

# PLAYERS SATISFACTION AND COACHS' COACHING BEHAVIOR IN THE CASE OF ETHIOPIAN NATIONAL SOCCER TEAM

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## ABSTRACT

*The purpose of this study was to see the relationship of player satisfaction and coach's coaching behavior at National team level. The research was descriptive. The population consisted of national team soccer coaches (6) and players (54). The sample was selected by purposive sampling technique. The instruments for data collection included were demographics questionnaire, Leadership Scale for Sport (LSS) and Athlete Satisfaction Questionnaires (ASQ). The data were analyzed using Spearman's rank correlation coefficient ( $p = 0.05$ ). The results showed that most of National team male and female players were satisfied by their current performance ( $M=1.35$ ,  $SD=.52$ ) and team performance ( $M=1.22$ ,  $SD=.25$ ) respectively. Male Ethiopian National team coaches were mostly exhibited Positive Feedback ( $M=3.7$ ,  $SD=.79$ ) followed by Training and Instruction ( $M=3.6$ ,  $SD=.58$ ) type of coach's coaching behavior.*

**Keywords:** Coaching Behavior, Satisfaction, Leadership, Soccer and multidimensional

## INTRODUCTION

Athletic performance is the result of interactions among the athlete, coach and performance environment. Each of these factors is critical to performance outcomes. Successful coaching is the ability to treat athletes respectfully. Athletes have varied talents and each deserves respect for his/her uniqueness. Coaches need to vary their style with every athlete. The same training program does not suit everybody. Each athlete needs to be motivated differently. According to Brian Mackenzie (2003), coaches motivate the athlete wish and provide them effective training and improve athlete performance. Asiah and Rosli (2008), indicated that the athlete in sport teams are satisfied with their teammates sense of fair play, sportsmanlike behavior, teamwork and shared the same goals. Based on this study, a few suggestions to the

national team coaches for continuing their assessment of their own coaching behavior and mod of communication are made. Researchers have shown that the many factors are directly affected by coaching behaviors. Also, the type of leadership behavior displayed by the head coach can have a significant effect on the performance and psychological well being of the athlete like satisfaction. Case (1998) suggested that although coaches' behavior is often discussed, it is one of the least understood aspects of coaching. Jung and Avolio results concluded that the same coaching behavior can be perceived differently and can have different effects on satisfaction and performance for players from different cultural groups. The most important successful factor of a coach is to help players to improve their skill in a wide range of tasks from sequential development and mastery of basic skills, to the more specialized physical, technical, tactical and psychological preparation. Chelladurai (1978), effective coaching behavior varies across specific contexts as the characteristics of athletes and the prescribed situation change. The context of the sport situation and characteristics of the coach and the players themselves dictate appropriate leadership behavior. To achieve improvement in performance, it may be necessary for the coach to engage in coaching behaviors to which the player is receptive. According to Smith, Kendall and Hulin (1969), coaches and administrators need to be concerned with making the athlete's experiences enjoyable and satisfying.

## PURPOSE OF STUDY

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. (Chelladurai1980). This survey study will serve as a preliminary study of the satisfaction of players, coaches coaching behavior and over all coach-player characteristics of Ethiopian national team. Purposes of this study were to identify the coaching behavior of National team coaches, player satisfaction and relationship between coaching behavior of the coaches and player satisfaction. In addition, this study was designed to determine:

- The relationship between sub scales of coaching behavior of coaches.
- The relationship between gender and players' satisfaction
- The relationship between sub scales of player satisfaction
- Correlation between coaching behavior of the coaches and National team players satisfaction

## OBJECTIVES

The objectives of this study are:

- To identify what behavior exhibited by Male Ethiopian football National team coaches
- To see what the satisfaction of the current players of National team.
- To investigate whether gender, age and education have any relation with players' satisfaction.
- To differentiate the coaching behavior of coaches based on experience.

**DELIMITATION**

The study is delimited to Ethiopian male and female National football players and male coaches who are currently (2011) playing and coaching for the National team respectively. Therefore the result will help to have preliminary information about the behavior of National team coaches and satisfaction of players in the country.

