CHAPTER ONE

1. INTRODUCTION

Leadership is a critical component to enhance and sustain optimal sport performance (Chelladurai, Riemer), Gould, Hodge, Peterson, Petlichkoff, 1987; Vealey, 2005) and athlete satisfaction (Rimer, Chelladurai, 1995). A coach is typically responsible for making final decisions on the subject of several team matters, such as strategy, tactics and team personnel (Longhead, Hardy, Eys, 2006). A leader is any person who influences individuals and groups within an association, helps them in the setting up of goals, and leading them toward accomplishment of those goals, thereby enables them to be effective.

A leader must truly motivate direct, and recompense his/her team endlessly. During any given day, leaders call upon different skills and qualities to handle the tremendous variety of situations that arise; this is also true of sports leaders. Adding to the challenge, as a team evolves and grows; it requires different capabilities from its coach whether the coach is managing a team, a leadership council, or a group of input players, he/she have to realign the leadership style frequently to elicit the desired results from the group.
A leader is effective when his/her followers get their goal, function well mutually, and can become accustomed to changing demand from external forces (Nahavandi, 2000). The Coaches those immediate supervisors and top-level administrators provide helps Athletes recognize their roles, performance prospect, and connection to organizational goals and reward systems. In addition, good leadership enhances players’ personal growth and development, motivation, performance, and satisfaction. Therefore, managers or coaches need to have a clear understanding of the dynamics of leadership within organizations (Chelladurai, 1999).

According to the complicatedness of the leadership interaction, leadership in sport remains sparse and sporadic (chelladurai & Riemer, Loughead et al). In team sports the team is judged by wins and losses and the coach's job is only guaranteed if the team is successful by the same compute. Leaders have big pressure on their players, and the coach's leadership styles and behaviours have a great effect on the performance and satisfaction of their athletes.

The most important successful factor of a coach is to help athletes to improve their athletic skill in a wide range of tasks from
sequential development and mastery of fundamental skills, to the additional particular physical, technical, tactical and psychological training. From a theoretical and a practical standpoint, it is important to examine many issues that relate coach's behaviour and leadership style that influence team satisfaction. Understanding the factors that are related to coaching leadership styles greater in elite sport is a most important goal of sport management research. To investigate peak performances in sport, researchers have focused on understanding the factors that break off in to increase athlete’s satisfaction. From leadership style and athletes satisfaction research, it is widely recognised that an athlete’s psychological state, based on mental preparation and satisfaction, is a contributing factor (Eklund, 1994a, 1994b; Gould, Eklund, & Jackson, 1992a, 1992b; Mahoney, Gabriel, & Perkins, 1987; McCaffrey & Orlick, 1989; Orlick & Partington, 1988).

An important factor identified by researchers, in the pursuit of peak athletic Performance is the influence of coaches’ leadership styles. In particular, coaches are perceived to be central figures in all aspects of athlete’s career’s, as well as in training and competition (Lyle, 1999). Coaches are perceived to have an important influence in all aspects of athletes’ preparations for
competition and in determining athletes’ success and development (Durand-Bush & Salmela, 2002). The relationship between coach and athlete is critical to success in elite sport and is viewed as being related to athletes’ psychological development and mental preparation.

In many sports, coaches work very closely with athletes immediately prior to Performance. In particular, coaches aim to get athletes physically and mentally ready to perform at their best. The high number of interactions between coach and athlete, at training as well as before, during, and after competition means that coaches are often in a central position to influence athletes’ preparations, including their psychological state or more specifically their mental readiness. Indeed, researchers have argued that the coach is essential to athletic preparations across all aspects of an athlete’s career, including preparations on the day of performance (Bloom, 1996; Cote, Salmela, Trudel et al., 1995; Cote, Salmela, & Russell, 1995a). Furthermore, researchers have shown that coaches are also perceived as being performers in their own right and their performance at competitions can directly influence athletes’ satisfaction, in either a positive or negative manner (Gould, Guinan, Greenleaf, Medbery, & Peterson, 1999). These noteworthy
findings highlight the relevance of the claim that coaches’ own performance and behaviour could potentially influence not only athletes’ psychological state, but also their actual performance and satisfaction.

