



The Correlation between Coaches' Leadership Styles, Players Satisfaction and Players Performance: In Case Of Some Selected Addis Ababa Youth Football Projects

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Abstract

This study is conducted with ultimate objective of identify and evaluate the relationship between leadership style of the coaches, player satisfaction and players performance with the case of Addis Ababa youth football projects. Four sample youth projects were selected, from ten youth football projects using cluster sampling technique. Thus, the subjects in the study were 60 randomly selected football players from the four clubs and four purposively selected coaches. The data was collected through questionnaire. Descriptive (frequency distribution and percentage, mean) method of data analysis has been utilized to analyze the data for questioners. A descriptive survey research design was employed as a general approach in the study. The finding of this study is indicating that coaching leadership styles have a direct relationship with players' satisfaction and players' performance. And there are challenges to use fixed leadership style that can best suit with players' satisfaction. Not all but also majority of the players prefer training and instruction and democratic leadership style for their development of performance. As a general solution to the identified problems coaches' should understand that every individual player is coming from different culture, expectations, background and with different interest, so the coach should accommodate the background of the trainees'. Therefore, coaching is a multicultural aspect to treat an individual based on their background.

Keywords: Leadership styles, Players satisfaction, Players performance, Football Players

INTRODUCTION

Leadership involves influencing others with a view to achieving a common goal and facilitating circumstances and environments that will help to reach that goal (Hampson, 2014 & Yukl, 2013). 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 is effective when his/her followers get their goal, function well mutually, and can become accustomed to changing demand from external forces (Nahavandi, 2000).

Leadership is a vital component to improve and sustain optimal athletes' satisfactions and their performance (Rimer, Chelladurai, 1995). In sporting positions, the leadership role is coach and in group sporting disciplines, like other groups and organizations, the personality and leadership style of the manager is directly related to the role of the team with the performance, motivation, satisfaction and cohesion of the group, and activities (Hersey, 2001). A Coach is an educated leader who leads people that works for a goal (sportsmen) to this aim intelligently (Terry, 1991).

Coaches' leadership skills are crucial to obtain successful results. The current leadership approaches in coaching have become a subject of increasingly attentive research among sports scholars. This is due to the leadership in coaching that can improve harmony, direction and goal formation in a team. Leadership from coaches can influence the success of an athlete at various stages whether low or high and is influenced by various factors such as intrinsic factors, moral support, performance, personality, skill and coach leadership approach (Shaharudin, 2005).

According to (Anuar & Dolorine, 2013), in terms of leadership style of coach, an effective coach will definitely influence the situation, environment, personality and athlete's attitude towards the burden of duties and

responsibilities given by the coach. This may indirectly improve the motivation, satisfactions and performance of athletes thereby giving intrinsic satisfaction to the athletes. Effective coaches are those who are prepared to meet the individual needs of their athletes and realize that they can make a difference in the team performance by improving their own coaching skills and understanding the effect that their behavior can have on their athletes (Anshel, 2003).

The important thing is that the coach's leadership style clearly determines his approach to helping the group to take responsibility and in order to meet the needs of this group, successful coaches can be very effective using different coaching styles, so that sometimes the change in leadership style can have dramatic results immediately.

Importance of leadership approaches in the fast growing football industry is an indicator that shows how harmony between coaches and football teams can be used effectively. As a matter of fact, success comes with the communication between the coach and players, leadership style of the coach and most importantly coach's skill in managing players. Which characteristics are used in management and whether this situation affects the general success of the team should be studied since these points are significant for the whole sports community (Mehmet, Osman & Utku, 2017).