**BACKGROUND AND REVIEW OF LITERATURE**

Even though there are no records as to how soccer came to Ethiopia, it was believed that football 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. 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)

**Roles and Responsibilities of a Coach**

**Manager:** Managers are viewed as an integral piece to the success of a person and/or an organization. Appointing the right manager is crucial, and research indicates that there is a direct link between manager/coach behavior and an athlete's performance (Crust 2006). A manager is charged with the responsibility of making decisions for the team or athlete and plays a fundamental role in the operation of a team. Managers also handle personnel matters, institute policy, and are responsible for skill development, fitness preparation, and public relations (Crust 2006).

**Friend:** Coaches also work to build rapport with their athletes, sometimes befriending them. They may lend support to their athletes and provide them someone to confide in. Relationships shared among coaches and athletes will be further discussed in this work.

**Planner:** Coaches develop strategies to achieve desired results. They assess talent, organize and develop the content of practices and specific drills (Crust 2006), and in the case of strength and conditioning and fitness coaches, design and implement periodized exercise programs to elicit continuous results (Baechle 2008).

**Motivator:** Coaches also serve as motivators to maximize an athlete's full potential. Coaches utilize supportive behaviors such as providing choices within specific rules within the sport, providing a rationale for tasks and limits, and acknowledging their athletes' feelings (Mageau 2003). These coaches impart their passion and energy for the sport in the athlete. Motivators have a strong drive to achieve and remain optimistic in the face of adversity (Goleman 1998). This attitude is contagious, as research has shown that these behaviors improve an athlete's intrinsic motivation and self-determined types of extrinsic motivation (Mageau 2003).

## Athlete Satisfaction

Satisfaction is influenced by salient values and these values are influenced directly by cultural socialization (Neiner&Neiner,1995).Marsh, Parker and Martin (2008) found that significant self-concept factors that were most important. To young adults were the relationships in one's life and physical attributes, namely physical ability self-concepts. Athlete satisfaction is defined by Chelladurai and Riemer (1997) as a positive affective state resulting from a Complex evaluation of structures, processes and outcomes associated with the athletic experience. Kenow and Williams (1999) suggested that if an athlete's goals and beliefs were consistent with that of the coach, a resulting satisfactory interaction between coaches and athletes would occur.

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

In the multidimensional model (Chelladurai, 1980, 1990), leadership behaviors were suggested to be antecedents of member satisfaction. The model suggests that the discrepancy between athletes' perceived and preferred leadership style would impact their level of satisfaction. In 1997, Chelladurai and Riemer proposed the model "A Classification of Facets of Athlete Satisfaction." The purpose of the model was to study the needs, benefit, and treatment that were provided for intercollegiate athletics. Based on Chelladurai and Riemer's (1997) classification of facets of athlete satisfaction, Riemer and Chelladurai (1998) developed, a multiple-item, multiple-dimension scale to measure athlete satisfaction.

### Athletes' Satisfaction Questionnaire (ASQ)

**Training and instruction satisfaction:** Athlete's Satisfaction with the training and instruction provided by the coach.

**Personal treatment satisfaction:** Satisfactions with those coaching behaviors that directly affect the individual yet indirectly affect team development. It includes social support and positive feedback

**Team performance satisfaction:** Athlete's satisfaction with his or her team's level of performance. Task performance includes absolute performance, goal achievement, and implies performance improvements.

**Individual performance satisfaction:** Athlete's satisfaction with his or her own task performance. Task performance includes absolute performance, improvements in performance, and goalachievement (Riemer&Chelladurai, 1998)

**Multidimensional Modal of Leadership: Leadership Scale for Sport (LSS)**

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)

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

## PROCEDURES

Two instruments, Leadership Scale for Sport (LSS) and Mann (1997) and Athlete Satisfaction Questionnaire (ASQ) by Chelladurai and Riemer (1997) were used to examine coaching behaviors which National team coaches exhibited and player's satisfaction respectively. This study also was to identify the relationship between coaching behavior of National team coaches' and National team players' satisfaction. In the first questionnaire, coaches' were asked to respond their actual behaviors of coaching. To define their coaching behavior which they exhibited, a mean scale was used from the total answers given. This instrument consisted of 40 questions with a five point Likert type scale; 1 (absolutely disagree), 2 (disagree), 3 (undecided), 4 (agree) and 5 (absolutely agree). The second instrument contained of 14 questions with a five point Likert type scale: 1 (not at all unsatisfied), 2 (unsatisfied), 3 (undecided), 4 (satisfied) and 5 (extremely satisfied), to identify the satisfaction among national team player.