Coach in a team is considered as a strong organizer and the infrastructure for progress. Coaches look for some conditions through which each athlete get the maximum opportunity for success and at the same time the team achieve its accomplishment. It is obvious that there is plentiful coaching style, but there is no method/style can exclusively end in best possible achievement. Before a coach determines his leadership style, he must pay attention to some criterions. Chelladurai and Carron (1983) found that prominent players are more concerned with coach’s knowledge level than establishing personal contacts. However, young and unskilled players need more understanding and emotions. Therefore, while decisive appropriate leadership style; coaches must also consider players’ satisfaction. Many events during the contest need firm leadership in which directing and data control is vital. Apparently, in mainly sport events it is the coach that takes concluding decisions. During exercise or inactive time, coach might gain more information. Moreover, the coach must respond to
player's injuries or suffers. Therefore, good leaders (coaches) must be compatible with various events (Chelladurai & Carron, 1983).

Ethiopia is one of the founders of the Cup of African Federation (CAF) by the initiator Yidnekachew Tesema and the three founder countries are Egypt, Ethiopia and Sudan, and probably South Africa. Ethiopia won the 3rd CAF Championship tournament in 1961 which has taken place in her own field. Ethiopia has a long football tradition and was among the pioneers of international competition in Africa, taking part in the inaugural African Nations Cup in 1957.

Ethiopia also took part in the 1962 World Cup qualifiers, against Israel. Ethiopia's peak came in 1962 when won the tournament on home soil. At the present time the rank of the Ethiopian football performance is grouped in the most horrible ones. However the Ethiopian footballers have incredible technical ability. The successes and effectiveness of football premier league clubs in Ethiopia is still in their beginning stages and there is no research work conducted to investigate those problems. Investigation of leadership behaviour and the effects of leadership styles in athlete’s
satisfaction were needed to comprehend the performance of sport clubs as an organization.

Continuous investigation on coaching leadership style can facilitate the improvement of coaching performance and the appraisal of effectiveness of coaching leadership style on athlete’s satisfaction to improve athlete’s skills. However, it is unlucky that in Ethiopia, there has not been a study conducted on football coaching leadership style and the effects of coaching leadership styles on athlete satisfaction. Because of these the study was needed to examine coaching leadership style and Athletes satisfaction among premier league football clubs in Ethiopia, for the understanding effects of certain leadership Styles on satisfaction of Athletes.

Riemer and Chelladurai (1995) suggested that one of the difficulties in comparing results of previous studies is that they included various sports that differed on the task attributes of dependence and variability, but situational variables also differed such as managerial size, recognition, and associated civic demands to perform. In order to avoid this difficulty, it is better to select a single sport with contrasting task variability and dependence in a distinct team. It provides an opportunity to control other
situational variables. As such, this study will help explore these potential differences in leadership styles and players satisfaction, which are largely unknown.

In Ethiopia, football has an extensive influence on society. This influence manifested in the great number of fans of football teams and their intense supports of their favourite teams. For these reasons, football was chosen to examine the relationship between coaching leadership style and players’ satisfaction in this study. Furthermore, any study done regarding coaching leadership style in football also may be profitably used in other sports. In addition, giving the significance for football in Ethiopia is one advantage to choose football club, because football teams consists more players when compared with other sports such as basketball, volleyball, Handball and the current rank status of Ethiopian football national team was worst. Ultimately, the results of this study may provide coaches with better awareness of the effect of their leadership styles on performance and help to determine which leadership styles are most effective for Athletes performance and satisfaction.
1.1. Background of the study

A leader is any person who influences individuals and groups within a group, helps them in the planning of goals, and guides them toward accomplishment of those goals; thereby enable them to be successful. A leader is effective when his or her followers achieve their goals, function well together, and can adapt to changing demand from external forces (Nahavandi, 2000). The leaders that immediate supervisors and top-level administrators provide help employees understand their roles, performance expectations, and relationship to organizational goals and reward systems. In addition, good leadership enhances employees’ personal growth and development, motivation, performance, and job satisfaction. Therefore, managers need to have a clear understanding of the dynamics of leadership within organizations (Chelladurai, 1999).