Generally, the leadership style which followed by most of Ethiopian coaches are still lacking in widespread attention. Looking at the quality factor and quality of the sports industry in the country that can be classified as low and unsatisfactory, such a study should be done as the leadership applied and carried by the coach is crucial in influencing the training environment, the psychology of the athlete's guidance and can influence the success of a team leader. The Purposes of this study were to identify the correlation between coaching leadership styles, players satisfaction and players performance. In addition, this study was designed to determine:

- A) What looks like the current status of leadership styles of Addis Ababa youth a football projects coaches?
- B) Which leadership style of coaches was preferred by Addis Ababa youth football projects players?
- C) What were the challenges and possible solutions of coach leadership styles of Addis Ababa youth football projects?
- D) Are there any relationship between leadership styles of coaches and players satisfaction and players performance among Addis Ababa youth a football projects coaches?

RESEARCH METHODS

The main objective of this study was to identify the correlation between coaching leadership styles, players satisfaction and players performance. Descriptive survey was used in conducting this research in order to determine the current status of leadership styles, players satisfaction and players performance. Besides, this study is a quantitative study using the survey method. The survey method is a very appropriate and widely used method in educational research. The survey method involves the process of providing questionnaires, citing data and finally analyzing the data.

The study area was Addis Ababa. It lies at an altitude of 7,546 feet (2,300 meters) and is a grassland biome, located at 9°1'48"N 38° 44' 24"E and has a Subtropical highland climate (Koppen Cwb). Simple random sampling, purposive sampling and cluster sampling techniques were employed. The subject of the study was coaches and players. Four sample youth projects were selected, from ten Addis Ababa Administrative city youth football projects using cluster sampling technique. Thus, the subjects in the study were 60 randomly selected football players from the four clubs and four purposively selected coaches.

Triangulation, a multi-method approach was implemented to maintain the validity of the study and to acquire information from different sources. Besides, in order to realize the objective of the study and adequately answer the research questions, data were gathered from both primary and secondary sources of information. Additionally, intensive review of related literatures was made to support the study with empirical knowledge in the area. Data analysis is the process of systematically searching, arranging and organizing the questionnaire, interview, observation and other materials that collected for intended study. Therefore the data secured from different sources were analyzed and interpreted by using descriptive statistics such as tables and percentages to give a digested picture of the data. Moreover, the questionnaire was translated into Amharic and then back translated into English.

DATA ANALYSIS

This part of the study deals with the analysis of data gathered through questionnaire and it presented in tables, analyzed using percentage and textual description.

№	Items	Alternative	Coaches	
			№ of Respondents	%
1	Sex	Male	4	100
		Female	-	-
2	Age	Below 20	-	-
		20 – 29	2	50
		30 – 39	2	50
		Above 40	-	-
3	What is your educational level and qualification?	Certificate from FIFA	1	25
		Diploma in sport science	1	25
		Degree in sport science	1	25
		Masters in sport science	1	25
4	How many years of experience do you have in coaching?	Less than one year	1	25
		1-4years	2	50
		5-10 years	1	25
		More than 10 years	-	-
5	What is your current level of coaching license?	First level	1	25
		Second level	3	75
		Higher level	-	-

Table 1: Socio - Demographic characteristics of the respondent Coaches

The above table shows socio-demographic characteristics of coaches respondents i.e. sex, age, educational level and qualification, years of experience and current level of coaching license. To start with their gender, all of the respondents (100%) under consideration were male coaches. In the table item 2, the coaches' age groups were above 20 years and equally proportional. Loosely speaking, 2(50%) of the respondents are in 20-30 years age group, and the remaining 2(50%) of coaches are between 30-39 years age group.

Similarly, the educational level of the coach respondents ranges from certificate to Master's degree. Accordingly, 1(25%) of respondents had certificate in FIFA, 1(25%) of respondents had diploma in sport science, 1(25%) of respondents had first degree in sport science, 1(25%) of respondents had Masters in sport science. This indicates most coaches have good educational back ground. Since 100% of them had sport science background.

