative contribution of coaching style to motivation, performance and satisfaction of players it has been found that coaching styles significantly contributed to the motivation and satisfaction of players in the premier league. However, it has no any significant contribution to performance of players.

With respect to the discussion, conclusion and recommendation part of this study, discussions have been made for each of the results found based on the research questions. Results were discussed related to theories, principles, and findings of other or previous studies and practical experience of the investigator. Conclusions have been made related to the results of research questions and objectives of the study. Finally recommendations have been forwarded based on the objectives, significance of the study and addressing the stake holders of the study.

## 5.2. CONCLUSION

Volleyball is one of the popular sports in the world next to soccer. It is played at different levels, sexes and age groups. The success or performance of players as a team is affected by several interrelated factors. The important ones however include coaching style, motivation &

satisfaction. This study examined how such factors are related to each other and to performance in the context of the Ethiopian volleyball premier league. In doing so players of eight teams of the premier league including their coaches, team leaders and volley ball sport authorities in the federation were considered as data sources taken by inclusive sampling. Questionnaires on coaching style, motivation and satisfaction scales developed by different scholars, observation checklists and interviews adapted by the researcher were used to collect the required data. Quantitative data obtained from questionnaires and observations were analyzed using SPSS (version 23) whereas qualitative data obtained from interviews of coaches and sport authorities were textually analyzed.

As the results of data analysis indicated it was found that the preferred and perceived coaching styles, that is, training and instruction, autocratic, democratic social support and positive feedback sub-scores have higher degree of concordance in terms of ranks of mean values and correlation coefficients.

The motivation level of players found to be average more of intrinsic type than extrinsic and it is significantly related with coaching style scores as expected in both literature and practice.

The performance level of teams range from 2 (Addis Ababa Water and Sewerage) to 35 (Wolayta Ditcha teams) but it is not found to have significant relation with coaching style score. Low or insignificant correlation of performance with coaching style could be attributed to the prevalence of similar coaching styles among the teams as the results of data analysis indicate.

The satisfaction level of players with respect to coach, teammate, self or total score was found to be at low but it is significantly related to coaching style score. Significant correlation of satisfaction with coaching style is an expected result in both literature or practice but low level of satisfaction is to be attributed to some unknown factor that is not considered in this study.

On the relative contribution of coaching style total or sub-scores to motivation was found to be significant – by explaining 29.2% of the variance of motivation score. The contribution of coaching style scores to satisfaction is found to be very high – it explained 50.3% of the variance of satisfaction scores. But the relative contribution of coaching style total score to performance was very low and insignificant because it explained only 11.3 of the variance of performance results of teams.

The contribution of coaching style, motivation and satisfaction total scores to performance results was also found to be very low and insignificant because such measures together

explained only 8.1% of the total variance of performance results of teams. But when examined in teams of their sub-scores that are five sub-scores of coaching style, thee sub-scores of motivation and three sub-scores of satisfaction – totally 11 variables contribute 27.4% of the variance of the performance result which is significant beyond p .05. Of such 11 variables only two that is positive feedback from coaching styles and intrinsic motivation found to have better and significant beta weights.

On the overall, such findings were also found to be consistent with observation and interview data as well as several other research findings.

## 5.3- RECOMMENDATIONS

Based on the objectives, research questions, results found and conclussions of the study the following recommendations are forwarded for the concerned stakeholders.

**Practical implications**

Regarding the congruence between perceived and preferred coaching styles the result showed that there is significant congruence between the two factors. There fore it is good if congruence of coaches' actual coaching style and preference of players gets to ahigher level sothat, performance and satisfaction of players can be enhanced to a level needed.

Coaches found to focus mostly on the training and instruction coaching style. In addition, players were not that much satisfied with their coaches. Therefore, it is advisable to use other coaching styles too according to the situation and characteristics of players so that; coaches can keep psychological wellbeing of their players.  To fulfill these coaches need additional training specially on how to handle players.

According to results of the study players of the premier league found to have good relationship and understanding with their coaches and with each other among most of the teams. This trend should be encouraged and strengthened by players in all the teams.

Players found to be moderately motivated in the sport of volleyball.  Hence coaches should work hard to motivate players to a higher level as higher level of motivation enables players to perform well and get satisfied with the sport they are participating.

For team leaders it is recommended that they should work closely with the coaches and players to keep players motivated and satisfied, follow the communication of coaches and players to harmonize the relationship between them.

Considering satisfaction it is found that players are fairly satisfied so, authorities in the clubs and coaches should work hard to push the satisfaction level of players to a higher level providing the necessary materials, coaching styles, incentives…

The relative contribution of coaching style to predict the variance of motivation, performance and satisfaction found to be significant, high and low respectively. So, coaches and federation authorities should work hard to develop the level of motivation to a higher level, satisfaction to the highest and improve performance to a higher level.

The number of teams in the premier league is very small so, the sport commission should encourage other teams to come to this level so, that teams can have many games and stay active and competitive all the time.

Volleyball seems to be declining because Investers and city administrations do not give it enough emphasis as they give for other sports so, it is recommended to them to organize volleyball teams and give equal emphasis. It may become a means of living for players and income generating for the cities and investers in the long run.

Clubs should provide adequate incentives, rewards, salaries, and materials, facilities in accordance to what is observed in other sports and other countries so as to motivate more players to come and keep the existing ones from attrition.

**Theoretical implications**

Based on the issues identified in the findings of this study besides the majorly treated objectives and research questions, facts that deserve more investigation by researchers are:

Researchers in the area should study the factors that contribute to satisfaction of players other than performance and coaching style as in this study teams found to have only fair level of satisfaction for the reason that is not treated in here.

Another issue that needs further investigation is the reason why contribution of coaching style, motivation and satisfaction to that of performance result is low.

It would be good if a longitudinal survey study is conducted to investigate the variables in depth and to search for different periods in the season. It helps to supplement the result found by this research using the crosssectional study.

It would also be very good if experimental study is conducted on the relationship between the variables that may confirm the result found.

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# APPENDICES

Leadership scale for sports (LSS): (Chelladurai and Saleh's, 1980)

Dear respondents,

The main objective of this questionnaire is to collect information on the leadership styles of volleyball coaches preferred by players. To attain the objective of the research your genuine response is compulsory. The information that you give will be used for academic purpose only and your identity will be kept confidential. The researcher would be grateful if you read each questions carefully and give your answers responsibly as your response determines the finding of the research. The researcher would like to thank you in advance for your time and dedication to respond carefully.

Part one: Demographic Information of Players

Please answer the following questions.

1. Name of the club you are playing in:

2. Indicate how long you have been playing in premier league club competition.

    1-4                                    9 and above ☐

    5-8 ☐

3. Educational background

    1-8 ☐

    9-12 ☐

    Diploma and above ☐

Direction:

Scale for Preferred Leadership

Each of the following statements describes specific behavior that a coach may exhibit. For each statement there are five alternatives: 5 = Always; 4 = Often (about 75% of the time); 3 = occasionally (about 50% of the time); 2 = Seldom (about 25% of the time); 1 = Never. Please indicate your preference by placing an "X" in the appropriate space. Answer ALL items. You are requested to participate in the study and indicate the extent to which you prefer the content of each item. Your honest and spontaneous response to each and every item is vital to the success of the study. Please note that this is not an evaluation of your present coach or any other coach. It is your own personal preference that is required.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Never | Seldom 25% of the time | Occasionally 50% of the time | Often 75% of the time | Always |

I PREFER MY COACH TO…

| No | Matters | 1 | 2 | 3 | 4 | 5 |
|----|---------|---|---|---|---|---|
| 1 | See to it that every athlete is working to his/her capacity. | 1 | 2 | 3 | 4 | 5 |
| 2 | Explains to each athletes the techniques and tactics of the sport. | 1 | 2 | 3 | 4 | 5 |
| 3 | Pay special attention to correcting athlete's mistakes. | 1 | 2 | 3 | 4 | 5 |
| 4 | Make sure that his/her part in the team is understood by all the athletes. | 1 | 2 | 3 | 4 | 5 |
| 5 | Instructs every athlete individually in the sport. | 1 | 2 | 3 | 4 | 5 |
| 6 | Figures ahead on what should be done. | 1 | 2 | 3 | 4 | 5 |
| 7 | Explains to every athlete what he/she should and what he/she should not do. | 1 | 2 | 3 | 4 | 5 |
| 8 | Expects every athlete to carry out his assignment to the detail. | 1 | 2 | 3 | 4 | 5 |

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| 9 | Point out each athlete's strength and weaknesses. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 10 | Give specific instructions to each athlete as to what he/she should do in every situation. | 1 | 2 | 3 | 4 | 5 |
| 11 | Sees to it that the efforts are coordinated. | 1 | 2 | 3 | 4 | 5 |
| 12 | Explain how each athlete's contribution fit in to the total picture. | 1 | 2 | 3 | 4 | 5 |
| 13 | Specifies in detail what is expected each athletes. | 1 | 2 | 3 | 4 | 5 |
| 14 | Ask for the opinion of the athletes on strategies for specific competitions. | 1 | 2 | 3 | 4 | 5 |
| 15 | Gets group approval on important matters before going ahead. | 1 | 2 | 3 | 4 | 5 |
| 16 | Let's his/her athletes share in decision making. | 1 | 2 | 3 | 4 | 5 |
| 17 | Encourages athletes to make suggestions for ways of conducting practice. | 1 | 2 | 3 | 4 | 5 |
| 18 | Let's the group sets its own goal. | 1 | 2 | 3 | 4 | 5 |
| 19 | Let's the athletes try their own ways even if they make mistakes. | 1 | 2 | 3 | 4 | 5 |
| 20 | Ask for the opinion of the athletes on important coaching. | 1 | 2 | 3 | 4 | 5 |
| 21 | Let's athletes work at their own speed. | 1 | 2 | 3 | 4 | 5 |
| 22 | Let the athletes decide on the plays to be used i n a game. | 1 | 2 | 3 | 4 | 5 |
| 23 | Work relatively independs of the athlete. | 1 | 2 | 3 | 4 | 5 |
| 24 | Does not explain his/her action. | 1 | 2 | 3 | 4 | 5 |
| 25 | Refuse to compromise a point. | 1 | 2 | 3 | 4 | 5 |
| 26 | Keeps to himself/herself. | 1 | 2 | 3 | 4 | 5 |
| 27 | Speaks in a manner not to be questioned. | 1 | 2 | 3 | 4 | 5 |
| 28 | Helps the athletes with their personal problems. | 1 | 2 | 3 | 4 | 5 |
| 29 | Helps members of the group settle their conflicts. | 1 | 2 | 3 | 4 | 5 |
| 30 | Looks out for the personal welfare of the athletes. | 1 | 2 | 3 | 4 | 5 |
| 31 | Does personal favors for their athletes. | 1 | 2 | 3 | 4 | 5 |

| 32 | Expresses affection he/she feels for his/her athletes. | 1 | 2 | 3 | 4 | 5 |
|----|--------------------------------------------------------|---|---|---|---|---|
| 33 | Encourages the athletes to confide in him/her. | 1 | 2 | 3 | 4 | 5 |
| 34 | Encourage close and informal relations with athletes. | 1 | 2 | 3 | 4 | 5 |
| 35 | Invites athletes to his/her home. | 1 | 2 | 3 | 4 | 5 |
| 36 | Complements an athlete for his/her performance in front of others. | 1 | 2 | 3 | 4 | 5 |
| 37 | Tells an athlete's when he/ she do a particularly good job. | 1 | 2 | 3 | 4 | 5 |
| 38 | See that an athlete is rewarded for a good performance. | 1 | 2 | 3 | 4 | 5 |
| 39 | Express application when an athlete's perform well. | 1 | 2 | 3 | 4 | 5 |
| 40 | Gives credit when credit is due. | 1 | 2 | 3 | 4 | 5 |

Thank you for taking the time to complete the questionnaire!!!