Within coaching process, great emphasis is placed on the coach’s ability to observe and recall all the critical discrete incidents from a sport performance (Borrie, Jonsson & Magnusson, 2002). However, it has been shown that coaches cannot accurately observe and recall all of the detailed information that are required for a complete understanding or interpretation of performance (Franks &
Miller, 1986). Chelladurai (1978), effective coaching behaviour 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 athletes themselves dictate appropriate leadership behaviour. To achieve improvement in athlete’s performance and satisfaction, it may be necessary for the coach to engage in coaching Leadership style to which there athletes are enjoyable and satisfied.

Leadership style is considered by many coaches to be an important factor in team success. Most coaches use different leadership styles at one time or another to different situations. Some styles are more suitable in certain situations than others. For this reason, it is beneficial for the coach to know which leadership style will facilitate performance and athlete’s satisfaction. However, it is surprising that there has not been a study on coaching leadership style and the effects of coaching Leadership behaviours and Athlete satisfaction among football premier league clubs in Ethiopia.

In spite of its lack of professional manpower and adequate coaching leadership style Ethiopia has not continues to produce skilled football players with a population of about 90,873,739 million
people in the year 2011/2012, it is the third most populated nation in Africa with 46.3 % of its population under the age of 15, and the country has plenty of future football players. At the present time football in Ethiopian is affected by lack of successful coaching leadership style and by loss of qualified professionals to set up the scientific approach of football coaching, but Ethiopians still love football game.

In the present study, seven premier league football club players was split as three units according to players’ positions in the game the offensive, the defensive and the mid-field. Riemer and Chelladurai (1995) have also used this approach. They also separated as a football team according to players’ positions as the offensive, defensive and mid-field players. The three units (the offensive, the defensive and the mid-field) represent contrasting levels of task variability. Variability refers to the degree of environmental changes to which the athlete expected to respond. Low variability tasks involve a “closed” form of behaviour, while high variability task involve an “open” form of behaviour (Chelladurai, 1984). The current study also examine Coaching leadership style and players satisfaction among premier league club
players in Ethiopia according to their positions in the game the offensive, the defensive and the mid-field.

1.2. Significance of the study

Football coaches assume diverse leadership roles including leader, manager, organizer, planner, counsellor communicator, and motivator (Gould, 1987). Football coaches often shoulder dual roles as both leader and manager. They must be able to provide coaching, direct skill development, and offer performance feedback, while direct a team toward a particular goal or outcome. It is not surprising that coaches play an integral role in the success of their athletes and athletic teams, influencing factors such as their athletes’ self-esteem (Barnett, Smoll, & Smith, 1992), skill learning (Chelladurai, 1984), mental development (Gould, Dieffenbach, & Moffett, 2002), sport performance satisfaction (Horn, 2002), as well as performance outcomes (Horne & Carron, 1985, Schliesman, 1987).

Research has shown that the above factors are directly affected by coaching behaviours and more specifically, leadership (Horn, 2002). According to Case (1987) leader behaviour is repeatedly discussed, it is one of the smallest amount understood aspects of coaching.
This is sarcastic bearing in mind that the coach is the definer, supplier, and deliverer of the sport experience for the athlete (McGuire, 1992). Also, the type of leadership behaviour displayed by the coach can have a significant effect on the performance and psychological well-being of the athlete, as mentioned earlier (Horn, 2002).