According to the table, 1(25%) of respondents have less than one years of experience, 2(50%) of respondents have between 1-4 years of experience whereas 1(25%) of the coaches have between 5-10 years. Generally speaking half (50%) of the coaches have greater than 1-4 years of experience and another (25%) have above five years coaching experience. In addition, the table shows the status of coaching license, to this end, 3(75%) of them had first level coaching license whereas the other 1(25%) of the coaches have second level of coaching license. However, as shown on the above table their chance or opportunity of getting performance enhancing courses from the Football Federation is very low.

№	Item	Alternative	Coaches	
			№ of Respondents	%
1.	Do you have a strategic plan to improve your leadership skills?	Yes	4	100
		No	-	-
2.	Do you have a good relationship with your players?	Yes	4	100
		No	-	-
3.	Are you satisfied with the rule and regulation of the club?	Yes	2	50
		No	2	50
4.	Do you have a good mechanism to motivate your players?	Yes	4	100
		No	-	-
5.	Do you think the players are satisfied with your training method and leadership styles?	Yes	4	100
		No	-	-
6.	Do you think coach Leadership styles have significant effects on players' satisfactions and on their performance?	Yes	2	50
		No	2	50

Table 2: Football Coaches' Response on Football Career

The above table 2 shows the response of Football Coaches on their Football Career. According to the table, all of the respondents 4(100%) under consideration have a strategic plan to improve their leadership skills. From this data one can conclude that most of Addis Ababa youth Football project coaches are good in making the strategic plan to enhance their leadership skills. In addition to this the response regarding the relationship of the coaches with his/her players, all of the respondents 4(100%) under consideration are agreed.

In addition, the table shows about a good mechanism to motivate players, the satisfaction of the coaches with rule and regulation of the club. To this end, all of the respondents 4(100%) have a good mechanism to motivate players, 2(50%) of them are satisfied with the rule and regulation of the club whereas the other 2(50%) of them aren't satisfied with the rule and regulation of the club.

The data available in table 2 also shows the responses on the satisfaction of players with the training method of the coaches, the evaluation of the coaches to his/her players. Regarding to the responses on the satisfaction of players with the training method and leadership styles of the coaches and evaluation of the coaches to his/her players indicated that, 4(100%) of the respondent agreed.

Therefore from this one conclude that most of Addis Ababa youth Football project club coaches are good in satisfying his/her players. The response of Football Coaches on their relationship between coaching Leadership styles, players' satisfactions and performance. Accordingly, all of the respondents 4(100%) under consideration believes that leadership styles has a direct significant effects on players satisfaction and players performance.

Therefore from this one conclude that coaching leadership can facilitate the improvement of coaching performance and the evaluation of effectiveness of coaching leadership on athletic performance because effective coaching behavior has been shown to be an important determinant of team success.

№	Items	Alternatives	Players	
			№ of Respondents	%
1.	Sex	Male	60	100
		Female	-	-
2.	Age	Below 15	-	-
		16 – 23	32	53.3
		24 -28	18	30
		Above 28	10	16.6
3.	What is your educational level and qualification?	Elementary School	11	18.33
		High School	29	48.3
		Some certificate level	12	20
		Diploma	5	8.3
		Degree	3	5
4.	What is your playing Position in the club?	Goal keepers	6	10
		Defenders	20	33.3
		Mid fielders	24	40
		Attackers	10	16.6
5.	How long you serve in the club?	One year	23	38.3
		Two years	26	43.3
		Three years	6	10
		Above three years	5	8.3

Table 3: Socio - Demographic characteristics of the respondent players

The above table shows socio-demographic characteristics of player respondents i.e. sex, age, and educational level, playing Position and experience in the club. To start with their gender, all of the respondents (100%) under consideration were male players. This shows that little emphasis have been given to the female players in Addis Ababa city Administration. The second background information of the respondents was about their age group. There are no respondents below 15 ages. Therefore, 32(53.3%) of the respondents were grouped between 16-23 age, 18(30%) of the respondents between 24-28 age and 10 (16.6%) of them above the age of 28. This shows that the majority of the respondents were between 16-23 years old.