Leadership scale for sports (LSS): (Chelladurai and Saleh's, 1980)

Dear respondents,

The main objective of this questionnaire is to collect information on player's perception of the leadership styles of volleyball coaches. To attain the objective of the research your genuine response is compulsory. The information that you give will be used for academic purpose only and your identity will be kept confidential. The researcher would be grateful if you read each questions carefully and give your answers responsibly as your response determines the finding of the research. The researcher would like to thank you in advance for your time and dedication to respond carefully.

Directions:

Scale for perceived Leadership

Each of the following statements describes a specific behavior that a coach may exhibit. For each statement there are five alternatives: 5 = Always; 4 = Often (about 75% of the time); 3 = occasionally (about 50% of the time); 2 = Seldom (about 25% of the time); 1 = Never.

Please indicate your coach's actual behavior by placing an "X" in the appropriate space. Answer ALL items. You are requested to participate in the study and indicate the extent to which you perceived the content of each item. Your honest and spontaneous response to each and every item is vital to the success of the study.  Please note that you are rating your present coach.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Never | Seldom 25% of the time | Occasionally 50% of the time | Often 75% of the time | Always |

My coach...

| No | Matters | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | See to it that every athlete is working to his/her capacity. | 1 | 2 | 3 | 4 | 5 |
| 2 | Explains to each athletes the techniques and tactics of the sport. | 1 | 2 | 3 | 4 | 5 |
| 3 | Pay special attention to correcting athlete's mistakes. | 1 | 2 | 3 | 4 | 5 |
| 4 | Make sure that his/her part in the team is understood by all the athletes. | 1 | 2 | 3 | 4 | 5 |
| 5 | Instructs every athlete individually in the sport. | 1 | 2 | 3 | 4 | 5 |
| 6 | Figures ahead on what should be done. | 1 | 2 | 3 | 4 | 5 |
| 7 | Explains to every athlete what he/she should and what he/she should not do. | 1 | 2 | 3 | 4 | 5 |
| 8 | Expects every athlete to carry out his assignment to the detail. | 1 | 2 | 3 | 4 | 5 |
| 9 | Point out each athlete's strength and weaknesses. | 1 | 2 | 3 | 4 | 5 |
| 10 | Give specific instructions to each athlete as to what he/she should do in every situation. | 1 | 2 | 3 | 4 | 5 |
| 11 | Sees to it that the efforts are coordinated. | 1 | 2 | 3 | 4 | 5 |
| 12 | Explain how each athlete's contribution fit in to the total picture. | 1 | 2 | 3 | 4 | 5 |
| 13 | Specifies in detail what is expected each athletes. | 1 | 2 | 3 | 4 | 5 |
| 14 | Ask for the opinion of the athletes on strategies for specific competitions. | 1 | 2 | 3 | 4 | 5 |
| 15 | Gets group approval on important matters before going ahead. | 1 | 2 | 3 | 4 | 5 |
| 16 | Let's his/her athletes share in decision making. | 1 | 2 | 3 | 4 | 5 |
| 17 | Encourages athletes to make suggestions for ways of | 1 | 2 | 3 | 4 | 5 |

| | conducting practice. | | | | | |
|---|---|---|---|---|---|---|
| 18 | Let's the group sets its own goal. | 1 | 2 | 3 | 4 | 5 |
| 19 | Let's the athletes try their own ways even if they make mistakes. | 1 | 2 | 3 | 4 | 5 |
| 20 | Ask for the opinion of the athletes on important coaching. | 1 | 2 | 3 | 4 | 5 |
| 21 | Let's athletes work at their own speed. | 1 | 2 | 3 | 4 | 5 |
| 22 | Let the athletes decide on the plays to be used in a game. | 1 | 2 | 3 | 4 | 5 |
| 23 | Work relatively independents of the athlete. | 1 | 2 | 3 | 4 | 5 |
| 24 | Does not explain his/her action. | 1 | 2 | 3 | 4 | 5 |
| 25 | Refuse to compromise a point. | 1 | 2 | 3 | 4 | 5 |
| 26 | Keeps to himself/herself. | 1 | 2 | 3 | 4 | 5 |
| 27 | Speaks in a manner not to be questioned. | 1 | 2 | 3 | 4 | 5 |
| 28 | Helps the athletes with their personal problems. | 1 | 2 | 3 | 4 | 5 |
| 29 | Helps members of the group settle their conflicts. | 1 | 2 | 3 | 4 | 5 |
| 30 | Looks out for the personal welfare of the athletes. | 1 | 2 | 3 | 4 | 5 |
| 31 | Does personal favors for their athletes. | 1 | 2 | 3 | 4 | 5 |
| 32 | Expresses affection he/she feels for his/her athletes. | 1 | 2 | 3 | 4 | 5 |
| 33 | Encourages the athletes to confide in him/her. | 1 | 2 | 3 | 4 | 5 |
| 34 | Encourage close and informal relations with athletes. | 1 | 2 | 3 | 4 | 5 |
| 35 | Invites athletes to his/her home. | 1 | 2 | 3 | 4 | 5 |
| 36 | Complements an athlete for his/her performance in front of others. | 1 | 2 | 3 | 4 | 5 |

| 37 | Tells an athlete's when he/ she do a particularly good job. | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 38 | See that an athlete is rewarded for a good performance. | 1 | 2 | 3 | 4 | 5 |
| 39 | Express application when an athlete's perform well. | 1 | 2 | 3 | 4 | 5 |
| 40 | Gives credit when credit is due. | 1 | 2 | 3 | 4 | 5 |

Thank you for taking the time to complete the questionnaire!!!

( Mallete. et. al.2007)

Sport Motivation Scale-6

Dear respondents,

The main objective of this questionnaire is to collect information on player's sport motivation. To attain the objective of the research your genuine response is compulsory. The information that you give will be used for academic purpose only and your identity will be kept confidential. The researcher would be grateful if you read each questions carefully and give your answers responsibly as your response determines the finding of the research. The researcher would like to thank you in advance for your time and dedication to respond carefully.

Directions:

Using the scale below, please indicate to what extent each of the following items corresponds to one of the reasons for which you are presently practicing your sport. The sport motivation-6 scale has five response categories that are : corresponds exactly= 5, corresponds a lot=4, corresponds moderately=3, corresponds a little=2, doesn't correspond at all=1. Please indicate your choice by placing an "X" in the appropriate space. You are requested to participate in the study and indicate the extent to which you are satisfied with the content of each item. Your honest and spontaneous response to each and every item is vital to the success of the study.

| Corresponds exactly | Corresponds a lot | Corresponds moderately | Corresponds a little |
|:---:|:---:|:---:|:---:|
| 5 | 4 | 3 | 2 |

Does not correspond at all

1

Why do you practice your sport?

| 1 | For the excitement I feel when I am really involved in the activity | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 2 | Because it's part of the way in which I've chosen to live my life | | | | | |
| 3 | Because it is a good way to learn lots of things which could be useful to me in other areas of my life | | | | | |
| 4 | Because it allows me to be well regarded by people that I know | | | | | |
| 5 | I don't know anymore; I have the impression of being incapable of succeeding in this sport | | | | | |
| 6 | Because I feel a lot of personal satisfaction while mastering certain difficult training techniques | | | | | |
| 7 | Because it is absolutely necessary to do sports if one wants to be in Shape | | | | | |
| 8 | Because it is one of the best ways I have chosen to develop other aspects of my life | | | | | |
| 9 | Because it is an extension of me | | | | | |
| 10 | Because I must do sports to feel good about myself | | | | | |
| 11 | For the prestige of being an athlete | | | | | |
| 12 | I don't know if I want to continue to invest my time and effort as much in my sport anymore | | | | | |
| 13 | Because participation in my sport is consistent with my deepest Principles | | | | | |
| 14 | For the satisfaction I experience while I am perfecting my abilities | | | | | |
| 15 | Because it is one of the best ways to maintain good relationship With my friends | | | | | |
| 16 | Because I would feel bad if I was not taking time to do it | | | | | |
| 17 | It is not clear to me anymore; I don't really think my place is in sport | | | | | |

| | | | | | | |
|----|---------------------------------------------------------------------|--|--|--|--|--|
| 18 | For the pleasure of discovering new performance strategies | | | | | |
| 19 | For the material and/or social benefits of being an athlete | | | | | |
| 20 | Because training hard will improve my performance | | | | | |
| 21 | Because participation in my sport is an integral part of my life | | | | | |
| 22 | I don't seem to be enjoying my sport as much as I previously did | | | | | |
| 23 | Because I must do sports regularly | | | | | |
| 24 | To show others how good I am at my sport | | | | | |

Thank you for taking the time to complete the questionnaire!!!

Athlete Satisfaction Questionnaire (ASQ): (Riemer & Chelladurai, 1998)

Dear respondents,

The main objective of this questionnaire is to collect information on athlete's satisfaction. To attain the objective of the research your genuine response is compulsory. The information that you give will be used for academic purpose only and your identity will be kept confidential. The researcher would be grateful if you read each questions carefully and give your answers responsibly as your response determines the finding of the research. The researcher would like to thank you in advance for your time and dedication to respond carefully.

