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**THE RELATIONSHIP BETWEEN THE LEADERSHIP STYLES  
COACHES AND TEAM CONCRESNCE WITH THE SPORT  
SUCCESS OF THE STUDENT'S SELECTED ETHIOPIAN HIGHER  
EDUCATION FOOTBALL TEAMS.**



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**ABSTRACT**

The Present study examined relationship between coach's leadership styles, tax collision and team success in Ethiopian higher education football student teams. Athletes (n=171) from 12 teams completed the perceived version of the leadership scale of sport (LSS) and group environment questionnaire (GEQ). Both questionnaires were administered period of start competition. The results showed that autocratic behaviour had a negative significant relationship with team success.



In addition, findings showed significant relationship between group cohesion and team success. The results of multiple regression test showed that only social cohesion can predict the team success. In summary, the effect of coaching behaviours on group cohesion and team success apparently demonstrated the importance of using the appropriate leader ship style. For the analysis of test data from the test , Pearson correlation, multiple regression, two independent T test significant level ( $P < 0.05$ ) were used. The results showed that only autocratic leadership style has significant negative correlation with athletic success.

**KEYWORDS :** *leadership style, team cohesion, athletic success.*

**INTRODUCTION :**

Despite a common belief, the outcome of a sport event is not only determined on the day of the game since previous backgrounds and several different factors are involved in gaining a particular result e.g. how a team is coached, the team leadership, environmental conditions, and the readiness of team members in terms of differentmental, physical, technical, tactical, informational, and organizational factors. Today, coaching as one of theworld's most difficult jobs requires an extraordinary level of skill and knowledge to train skilled and successful athletes. A prominent feature of successful sport teams that distinguishes such teams from unsuccessful teams is having an effective, active, and competent leadership. Therefore, leadership style contributes significantly to the function and the success of a group. Today, a successful coach is a coach who can prove his psychological abilities to direct players by employing influential leadership styles (RamazaniNezhad,

2010). An effective leader influences the team members in a way that organizational goals are achieved with enhancing the productivity and satisfaction of work force (Jones, 1998). The prerequisite for the realization of common goals in sports and especially in group sports is group union and solidarity. Undoubtedly, the coach who is in charge of leading players plays a key role in this regard. One of the most important factors affecting the success of a coach is related to the coach's ability in assisting athletes to develop and improve a range of skills especially in

terms of physical, skill, and psychological aspects. So it can be said that the successful performance of teamwork requires the existence of solidarity among members of the group (Leith, 2001). In team sports, individuals interact with each other and the success is achieved when team members work effectively and cooperatively and here the coach's role as a leader and coordinator becomes clearer and his leadership style plays a vital role in creating solidarity and coordination (Moradi, 2004). Leadership is a way in which the elected person leads a group toward a common goal by influencing group members positively (Kozab, 1994).

According to the survey (Chladveray, 1990, 1993) the leadership style of a trainer with the desires and needs of the team members, coordination is, therefore, optimal athletic performance and increases the satisfaction of the pose. High social support, rewarding and participatory decision-making behavior generally closely associated with high satisfaction rate among their athletes. Shamsaei et al, (2006) study the views of the players, coaches feedback behavior and conduct more training have less oppressive behavior. Between group cohesion and democratic authoritarian leadership behaviors for team players, coaches, group solidarity, positive significant negative correlation was observed (Sherman et al., 2000) paper titled Study of leadership styles of coaches and team cohesion and its relationship to the success of the UCLA football team did. The impacts of these results were obtained: positive feedback, training, democratic behaviors, autocratic behavior, social support, although female players react to training effectively know, but it's helpful to know the arbitrary behavior of men. Between each of the components of successful leadership style sports teams in football; there is a significant relationship between student provinces. Between each of the components of group cohesion successful football team sports, there is a significant relationship between student provinces. Component to predict meaningful success in sports style trainers' football teams are student province. Between successful and unsuccessful aspects of group cohesion in team football student province there are significant differences.

