

## **SURVEY OF COACHING BEHAVIOR AMONG ETHIOPIAN FOOTBALL COACHES**

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### **ABSTRACT**

*Football in Ethiopia has long journey in a half a century. It has come a long way from the days when the country's leading referee who sat on horseback galloped all over the field following the players. As things became more sophisticated stone-markers were utilized to delineate the field and hefty sticks to serve as goal-posts. In the early days of its establishment (1943-1952) the Ethiopian football Federation employed foreign residents as coaches. Starting from 1947, Ethiopia National team had different coaches, Major Isaacsson from Sweden was the first Ethiopian national team coach (Gedamu Abreha 1968). To achieve improvement in athletic performance it may be necessary for the coach to engage in coaching behavior to which the athletes is receptive. What may be an appropriate coaching behavior to on athlete may be an ineffective approach for the others. Specific behavior by the coach may be more productive of certain outcome than others (Tinning 1982). Effective coaching behavior varies across specific context as the characteristics of the players and the prescribed situation change (Chelladurai, 1978). Athletic performance is the result of interactions among the athlete, coach and performance environment. Each of these factors is critical to performance outcomes. This study is designed to improve our understanding of on coaches coaching behavior in Ethiopia. Burges (1997) individual difference such as self-reflectiveness, critical thinking aptitude, decision- making abilities and knowledge bases can influence coaches' expectation and behaviour. Other research by Feltz, Chase, Martiz and Sullivan (1999) reported that coaches who possessed a high degree of coaching efficacy gave more positive feedback. The quantitative data gained from expert coaches (n=51) has been obtained by the Leadership Scale for Sport (LSS). The purpose of this study is broadly to investigate overall coaching characteristics of Ethiopian football coaches at different level and experience. As the result indicates most of Ethiopian coaches (M=3.33, Std=.71) have Training and Instruction coaching behavior, followed by Positive feedback (M=3.24, Std=.88), Autocratic*

*behavior*( $M=2.93, Std=.59$ ) *Social support* ( $M=2.53, Std=.76$ ), , and *Democratic type of behavior* ( $M=2.51, Std=.70$ ).

**Keywords:** Coaching behavior, Coach, Effective Coaching, Ethiopia, Leadership Scale for Sport, Performance

## INTRODUCTION

Athletic performance is the result of interactions among the athlete, coach and performance environment. Each of these factors is critical to performance outcomes. This study is designed to improve our understanding of these interactions, with a focus on coaches coaching behavior. In association football as in other high status sports, the position of manager represents a stressful and turbulent occupation where individuals are publicly held responsible for a team's performance. According to Ethiopian Football Federation 2011 report there are around 200 FIFA C-Licensed and 50 FIFA B-Licensed coaches in Ethiopia who are a permission to coach from higher division to national team level at any part of the country and also in Africa. But when we go to other country like - France has 2,400; Germany has 5,500, Italy 1,298, Spain 12,720, and England 895 A- Licensed coaches. (UEFA Coaching Convention Data from 2008). therefore when we compare with other African and European countries in Ethiopia the licensed number of coaches is very few. Woodman (1993) recently suggested that coaching is as much an art as a science and that "Regardless of the level of scientific knowledge and the use of scientific methods, it is often the application of that knowledge and methodology through individual flair that separates excellent practitioners from the others. A coach's challenge is to teach physical skills as well as to build character, instill integrity and point the way for youngsters to become confident self reliant adults (Horn, 1987; Martens, 1988). Coaching as an emerging profession, therefore, needs in-depth examinations of coach's behaviors. The coach through their presence, actions and speech are instrumental in an athlete's physical and psychosocial development. (Jowett and Cockerill, 2002; Martens, 1997, Smith and Small, 1996). Certain authors (Lyle, 1993; Woodman, 1993) have defined coaching as a dynamic and systematic process that involves a number of various steps. These steps include observation, assessment, development of a plan of action, implementation of the plan and reassessment. The coach is placed in the roles and part of play (Jones, Wells, Peters, and Johnson; 1993). Regardless of what level or grade of sport an athlete is involved in, the coach can have a profound impact on the life of the athlete (Baker, Yardley and Cote, 2003). In addition, the quality and success of an athlete's sport experience is determined by the important role that the coach plays (Kenow and Williams, 1999). However despite the importance and responsibilities of the coaching role, there exists little research that identifies optimal coaching behavior and factors which influence the effectiveness of particular behaviors (Kenow and Williams, 1990).