Directions:

Each of the following statements describes a specific behavior that a player may exhibit. For each statement there are seven   alternatives: In the following pages, several items (16) related to athletic satisfaction that     indicates coaches, the team and teammates satisfaction are listed. Against each item, a response format ranging from 7 (very satisfied) to 1 (very dis satisfied) is provided. Please indicate your choice by placing an "X" in the appropriate space.   You are requested to participate in the study and indicate the extent to which you are satisfied with the content of each item. Your honest and spontaneous response to each and every item is vital to the success of the study.

 The seven response categories of the satisfaction scale for athletes (SSA) ranges from very satisfied= 7, moderately satisfied=6, slightly satisfied=5, neutral=4, slightly dis satisfied=3, moderately dis satisfied=2, and very dissatisfied=1

Athletes' satisfaction scale

| No | Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| 1. | The manner in which my talents are(were)employed | | | | | | | |
| 2. | The coaches choice of plays during competition | | | | | | | |
| 3. | The level of considering athlete's idea about the game strategy | | | | | | | |
| 4. | The level of which my talents are( were) employed | | | | | | | |

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| # | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 5. | The tactics used during games | | | | | | | | |
| 6. | How the coach reads the game and makes(made) adjustments during the competition | | | | | | | | |
| 7. | The degree to which my role on the team matches( matched) my preferred role | | | | | | | | |
| 8. | Relationship between the coach and the star athlete | | | | | | | | |
| 9. | The teams win and lose record in the season | | | | | | | | |
| 10. | The extent to which the team is meeting (has met) its goals for the season | | | | | | | | |
| 11. | Eliminating the failures that can affect the team performance | | | | | | | | |
| 12. | The level of taking precautions to reach the team to the highest performance | | | | | | | | |
| 13. | The level of giving opportunity to the athlete to show multidimensional performances in gams | | | | | | | | |
| 14. | The level of the athletes' cooperation with each other and commitment to each other | | | | | | | | |
| 15. | The helping level of the athlete to ease the adaptation of the new joining athlete | | | | | | | | |
| 16. | The level of all athletes to hide teammate's weakness or mistake | | | | | | | | |

Thank you for taking the time to complete the questionnaire!!!

1. What does the overall coaching procedure looks like in your club?

2. What sort of activities are given due emphasis during training and competition of your club?

3. How do coaches in your club motivate their players?

4. What do you think about the level of players' motivation in your club?

5. What do you know about satisfaction of players in your club with regard to their performance, their team mates and their coaches?

6. How do you describe the satisfaction level of players in your club?

7. How do you evaluate the performance development of players in your club in relation to the coaching style practiced?

8. How do you evaluate the status of volleyball now in relation to the previous time and with the neighboring countries?

This observation checklist is used to identify the type of leadership style of volleyball coaches, motivational climate, and performance and satisfaction level of players in the premier league of Ethiopia. This checklist will be filled by an observer once during training session and once during competition for each clubs. Each statement represents the required behavior of coaches and players during training and competition of volleyball. It has a five level likert scale that shows 5= very high, 4= high, 3= medium, 2= low, 1 = very low.

Observation checklist

| No | Items to be observed | 5 | 4 | 3 | 2 | 1 |
|----|----------------------|---|---|---|---|---|
|  | Points considering leadership styles |  |  |  |  |  |
| 1 | Focus of training on techniques and tactics |  |  |  |  |  |
| 2 | Participation of players in the decision making process |  |  |  |  |  |
| 3 | Dictating power of the coach during training and competition |  |  |  |  |  |
| 4 | Communication between the coach and players and among players them selves |  |  |  |  |  |
| 5 | The Rate of giving positive or negative feedback |  |  |  |  |  |
|  | Points considering motivational climate |  |  |  |  |  |
| 1 | Level of self -determination to take action and enjoying the activity |  |  |  |  |  |
| 2 | Harmony of performance with the skill exhibited |  |  |  |  |  |
| 3 | The value they give for the activity they practice |  |  |  |  |  |
| 4 | Their gestural expression when losing and scoring( concern) |  |  |  |  |  |
| 5 | The level of withstanding external pressure |  |  |  |  |  |
| 6 | Exhibited interest to take part in an activity |  |  |  |  |  |
|  | Points considering satisfaction of players |  |  |  |  |  |
| 1 | Satisfaction level with their own performance |  |  |  |  |  |
| 2 | Satisfaction shown when their teammates perform |  |  |  |  |  |
| 3 | Satisfaction level of players with works of their coach |  |  |  |  |  |

Appendix- G: Tukey HSD post hoc comparison between mean scores of teams on the perceived total score

| (I) name of the club | (J) name of the club | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|---|---|---|---|---|---|---|
| | | | | | Lower Bound | Upper Bound |
| Wolayta Ditcha | Mugar Cement | .19000 | .22159 | .989 | -.5009 | .8809 |
| | Addis Ababa Police | .24750 | .23144 | .961 | -.4742 | .9692 |
| | Federal Maremia | .41000 | .23144 | .641 | -.3117 | 1.1317 |
| | Mekelakeya | .49208 | .22159 | .352 | -.1988 | 1.1830 |
| | Addis Ababa Water and Sewerage | .61813 | .24548 | .204 | -.1473 | 1.3836 |
| | Bahirdar Tana | 1.00000* | .23144 | .001 | .2783 | 1.7217 |
| | Medawollabu university | 1.01500* | .22612 | .001 | .3099 | 1.7201 |
| Mugar Cement | Addis Ababa Police | .05750 | .22159 | 1.000 | -.6334 | .7484 |
| | Federal Maremia | .22000 | .22159 | .974 | -.4709 | .9109 |
| | Mekelakeya | .30208 | .21127 | .841 | -.3567 | .9609 |
| | Addis Ababa Water and Sewerage | .42812 | .23621 | .614 | -.3084 | 1.1647 |
| | Bahirdar Tana | .81000* | .22159 | .011 | .1191 | 1.5009 |
| | Medawollabu university | .82500* | .21602 | .006 | .1514 | 1.4986 |
| Addis Ababa Police | Wolayta Ditcha | -.24750 | .23144 | .961 | -.9692 | .4742 |
| | Mugar Cement | -.05750 | .22159 | 1.000 | -.7484 | .6334 |
| | Federal Maremia | .16250 | .23144 | .997 | -.5592 | .8842 |
| | Mekelakeya | .24458 | .22159 | .954 | -.4463 | .9355 |
| | Addis Ababa Water and Sewerage | .37062 | .24548 | .800 | -.3948 | 1.1361 |
| | Bahirdar Tana | .75250* | .23144 | .035 | .0308 | 1.4742 |
| | Medawollabu university | .76750* | .22612 | .023 | .0624 | 1.4726 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Federal Maremia | Wolayta Ditcha | -.41000 | .23144 | .641 | -1.1317 | .3117 |
| | Mugar Cement | -.22000 | .22159 | .974 | -.9109 | .4709 |
| | Addis Ababa Police | -.16250 | .23144 | .997 | -.8842 | .5592 |
| | Mekelakeya | .08208 | .22159 | 1.000 | -.6088 | .7730 |
| | Addis Ababa Water and Sewerage | .20812 | .24548 | .990 | -.5573 | .9736 |
| | Bahirdar Tana | .59000 | .23144 | .192 | -.1317 | 1.3117 |
| | Medawollabu university | .60500 | .22612 | .146 | -.1001 | 1.3101 |
| Mekelakeya | Wolayta Ditcha | -.49208 | .22159 | .352 | -1.1830 | .1988 |
| | Mugar Cement | -.30208 | .21127 | .841 | -.9609 | .3567 |
| | Addis Ababa Police | -.24458 | .22159 | .954 | -.9355 | .4463 |
| | Federal Maremia | -.08208 | .22159 | 1.000 | -.7730 | .6088 |
| | Addis Ababa Water and Sewerage | .12604 | .23621 | .999 | -.6105 | .8626 |
| | Bahirdar Tana | .50792 | .22159 | .312 | -.1830 | 1.1988 |
| | Medawollabu university | .52292 | .21602 | .247 | -.1507 | 1.1965 |
| Addis Ababa Water and Sewerage | Wolayta Ditcha | -.61813 | .24548 | .204 | -1.3836 | .1473 |
| | Mugar Cement | -.42812 | .23621 | .614 | -1.1647 | .3084 |
| | Addis Ababa Police | -.37062 | .24548 | .800 | -1.1361 | .3948 |
| | Federal Maremia | -.20812 | .24548 | .990 | -.9736 | .5573 |
| | Mekelakeya | -.12604 | .23621 | .999 | -.8626 | .6105 |
| | Bahirdar Tana | .38188 | .24548 | .775 | -.3836 | 1.1473 |
| | Medawollabu university | .39688 | .24047 | .718 | -.3529 | 1.1467 |
| Bahirdar Tana | Wolayta Ditcha | -1.00000* | .23144 | .001 | -1.7217 | -.2783 |
| | Mugar Cement | -.81000* | .22159 | .011 | -1.5009 | -.1191 |
| | Addis Ababa Police | -.75250* | .23144 | .035 | -1.4742 | -.0308 |
| | Federal Maremia | -.59000 | .23144 | .192 | -1.3117 | .1317 |
| | Mekelakeya | -.50792 | .22159 | .312 | -1.1988 | .1830 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Addis Ababa Water and Sewerage | -.38188 | .24548 | .775 | -1.1473 | .3836 |
| | Medawollabu university | .01500 | .22612 | 1.000 | -.6901 | .7201 |
| Medawoll abu university | Wolayta Ditcha | -1.01500[*] | .22612 | .001 | -1.7201 | -.3099 |
| | Mugar Cement | -.82500[*] | .21602 | .006 | -1.4986 | -.1514 |
| | Addis Ababa Police | -.76750[*] | .22612 | .023 | -1.4726 | -.0624 |
| | Federal Maremia | -.60500 | .22612 | .146 | -1.3101 | .1001 |
| | Mekelakeya | -.52292 | .21602 | .247 | -1.1965 | .1507 |
| | Addis Ababa Water and Sewerage | -.39688 | .24047 | .718 | -1.1467 | .3529 |
| | Bahirdar Tana | -.01500 | .22612 | 1.000 | -.7201 | .6901 |

*. The mean difference is significant at the 0.05 level.