## **MATERIALS AND METHODS**

The present study is an applied research in terms of the objectives it pursues. On the other hand, it is a descriptive study of in terms of the nature and the method (correlational method) it employs. The population under study included all students and coaches participating in soccer championship games held at guidance higher education sport festival in Academic Year 2015. The research sample according to the Participant students was a total number of 182 athletes who were selected by total sampling from among the population. After the data were collected, the raw data were entered into computer and were analysed by SPSS Software (Version 16). Descriptive and inferential statistics were used to analyse the data. Besides, Kolmogorov–Smirnov test was used to test the normality of data distribution and Pearson correlation test, simultaneous regression analysis, and t-test were employed in the study to explore the relationship between variables. To conduct this research, as well as to collect data and information about the variables of the two standardized questionnaires were used as follows: 1 - Self-scale Leadership in Sports, 2 - The group environment questionnaire (GEQ). The reliability of the questionnaire in the present investigation: Cronbach's alpha

for the questionnaire was a 0/85, for social cohesion subscale 0/69 and task cohesion subscale, 0/78, respectively.

**RESULTS**

**Table 1: Participants’ demographic characteristics based on their level of education**

Variables	Level of Education	
	Frequency	Percentage
Above one year participant students	84	49.1%
New participant students	87	50.9%
Total	171	100%

As shown in the above table, of variables in the Leadership Style Questionnaire, autocratic style has the highest mean score and the positive feedback style has the lowest mean score.

**Table 2: Descriptive statistics for responses given to items in the Leadership Style Questionnaire**

Leadership Styles	Mean	SD	Minimum	Maximum	Skewedness	Kurtosis
Educational	1.5	0.6	1	2.8	1.2	0.8
Autocratic	2.6	0.4	2	3.4	0.2	-0.6
Democratic	2.3	0.6	1.5	3.7	0.6	0.09
Social support	1.7	0.4	1.2	2.6	0.6	-0.9
Positive feedback	1.4	0.4	1	2.4	1.6	2.2
Leadership styles (total)	1.9	0.2	1.5	2.4	0.5	-0.2

**Table 3: The relationship between athletic success and components of leadership styles**

Variables	Athletic Success	
	P	r
Educational	0.06	0.56
Autocratic	* 0.02	-0.66
Democratic	0.7	0.13
Social support	0.7	0.09
Positive feedback	0.1	0.4

\* Relationships are significant at P < 0.05.

**Table 4: The relationship between athletic success and the Components of group environments.**

Variables	Athletic Success	
	P	r
Task cohesion	* 0.001	0.25
Social Cohesion	* 0.002	0.23

\* Relationships are significant at  $P < 0.05$ .

**Table 5: Results of linear regression test for the effects of group cohesion on athletic success**

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Predictor variables	$\beta$	t-value	Sig.
Task cohesion	-0.17	-1.5	0.1
Social cohesion	-0.1	-0.9	0.3

\* Predictions are significant at  $P < 0.05$ .

### Discussion and Conclusion

The results of regression analysis showed that none of the components of leadership styles and team cohesion are able to predict athletes' team success. The results of the present study and previous studies, generally, indicated that coaches' behaviour and their leadership styles affect group dynamics and especially team cohesion at every level and in every sport field to the extent that it may even lead to better team performance and success. The results of Pearson correlation test also suggested that educational, democratic, social support, and positive feedback styles are positively correlated with athletic success. However, this relationship was not statistically significant. On the other hand, the findings suggested that there is a significant negative correlation between autocratic coaching style and athletic success which shows that this type of coaching style is less successful than other styles. Besides, there is a significant negative correlation between autocratic coaching styles adopted by coaches of successful and unsuccessful sport teams so that successful coaches used autocratic styles more frequently than less successful coaches. Coaching has received special attention in sports psychology. Of these important factors in sport teams i.e. athletes, coaches, and spectators' coaches are considered as powerful organizers and the underlying factor for any athletic or group progress. Therefore, effective coaching involves the adoption of various roles and styles. Coaching styles play a significant role in (individual and social) team outcomes. In addition, team members to strike success need a feeling of group unity, consensus, and solidarity (cohesion) as the basis of coaches' success is team cohesion and the creation of unity and intimacy among players. Team cohesion refers to a feeling of interpersonal attraction and belonging among members to the group and their willingness to maintain their membership in the group. In team sports, individuals interact with each other and the success is achieved when team members work effectively and cooperatively and here the coach's role as a leader and coordinator becomes clearer and his leadership style plays a vital role in creating solidarity and coordination among team members. Given the impacts of coaching styles on athletes' mental processes and performance, sport psychologists have developed an interest in studying outcomes of different coaching styles. Research shows that a prominent feature of successful sport teams that distinguishes such teams from unsuccessful teams is having an effective, active, and competent leadership.

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