### The Purpose and Significance of the Study

Effective coaching has long been associated with winning. Because of this conceptualization of effective coaching, researchers have tended to study the behaviors and thought processes of winning coaches, but not how these behaviors and thought processes affect athletes. There is no research has looked at coaching behaviour of Ethiopian sport coaches in general and football in particular. Behaviors of coaches apparently influence personal out come for

players; any attempt to predict or control those behaviors must consider variables which are related to the tendency for coaches behave in a particular way. (Chelladurai, 1980). This survey study will serve as a preliminary study of the coaches coaching behavior and over all coaching characteristics of Ethiopian football coaches. It will also help as an eye-opening work on sport coaches in the country to know what coaching behaviors are our coaches' exhibits and which is appropriate for their players or athletes. It's also a preliminary work for the other researchers to start questioning the problem of the country's football and conduct further research. The other reason why this paper is necessary is because appointing the right manager is vital for the future success of professional sports teams. The research evidence strongly supports the notion that there is a direct link between coach behavior, and athletes' performances and behaviors (Horn, 2002). Although, coaches coaching behavior has been great value in athletics and sport, very little or no coaching behavior research in athletic settings has been obtained in Ethiopia. Unfortunately, there is no study to examine coaches coaching behavior pattern in Ethiopia. The coaching behavior in football has been largely neglected. This brought the need of studying this subject. Therefore, this study helps coaches to understand the importance of behavior as a determinant of success for sport organizations. Also, this study may encourage them to seek greater understanding of coaching behaviors that will produce the strongest influence on their team performance.

## OBJECTIVES

The objectives of this study are:

- To identify what behavior exhibited by Ethiopian football coaches
- To see the difference of coaches coaching behavior regarding different level of coaching
- To investigate whether experience and age have any relation with coaches coaching behavior or not

## SCOPE OR DEILIMITATION OF THE STUDY

The study is delimited to Ethiopian male football coaches who are currently coaching at National team, Ethiopian premier league and Higher division football clubs which are the majority of the coaches in the country. Therefore the result will help to have preliminary information about the behavior of football coaches in the country.

## BACKGROUND OF THE STUDY AND REVIEW OF LITRATURE

### Football in Ethiopia

Football in Ethiopia has long journey in a half a century. It has come a long way from the days when the country's leading referee who sat on horseback galloped all over the field following the players. As things became more sophisticated stone-markers were utilized to delineate the field and hefty sticks to serve as goal-posts. Litigation on the field between players and referees was, of course all parts of the show. Today the situation has become completely changed. It is not only that our players have mastered all the latest rules, techniques and tactics of the sport , but also the fans who are or who claims to be letter-

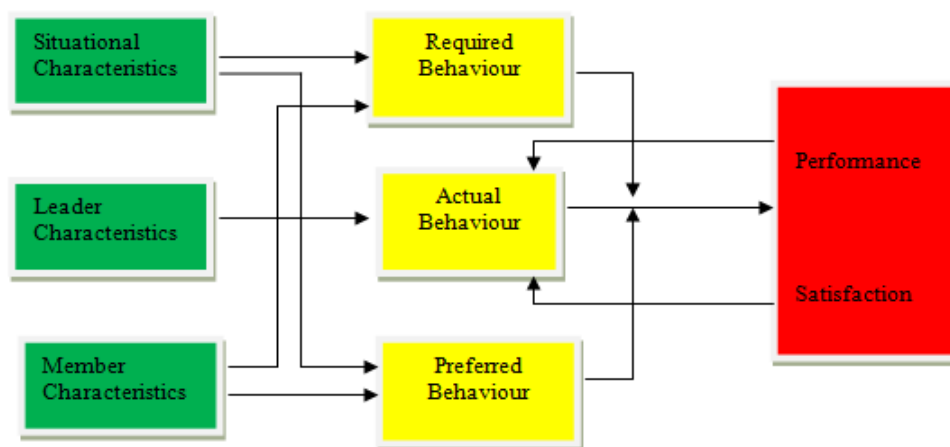
perfect in the rules and techniques of the game. Within a matter of six decades, it has leap-forged from stone-makers and mobile goal posts to join the international sorority of sports and to field its national players in Olympics preliminary.