The study through the use of different method and techniques in gathering necessary data aim to gain information that can assist in showing coaching leadership style and players satisfaction. The data collected can be used to prove or disprove the hypothesis and formulate necessary conclusion and attainable recommendations. A challenge for coaches is to find a leadership style conducive to team satisfaction and success. Despite considerable research on coaching leadership styles, the answer to the following question remains elusive. Which Leadership style of coaching football is most effective for optimal team performance and players satisfaction? Based on the upstairs question the researcher formulates the research problem.

The main purpose of this study was to investigate the relationship between congruence of Preferred and Perceived leadership and
satisfaction with leadership of premier league football club players in Ethiopia, and to investigate the differences among the offensive, the defensive and the midfield players regarding preferred leadership, Perceived leadership and satisfaction with leadership. Although, leadership has been great value in football coaching and other sports but unfortunately, there were no study conducted to examine coaching leadership style and athlete’s satisfaction in Ethiopia. This brought the need of studying this subject. Therefore, this study helps coaches to understand the importance of coaching leadership behaviours as a determinant of success for sport clubs. Also, this study may encourage them to seek greater understanding of leadership behaviour that will produce the strongest influence on team performance and satisfaction.

1.3. Statement of the Problem

Leadership has been defined in several ways. Leadership is the behavioral process of influencing individuals and groups towards set goals (Barrow, 1977). This definition implies that the setting of goals is a shared process between the leader and follower. The Collins English Dictionary defines leadership in many ways, focusing on the position, tenure, and ability of leaders which
misses key points such as purpose and hallmarks. The main purpose of this study was to investigate the relationship among Preferred and Perceived leadership, their congruence and satisfaction with leadership, and the second purpose of this study was to investigate the differences among the offensive, the defensive and the midfield players of football premier league club players in Ethiopia, with Preferred leadership, Perceived leadership and satisfaction with leadership.

Although there is a definite value placed upon leadership, Reimer and Chelladurai (1995) noted leadership research in sport has been sparse and sporadic, and the majority of leadership research has focused on the coach. It has been found that coaches influence athletes’ performance, ability, motivation, self-confidence, and their perceptions of confidence (Kassing & Infante, 1999). Kassing and Infante found that coaches’ perceptions do not necessarily align with those of players in competence, establishment and maintenance of common goals, and goal-setting strategy that are more important to the coaches than the athletes. Competitive coaches set unreasonable standards for their athletes (Huddleston, 1996). Kassing and Infante’s and Huddleston’s research imply that coaches’ motivational techniques to assist athletes in high levels of
performance and satisfaction should be consistent with favorable perceptions of the coach.

The two major priorities in football coaching programs are to provide the players with a positive experience in clubs and to achieve success in competition. Further investigation of the coach-player relationship suggests a gap between coaches’ actual behaviors and athletes’ preferred behaviors of their coaches (Wang, Chen, & Ji, 2004). This research indicates a gap between how players perceive and prefer their coaches coaching leadership style during training and competition season. These perceptions and preference of players of their leaders (coaches) may influence their individual satisfaction within the team dynamic, thus creating an environment that is not conducive to success. This study was examined perceptions and preference of football players among premier league clubs in Ethiopia in relation to playing position.

1.4. Objectives of the study

Research objective is the evidence of the researcher’s clear sense of purpose and direction. The objective of the study is likely to lead to even greater specificity than the research questions (Saunders, Lewis & Thornhill 2003, 25). The primary aim of the study as stated
tries to find out the relationship among Preferred and Perceived leadership, and satisfaction with leadership. The second aim of the study was to investigate the differences among offensive, defensive and mid-field players of football premier league club players in Ethiopia. The researcher attempted to answer the following questions in the pursuit of data relative to athletes’ perceptions and preference of their coaching leadership behaviour and whether this behaviour is viewed as effective.

Specifically the research revolved around the following objectives:

1. To determine the perceptions and preference of players (offensive, defensive and midfield), concerning their coaches, coaching leadership behaviour. The purpose of this objective is to collect data on what today’s players are viewing from their mental lens and what coaches are bringing to their teams in terms of coaching leadership behaviour, not only on the field of competition but also in the athletes’ everyday situations.