Similarly, the educational level of the players respondents' ranges from elementary school to first degree. Accordingly, 11(18.33%) of them are in elementary level, 29(48.3%) of them are in high school level, 12(20%) were with certificate level, 5(8.33%) were diploma level and only 3(5%) of them were categorized at degree level. This indicates most players have good educational back ground. Since most of the respondents (48.3%) are high school completed, it is recommended as they must try to upgrade their educational level.

A total of 60 male Addis Ababa Administrative city youth football project players was included in the study. According to the composition of players 6(10%) Goalkeeper, 20(33.3%) defensive, 24(40%) Midfield and 10(16.6%) offensive players was incorporated in the study. Collecting information from all position in the clubs in useful to get balanced information to conclude the result of the study.

The last background information of the sample respondents was focused on their service year in the club. Accordingly, 23(38.3%) were served for one year, whereas 26(43.3%) were served for two years and 6(10%) and 5(8.33%) were served for three and above three years respectively. According to these characteristics 43.3 % of the

respondents were served two years and above. This also indicates that the sample respondents can have enough knowledge about the coaching leadership style which will help the researcher to achieve some points for the findings of the study.

№	Item	Alternative	Players	
			№ of Respondents	%
1.	Does a coach present on time always?	Yes	38	63.3
		No	22	36.7
2.	Does a coach promote the player to participate on the team plan and strategy?	Yes	30	50
		No	30	50
3.	Does a coach promote the team members to participate during decision making time?	Yes	15	25
		No	45	75
4.	Does a coach asking the player's opinion on the most important coaching affairs?	Yes	20	33.3
		No	40	66.7
5.	Does a coach promote the players to comment on his training program and its load?	Yes	30	50
		No	30	50
6.	Does a coach give priority for only his idea?	Yes	38	63.3
		No	22	36.7
7.	The way he punishes his players is not actable?	Yes	45	75
		No	15	25
8.	Does a coach works relatively independent of the players and other bodies?	Yes	10	16.66
		No	50	83.3
9.	Does a coach know strong and weak side of each player in detail?	Yes	36	60
		No	24	40
10.	Does a coach explains to each player the techniques and tactics of the football?	Yes	50	83.3
		No	10	16.7
11.	Does a coach works at individual base to indicate tactical and technical improvement.	Yes	18	30
		No	42	70
12.	Does a coach helps the team members to during conflict are happening?	Yes	47	78.4
		No	13	21.6
13.	Does a coach promote close and informal relations with the players?	Yes	33	55
		No	27	45
14.	Does a coach help the athletes in their personal problems?	Yes	49	81.6
		No	11	18.4

Table 4: The response of players for the democratic, autocratic, Training and instruction and social support coaching leadership behavior of their coaches.

The above table shows response of players for the democratic, autocratic, training and instruction and social support coaching leadership behavior of their coaches. Accordingly, the respondents on the punctuality of their coaches. The result revealed that the majority of the players agreed on the punctuality of their coaches. To indicate quantitatively, 38(63.3%) of the respondents were a greed 22(36.7%) were disagreed. Responses of players about encouragement of their coaches to participate on their clubs' plan and strategies.

The finding indicates that 30(50%) of the participants were responded positively and 30(40%) of them were respond negatively to the item. From this one can conclude that players are participating on the team plan and strategies in the clubs. Item 3 refers about the participation of the players during decision making time. Regarding to this item, 25(15%) participants were replied positively and 45(75%) of them were gave their negative response to the statement. This shows that majority of the sample respondents are not participating when their coaches were made decision on the issues which concern them.

In item 4 of the same table, the sample participants were asked to reveal their agreement wither their coaches ask their opinion on the most important coaching affairs. With this regard 20(33.3%) of the participants were indicted negative response to the statement. only 40(66.7) of them undecided to the item. This shows that their coaches aren't asking them to give their opinion on the most important coaching affairs.