Title of the project: -Leadership styles of volleyball coaches and Motivation, Satisfaction and Performance of players in the Ethiopian premier league.

Name of Principal Investigator: Gebrie Admassu   Kassa

Name of Advisors:  Aemero Asmammaw (PhD) - main advisor

Zelalem Melkamu       (Phd) -   Co- advisor

Name of the Sponsor:   Bahir Dar University

Name of Organization: Bahir Dar University Sport Academy: Department of Sport Science

Introduction

This information sheet and consent form is prepared to explain the research project that you are asked to join by the research investigator. The main aim of this research project is to investigate the style of leadership in the volleyball premier league of Ethiopia and the level of motivation, performance and satisfaction of players in the league. The research team includes one student (Phd candidate) and two senior advisors one from Gondar University Department of Psychology and one from Bahir Dar University Sport Academy.

Purpose of the research project:

The aim of this project is to investigate the mostly used leadership style of volleyball coaches and the motivational climate, satisfaction level and performance of players in the Ethiopian premier league. Therefore, the information from your response will be used to identify the style of leadership and its relation to the motivation, performance and satisfaction of players. Moreover, it gives information for the investigator that helps to recommend important ideas for the improvement of performance of players in particular and develop movement of volleyball in the country in general.

Procedure:

For this study a standardized and pre-tested questionnaires, interview questions and observation checklist will be used to collect data. The study involves all the coaches, players of the premier league, team leaders, sport commission personnel and federation members of the volleyball sport. Since you fulfill the criteria, the team has selected you to be one of the study participants. If you are willing to participate, you are kindly requested to give your genuine response to the data collectors during interview.

Risk and Harm

By participating in this research project there is no risk or harm except a dedication of 30 minute time to the data collectors.

Benefits:

You will not be provided any incentive or payment to take part in this project. But the indirect benefit of the research for the participant and all other clients in the program is indispensable. This is because if the sport commission personnel, federation members, coaches and even players identify the relationship between the leadership style of coaches and motivation, performance and satisfaction of players it will be easy to correct soon if there are mistakes and continue with the strong sides. Moreover, it helps to be in line with the order of the day with respect to the development of volleyball sport.

Confidentiality:

All Personal identifiers and personal information will not be taken rather code number will be used. The information collected from this research project will be kept confidential. Information will be accessed by the researcher and research assistants only. After five years the collected data will be totally destroyed.

Right to refusal or withdraw:

Participation in the study is in a voluntary base and the decision not to participate in study will not affect you. You have also the full right to withdraw from this study at any time you wish without any inconveniences. If you have any questions during or after the interview feel free to ask for clarity and contact the investigators at the given address.

Person to contact:

This research project will be reviewed and approved by the ethical committee of Bahir Dar University. If you want to know more information and ask any questions at any time you want you can contact the investigator and/or the supervisors with the following addresses.

1. Gebrie Admassu Kassa
   Mobile number: - +251918778037
   email: - geriedany@gmail.com
2. Aemiro Asmamaw
   Mobile number :- +251941196018
3. Zelalem melkamu (PhD)
   Mobile number:- +251911035741

Questionnaire for players on preferred leadership style (Amharic version)

በባህር ዳር ዩኒቨርሲቲ ስፖርት አካዳሚ ስፖርት ሳይንስ ትምህር ክፍል

የአመራር ስልት ምርጫን በተመለከተ በተጫዋቾች የሚሞላ መጠይቅ:- የስፖርት አመራር ስልት ስኬል (LSS): (Chelladurai and Saleh's, 1980)

ውድ የጥናቱ ተሳታፊዎች:- የዚህ መጠይቅ ዋና አላማ የቮሊቦል ተጫዋቾች የሚመርጡትን የአሰልጣኞች የአመራር ስልት መመርመር ነው።የጥናቱን አላማ ለማሳካት የናንተ ቅንነት የተሞላበት ምላሽ ወሳኝ ነው።እናንተ የምትሰጡት ምላሽ የሚያገለግለው ለአካዳሚያዊ አላማ ብቻ ሲሆን የማንነታችሁ ሚስጥራዊነትም የተጠበቀ ነው፡ እያንዳንዱን ጥያቄ በጥንቃቄ አንብባችሁ ሀላፊነት በሚሰማው ሁኔታ ምላሽ መስጠታችሁ ለጥናቱ ግኝት ወሳኝነት አለው።ውድ ግዜያችሁን ሰውታችሁ ምላሽ ለመስጠት ቁርጠኛ በመሆናችሁ በቅድሚያ ላመሰግናችሁ እወዳለሁ።

ክፍል አንድ:-የተጫዋቾች ዳራዊ መረጃ

እባክዎ የሚከተሉትን ጥያቄዎች በመመርያው መሰረት ይመልሱ።


1. የምትጫወትበትን ክለብ ስም ጥቀስ።----------------------------------------------------

2. በፕሪምየር ሊግ ክለብ ውስጥ ለምን ያህል ጊዜ ተጫውተሃል።

1-4 ☐                              9 እና ከዚያ በላይ ☐

5-8 ☐


3. የትምህርት ደረጃ

  1-8 ☐

9-12 ☐

ዲፕሎማና ከዚያ በላይ ☐


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ክፍል ሁለት:ተጨዋቾች የሚመርጡት የአማራር ስልት

*መመሪያ*

የሚከተሉት አረፍተነገሮች እያንዳንዳቸው አሰልጣኞች የሚያሳዩትን ዝርዝር ባህርያት ይገልጻሉ::በዚህ ጥናት ላይ በተሰጡት ይዘቶች ላይ የናንተ ምርጫ ምን ያህል እንደሆነ በማሳየት እንድትሳተፉ ይጠበቃል:: ለእያንዳንዱ አረፍተነገሮች አምስት አምስት አማራጮች ተሰጥተዋል እነሱም 5=ሁልጊዜ፣4=በብዛት (75% ያህል የሚሆነውን ጊዜ)፣3=አንዳንዴ (50% ያህል የሚሆነውን ጊዜ) ፣2=አልፎአልፎ (25% ያህል የሚሆነውን ጊዜ)፣1 በጭራሽ የሚለውን ይወክላሉ::ከ 1-5 ከተሰጡት ቁጥሮች ውስጥ ምርጫችሁ የሆነው ላይ "X" በመጻፍ መልሶችሁን ስጡ::ለእያንዳንዱ ጥያቄዎች መልስ ስጡ::የናንተ ታማኝነት የተሟላበትና የተሟላ ምላሽ ለጥናቱ ስኬታማነት ወሳኝ ነው:: እባክዎ ይህ መጠይቅ አሁን ያለውን አሰልጣኛችሁን ወይንም ሌላውን ለመመዘን የወጣ እንዳልሆነ ተገንዝባችሁ የግል የአሰለጣጠን ስልት ምርጫችሁን በግልጽ እንድታስቀምጡ በትህትና እጠይቃለሁ::

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| በጭራሽ | አልፎ አልፎ 25% ያህል ለሚሆን ጊዜ | አንዳንዴ 50%ያህል ለሚሆን ጊዜ | በብዛት 75% ያህል ለሚሆን ጊዜ | ሁልጊዜ |

አሰልጣኜ......... ቢሆን እመርጣለሁ

| ተ.ቁ | አሰልጣኙ በተጨዋቾች ቢሆን /ብትሆን የምትመረጠው/የምትመርጭዉ | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | እያንዳንዱ ተጨዋች የአቅሙን እንዲሰራ የሚያደርግ/የምታደርግ | 1 | 2 | 3 | 4 | 5 |
| 2 | ለእያንዳንዱ ተጨዋች የስፖርቱን ቴክኒክና ታክቲክ የሚገልጽ/የምትገልጽ | 1 | 2 | 3 | 4 | 5 |
| 3 | ለተጨዋቾች ስህተት ልዩ ትኩረት የሚሰጥና ማስተካከያ የሚያደርግ/የምታደርግ | 1 | 2 | 3 | 4 | 5 |
| 4 | በቡድኑ ውስጥ የሱን/የሷን ድርሻ ሁሉም ተጨዋቾች የሚረዱት/የሚረዲት | 1 | 2 | 3 | 4 | 5 |

| 5 | በጨዋታው ለእያንዳንዱ ተጨዋች በግል መመሪያ የሚሰጥ/የምትሰጥ | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 6 | ምን መደረግ እንዳለበት በቅድሚያ የሚለይ/የምትለይ | 1 | 2 | 3 | 4 | 5 |
| 7 | ለእያንዳንዱ ተጨዋች ምን መደረግ እንዳለበትና እንደሌለበት የሚገልጽ/የምትገልጽ | 1 | 2 | 3 | 4 | 5 |
| 8 | እያንዳንዱ ተጨዋች የተሰጠውን አሳይመንት በጥልቀት እንዲተገብር | 1 | 2 | 3 | 4 | 5 |