2. To find out the effects of perceptions and preference of leadership behaviours on players’ (offensive, defensive and midfield), satisfaction within their coaching. Players are happy or satisfied within the group a more effective individual performer and does the perception of the coach have any
emerging trends that will give us further insight to a more productive player.

3. To distinguish the type of leadership behaviours those players’ (offensive, defensive and midfield), prefer in order to reach their maximum goal of performance to develop skills. It is also important to understand if these preferences are a viable indicator of what coaching leadership styles are important in order to reach optimal skills and satisfaction of today’s players.

4. To see different age group, experience and playing position bring variance in their Perceived and Preferred leadership behaviour of players. It is important to recognize the outcomes of age group, experience and playing position of players that influence coaching leadership behaviour and players satisfaction.

1.5. Research hypothesis

Hypothesis is a preliminary assumption or tentative explanation that accounts for a set of facts, taken to be true for the purpose of investigation and testing (Burton & Steane, 2004). Therefore, the following research hypotheses are formulated:-
1. There is no difference in leadership style perception across age, experience and playing position of players.

2. There is no difference in leadership style preference across age, experience and playing position of players.

3. There are no differences in Leadership style and Satisfaction across age, experience and playing position.

4. There is no correlation among the variables of preferred, perceived Leadership Style and Players Satisfaction.

5. There are no relationship among Preferred and Perceived leadership, their congruence and satisfaction with leadership.

1.6. Contribution of the research

The current study was tried to fill the gap of coaching football leadership style and Athletes satisfaction literature especially in Ethiopia. The findings of this thesis shed light on the enhancement of coaching football leadership style in Ethiopia which is currently undergoing unhurried changes and improvement of player’s performance. The contributions of this thesis include: Firstly, enable coaches to be aware of the importance of leadership style and team organization as a vehicle to football team’s effectiveness in Ethiopia. Secondly, it also helps coaches in their teams to know their role in the coaching process, particularly in supplying useful
systematic techniques and tactics of coaching to aid decision making and control. Thirdly, the outcome of this study will be believed to be useful as a spring board for further research in the area since there was no study conducted on the topic selected for the study as related to Ethiopia.

1.7. Theoretical Framework and Conceptual Model

This section was describing the most popular models that will be integrated in this study as a theoretical and conceptual frame work of the study; they are: The Multidimensional Model of Leadership (Chelladurai, 1980, 1990) and Athlete Satisfaction Model (Chelladurai & Riemer, 1997).

The Multidimensional Model of Leadership

Chelladurai’s Multidimensional Model of Leadership (1978; 1990) serves as the theoretical framework for the present study. The MML specifies three types of leadership behaviour: required, Preferred, and Perceived. Required leader behaviour is influenced by situational characteristics such as organizational goals, formal structure, group task, social norms, government regulations, technology, and the nature of the group. In 1990, Chelladurai
revised the antecedents of required leader behaviour to also include member characteristics. In situations where members lack the intelligence, ability, experience, and/or personality dispositions to make judgments about situational requirements, the leader must make an appropriate decision for the members. Therefore, required leader behaviour is determined by situational and member characteristics.

Preferred leader behaviour stems from both the aforementioned situational characteristics and member characteristics such as task-relevant ability (House, 1971; House & Dressler, 1974), personality traits, attitude toward authority (Lorsch & Morse, 1974; Morse, 1976), cognitive complexity (Wynne & Hunsaker, 1975), authoritarianism and the need for independence (Vroom, 1959). Perceived leader behaviours are partially determined by the characteristics of the leader (i.e., personality, ability, and experience). However, Perceived leader behaviour is also determined to some extent by required and preferred leader behaviour. Therefore, the leader conform his/her behaviour to the requirements of the situation and the preferences of the members to some degree.
Chelladurai (1990) also proposes that group performance and member satisfaction are dependent upon the congruency of required, preferred, and Perceived leader behaviours. Each of the components of leader behaviours plays a significant role in determining the outcome of the interaction between the leaders and subordinates. Therefore, the leader must take into account the situational demands, member preferences, and his/her Perceived behaviour when attempting to alter group performance and member satisfaction.