## DATA ANALYSIS

The data was analyzed using Statistical Package for Social Science (SPSS 15.0) The descriptive analysis of the data were analyzed using by means, frequencies, percentage, and standard deviations for each item were found for males and females players and for coaches too. For the purpose of correlation, Pearson's was used. Correlation was done with leadership style against athlete satisfaction and between. The level of significance was set at  $p < 0.05$ . The Cronbach's Alpha of the scales are from .692 to .769 for LSS and from .616 to .955 for ASQ.

## RESULTS AND DISCUSSION

### Respondents Profile

**Table 1.a.** Players Profile

Characteristics	Female		Male	
	Frequency	Percents	Frequency	Percents
Age				
16-20 years	11	42.3	4	14.28
21-25 years	12	46.15	20	71.43
26-30 years	3	11.53	4	14.28
Educational level				
Primary school	5	19.23	1	3.57
High school	4	15.38	14	50
Collage level	12	46.15	9	32.14
University	5	19.23	4	14.28
Year of soccer participation				
1-3 years	1	3.85	7	25
4-6 years	14	53.85	13	46.43
7-9 years	10	38.46	7	25
>=10 years	1	3.85	1	3.57
Total	26		28	

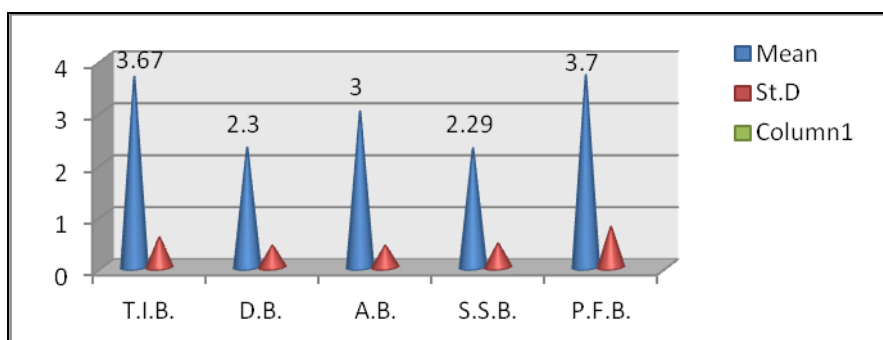
The above Table 1a Indicates that the majority (46%, 71%) of male and female players are at the age of 21-25 years of age respectively. The educational levels of players are mostly (46%) collage level and (50%) high school for female and male respectively. The experience of the players are mostly (54% and46%) between 4 to 6 years for both gender.

**Table 1.b.** Coaches' profile according to age and experience

Characteristics	Frequency	Percents (%)
Age of respondents		
30-40	2	33.3
41-50	3	50
51-60	1	16.7
Experience		
10-15years	3	50
6-9years	1	16.7
1-5 years	2	33.3

As the above table 1b shows that most of (50%) soccer coach were an experience for 10 to 15 years and aged between 41-50 years.

The next fig1 indicates that the current National team coaches has mainly positive feedback (M=3.7, SD=.79) behavior followed by Training and Instruction (M=3.67, SD=.58), then Autocratic behavior (M=3, SD=.42) and democratic (M=2.30, SD=.42) and also social support (M=2.29, SD=.46) coaching behaviors were exhibited.