The fifth item is about encouraging the players to comment on their coaches' training practice and its load. In this regard, 30(50%) of the sample respondents were disagreed, and 30(50%) of them were agreed. Therefore, one can conclude that most of the players were not encouraged to comment on their coaches' works. Item 6 refers about whether a coach gives priority for only his idea or not. In this regards, 38(63.3%) of the participants were agreed to the statements and 22(36.7%) of them disagreed. From this finding one can conclude that the coaches of Addis Ababa youth Football projects are giving priority for their own idea.

Item 7 of the same table, indicates that 45(75 %) of the respondents were agreed to the way their coaches are punishing the player who show misbehavior is not acceptable. The other 15 (25%) were replied that their coaches are punishing their players the way which is acceptable. Item 8 tried to ask sample participants to give information whether their coaches are carrying out all the works independent of them or not. The response indicates that 10(16.7%) of them were agreed that their coaches are carrying out all the activities independent of the players and 50(83.3%) of them were disagreed. Thus, the Majority of the sample respondents replied that their coaches are working all the activities independently which concerned to the players and other bodies. Item 9 is regarding the knowledge of coaches about their players’ strong and weak sides. In this concern 36(60%) of the respondents agreed with the ideal and 24(40%) of them were disagreed to the statement. this implies that the coaches of the clubs were knowing the strong and weak side of their players. In the same table item 10, the participants asked to respond that whether their coach explains the technique and tactics of the football to each player or not. According to the response 50(83.3%) of them were agreed, only 10(16.7%) of them were disagreed. Therefore, one can say that the coaches of the club are good enough in knowledge of tactics and techniques in football and they are doing so. In the same table again, item 11, 18(30%) of the respondents agreed that their coach is working at individual base indicate and technical improvement, 42 (70%) of them disagreed.

Item 12 to 14 are concerned the social support coaching leadership style of the coaches’ the 12th item indicates the coach support for the team members to settle conflict that is happened within them. For this item 47(78.4%) of the respondent agreed 13(21.6%) of them disagreed. The participants’ response shows that the coaches are helping their plays while they are facing conflict between them. Item 13 of the same table, the respondents were asked to rate the encouragement of their coach to make closed and informal relationship with them. For the item 33(55%) of the total respondents were agreed, 27(45%) of them disagreed. So it is possible to conclude that the coaches of Addis Ababa youth Football projects are not encouraging their players to make close and informal relationship with them. Concerning item 14, the participants were asked to reply whether their coach is helping the players in their personal problems or not. So that 49(81.6%) of them replied positively, 11(18.4%) of them replied negatively. This implies that the coaches of the clubs are helping their players in their personal problems.

Generally, the above findings show that the Addis Ababa youth Football project coaches are trying to use democratic leadership style for the satisfaction of their players as well as for the development of their player’s performance. In addition to that, it can be concluded that the coaches of the clubs are not autocrat in their leadership style. But it doesn’t mean that they are hundred percent free from the autocratic leadership behavior because the quantitative expression shows that they are autocrat in some cases. Moreover, the information’s obtained from table can be concluded that coaches are following training and intrusion type of caching leadership style and social support coaching leadership style to improve their athletes’ performance and as well to achieve the club’s intended goals.

№	Item	Alternative	Players	
			№ of Respondents	%
1.	Are you satisfying enough with team relation with coach and other concerned bodies?	Yes	33	55
		No	27	45
2.	Are you satisfying enough with dedication of the players to achieve the clubs goal?	Yes	30	50
		No	30	50
3.	Are you satisfying enough with appropriateness of team objectives and strategies?	Yes	52	86.7
		No	8	13.3
4.	Are you satisfying enough with the way individual player is treating?	Yes	12	20
		No	48	80
5.	Are you satisfying enough with leadership style that your coach is using?	Yes	38	63.3
		No	22	36.7

Table 5: The players’ response to satisfaction in their clubs

Items in the table five tried to investigate the players’ response about their satisfaction in the clubs. Thus, item one asks the respondents to reply about team relation with coach and other concerned bodies of the clubs; 33(55%) of the participants showed their positive response and 27(45%) of them showed their negative response to the item. The second item tried to assess the dedication of the players to achieve the clubs goal, 30(50%) of the sample participants were replied that they are using unlimited effort to achieve an intended goal of the club and 30(50%) of them were disagreed to the issue. The third item also tried to assess the appropriateness of team objectives and strategies set. In this concern most of the respondents were agreed.