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|---|---|---|---|---|---|---|
| | የሚጠብቅ/የምትጠብቅ | | | | | |
| 9 | የእያንዳንዱን ተጫዋች ጠንካራና ደካማ ጎን የሚለይ/የምትለይ | 1 | 2 | 3 | 4 | 5 |
| 10 | ለእያንዳንዱ ተጫዋች በእያንዳንዱ አውድ ምን ማድረግ እንዳለበት ዝርዝር መመርያ የሚሰጥ/የምትሰት | 1 | 2 | 3 | 4 | 5 |
| 11 | የሚደረጉ ጥረቶች የተቀናጁ መሆናቸውን የሚያገናዝብ/የምታገናዝብ | 1 | 2 | 3 | 4 | 5 |
| 12 | የእያንዳንዱ ተጫዋች ተዋጽኦ ለአጠቃላይ አፈጻጸም እንዴት እንደሚጠቅም የሚገልጽ/የምትገልጽ | 1 | 2 | 3 | 4 | 5 |
| 13 | ከእያንዳንዱ ተጫዋች ምን እንደሚጠበቅ በዝርዝር የሚያስቀምጥ/የምታስቀምጥ | 1 | 2 | 3 | 4 | 5 |
| 14 | ተጫዋቾች ለአንድ ውድድር ሊጠቀሙ የሚፈልጉትን እስትራቴጂ ምክረ ሃሳብ የሚጠይቅ/የምትጠቅ | 1 | 2 | 3 | 4 | 5 |
| 15 | ወደ ሌላ ተግባር ከመገባቱ በፊት በአስፈላጊ ጉዳዮች ላይ የቡድኑን ተቀባይነት የሚያገኝ/የምታገኝ | 1 | 2 | 3 | 4 | 5 |
| 16 | ተጫዋቾችን በውሳኔ አሰጣጥ ላይ እንዲሳተፉ የሚያደርግ/የምታደርግ | 1 | 2 | 3 | 4 | 5 |
| 17 | ተጫዋቾች ልምምድ በማድረጊያ መንገዶች ላይ አስተያየት እንዲሰጡ የሚያበረታታ/የምታደርግ | 1 | 2 | 3 | 4 | 5 |
| 18 | ቡድኑ የራሱን ግብ እንዲያስቀምጥ የሚያደርግ/የምታደርግ | 1 | 2 | 3 | 4 | 5 |
| 19 | ተጫዋቾች ስህተት ቢሰሩ እንኳን በራሳቸው መንገድ እንዲሞክሩ የሚያደርግ/የምታደርግ | 1 | 2 | 3 | 4 | 5 |
| 20 | በጠቃሚ አሰለጣጠኖች ላይ የተጫዋቾችን አስተያየት የሚጠይቅ/የምትጠይቅ | 1 | 2 | 3 | 4 | 5 |
| 21 | ተጫዋቾች በራሳቸው ፍጥነት እንዲሰሩ የሚያደርግ/የምታደርግ | 1 | 2 | 3 | 4 | 5 |
| 22 | ተጫዋቾች በውድድር ጊዜ ሊጠቀሙበት የሚችሉትን ጨዋታዎች እንዲወስኑ የሚያደርግ/የምታደርግ | 1 | 2 | 3 | 4 | 5 |
| 23 | አንጻራዊ በሆነ ሁኔታ ከተጫዋቾች ነጻ ሆኖ የሚሰራ/የምትሰራ | 1 | 2 | 3 | 4 | 5 |
| 24 | ተግባራቶቹን የሚያይገልጽ/የማተገልጽ | 1 | 2 | 3 | 4 | 5 |
| 25 | በውጤት ላይ የሚያይደራደር/የማተደራዳር | 1 | 2 | 3 | 4 | 5 |
| 26 | ግለኛ የሆነ/የሆነች | 1 | 2 | 3 | 4 | 5 |
| 27 | ጥያቄ የሚያስተናግድ/የማታስተናግድ | 1 | 2 | 3 | 4 | 5 |
| 28 | ተጫዋቾችን በችግር ጊዜ በግል የሚረዳ/የምትረዳ | 1 | 2 | 3 | 4 | 5 |

| 29 | የቡድን አባላቱ ችግሮቻቸውን እንዲፈቱ የሚረዳ/የምትረዳ | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 30 | ለተጫዋቾች የግል ደህንነት የሚጨነቅ/የምትጨነቅ | 1 | 2 | 3 | 4 | 5 |
| 31 | ለተጫዋቾች ግላዊ የሆነ ውለታ የሚያደርግ/የምታደርግ | 1 | 2 | 3 | 4 | 5 |
| 32 | ስለተጫዋቾች የሚሰማቸውን ስሜት የሚገልጽ/የምትገልጽ | 1 | 2 | 3 | 4 | 5 |
| 33 | ተጫዋቾች በሱ/ሷ ብቻ እንዲገደቡ የሚያበረታታ/የምታበረታታ | 1 | 2 | 3 | 4 | 5 |
| 34 | ከተጫዋቾች ጋር ጥብቅና መደበኛ ያልሆነ ግንኙነትን የሚያበረታታ/የምታበረታታ | 1 | 2 | 3 | 4 | 5 |
| 35 | ተጫዋቾችን ከቤቱ/ቷ የሚጋብዝ/የምትጋብዝ | 1 | 2 | 3 | 4 | 5 |
| 36 | ተጫዋችን ለአፈጻጸሙ/ሟ በሌሎች ፊት የሚያደንቅ/የምታደንቅ | 1 | 2 | 3 | 4 | 5 |
| 37 | ተጫዋቹ በተለይ ጥሩ ስራ ሲሰራ/ስትሰራ የሚነግር/የምትነግር | 1 | 2 | 3 | 4 | 5 |
| 38 | ለጥሩ አፈጻጸም ተጫዋቾች ሲሸለሙ የሚያይ/የምታይ | 1 | 2 | 3 | 4 | 5 |
| 39 | ተጫዋቾች በደንብ ሲተገብሩ አፈጻጸማቸውን የሚገልጽ/የምትገልጽ | 1 | 2 | 3 | 4 | 5 |
| 40 | እውቅና መስጠት ሲያስፈልግ እውቅና የሚሰጥ/የምትሰጥ | 1 | 2 | 3 | 4 | 5 |

መጠይቁን በመሙላት ውድ ጊዜያችሁን ስለሰጣችሁኝ ከልብ አመሰግናለሁ!!!

# Appendix- J: Questionnaire for players on perceivedeadership style (Amharic version)

## በባህር ዳር ዩኒቨርሲቲ ስፖርት አካዳሚ ስፖርት ሳይንስ ትምህር ክፍል

የአሰልጣኞች የአመራር ስልት ግንዛቤን በተመለከተ በተጫዋቾች የሚሞላ መጠይቅ:- የስፖርት አመራር ስልት ስኬል

(LSS): (Chelladurai and Saleh's, 1980)

ውድ የጥናቱ ተሳታፊዎች:- የዚህ መጠይቅ ዋና አላማ የኮሊበል ተጫዋቾች ስለአሰልጣኞቻቸው የአመራር ስልት ያላቸውን ግንዛቤ መመርመር ነው::ጥናቱን አላማ ለማሳካት የናንተ ቅንነት የተሞላበት ምላሽ ወሳኝ ነው::እናንተ የምትሰጡት ምላሽ የሚያገለግለው ለአካዳሚያዊ አላማ ብቻ ሲሆን የማንነታችሁ ሚስጥራዊነትም የተጠበቀ ነው:: እያንዳንዱን ጥያቄ በጥንቃቄ አንበባችሁ ሀሳበችሁ በሚሰማው ሁኔታ ምላሽ መስጠታችሁ ለጥናቱ ግኝት ወሳኝነት አለው::ውድ ግዜያችሁን ሰውታችሁ ምላሽ ለመስጠት ቁርጠኛ በመሆናችሁ በቅድሚያ ላመሰግናችሁ እወዳለሁ::

መመርያ:እባክዎ የሚከተሉትን ጥያቄዎች በመመርያው መሰረት ይመልሱ::የሚከተሉት አረፍተነገሮች እያንዳንዳቸው አሰልጣኞች ሊያሳያቸው የሚችሉትን ዝርዝር ባህርያት ይገልጻሉ::ይገልጻሉ::በዚህ ጥናት ላይ በተሰጡት ይዞቶች ላይ የናንተ ምርጫ ምን ያህል እንደሆን በማሳየት እንድትሳተፉ ይጠበቃል::ለእያንዳንዱ አረፍተነገሮች አምስት አማስት አማራጮች ተሰጥተዋል እነሱም 5=ሁልጊዜ፤4=በብዛት (75% ያህል የሚሆነውን ጊዜ)፤ 3=አንዳንዴ (50% ያህል የሚሆነውን ጊዜ) ፤2=አልፎአልፎ (25% ያህል የሚሆነውን ጊዜ)፤1 በጭራሽ የሚለውን ይወክላል::ከ 1-5 ከተሰጡት ቁጥሮች ውስጥ ምርጫችሁ የሆነው ላይ "X" በመጻፍ መልሳችሁን ስጡ::ለያንዳንዱ ጥያቄዎች መልስ ስጡ::የናንተ ታማኝነት የተሞላበትና የተሟላ ምላሽ ለጥናቱ ስኬታማነት ወሳኝ ነው:: አሁን ያላችሁን አሰልጣኝ በማሰብ ሙሉ::

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| በጭራሽ | አልፎ አልፎ 25% ያህል ለሚሆን ጊዜ | አንዳንዴ 50%ያህል ለሚሆን ጊዜ | በብዛት 75% ያህል ለሚሆን ጊዜof | ሁልጊዜ |

| ተ.ቁ | አሰልጣኔ | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | እያንዳንዱ ተጫዋች የአቅሙን እንዲሰራ ያደርጋል/ታደርጋለች | 1 | 2 | 3 | 4 | 5 |