**Figure 1.** Male National team Coaches coaching behaviour

Where **T.I.B.**= Training and Instruction Behavior, **D.B.**= Democratic Behavior, **A.B.**=Autocratic Behavior, **S.S.B.**=Social Support Behavior and **P.F.B.**=Positive Feedback Behavior

**Table 2.** National team players satisfaction (Mean ± SD)

Athlete satisfaction Dimension	Male (N=28)	Female (N=26)
1.Team performance satisfaction	1.32 ±.56	1.22± .25
2.Personal Treatment satisfaction	1.16 ± .60	.85 ±.24
3.Training and Instruction	1.35 ± .58	1.04± .36
4.Individual performance satisfaction	1.36 ± .52	.36 ± .13

As indicated on the above table 2, national team players were satisfied differently. The majority of Male players were satisfied by the individual performance (M=1.36, SD=.52), followed Training and Instruction (M=1.35, SD=.58) then Team performance but they are least satisfied by the treatment given to individual where as female players were highly satisfied by the performance of the team (M=1.22, SD=.25), followed by training and instruction satisfaction (M=1.04, SD=.36), then personal treatment (M=.85, SD=.24), but least satisfied by individual performance (M=.36, SD=.13) of the current Ethiopian national team.

**Table 3.** Players satisfaction at different age group (M ±SD)

Satisfaction sub scales \ Age	Training & instruction	Personal Treatment Sat.	Team performance Sat.	Individual performance Sat.
16-20	1.39 ± .38	1.06 ± .43	1.20 ± .37	.75 ± .62
21-25	1.26 ± .44	.99 ± .51	1.26 ± .50	.96 ± .64
26-30	1.05 ± .56	1.0 ± .59	.95 ± .49	.86 ± .69
Total	1.27 ± .44	1.01 ± .49	1.20 ± .46	.88 ± .63

**Table 4.** Players satisfaction and experiences (M±SD)

Satisfaction sub scales \ Experience	Training & instruction	Personal Treatment Sat.	Team performance Sat.	Individual performance Sat.
1-3 years	1.58 ± .34	1.29 ± .47	1.45 ± .48	1.09 ± .68
4-6 years	1.15 ± .45	.86 ± .54	1.17 ± .52	1.04 ± .58
7-9 years	1.26 ± .39	1.02 ± .38	1.15 ± .34	.64 ± .56
Total	1.27 ± .44	1.01 ± .49	1.20 ± .46	.88 ± .63

The above table 3 and 4 shows that all age groups at different experience were mostly satisfied by the training and instruction of the current coaches of the national team.

The other objective was to find out the relationship between dimensions of satisfaction and experience of players. Table 5 below displayed the relationship between players experience and satisfaction and also between dimensions of players' satisfaction

**Table 5.** Correlation between sub scales of players' satisfaction and players experience

	TPSat	PTSat	TISat	IPSat
TPSat	1			
PTSat	.751**	1		
TISat	.594**	.608**	1	
IPSat	.319*	.357**	.470**	1
Year of participation	294(*)	-.227	-.315(*)	-.227

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



Where: TPSat= team Performance Satisfaction, PTSat=Personal Treatment Satisfaction, TISat=Training and Instruction, IPSat=Individual Performnace Satisfaction.

The above Table 5 presents correlations between sub scales of player satisfactions used in the study and year of participation of players. Pearson product momentum correlations revealed that at national team level dimensions of satisfaction of players were significantly and positively related among themselves as well as to the year of participation. Year of participation had a statistically negative significant relationship with team performance satisfaction( $r=-.294$ ,  $p<.05$ ) and training and instruction satisfaction ( $r= -.315$ ,  $p<.05$ ). Though personal treatment and individual performance satisfaction ( $r=-.227$ ,  $p>.05$ ,  $r=-.227$ ,  $p>.05$ ) they did not have a statistically significant relationship with year of satisfaction.

**Table 6.** An Analysis of Variance of Satisfaction

		SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
TPSAT	BETWEEN GROUPS	.144	1	.144	.744	.392
	WITHIN GROUPS	10.094	52	.194		
PTSAT	BETWEEN GROUPS	1.364	1	1.364	6.364	.015
	WITHIN GROUPS	11.149	52	.214		
TISAT	BETWEEN GROUPS	1.269	1	1.269	6.481	.014
	WITHIN GROUPS	10.180	52	.196		
IPSAT	BETWEEN GROUPS	13.432	1	13.432	90.186	.000
	WITHIN GROUPS	7.745	52	.149		
PSTOT	BETWEEN GROUPS	2.512	1	2.512	21.933	.000
	WITHIN GROUPS	5.955	52	.115		

Where: TPSat= team Performance Satisfaction, PTSat=Personal Treatment Satisfaction, TISat=Training and Instruction, IPSat=Individual Performnace Satisfaction, PSTot= players Satisfaction Total.