Even though there are no records as to how soccer came to Ethiopia, it was believed that foot ball was introduced by foreigners who resided in Addis Ababa about 1924. These communities such as: Armenians, Indians, Greeks, Italians formed community teams and held tournaments at JanHoy Meda. The first foot ball team in Ethiopia was St.George founded in 1935.the game was introduced when Ethiopia was making its initial efforts to shed-off its medieval trappings and during the Italian occupation when we were testing the bitter dust of alien despotism. One year after liberation friendly matches were being held between St.George and Sidist kilo teams at Dejazmach Nesibu sefer. In Asmara the Hamassien team which was founded in 1936, Key Bahir team and other new ones also resumed their activities. In Addis Ababa the Italian team Fortitudo continued to play against British, Greeks, Armenian and Indian community teams. The only organized Ethiopian team at that time was St. George but did not have opportunities to play against any foreigner's teams. The first Ethiopian foreigner team game held in Addis Ababa after libration took place in 1942, with a 4-1 victory for the Ethiopian teams St.George. The first champion ship match were held in 1944. The sport office prepared and issued identity cards for the first time. After long journey football become the leading and famous sport in the country as cricket and Basket in India and America respectively. Now days there are about 75 clubs who are competed in Ethiopian Premier League and Higher division (national league) championship and also Senior, Under 17(U-17) and Female national teams are registered under Ethiopian Football Federation (EFF). In addition to these there are at least five men and two female foot ball teams in each regional states of the country. Currently after 31 years Ethiopian men football national team is qualified for 29<sup>th</sup> African Cup of Nation 2013 which will be held at South Africa. And also Ethiopian women football team was participated in 7<sup>th</sup> women's African cup of nation at Equatorial Guinea and showed good performance. Even if the result is not satisfactory, as we can see from the development aspect of female football in the country and its attention given by the federation and society it was somewhat satisfactory and indicates a hope in the future.

### **Multidimensional Modal of Leadership: Leadership Scale for Sport**

Chelladurai and Saleh (1978, 1980) formulated a sport specific questionnaire titled the Leadership Scale for Sports (LSS). The LSS is based on a multidimensional approach to leadership. The multidimensional approach contends that three factors affect athlete performance and satisfaction (i.e., antecedent characteristics, leader behaviors, and consequences). The three antecedent characteristics (i.e. situational, leader, and member) and the three kinds of leader behavior (i.e., required, actual, and preferred) lead to the resultant consequences (i.e., athlete/team performance and satisfaction). Thus, Chelladurai and Saleh (1980) purported that the leadership behaviors that produce the desired performance outcomes of athletes are a function of three interacting aspects of leader behavior: (a) the actual behavior exhibited by the coach/leader; (b) the type of leader behavior preferred by the athletes; and (c) the type of leader behavior appropriate to, or required in, that situational context. The LSS contains five scales of coaching behaviors, including one instructional behavior (training and instruction), two decision-making (autocratic and democratic

behavior), and two motivational (social support and positive feedback) scales (Gardner, Light Shields, Light Bredemeier, & Bostrom, 1996). The LSS can be administered in three different methods: (a) a coaches' version in which the coach self-describes his or her behavior, (b) a perceived version in which athletes describe the behaviors of their coach, and (c) a preferred version in which athletes describe the types of coaching behaviors they desire. Test-retest reliability, content validity, and internal consistency were found to be adequate, and factor structure was found to be stable over the samples used (Chelladurai & Saleh, 1980).



**Note:** Adapted from “Leadership in sports: A review” by P. Chelladurai, in International journal of Sport Psychology, 1990, 21, 328-354)

**Figure 1.** Multidimensional Model of Leadership

### Coaching Behavior and Players Performance In Sport

To achieve improvement in athletic performance, it may be necessary for the coach to engage in coaching behaviors to which the athlete is receptive. What may be an appropriate coaching behavior to one athlete may be an ineffective approach for another. Similarly, specific behavior by the coach may be more productive of certain outcomes than others (Tinning, 1982). Different needs and preferences from individual athletes within the team confront coaches of team sports. The coach may adopt either a homogenous approach that treats all athletes equally, or alternatively create a heterogeneous style that provides differential treatment to individual athletes. As a result of this, it is important for the coach to be aware of the coaching preferences of his/her athletes in order to provide satisfactory experiences and improve athletic performance. According to Chelladurai and Carron (1978), if a coach adapts his or her behavior to comply with the athletes' preferred behavior, the athlete may be more readily inclined to repay the coach through an improved performance. Effective coaching behavior varies across specific contexts as the characteristics of the player and the prescribed situation change (Chelladurai, 1978). The context of the sport situation and the characteristics of the coach and the players themselves dictate appropriate coaching behavior.

