CHAPTER FOUR

4. RESEARCH METHODOLOGY

Any scientific research involves the application of various methods (also referred to as strategies or approaches) and procedures to create scientific knowledge (Welman and Kuger, 1999:2). The validity of this knowledge largely depends on the manner in which data has been collected, which is the research methodology. Thus scientific knowledge is obtained through rigorous methods and techniques that in some controllable way correspond to the social world. A variety of methods and techniques are available for social research. Some are quantitative, while others are of a qualitative nature. This chapter deals with the research methodology of the study including Selection of the Participants, instruments of data collection and data Analysis.

Each strategy offers a particular and unique perspective that illuminates certain aspects of reality more easily, and produces a type of result better suited for some applications than others. 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.

4.1. Selection of the Participants

Wiersma (1986:455) defines population as the totality of all members that possess a special set of one or more common characteristics that define it. Polit and Hungler (1999:43,232) define a population the totally of all subjects that conform to a set of specifications, comprising the entire group of persons that is of interest to the researcher to whom the research result can be generalized. LoBiondo-Wood and Haber (1998:250) describe a sample as a portion or a subset of the research population selected to participate in a study, representing the research population. Depending upon the scientific theory mentioned over the selection of the participants was designed.

Using methods of convenient sampling (Gall et al, 1996) random sampling was used to select 7(50%) from 14 premier league clubs in Ethiopia. All 182 male football players in these 7 clubs selected as sample size. According to the rules and regulations of Ethiopian
football federation each clubs should contain only 26 players’ approved by football federation for one year competition season only. All seven selected club players was incorporated in the study (N=7×26=182). The players consisted of 52 offensive players, 65 defensive players, and 65 mid-field players. Coaches of the selected teams at premier league clubs were contacted to obtain permission to meet the players, inform them of the nature of the study and invite them to participate in the study.

4.2. Instruments

The questionnaire was comprised of three major sections such as: Leadership behavior Perceived, Preferred, Athletes satisfaction questionnaire and sample’s demographic characteristics. Players filled Demographic Questionnaire, Leadership scale for sport Questionnaire (LSS) and Athletes Satisfaction Questionnaire (ASQ) to determine their preference for and perception of leadership behaviors of their coaches and their satisfaction with leadership behaviors of their coaches.

4.2.1. Demographic Questionnaire

The demographic questions were asked athletes their age, experience of playing year they were played in premier league
competition, name of playing clubs and playing position. The purpose of this was to get the athletes to think of their specific information, so that they had a frame of reference as they answered the rest of the questions (Appendix “A” for complete questionnaire).

4.2.2. Leadership Behavior questionnaires

Preferred and Perceived versions of Chelladurai and Saleh’s (1980) Leadership Scale for Sport (LSS) were used to assess the leader behaviors. These 40-item scales measure 5 dimensions of leadership behavior: training and instruction behavior (13 items), Democratic Behavior (9 items), Autocratic Behavior (5 items), Social Support behavior (8 items), and Positive Feedback behavior (5 items) through both a preference (“I prefer my coach to...”) and a Perceived version (“my coach to...”) version. The items are assigned a score between 1 and 5 (1= never, 5 = always).

In this study, this questionnaire was adapted in to Ethiopia working language that is Amharic. In the first stage, experts translated the preference version of the Leadership Scale for Sport (LSS) into Amharic. In order to overcome differences in meaning of translated items; Amharic translation was back translated into English. In the second stage, Amharic version of the 40 items of
Leadership Scale for Sport (LSS) in to the five original scales was administered to 26 Dilla Kenema soccer club players to see validity of the content. This was to check to sort out difficult and ambiguous question. Items that were not clear and ambiguous were revised and the final revised Amharic translation accepted and administrated to participants (Appendix “B” and “C” for complete questionnaire).

4.2.3. Athletes Satisfaction Questionnaire

Satisfaction was evaluated using 4 of the Athlete Satisfaction Questionnaire’s (ASQ) 15 subscales designed by Riemer & Chelladurai (1998): this subscales include training and instruction satisfaction (3 items), personal treatment satisfaction (5 items), team performance satisfaction (3 items), and individual performance satisfaction (3 items). Riemer and Toon (2001) also used these 4 subscales in their study to examine leadership and satisfaction in tennis. The first two subscales focus on satisfaction with the processes of coaching behavior, while the latter two evaluate satisfaction with outcomes with the processes of leadership (Riemer & Chelladurai, 1998). The items are assigned a score between 1 and 7 (1= very dissatisfied, 7= very satisfied). In this study, Athletes Satisfaction Questionnaires (ASQ) was also
adapted from English version to Ethiopia working language Amharic in the same manner with Leadership Scale for Sport (LSS). The items assigned a score between 1 and 7 was recorded to 1 and 3 to make them easy for data analysis and interpretation (1=Not at all satisfied, 3=extremely satisfied, Appendix “D” for complete questionnaire).