Although the Multidimensional Model of Leadership proposes that strong leadership behaviour congruence between the leader and the follower(s) will result in enhanced group performance and member satisfaction, other potential outcomes are also notable. For instance, a positive relationship has been noted between leadership behaviour and organizational commitment (Alley & Gould, 1975; Glisson & Durick, 1988; Kraut, 1970; Newman, 1974; Porter et al., 1976; Savery, 1994; Wilson, 1995; Zeffane, 1994). Price and Weiss (2000) found that “coaching behaviours are associated with feelings of athlete anxiety, burnout, Perceived competence, and enjoyment, which is important contributors to an athlete’s continued involvement in sport (p. 405).” Similar findings have resulted from
other studies (Black & Weiss, 1992; Horn, 1985; Smith, Smoll, & Barnett, 1995; Smoll, Smith, Barnett, & Everett, 1993; Udry, Gould, Bridges, & Tuffey, 1997) which supports Horn’s (1992) notion that athlete outcomes should also serve as consequences of leadership behaviour in addition to just performance and satisfaction.

Intrinsic motivation, which reflects an individual’s choice to engage in an activity for the pleasure it brings (Deci & Ryan, 1985), is another potential outcome factor of leadership congruence. Amorose and Horn (2000) found that “coaches who exhibit a leadership style characterized by low levels of autocratic behaviour and who provide high frequencies of positive, encouraging, and informational based feedback and low frequencies of ignoring players’ successes and failures may create an environment that facilitates the development of intrinsic motivation in their athletes (p. 78).” This result is consistent with other findings (Black & Weiss, 1992; Pelletier & Vallerand, 1985; Vallerand & Pelletier, 1985) and with cognitive evaluation theory (Deci & Ryan, 1985). Therefore, one of the primary goals of this study will be to investigate the relationship between congruence of Preferred and Perceived leadership and satisfaction with leadership among
premier league foot clubs in Ethiopia, and to investigate the differences among the offensive, the defensive and the midfield players of football clubs concerning to Preferred leadership, Perceived leadership and satisfaction with leadership within the Multidimensional Model of Leadership.

**Athlete Satisfaction Model**

Satisfaction is an integral part of sport participation and enjoyment. Without satisfaction, athletes would turn to other sources for potential success and enjoyment (Maday, 2000). Satisfaction in sport has been studied extensively in combination with several variables, mostly leadership (Chelladurai, 1984; Chelladurai et al., 1988; Coffman, 1999; Dwyer & Fischer, 1990; Horne & Carron, 1985; Riemer & Chelladurai, 1995; Riemer & Toon, 2001; Schliesman, 1987; Sriboon, 2001; Yusof, 1999). Several scholars in sport psychology have included athlete satisfaction as an antecedent or outcome variable in their work. For example, the multidimensional model of leadership (Chelladurai, 1980, 1990) includes satisfaction as an outcome variable along with performance.
Studies based on the multidimensional model of leadership (Chelladurai, 1980, 1990) have been largely concerned with linking leadership dynamics with athlete satisfaction. Satisfaction as an outcome has been employed in different leadership studies based on the multidimensional model of leadership (Chelladurai, 1984; Chelladurai et al., 1988; Dwyer & Fischer, 1990; Eichas, 1992; Horne & Carron, 1985; Riemer & Chelladurai, 1995; Riemer & Toon, 2001; Schliesman, 1987; Sriboon, 2001). In the multidimensional model (Chelladurai, 1980, 1990), leadership behaviors were suggested to be antecedents of member satisfaction. The model suggests that the discrepancy between athletes’ Perceived and Preferred leadership style would impact their level of satisfaction.