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| 2 | ለእያንዳንዱ ተጫዋች የስፖርትን ቴክኒክና ታክቲክ ይገልጻል/ትገልጻለች | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 3 | ለተጫዋቾች ስህተት ልዩ ትኩረት የሚሰጥና ማስተካከያ ያደርጋል/ታደግጋለች | 1 | 2 | 3 | 4 | 5 |
| 4 | በቡድኑ ውስጥ የሱን/የሷን ድርሻ ሁሉም ተጫዋቾች ይረዱታል/ይረዷታል | 1 | 2 | 3 | 4 | 5 |
| 5 | በጨዋታው ለያንዳንዱ ተጫዋች በግል መመርያ ይሰጣል/ትሰጣለች | 1 | 2 | 3 | 4 | 5 |
| 6 | ምን መደረግ እንዳለበት በቅድሚያ ይለያል/ትለያለች | 1 | 2 | 3 | 4 | 5 |
| 7 | ለያንዳንዱ ተጫዋች ምን መደረግ እንዳለበትና እንደሌለበት ይገልጻል/ትገልጻለች | 1 | 2 | 3 | 4 | 5 |
| 8 | እያንዳንዱ ተጫዋች የተሰጠውን አሳይመንት በጥልቅት እንዲተገብር ይጠብቃል/ትጠብቃለች | 1 | 2 | 3 | 4 | 5 |
| 9 | የእያንዳንዱን ተጫዋች ጠንካራና ደካማ ጎን ይለያል/ትለያለች | 1 | 2 | 3 | 4 | 5 |
| 10 | ለእያንዳንዱ ተጫዋች በእያንዳንዱ አውድ ምን ማድረግ እንዳለበት ዝርዝር መመርያ ይሰጣል/ትሰጣለች | 1 | 2 | 3 | 4 | 5 |
| 1 1 | የሚደረጉ ጥረቶች የተቀናጁ መሆናቸውን ያገናዝባል/ታገናዝባለች | 1 | 2 | 3 | 4 | 5 |
| 12 | የእያንዳንዱ ተጫዋች ተዋጽአ ለአጠቃላይ አፈጻጸም እንዴት እንደሚጠቅም ይገልጻል/ትገልጻለች | 1 | 2 | 3 | 4 | 5 |
| 13 | ከእያንዳንዱ ተጫዋች ምን እንደሚጠበቅ በዝርዝር የያስቀምጣል/ታስቀምጣለች | 1 | 2 | 3 | 4 | 5 |
| 14 | ተጫዋቾች ለአንድ ውድድር ሊጠቀሙ የሚፈልጉትን እስትራቴጂ ምክር ሃሳብ ይጠይቃል/ትጠይቃለች | 1 | 2 | 3 | 4 | 5 |
| 15 | ወደ ሌላ ተግባር ከመገባቱ በፊት በአስፈላጊ ጉዳዮች ላይ የቡድኑን ተቀባይነት ያገኛል/ታገናለች | 1 | 2 | 3 | 4 | 5 |
| 16 | ተጫዋቾችን በውሳኔ አሰጣጥ ላይ እንዲሳተፉ ያደርጋል/ታደርጋለች | 1 | 2 | 3 | 4 | 5 |
| 17 | ተጫዋቾች ልምምድ በማድረጊያ መንገዶች ላይ አስተያየት እንዲሰጡ ያበረታታል/ታበረታታለች | 1 | 2 | 3 | 4 | 5 |
| 18 | ቡድኑ የራሱን ግብ እንዲያስቀምጥ ያደርጋል/ታደርጋለች | 1 | 2 | 3 | 4 | 5 |
| 19 | ተጫዋቾች ስህተት ቢሰሩ እንኳን በራሳቸው መንገድ እንዲሞክሩ ያደርጋል/ታደርጋለች | 1 | 2 | 3 | 4 | 5 |
| 20 | በጠቃሚ አሰለጣጠኖች ላይ የተጫዋቾችን አስተያየት ይጠይቃል/ትጠይቃለች | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 21 | ተጫዋቾች በራሳቸው ፍጥነት እንዲሰሩ ያደርጋል/ታደርጋለች | 1 | 2 | 3 | 4 | 5 |
| 22 | ተጫዋቾች በውድድር ጊዜ ሊጠቀሙበት የሚችሉትን ጨዋታዎች እንዲወስኑ ያደርጋል/ታደርጋለች | 1 | 2 | 3 | 4 | 5 |
| 23 | አንጻራዊ በሆነ ሁኔታ ከተጫዋቾች ነጻ ሆኖ ይሰራል/ትሰራለች | 1 | 2 | 3 | 4 | 5 |
| 24 | ተግባራቶቹን አይገልጽም/ትገልጻለች | 1 | 2 | 3 | 4 | 5 |
| 25 | በውጤት ላይ አይደራደርም/አትደራደርም | 1 | 2 | 3 | 4 | 5 |
| 26 | ግለኛ ነው/ነች | 1 | 2 | 3 | 4 | 5 |
| 27 | ጥያቄ አያስተናግድም/አታስተናግድም | 1 | 2 | 3 | 4 | 5 |
| 28 | የተጫዋቾችን ችግር በግል ይረዳል/ትረዳለች | 1 | 2 | 3 | 4 | 5 |
| 29 | የቡድን አባላቱ ችግሮቻቸውን እንዲፈቱ ይረዳል/ትረዳለች | 1 | 2 | 3 | 4 | 5 |
| 30 | ለተጫዋቾች የግል ደህንነት ይጨነቃል/ትጨነቃለች | 1 | 2 | 3 | 4 | 5 |
| 31 | ለተጫዋቾች ግላዊ የሆነ ውለታ ያደርጋል/ታደርጋለች | 1 | 2 | 3 | 4 | 5 |
| 32 | ስለተጫዋቾች የሚሰማቸውን ስሜት ይገልጻል/ትገልጻለች | 1 | 2 | 3 | 4 | 5 |
| 33 | ተጫዋቾች በሱ/ሷ ብቻ እንዲገደቡ ያበረታታል/ታበረታታለች | 1 | 2 | 3 | 4 | 5 |
| 34 | ከተጫዋቾች ጋር ጥብቅና መደበኛ ያልሆነ ግንኙነትን ያበረታታል/ታበረታታለች | 1 | 2 | 3 | 4 | 5 |
| 35 | ተጫዋቾችን ከቤቱ/ቷ ይጋብዛል/ትጋብዛለች | 1 | 2 | 3 | 4 | 5 |
| 36 | ተጫዋቾችን ለአፈጻጸሙ/ሚ በሌሎች ፊት ያደንቃል/ታደንቃለች | 1 | 2 | 3 | 4 | 5 |
| 37 | ተጫዋቹ በተለይ ጥሩ ስራ ሲሰራ/ስትሰራ ይነግራል/ትነግራለች | 1 | 2 | 3 | 4 | 5 |
| 38 | ለጥሩ አፈጻጸም ተጫዋቾች ሲሸለሙ ያያል/ታያለች | 1 | 2 | 3 | 4 | 5 |
| 39 | ተጫዋቾች በደንብ ሲተገብሩ አፈጻጻማቸውን ይገልጻል/ትገልጻለች | 1 | 2 | 3 | 4 | 5 |
| 40 | እውቅና መስጠት ሲያስፈልግ እውቅና ይሰጣል/ትሰጣለች | 1 | 2 | 3 | 4 | 5 |

ውድ ጊዜያችሁን ሰውታችሁ መጠይቁን በመሙላት ስለተባበራችሁኝ ከልብ አመሰግናለሁ!!!

በባህር ዳር ዩኒቨርሲቲ ስፖርት አካዳሚ ስፖርት ሳይንስ ትምህር ክፍል

የተጫዋቾችን ተነሳሽነት በተመለከተ በተጫዋቾች የሚሞላ መጠይቅ:- የስፖርት ተነሳሽነት ስኬል (SMS-6):

(Chelladurai and Saleh's, 1980)

ውድ የጥናቱ ተሳታፊዎች:- የዚህ መጠይቅ ዋና አላማ የቮሊቦል ተጫዋቾችን የስፖርት ተነሳሽነት  መመርመር ነው::የጥናቱን አላማ ለማሳካት የናንተ ቅንነት የተሞላበት ምላሽ ወሳኝ ነው::እናንተ የምትሰጡት ምላሽ የሚያገለግለው ለአካዳሚያዊ አላማ ብቻ ሲሆን የማንነታችሁ ሚስጥራዊነትም የተጠበቀ ነው:: እያንዳንዱን ጥያቄ በጥንቃቄ አንብባችሁ ሀላፊነት በሚስማው ሁኔታ ምላሽ መስጠታችሁ ለጥናቱ ግኝት ወሳኝነት አለው::ውድ ግዜያችሁን ሰውታሁ ምላሽ ለመስጠት ተባባሪ በመሆናችሁ በቅድሚያ ላመሰግናችሁ እወዳለሁ::

መመርያ:-

እባክዎ የሚከተሉትን ጥያቄዎች በመመርያው መሰረት ይመልሱ::ከዚህ በታች የተሰጠውን እስኬል መሰረት በማድረግ የተሰጡት ዝርዝር አረፍተነገሮች አሁን ስፖርት ላይ ለመሳተፍ ካላችሁ ምክንያት ጋር ምን ያህል እንደሚዛመዱ ግለጹ:: የስፖርት ተነሳሽነት እስኬል-6 አምስት የደረጃ ምድቦች ያሉት ሲሆን እነርሱም:-በጣም ይመዳል= 5፤በብዛት ይዛመዳል = 4፤በመጠኑ ይዛመዳል = 3 ፤በጥቂቱ ይዛመዳል= 2 እና በጭራሽ አይዛመድም = 1 ናቸው::እባክዎ መልስዎን በተገቢው ቦታ ላይ "X" በማስቀመጥ ይግለጹ:: በያንዳንዱ አረፍተነገር ላይ በተሰጡት ይዘቶች ላይ የስፖርት ተነሳሽነታችሁ ደረጃ ምን ያህል እንደሆነ ግለጹ::የናንተ ታማኝነት ያለውና የተሟላ ምላሽ ለጥናቱ ውጤታማነት ወሳኝ ነው::

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| በጭራሽ አይዛመድም ጭራሽ | በጥቂቱ ይዛመዳል | በመጠኑ ይዛመዳል | በብዛት ይዛመዳል | በቀጥታ ይዛመዳል |

ለምን በስፖርቱ ትሳተፋለህ?

| 1 | በተግባሩ ላይ ስሳተፍ በሚሰማኝ የደስታ ስሜት ምክንያት ነው | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 2 | የህይወት ምርጫ መንገዴ ክፍል ስለሆነ ነው | | | | | |

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| 3 | ከስፖርት ውጭ ላለው ህይወቴ ጠቃሚ የሆነ ብዙ ነገር ልማር የምችልበት መንገድ ስለሆነ ነው | | | | | |
|---|---|---|---|---|---|---|
| 4 | በማውቃቸው ሰዎች ዘንድ ክብር እንዳገኝ ስለሚረዳኝ ነው | | | | | |
| 5 | በዚህ ስፖርት ስኬታማ ላልሆን እችላለሁ የሚል እሳቤ አለኝ፤ከዚህ በላይ አላውቅም | | | | | |
| 6 | የተወሰኑ ከባድ የልምምድ ቴክኒኮች ብቃት ሲኖረኝ ትልቅ ግላዊ እርካታ ስለሚሰማኝ ነው | | | | | |
| 7 | አንድ ሰው የተሰተካከለ ተክለ ቁመና እንዲኖረው ስፖርት መስራት የግድ ስለሆነ ነው | | | | | |
| 8 | ሌሎች ከህይወት ጋር የተያያዙ ጉዳዮችን ለማሳደግ የመረጥኩት ዋነኛ መንገድ ስለሆነ ነዉ. | | | | | |
| 9 | የኔነቴ አካል ስለሆነ ነው | | | | | |
| 10 | ስለራሴ ጥሩ ስሜት እንዲሰማኝ ስፖርት መስራት ስላለብኝ ነው | | | | | |
| 11 | ተጫዋች መሆን ላለው ክብር ስል ነው | | | | | |
| 12 | ከዚህ በኋላ በስፖርቱ ቀጥዬ ጊዜየንና ጉልበቴን ስለማውጣቴ እርግጠኛ አይደለሁም | | | | | |
| 13 | በስፖርት መሳተፌ ከጥልቅ መርሆቼ ጋር አይቃረኑም | | | | | |
| 14 | ችሎታየን ሳሳድግ ለሚኖረኝ እርካታ ስል ነው | | | | | |
| 15 | ከጓደኞቼ ጋር ጥሩ ዝምድና የምፈጥርበት ዋናው መንገድ በመሆኑ ነው | | | | | |
| 16 | ስፖርት ለመስራት ጊዜ ካላገኘሁ መጥፎ ስሜት ስለሚሰማኝ ነው | | | | | |
| 17 | አሁንም ግልጽ አይደለም፤ግን ቦታየ ስፖርተኛነት ነው ብዬ በርግጥ አላስብም | | | | | |
| 18 | አዳዲስ የአፈጻጸም እስትራቴጂዎችን የማግኘት ስሜት | | | | | |
| 19 | ተጫዋች በመሆን ለሚገኘው የቄስ እና/ወይም ማህበራዊ ጥቅም ብዬ ነው | | | | | |
| 20 | ጠንክሮ መስለጠን አፈጻጸሜን ስለሚያሻሽል ነው | | | | | |
| 21 | በስፖርት መሳተፍ የአጠቃላይ ህይወቴ ክፍል ስለሆነ ነው | | | | | |