The exceeding items Four are also tried to assess the way individual plays is treating in the clubs, in contrary to above items majority of the respondents were unsatisfied on the issues as indicated in the table. The last item Five asked the respondents whether they are satisfying on the coaching leadership style of their coach. For this

item, 38(63.3%) of them were indicated their satisfaction agreement on the leadership behavior that their coach is following and 22(36.7%) of them were unsatisfied. Even if it is possible to say that the majority of the players are indicated their satisfaction on the coaches' leadership behavior, the number of the players replied to the item in both sides is very approached to each other. This also shows that satisfying all players by using selected or mixed leadership styles is how much challengeable for coaches.

CONCLUSION

The objective of the study was to identify and evaluate the relationship between coaches' leadership styles, players' satisfaction and players' performance as perceived by Addis Ababa youth Football project players. To this end data were collected from 60 Addis Ababa youth Football projects players and 4 coaches through a questionnaire. Data gathered through a questionnaire might have a limitation of indicating appropriately player's perceived behavior of their coaches. In spite of these limitations, the study came up with the following major points.

The findings are not free from autocratic leadership behavior. Have a good experience in applying training and instruction coaching leadership style. The only their short coming is they are not working at individual base to indicate tactical and technical improvement. In regarding the social support coaching leadership styles, coaches of the clubs are good in helping the team members to settle during conflict is happening; and showing their affection to the players. But they are not good in encouraging close and personal problems.

Similarly, democratic coaching leadership style is a coaching behavior that allows greater athletes participation in decisions pertaining to group goals, practice methods game tactics and strategies. The majority of participants of the sample were indicated that their coaches are democratic in some cases. But the coaches also have shortcomings in few cases while applying democratic behavior. Because they are not participating players in some important decision making activates, and encouraging players to comment on training program and its load.

Compare to previous study done by Nizam et al (2009), found I2442-10 that the university basketball players most preferred training and instruction, also have similar finding with Amrose and Horn (2002). However, Sherman et al (2000), found that the Australian football players, netball players, and basketball players, preferred more positive feedback, followed by training and instruction, democratic behavior, social support and autocratic behavior as the same as in this study.

Moreover, challenges for the coaches were to find a leadership style that is helpful to team success. Therefore, the coaches were faced the problem of using fixed leadership style to satisfy their players because of players individual difference. Players are differed in their experience, educational background, attitude, social background and soon. The finding concluded that it is too difficult to use fixed leadership style, rather it is possible to use mixed styles according to the situation. In addition to the above idea Players are satisfied in most of activities of their clubs. But they are unsatisfied in utilization of individual player ability. Generally the finding of this study is indicating that coaching leadership styles have a direct relationship with players' satisfaction and players' performance. This meant, when coaches used all dimensions of present leadership styles, it could increase level of satisfaction and performance among athletes.

IMPLICATIONS

In the light of the findings of the study, the following recommendations were forwarded.

- ✓ The coaching leadership style should fit to the situation and positive feedback behavior among his team and should also promote a culture of all determinants of commitment among his/her team.
- ✓ Coaches should update themselves through reading, getting seasonal training and by matching their woks with modern coaching science. Moreover, coaches' may consider the skill level of their players so they should be flexible to fit the best leadership styles.
- ✓ In addition to this, coaches' should understand that every individual player is coming from different experience, culture, attitude, educational and social background, so the coach should accommodate the background of the trainees'.

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