**Coaching Effectiveness:** In studies of coaches and athletes various personal attributes have been investigated by researchers in attempt to explain and predict phenomena in sport. Results from these studies have identified self-efficacy as an attribute that has been found in many settings to influence behavior (Sullivan and Kent, 2003). Bandura (1986) outlines six primary sources of self-efficacy; Mastery experience, Vicarious experience, imaginable experience, Verbal persuasion, psychological arousal and emotional arousal. Mastery experience has been repeatedly shown to be the most influential of all these sources (Bandura, 1997; Feltz and Chase 1998). According to Bandura (1997) behavior such as success, effort and persistence in addition to thought patterns such as goal setting and attributions are influenced by self-efficacy. Coaching efficacy has being defined as “the extent to which coaches believe they have the capacity to affect the learning and performance of their athletes” (Feltz, Chase, Maritz and Sullivan, 1999, p.765).

If sport teams are viewed as formal organizations, then coach’s role may be equated to that of management (Sage, 1974). The many and varied managerial functions of the coach including planning, organizing, budgeting, scheduling recruiting, public relations leadership etc, of these leadership defined by Barrow (1977) as “the behavioral process of influencing individuals and groups towards set goals”. The leadership provided by the coach is mainly instructional in enhancing the motivational state of the group (House, 1971). And in turn, the motivational state of the group is the ultimate bases of performance effectiveness. Some studies have examined the application of Fiedler’s (1967) contingency model of leadership effectiveness to the sport situation. But the recent and promising approach has as its focus the analysis of the varying behaviors of the coach which are appropriate to the different athletic situations (Chelladurai and Carron, 1978, Chelladurai and Saleh, 1978). Chelladurai (1978) has proposed a multi dimensional model of leadership which specifies that the effectiveness of leader behaviors i.e. the coaching behavior is contingent on its congruence with the preference of members as well as the dictates of the situation characteristics. To understand the psychological dimensions of athletics, one must plumb a critical actor on the stage (the coach). Throughout the years, the coach has been portrayed in many ways, at times as dogmatic and tough but able to imprint quality into their athletes.

## **METHODOLOGY**

### **Subjects**

The subjects for this study were those coaches who were currently registered under Ethiopian Foot ball Federation (EFF) and coaching at National team, premier league and higher division foot ball club level. These would be the advanced and well experienced coaches of Ethiopia. Because of there is no female coach at these levels in the country all participants are male coaches. The LSS was administered during a refreshment coaching course held at Addis Ababa on 2011/12 (2004, Ethiopian calendar) football championship season. Around 74 coaches were participated on the refreshment course but only 61 coaches were returned the questionnaires, out of these 10 coaches gave incomplete response and rejected. The mean age of the subjects in this study was 40.5 years. On average, these subjects had an experience of 9.5 years in coaching foot ball. And the majority of coaches under discussion are alarmingly higher division (national league) football club coaches (n=25) and premier league football club coaches (n=20) with a disproportionate number of National team coaches (n=6) in Ethiopia.

**Procedure**

Survey questionnaire were distributed to coaches in order to collect data. These questionnaires were dispatched in the coaches' refreshment course organized by EFF for all level of coaches on July, 2012(2004 Ethiopian calendar). Necessary permission was taken from the technical department of Ethiopian football federation to dispatch the questionnaires for those who were willing to participate in this study. The answering period lasted for nearly 15 to 20 minutes, but most of them prefer to return the questionnaire on next day.

**Data Collection Tools**

A survey method was selected as the data collection tool and the following scale were used. Demographic data collection form: in this form there are 6 different variables (age, level of coaching, year of coaching, the age that they prefer to coach, highest educational level of their player, favorite gender of player and attitude towards non-Ethiopian coaches for players).

Leadership Scale for Sport (LSS): it is a scale developed by Chelladurai and Saleh (1980). It consists of 40 items in total and it evaluate coaching behavior from five aspects which are training and instruction behavior, democratic behavior, autocratic behavior, social behavior and positive feedback. Each dimension is scored on a 5-point Likert-type scale ranging from "always" to "never". The LSS contains five scales of coaching behaviors, including:

**Instructional behavior**

Training and Instruction: coaching behavior aimed at improving athletes' performance by emphasizing and facilitating hard and strenuous training.

**Decision-making behaviors**

Autocratic behavior: the coach keeps apart from the athlete and stresses his or her authority in dealing with them.