4.2.4. Validity and Reliability

Before administering questionnaire to have credible result it is fundamental to assess validity and reliability of data collection instruments. Validity is, therefore, a very important and useful concept in all forms of research methodology. Its primary purpose is to increase the accuracy and usefulness of findings by eliminating or controlling as many confounding variables as possible, which allows for greater confidence in the findings of a given study Marczyk et.al. (2005:158).

Measuring the content validity and reliability of measurement instrument is fundamental to build confidence on research destiny. The overall questionnaire designed exposed to experienced peer scholars, researchers and subject specialists. This is to obtain greater face validity. This procedure is intended to purify the
measures as Churchill (1979) denotes and subsequently renders greater face validity to the study. Validity check on questionnaire designed forced modification of two double barrel questions and the other three questions suggested as difficult and confusing were cancelled. Besides this, interrater reliability of instruments evaluated to minimize measurement errors.

Marczyk et.al (2005:105) “Interrater reliability is used to determine the agreement between different judges or raters when they are observing or evaluating the performance of others.” Finally, to improve the sensitivity of the measurements, the scales for responses are a five score measure for (LSS) and three score measures for (ASQ) giving the respondents a wider range of possibilities to express their perception, preference and satisfaction in coaching leadership style. Sensitivity refers to accurate measurement of variability in responses (McPhail 2003 in Paelmke, 2007).

Riemer and Chelladurai (1998) reported internal consistency estimates (Cronbach’s alpha, 1951) ranging from .85 (individual performance satisfaction) to .95 (team performance satisfaction). In the present sample, the Cronbach Alpha values of the instrument
designed to gather data on Leadership style and Athletes satisfactions are provided in (Table 4.1) below Perceived training and instruction 0.76; Preferred Training and instruction 0.80; Perceived Positive Feedback 0.88; Preferred Positive Feedback 0.92; Perceived Autocratic Behavior 0.70; Preferred Autocratic Behavior 0.78, Individual performance satisfaction 0.72; Team performance satisfaction 0.75; Training and instruction satisfaction 0.85 and Personal treatments satisfaction 0.78. The reliability test showed the questionnaires were reliable instrument to gather empirical data form sampled respondents. These estimates are all considered adequate.
Table 4.1

Internal consistency Estimates for the LSS and ASQ dimensions.

<table>
<thead>
<tr>
<th>No.</th>
<th>Group of Attributes Tested For</th>
<th>Reliability</th>
<th>Cronbach Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Perceived training and instruction</td>
<td>.76</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Preferred Training and instruction</td>
<td>.80</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Perceived positive feedback</td>
<td>.88</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Preferred positive feedback</td>
<td>.92</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Perceived Autocratic Behavior</td>
<td>.70</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Preferred Autocratic Behavior</td>
<td>.78</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Individual performance satisfaction</td>
<td>.72</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Team performance satisfaction</td>
<td>.75</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Training and instruction satisfaction</td>
<td>.85</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Personal treatments satisfaction</td>
<td>.78</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Primary data*
4.3. Data Analysis

Data collected and analyzed to test the null hypothesis that were put as the research destiny.

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.

Descriptive statistics were calculated for each of the demographic variables and to see the behavior and situation of Perceived, Preferred leadership styles and players satisfaction. Bivariate correlation (Pearson r) of the major variables was calculated to examine the relationship between selected research variable. To examine congruence hypothesis two sets of four multiple regression analyses were carried out for each satisfaction subscale. This procedure provided for assessment of the unique and cumulative
variance in personal treatment satisfaction, training and instruction satisfaction, individual performance satisfaction, and team performance satisfaction explained by the preferences for and perceptions of the leadership behaviors and their satisfaction.

In the first set, the preference score in each of the five dimensions of leader behavior was entered first, followed by preference score and the interaction term. In the second set the order of preferences and perceptions were reversed. “This procedure provided information on the amount of unique variance accounted by each component variable and was expected to reveal the dominance, if any, of preference scores, perception scores, or interaction scores “(Riemer & Chelladurai, 1995). This approach has been carried out in similar studies (e.g., Courneya & Chelladurai, 1991; Riemer and Chelladurai, 1995; Toon and Riemer, 2001).

Kruskal Wallis H test were used to assess sub group differences in the five dimensions of Perceived leadership style and preferred leadership style tested across different age, experience and playing position groups of players. Besides this offensive, midfield and defensive players’ perception and preference of leadership styles examined using the same procedure.