One way ANOVA was conducted to compare the effect of gender on Athlete satisfaction dimensions. There was a significant effect of gender on all dimensions of satisfaction at  $p<0.05$  except team satisfaction. As it was indicated on the above table gender has an effect on: personal treatment satisfaction  $F(1,52)=6.36$ ,  $p<0.05$ , training and instruction satisfaction  $F(1,52)=6.48$ ,  $P<0.05$ , and individual performance satisfaction  $F(1,52)=90.2$ ,  $P<0.01$  conditions.

## DISCUSSION

The findings are discussed according to the following headings. Player's satisfaction, National team coaches' coaching behavior, satisfaction and age of the player, the correlation between player's satisfaction and coaches' coaching behavior at national team level. This study found that male and female national team players of Ethiopia were mostly satisfied by individual and team performance followed by the training and instruction of their current team respectively (table2). They are satisfied by:

- the team's overall performance

- the extent to which the team is meeting (met) its goal
- how the team works(worked) to the best
- the degree to which they have reached their performance goals
- the improvement in their performance over the previous season
- the improvement in their skill level
- the training and instruction given by the coach
- the way the coach teaches tactics and techniques in their position.

On the other hand this study has also showed as the coaching behavior of national team coaches is mostly positive feedback and training and instruction type (fig 1). This means coaches at national team level were able to: Explain to each player the techniques and tactics, Pay special attention to correcting players' mistake, Figure ahead on what should be done, Explain to every player what he or she should do and not to do and Specify in detail what is expected of each player and also want to see that a player is rewarded for a good performance, and Express appreciation and give credit when credit is due. In addition to these this study showed that gender really does have an effect on player's satisfaction. Team performance satisfaction has no difference between female and male players of the national team. In addition to that sub scales of satisfaction are highly significant each other. Therefore when a coach is planning to give a training or advice he or she must consider the sex difference too.

Bandura out lined that self -efficacy is influenced through verbal persuasion, performance accomplishments, vicarious, experience and emotional arousal all of which include instructional elements found in coaching sport.

As Asiah and Rosli (2008), were indicated, the athletes in sport teams were satisfied with their teammate's sense of fair play, sportsmanlike behavior, and teamwork and shared the same goals. According to Smith, Kendall and Hulin (1969), coaches and administrators need to be concerned with making the athlete's experiences enjoyable and satisfying.

## CONCLUSION AND RECOMMENDATIONS

The satisfaction of a player is a positive emotional mood that originates from a complex testing structure. Striving for the gold medal is an important goal for both coaches and athletes in measurement of success on their athletic performance. In order to reach appeal leaders provide the drive toward goal determination and goal attainment (Watkins & Rikard, 1991). Much of human interaction consists of attempts to influence the behavior of other people. One of the most important goals of a coach is to create a good learning situation where student-athletes can acquire the technical skills needed to succeed as individuals and as a team.

As mentioned by Brian Mackenzie (2003), coaches motivate the athlete wish and provide them effective training and improve athlete performance and satisfaction. Marten (1975) states that, being a successful coach is an enormous challenge. Successful coaching is much more than just winning. Successful coaches help players master new skills, enjoy competing with others, and feel good. Successful coaches are not only well versed in the skills of their

sport: they also teach and model the skills needed for successful living in a society. The research was conducted only at Ethiopian Soccer National team level. It would be more useful if the research on coaching behavior of the coaches and players' satisfaction:

1. Encompasses coaches in both individual and team sport throughout Ethiopia.
2. Looks into others factors like coaches coaching behavior and spectators' pressure,
3. Coaching behavior and refereeing,
4. The effect of spectators on players satisfaction and performance

Future research could be carried out using the same research instrument as in this study, therefore providing more comparable studies in the field of sport management and soccer coaching in Ethiopia.

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