Democratic behavior: allow greater participation by the athletes in decision pertaining to group goals, practice methods and game tactics or strategies.

**Motivational behaviors**

Social support: characterized a concern for the welfare of individual athletes, positive group atmosphere and warm interpersonal relations with members.

Positive feedback: the coach reinforces an athlete by recognizing and rewarding good performance regardless of the outcome of their performance.

**DATA ANALYSIS**

Data obtained from 69 football coaches by means of a survey method were statistically analyzed using Spss (version 15.0) package. In the analysis for finding the reliability of the scale relating the survey questions of LSS sub-scales (Cronbach alpha) internal consistency coefficient were examined and the results were found as .74, frequency and percentage were calculated in order to reveal the distribution of the sample according to demographic variables. In order to evaluate the differentiation level that depends on independent variables in terms of coaching behavior sub-scales scores, t-test was applied in order to understand the

difference between two independent groups. In order to determine the relationship levels between sub-scales, Pearson correlation coefficient was used. Statistical significance degree was accepted as  $p < 0.05$ .

## RESULT AND DISCUSSION

Table 1 show that the respondents profile according to age, level of coaching, coaching experience in football, gender and age interest of coaching.

**Table 1.**

Characteristics	Frequency	Percents (%)
<b>Age of respondents</b>		
30-40 years	14	27.5
41-50 years	19	37.3
51-60 years	15	29.4
<=61 years	3	5.9
<b>Level of coaching</b>		
National team	6	11.8
Premier league	20	39.2
Higher division	25	49.0
<b>Coaching Experiences</b>		
3-5 years	5	9.8
6-9 years	13	25.5
10-15 years	29	56.9
>=16years	4	7.8
<b>Gender interest of coaching</b>		
Female	4	7.8
Male	15	29.4
Either of the two	32	62.7
<b>Age interest of coaching</b>		
<=20	20	39.2
21-25	24	47.0
26-30	7	7.8

### Coaches coaching behavior

Table 2 indicates that coaches coaching behavior which is exhibited by highest mean score is training and instruction ( $M=3.33$ ,  $SD=.71$ ), and followed by positive feedback coaching behavior ( $M=3.24$ ,  $SD=.88$ ), autocratic coaching behavior ( $M=2.93$ ,  $SD=.59$ ), social support ( $M=2.53$ ,  $SD=.76$ ) and democratic coaching behavior ( $M=2.51$ ,  $SD=.70$ )

**Table 2:** Coaches coaching behavior revealed by coaches

	Mean	Std. Deviation	N
Training and instruction behavior	3.33	.716	51
Positive feedback behavior	3.24	.886	51
Autocratic behavior	2.93	.595	51
Social support behavior	2.53	.768	51
Democratic behavior	2.51	.709	51



**Table 3.** Descriptive Statistics of Actual Coaches Coaching Behavior in Different Level of Coaching (Mean  $\pm$ SD)

Coaches behavior dimensions	National team (N=6)	Premier league (N=20)	Higher division (N=25)
Training and instruction behavior(TI)	3.67 $\pm$ .58	3.24 $\pm$ .49	3.43 $\pm$ .65
Democratic behavior	2.30 $\pm$ .42	2.58 $\pm$ .64	2.74 $\pm$ .92
Autocratic behavior	3.00 $\pm$ .42	3.08 $\pm$ .56	2.98 $\pm$ .64
Social support behavior	2.29 $\pm$ .47	2.55 $\pm$ .75	2.77 $\pm$ .98
Positive feedback	3.70 $\pm$ .79	3.22 $\pm$ .66	3.35 $\pm$ .82

As the result indicated in table3 national team coaches mostly exhibited positive feedback type of coaching behavior (M=4.0, SD=.379), whereas non national team coaches i.e. premiere and higher division coaches have instructional behavior(M=3.33, SD=.650), (M=3.31, SD=.761).