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

The format of the scale allows researchers to include those dimensions of satisfaction most salient for a particular situation (Riemer & Toon, 2001). In the proposed model satisfaction was evaluated using 4 of the ASQ’s 15 subscales: training and instruction satisfaction, personal treatment satisfaction, team performance satisfaction, and individual performance satisfaction. The first two subscales concentrate on satisfaction with the process of coaching behavior, while the second two assess satisfaction with outcomes associated with the processes of leadership (Riemer & Chelladurai, 1998). *Training and instruction satisfaction* refers to satisfaction with the training and instruction provided by the coach. *Personal treatment satisfaction* refers to satisfaction with those coaching behaviors that directly affect the individual yet indirectly affect team development. It includes Social Support and Positive Feedback. *Team performance satisfaction* refers to athlete’s satisfaction with his or her team’s level of performance. Task performance includes absolute performance, goal achievement, and implies performance improvements. Finally, *individual performance satisfaction* refers to athlete’s satisfaction with his or her own task
performance. Task performance includes absolute performance, improvements in performance, and goal achievement (Riemer & Chelladurai, 1998). The current study designed to see players satisfaction based upon the top of theoretical framework.

1.8. Limitations

The following items were identified as limitations for this study:

1. This study will be restricted to players of football premier league club in Ethiopia only.

2. Results of the study were limited with the answers of the subjects to the demographic, Leadership scale for sport (LSS) and the Athletes satisfaction questionnaire (ASQ) applied.

1.9. Delimitation

This study is delimited to the following:

1. The subjects were chosen from football premier league club players in Ethiopia only.

2. The competition Season was in a year 2011-2012.

3. The findings of the study could be restricted only to players of football premier league club in Ethiopia.
1.10. Definition of terms

**Leader:** Leader is a person that leads, directing, commanding, or guiding head, as of a group or activity (Stenerson, 1995, Webmaster’s New World Dictionary).

**Leadership:** Leadership is the position or guidance of a leader. The ability to lead (Stenerson, 1995, Webmaster’s New World Dictionary). MML (Multidimensional Theory of Leadership): A theory of leadership focusing on the congruence among three leadership behavioural states: required, Preferred, and actual (Chelladurai, 1993).

**Training and Instruction (TI):** Coaching behaviour aimed at improving the athlete’s performance by emphasizing and facilitating hard and strenuous training; instructing them in the skills, techniques and tactics of the sport; clarifying the relationship among the members; and structuring and co-ordinating the members’ activities (Chelladurai, 1993).

**Democratic Behaviour (DB):** Coaching behaviour that allows greater athlete participation in decisions pertaining to group goals, practice methods, and game tactics and strategies (Chelladurai, 1993).
**Autocratic Behaviour (AB):** Coaching behaviour that involves independence in decision making and stresses personal authority (Chelladurai, 1993).

**Football** The term 'soccer' is the name that has commonly been given in North America to a form of football played with a spherical ball.

**Social Support (SS):** Coaching behaviour characterized by a concern for welfare of individual athletes, positive group atmosphere, and warm interpersonal relations with members (Chelladurai, 1993).

**Positive Feedback (PF):** Coaching behavior that reinforces an athlete by recognizing and rewarding good performance (Chelladurai, 1993).

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

**Individual Performance Satisfaction (IP):** An athlete’s satisfaction with his or her own task performance. Task performance includes absolute performance, improvements in performance, and goal achievement (Chelladurai & Riemer, 1997).
Team Performance Satisfaction (TP): An athlete’s satisfaction with his or her team’s level of performance. Task performance includes absolute performance, goal achievement, and implies performance improvements (Chelladurai & Riemer, 1997).

Training and Instruction Satisfaction (TIS): Satisfaction with the training and instruction provided by the coach (Chelladurai & Riemer, 1997).

Personal Treatment Satisfaction (PTS): Satisfaction with those coaching behaviours that directly affect the individual yet directly affects team development. It includes Social Support and Positive Feedback (Chelladurai & Riemer, 1997).