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| 22 | ከዚህ በፊት እንደነበረው በስፖርት አልደሰትም | | | | | |
| 23 | ስፖርትን በመደበኛነት መስራት ስላለብኝ ነው | | | | | |
| 24 | በስፖርት ያለኝን ብቃት ለሌሎች ለማሳየት ስለምፈልግ ነው | | | | | |

ውድ ጊዜያችሁን ሰውታችሁ መጠይቁን በመሙላት ስለተባበራችሁኝ ከልብ አመሰግናለሁ!!

የተጫዋቾችን እርካታ በተመለከተ በተጫዋቾች የሚሞላ መጠይቅ፦ የተጫዋቾች እርካታ ስኬል (SSA): (Reimer &Chelladurai, 1988)

ውድ የጥናቱ ተሳታፊዎች፦ የዚህ መጠይቅ ዋና አላማ የተጫዋቾች እርካታ ላይ መረጃ መሰብሰብ ነው፡፡የጥናቱን አላማ ለማሳካት የናንተ ቅንነት የተሞላበት ምላሽ ወሳኝ ነው፡፡እናንተ የምትሰጡት ምላሽ የሚያገለግለው ለአካዳሚያዊ አላማ ብቻ ሲሆን የማንነታችሁ ሚስጥራዊነትም የተጠበቀ ነው፡፡ እያንዳንዱን ጥያቄ በጥንቃቄ አንብባችሁ ሀላፊነት በሚሰማው ሁኔታ ምላሽ መስጠታችሁ ለጥናቱ ግኝት ወሳኝነት አለው፡፡ውድ ጊዜያችሁን ሰውታችሁ ምላሽ ለመስጠት ቁርጠኛ በመሆናችሁ በቅድሚያ ላመሰግናችሁ እወዳለሁ፡፡

መመርያ፦

እባክዎ የሚከተሉትን ጥያቄዎች በመመርያው መሰረት ይመልሱ፡፡ከዚህ በታች የተሰጡት አረፍተነገሮች እያንዳንዳቸው የተጫዋቾችን የእርካታ ባህሪ ያሳያሉ፡፡እያንዳንዱ 16 አረፍተነገሮች ተጫዋቾች በአሰልጣኞቻቸው፤በቡድናቸው እና በጓደኞቻቸው ላይ ያላቸውን እርካታ ይዘረዝራሉ፡፡አረፍተነገሩ ሰባት አማራጮች የያዘ የሚገልጹት የርካታ መጠንም ከ 7 (በጣም እረካለሁ) እስከ 1 (በጣም አልረካም) ይደርሳል፡፡ባለ ሰባት ምድቡ የተጫዋቾች የእርካታ እስኬል 7 = (በጣም እረካለሁ)፤6=(በመጠኑ እረካለሁ)፤ 5= (በጥቂቱ እረካለሁ)4=(ገለልተኛ)3=(በጥቂቱ አልረካም፤2=(በመጠኑ አልረካም)፤ እና 1= (በጣም አልረካም) ናቸው ፡፡እባክዎ መልስዎን በተገቢው ቦታ ላይ "X" በማስቀመጥ ይግለጹ፡፡ በያንዳንዱ አረፍተነገር ላይ በተሰጡት ይዘቶች ላይ የስፖርት ተነሳሽነታችሁ ደረጃ ምን ያህል እንደሆነ ግለጹ፡፡የናንተ ታማኝነት ያለውና የተሟላ ምላሽ ለጥናቱ ውጤታማነት ወሳኝ ነው፡፡

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| በጣም እረካለሁ)፤ | በመጠኑ እረካለሁ | በጥቂቱ እረካለሁ | ገለልተኛ | በጥቂቱ አልረካም | በመጠኑ አልረካም | በጣም አልረካም |

የተጫዋቾች የእርካታ መጠን እስኬል

| ተ.ቁ | ይዘት | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| 1 | ችሎታዬ በሚታይበት ሁኔታ | | | | | | | |
| 2 | አሰልጣኙ በውድድር ወቅት በሚያደርገው የጨዋታ ምርጫ | | | | | | | |
| 3. | ስለውድድሩ ስትራቴጂ ተጫዋቹ ያለውን ሃሳብ ከግንዛቤ ውስጥ በማስገባት ደረጃው | | | | | | | |
| 4. | ችሎታዬ በሚታይበት ደረጃ | | | | | | | |
| 5. | በውድድር ወቅት በምንጠቀማቸው ታክቲኮች | | | | | | | |

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| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 6. | አሰልጣኙ ውድድሩን በሚገነዘብበት ሁኔታ እንዲሁም በሚወስደው ማስተካከያ | | | | | | | |
| 7. | በውድድሩ ጊዜ በተሰጠኝ ሚና እና በምመርጠው ሚና መካከል ባለው የዝምድና መጠን | | | | | | | |
| 8. | በኮከቡ ተጫዋቾችና በአሰልጣኙ መካከል ባለው ግንኙነት | | | | | | | |
| 9. | በወቅቱ ቡድኑ ባለው የአሸናፊነትና የተሸናፊነት ውጤት | | | | | | | |
| 10 | ቡድኑ በወቅቱ ባለው ግብን የማሳካት ደረጃ | | | | | | | |
| 11 | የቡድኑን አፈጻጸም ሊያዳክሙ የሚችሉ ክፍተቶችን በመሙላቱ | | | | | | | |
| 12 | ቡድኑን ወደላቀ አፈጻጸም የሚያደርሱ ቅድም ጥንቃቄዎችን በማድረግ ደረጃ | | | | | | | |
| 13 | ተጫዋቾች በውድድር ወቅት ዘርፈ ብዙ አፈጻጸሞችን እንዲያሳዩ እድል በመስጠት ደረጃው | | | | | | | |
| 14 | ተጫዋቾች አርስበርሳቸው በሚያደርጉት ትብብርና አንዱ ለሌላው በሚያሳየው የቁርጠኝነት ደረጃ | | | | | | | |
| 15 | አዲስ የተቀላቀሉ ተጫዋቾች ቡድኑን በቀላሉ እንዲላመዱ በማገዝ ደረጃው | | | | | | | |
| 16 | ሁሉም ተጫዋቾች የቡድናቸውን ስህተት ወይንም ድክመት በመሸፍን ደረጃቸው | | | | | | | |

ውድ ጊዜያችሁን ሰውታችሁ መጠይቁን በመሙላት ስለተባበራችሁኝ ከልብ አመሰግናለሁ!!!

## Appendix –M: Interview Questions ( Amharic version)

በባህር ዳር ዩኒቨርሲቲ ስፖርት አካዳሚ ስፖርት ሳይንስ ትምህርት ክፍል

ለስፖርት ኮሚሽን፤ለፌዴሬሽን ተወካዮች፤ለቡድን መሪዎች እና ለአሰልጣኞች ስለአሰልጣኞች የአመራር ስልት፤ስለተጨዋቾች ተነሳሽነትና እርካታ መረጃ ለመሰብሰብ የሚቀርብ ቃለመጠይቅ

1. በክለባችሁ ውስጥ አጠቃላይ የአሰለጣጠን ሂደቱ ምን ይመስላል?

2. በክለባችሁ ውስጥ በውድድርም ወቅት ሆነ በልምምድ ወቅት ምን አይነት ተግባራት በተለየ ሁኔታ ትኩረት ይሰጥባቸዋል ?

3. በክለባችሁ ውስጥ አሰልጣኞች ተጫዋቾችን እንዴት ያበረታታሉ?

4. በክለባችሁ ውስጥ ስላሉ ተጫዋቾች የተነሳሽነት ደረጃ ምን ታስባላችሁ?

5. በክለባችሁ ውስጥ ስላሉ ተጫዋቾች እርካታ ምን ታውቃላችሁ? ከአፈጻጸማቸው ከቡድን ጓደኞቻቸው እና ከአሰልጣኞቻቸው አንጻር ግለጹ።

6. በክለባችሁ ውስጥ ያሉ ተጫዋቾችን እርካታ እንዴት ትገልጸዋለህ/ትገልጭዋለሽ?

7. በክለባችሁ ውስጥ ያሉ ተጫዋቾችን የአፈጻጸም አድገት ከሚተገበረው የአሰለጣጠን ስልት አንጻር እንዴት ትገመግመዋለህ/ትገመግሚዋለሽ?