Coaches who are young are mostly follow autocratic type of coaching behavior but those who are above 41 years of age show positive feedback and training and instruction for their players.(see table 4)

**Table 4.** Coaches coaching behavior and Experience (Mean  $\pm$ SD)

Coaches behavior dimensions	3-5years	6-9 years	10-15 years	$\geq$ 16years
Training and instruction behavior(TI)	3.65 $\pm$ .73	3.41 $\pm$ .52	3.29 $\pm$ .57	3.65 $\pm$ .82
Democratic behavior	2.24 $\pm$ .579	2.62 $\pm$ .64	2.72 $\pm$ .88	2.44 $\pm$ .55
Autocratic behavior	3.28 $\pm$ .54	3.12 $\pm$ .66	2.94 $\pm$ .58	2.90 $\pm$ .38
Social support behavior	2.25 $\pm$ .54	2.61 $\pm$ .75	2.72 $\pm$ .97	2.47 $\pm$ .54
Positive feedback	3.72 $\pm$ .97	3.32 $\pm$ .63	3.22 $\pm$ .75	3.80 $\pm$ .90

Table 4 shows that highly experienced coaches are mostly instructional and positive feedback type of behavior but less experienced coaches are highly autocrats

As the correlation between the variables indicate below training and instruction behavior is significantly correlated with other coaching behaviors except autocratic behavior which is insignificant and negative relationship.

**Table 5.** Correlations among coaching behaviors

	Training & Instruction behavior	Democratic behavior	Autocratic behavior	Social support behavior	Positive feedback behavior
Training & instruction behavior	1	.385(**)	-.101	.388(**)	.966(**)
Democratic behavior		1	.148(*)	.987(**)	.343(**)
Autocratic behavior			1	.115	-.083
Social support behavior				1	.345(**)
Positive feedback behavior					1

**Note:** \*\* Correlation is significant at the 0.01 level (2-tailed), \* Correlation is significant at the 0.05 level (2-tailed)

**CONCLUSION AND RECOMMENDATIONS**

The coach is placed in the roles and part of play (Jones, Wells, Peters, and Johnson;1993). Regardless of what level or grade of sport an athlete is involved in, the coach can have a profound impact on the life of the athlete (Baker, Yardley and Cote, 2003). In addition, the quality and success of an athlete's sport experience is determined by the important role that the coach plays (Kenow and Williams, 1999). Marten (1975) states that, being a successful coach is an enormous challenge. Successful coaching is much more than just winning. Successful coaches help athlete's master new skills, enjoy competing with others, and feel good. Successful coaches are not only well versed in the skills of their sports; they also teach and model in the skill needed for good behavior. In football, the ability of the manager and other members of the coaching staff, to cultivate a shared mental model amongst players will likely be an important factor in influencing team coordination and performance. A more formal attempt to investigate the effectiveness of such a leadership approach is clearly necessary in order to evaluate its utility in football settings. According to Chelladurai and Carron (1978), if a manager adapts his or her behavior to comply with the players' preferred behavior, the individual may be more readily inclined to repay the manager through an elevated performance (Lin, Jui-Chia, & Esposito, 2005). Furthermore, the manager's ability to cultivate a shared mental model among players and coaching staff is likely to be important in regards to team coordination processes and performance. Sport specific research has examined the behaviors of successful coaches and reported moderate levels of consistency. For example, both Tharp and Gallimore (1976) and more recently Bloom, Crumpton, and Anderson (1999) used case studies to examine the behaviors of elite basketball coaches. Findings revealed that these coaches were engaged in giving instructions. Researchers have suggested that the interpersonal dynamics at play between player and coach are complex (Bloom, Schinke, & Salmela, 1998; Martens, 1990) and this complexity is also likely to extend to player and manager relations. Managers unable to communicate effectively with their players may inadvertently exacerbate problems due to a lack of understanding from their perspective. Perceptions and interpretation of information conveyed by the manager may have its origins in the formative stage of an individual's development (Seligman, 1991). To improve the intellectual exchange between player and manager it may be necessary to integrate specialist sports psychology consultants into the team to facilitate reflection from both parties.

The results of current study indicated that most of coaches have training and instruction and positive feedback behaviors.

These indicate that most of Ethiopian professional football club coaches are like to:

- Explain to each player the technique and tactics of the sport
- Give more attention to correct players mistake
- Able to instruct players individually
- Explains dos and don'ts to players
- Point out strength and weakness of each player
- Give credit and motivation to good performance, Etc.

And also coaches at different level have different coaching behavior, National team coaches have positive feedback type of behavior whereas non-national team coaches are more of instructional type.

Experienced coaches are exhibited more of instructional and positive feedback behavior than less experienced coaches which are mostly autocratic type of coaches coaching behavior. Therefore the researcher suggests this result for future research work as a spring board and preliminary information. As the result indicates Ethiopian coaches exhibit different behaviour while coaching in the practical sessions as well as during game situation at different coaching level and age and experience. So coaches have to consider their behavior while interacting with their players.

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