8. በክለባችሁ ዉስጥ በተደጋጋሚ የሚከናወን የማበረታቻ መንገድ ምንድን ነዉ

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በባህር ዳር ዩኒቨርሲቲ ስፖርት አካዳሚ ስፖርት ሳይንስ ትምህርት ክፍል

የአሰልጣኞችን የአመራር ስልት የቮሊቦል ተጫዋቾችን ተነሳሽነት እና እርካታ የሚለካ የምልከታ ቅጽ

ይህ የምልከታ ቅጽ በኢትዮጵያ የቮሊቦል ፕሪሚየር ሊግ ላይ የአሰልጣኞችን የአመራር ስልት ፣ የቮሊቦል ተጫዋቾችን ተነሳሽነት፣እርካታ እና አፈጻጸም ለማየት ይረዳል። ቅጹ ከእያንዳንዱ ቡድን አንዴ በስለጠና ጊዜ አንዴ ደግሞ በውድድር ጊዜ በረ/ተመልካቾች የሚሞላ ይሆናል። እያንዳንዱ አረፍነገር አሰልጣኞች በቮሊቦል ስለጠና ወይም በውድድር ጊዜ እንዲያሳዩ የሚጠበቀውን ባህሪ ያሳያል።ቅጹ ባለአምስት ደረጃ (likert scale) ያለው ሲሆን 5= በጣም ከፍኛ, 4= ከፍተኛ, 3= መካከለኛ, 2= ዝቅተኛ, 1 = በጣም ዝቅተኛን ይወከወላሉ።

| ተ. | የምልከታው ርዕስ ጉዳዮች | 5 | 4 | 3 | 2 | 1 |
|----|-------------------|---|---|---|---|---|
|  | የአመራ ር ስልትን በተመለከተ |  |  |  |  |  |
| 1 | በልምምድ ቴክኒኮችና ታክቲኮች ላይ ያለው ትኩረት |  |  |  |  |  |
| 2 | የተጫኞች ውሳኔ በማሳለፍ ሂደት ተሳትፎ |  |  |  |  |  |
| 3 | አሰልጣኙ በልምምድና በውድድር ወቅት የሚያሳየው የሃይል ጫና |  |  |  |  |  |
| 4 | በአሰልጣኙና በተጫዋቾች እንዲሁም በተጫዋቾች በራሳቸው መካከል ያለው ተግባቦት |  |  |  |  |  |
| 5 | አወንታዊና አሉታዊ ግብረመልስ የመስጠት መጠን |  |  |  |  |  |
|  | ተነሳሽነትን በተመለከተ |  |  |  |  |  |
| 1 | እርምጃ የመውሰድ ቁርጠኝነትና በተግባራቱ የመደሰት ደረጃ |  |  |  |  |  |
| 2 | ከሚታዩት ከሂሎች ጋር የሚዋሃድ አፈጻጸም |  |  |  |  |  |
| 3 | ለሚለማመዱቸው ተግባራት የሚሰጡት ዋጋ |  |  |  |  |  |
| 4 | ውጤት ሲያስመዘግቡ ወይንም ሲያጡ የሚያሳዩት የምልከት አገላለጾች /አካላዊ እንቅስቃሴዎች |  |  |  |  |  |
| 5 | ውጫዊ ግፊትን የመቋቋም ደረጃ |  |  |  |  |  |
| 6 | በእያንዳንዱ ተግባር ላይ የድርሻን ለመወጣት የሚያሳዩት ፍላጎት |  |  |  |  |  |
|  | የተጫዋቾችን እርካታ በተመለከተ |  |  |  |  |  |
| 1 | በግል አፈጻጸማቸው ላይ ያላቸው የእርካታ ደረጃ |  |  |  |  |  |
| 2 | በቡድን ጓደኞቻቸው አፈጻጸም ላይ የሚያሳዩት እርካታ |  |  |  |  |  |
| 3 | ተጫዋቾች በአሰልጣኞቻቸው ስራ ላይ ያላቸው እርካታ ደረጃ |  |  |  |  |  |

# Appendix –O: Information sheet and consent form (Amharic version)

በባህር ዳር ዩኒቨርሲቲ ስፖርት አካዳሚ ስፖርት ሳይንስ ትምህር ክፍል

የመረጃ ገጽ እና የስምምነት ፎርም

የፕሮጀክቱ ርእስ:-የቮሊቦል አሰልጣኞች አማራ ስልት እና የኢትዮጲያ ፕሪሚየር ሊግ ተጫዋቾች ተነሳሽነት፤እርካታ እና አፈጻጸም።።

የዋና ተመራማሪዉ ስም:-ገብሬ አድማሱ ካሳ

የአማካሪዎች ስም:-  አእምሮ አስማማው (ዶ/ር) ዋና አማካሪ

            ዘላለም መልካሙ (ዶ/ር) ረዳት አማካሪ

የስፖንሰሩ ስም:- ባህር ዳር ዩኒቨርሲቲ

የተቋሙ ስም:- ባህር ዳር ዩኒቨርሲቲ፤ ስፖርት አካዳሚ፤ስፖርት ሳይንስ ትምህርት ክፍል

ይህ የመረጃ ገጽ እና የስምምነት ፎርም የተዘጋጀው በጥናቱ አድራጊ እንድትቀላቀሉ ለተጠየቃችሁበት የጥናት ፕሮጀክት ገለጻ ለማድረግ ነው።። የጥናቱ ፕሮጀክት ዋና አላማም የቮሊቦል አሰልጣኞች አማራ ስልት እና የኢትዮጲያ ፕሪሚየር ሊግ ተጫዋቾች የተነሳሽነት፤የእርካታ እና የአፈጻጸም ደረጃን መመርመር ነው።። የጥናት ቡድኑም አንድ ተማሪ (እጩ ዶክተር) እና ሁለት ከፍተኛ አማካሪዎች ማለትም አንድ ከጎንደር ዩኒቨርሲቲ ሳይኮሎጂ ትምህርት ክፍል እና አንድ ከባህር ዳር ዩኒቨርሲቲ ስፖርት አካዳሚ ናቸው።።

የጥናት ፕሮጀክቱ አላማ

የዚህ ፕሮጀክት አላማ በስፋት አገልግሎት ላይ የሚውለውን በኢትዮጵያ ፕሪሚየር ሊግ የቮሊቦል አሰልጣኞች የአሰለጣጠን ስልት ፤ የተጫዋቾችን ተነሳሽነት ሁኔታ፤የእርካታ መጠን ፤ እንዲሁም አፈጻጸምን መመርመር ነው።።ስለሆነም ከናንት የሚገኘው መረጃ የሚያገለግለው በኢትዮጲያ ፕሪሚየር ሊግ የቮሊቦል አሰልጣኞች አማራ ስልት እና የተጫዋቾች ተነሳሽነት፤እርካታ እና አፈጻጸም ምን እንደሚመስል ለማወቅ ይረዳል።። በተጨማሪም መረጃው በተለይ ለተጫዋቾች አፈጻጸም መሻሻል  ባጠቃላይ ደግሞ በአገሪቱ የቮሊቦል እንቅስቃሴ ላይ አጥኚው ጠቃሚ የሆኑ የመፍትሄ ሃሳቦችን እንዲያስቀምጥ ይረዳዋል።።


አካሄድ

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ለዚህ ጥናት ደረጃውን የጠበቀ ቀድሞ የተሞከረ የጽሁፍ መጠይቅ፣ቃለ መጠይቅ እና የምልከታ ቅጽ በመረጃ መሰብሰቢያነት አገልግሎት ላይ ይውላሉ።ጥናቱ ሁሉንም የፕሪሚየር ሊግ አሰልጣኞች፣ተጫዋቾች የቡድን መሪዎች የስፖርት ኮሚሽን ሰዎች የፖሊበል ስፖርት ፌዴሬሽን አባላትን ያሳትፋል። እናንተ መስፈርቱን በማሟላታችሁ የጥናቱ ተሳታፊ እንድትሆኑ ተመርጣችኋል።ለመሳተፍ ፍቃደኛ ከሆናችሁ ለመረጃ ሰብሳቢዎቹ ታማኝነት የተሞላበት ምላሻችሁን እንድትሰጡ በትህትና ትጠየቃላችሁ።

## ስጋት እና ጉዳት

በዚህ የጥናት ፕሮጀክት ላይ በመሳተፋችሁ ጊዜያችሁን ለመረጃ ሰብሳቢው 30 ደቂቃችሁን ከመስጠታችሁ በስተቀር የሚደርስባችሁ ምንም አይነት ስጋት ወይንም ጉዳት የለም።

## ጥቅም

በዚህ የጥናት ፕሮጀክት በመሳተፋችሁ የምታገኙት ምንም አይነት ማትጊያም ሆነ ክፍያ አይኖርም።ነገር ግን እያንዳንዱ የጥናቱ ተሳታሪም ሆነ ሁሉም ሌላው ደንበኛ ሊያገኘ የሚችለዉ ቀጥተኛ ያልሆነ ጥቅም የማይካድ ነው። ምክንያቱም የስፖርት ኮሚሽን ሰራተኞች፣የፌዴሬሽን አባለት አሰልጣኞች እና ተጫዋቾች በአሰልጣኞች የአሰለጣጠን ስልትና በተጫዋቾች ተነሳሽነት፣እርካታና አፈጻጸም መካከል ያለውን ዝምድና እንዲዬ ያደርጋል ይህም ጠንካራ ጎንን ለማስቀጠልና ስህተቶችን በፍጥነት ለማረም ይረዳል።በተጫማሪም የፖሊበል ስፖርትን ለማሳደግ ዘዴኑ ከሚያጠይቀው እውነታ ጋር አብሮ ለመሄድ ይረዳል።

## ሚስጥራዊነት

ሁሉም ግላዊ ማንነቶች እና ግላዊ መረጃዎች በቀጥታ ሳይሆን በኮድ ይቀመጣሉ።ለዚህ ጥናት ፕሮጀክት የተሰበሰቡት መረጃዎች በሙሉ ሚስጥራዊነታቸው የተጠበቀ ነው። መረጃዎቹ ተደራሽ የሚሆነት በአጥኚውና በረዳቶቹ ብቻ ነው።ይህም ከአምስት አመት በኋላ በሙሉ ይወገዳል።

## የማቋረጥ ወይንም የመተው መብት

በጥናቱ ላይ የመሳተፍ ሂደት በፈቃደኛነት ላይ የተመሰረተ ሲሆን ላለመሳተፍ መወሰን ምንም አይነት ጉዳት አያመጣም እንዲሁም በፈለጋችሁበት ጊዜ የለምንም ስጋት የማቋረጥ ሙሉ መብት አላችሁ ።የአጥኚውን አድራሻ በመጠቀም ከመጠይቁ በፊትም ሆነ በኋላ ከግልጿነት ጋር በተያያዘ ማንኛውንም ጥያቄ መጠየቅ ትችላላችሁ።

## አድራሻ

የዚህ ጥናት ፕሮጀክት በባህር ዳር ዩኒቨርሲቲ የስነምግባር ኮሚቴዎች ታይቶ ይፀድቃል።ተጫማሪ መረጃ ከፈለጉ እና ጥያቄ ካለዎ አጥኚውን እና/ወይም አማካሪዎቹን በሚከተለው አድራሻ ማግኘት ይችላሉ።

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