

**THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP STYLE ON
SUCCESSFUL TEAM MANAGEMENT IN SELECTED KAMPALA VOLLEYBALL
CLUBS**

BY

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DECLARATION

This research dissertation is my original work and has not been presented to any other Institution for examination

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APPROVAL

This dissertation, entitled “The Influence of Transformational Leadership Style on Successful Team Management in Selected Kampala volleyball clubs”, has been submitted for examination with our approval as university supervisors.

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DEDICATION

To my Grandfather, the late Tomasi Ntabike Mpuuja, who had a great passion for me to attain all the education accolades in life, my Daughter Namutebi Claire, an inspiration to me and gives me a lot of hope. Finally to Mrs. Bukenya Geraldine who rejuvenated my academic life after Senior Six when my Father went to prison and I had no hope to continue pursuing any further education, took me to Mubende National Teachers' College which saw me continue with my education but marked a new and fresh start of an academic journey that was self sustaining and more relevant to my situation.

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LIST OF ABBREVIATIONS AND ACRONYMS

CAVB	Confederation of African Volleyball
CBAS	Coaching Behavior Assessment System
DTLI	Differentiated Transformational Leadership Inventory
FIVB	International Volleyball Federation (Federation International De Volleyball)
KAVC	Kampala Amateur Volleyball Club
KCCA	Kampala City Council Authority Volleyball Club
UCU	Uganda Christian University Mukono
UVF	Uganda Volleyball Federation

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ABSTRACT

The study explored the influence of transformational leadership on successful team management of selected Kampala volleyball teams. Specific objectives were: to investigate the influence of idealized influence on successful management, to investigate the influence of inspirational motivation on successful team management; to find out how intellectual stimulation affects successful management of volleyball teams and to investigate the influence of individualized consideration on successful team management of volleyball teams.

This study utilized a correlation design. A sample size was therefore a total of 86 volleyball players from 10 clubs were interviewed. On the other hand, for qualitative data, convenience sampling technique was used to select 20 leaders from each club respectively. Stratified sampling techniques were used while Questionnaire and Interview Guides were used for data collection. Data analysis was done using SPSS version 16, where descriptive statistics and correlation were ran and determined.

Major findings indicated a strong, positive and significant relationship between idealized Influence and successful team management. Also findings reveal that idealized influence can predict 18.9% of variance in successful team management. The study concluded that all four elements once implemented can predict a 77.3% total variance in team management. Major conclusions indicated that the research hypotheses that were upheld.

The study recommended that there is need for integration of other knowledge in coaching for instance, mentoring of players seems to help then fit in within the team, need to understand how each team member is motivated in various settings, developing drills in training that create innovativeness, which will enable the players to find solutions to challenges and finally need for coaches to analyze the player's level and execution of skill as an individual.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Throughout history, transformational leadership which has become a new paradigm of leadership has become a popular research subject (Lowe & Gardner, 2000). The theory was originally introduced by Burns (1978). It was further devised by Bass and Avolio (1995) in which four components had been added to transformational leadership theory. These interrelated behavioral components include *inspirational motivation* by articulating vision, *intellectual stimulation* by promoting creativity and innovation, *idealized influence* by charismatic role modeling and *individualized consideration* through coaching and mentoring. Based on several research findings, leaders who display these four behaviors of a transformational leadership are flexible in realigning values and norms, as well as promoting both personal and organizational changes (Jung & Avolio, 2000). The interest of the researcher was to explore the fact that successful team management has its basis on the influence of leadership that can cope with changes as well create change.

Transformational leadership theory is relatively new in sport settings and it has proved to be useful. Bass and Riggio, 2006 noted that by altering and influencing followers' beliefs and attitudes, transformational leaders motivate and inspire followers to exceed expectations. According to Bass and Riggio (2006) and Avolio (1999) transformational leadership factors are: Idealized influence (attributed), idealized influence (behavior), Inspirational motivation, Intellectual stimulation and Individualized consideration. In sport settings, transformational leadership style of coaches can predict and increase commitment of their followers (Nikoofar, 2006). In addition, researchers also found that transformational leadership style of coaches increased athletes' satisfaction (Hallaji, 2009). On the other hand, satisfaction of

subordinates/sports men can impact on their commitment as suggested by Karreman, Dorsch and Riemer (2009) and Zeinabadi (2010). The gap for the researcher to fill is whether this satisfaction has any contribution to successful team management.

It should be noted that even though many studies have been conducted on the transformational leadership theory in different settings such as business, industry, military and business corporations such as Bass and Riggio's, (2006), there are very few studies that have investigated the transformational and transactional leadership theory in sport settings particularly in Africa and Uganda in particular. In most African sport clubs, the effectiveness of this process is greatly determined by the availability of and access to coaches, players, finance, machinery and possibility of making their services available to their immediate community and the nation at large (Purcell et al., 2004). Thus the ability of the leaders to influence players to success by changing and translating a vision that transcends these players above self interest for the sake of the success of the team was worth undertaking.

Historically volleyball in Uganda is closely linked to Asians (railway builders and early traders), but their type of play greatly differed from that of the western world. From USA the game was introduced through the YMCA movement to Uganda in 1945 by the Brothers of Christian instruction to schools, but Makerere University popularized the game as the teachers who qualified from here taught the game in their schools.

In Kenya, volleyball players have found their way to professional ranks in North Africa, USA, Japan and Europe, while it is the reverse in Uganda. "Kenya enjoyed the experience of playing in their fourth FIVB volleyball Women's World cup, and despite finishing last they had no regrets as they learned plenty from playing with the best teams in the world." Volley World Official Magazine /06/2011 FIVB. Kenya Prisons made it three times in a row when they beat Kenya Pipeline in the finals at the Moi International Sports Centre arena. With that win, Kenya Prisons

will once again be headed to the World Club Championships. One wonders whether this reflects successful team management and how can it be emulated among the Ugandan volleyball clubs?

Most of these sports clubs and organizations are run by volunteers who have low levels of professionalism and following established standards of team management (Russell, Smith, Nicholson, Stewart & Westerbeek, 2009). This is indeed the likely situation among the volleyball clubs in Uganda and the researcher's intention was to ascertain this and also establish whether this has a bearing on successful team management.

For a long time, the relationship between transformational leadership and organizational performance has been analyzed in literature (Bass, Avolio, Jung, & Berson, 2003). Meta-analyses show a positive relation between transformational leadership and organizational performance (DeGroot, Kiker & Cross, 2000). This result between transformational leadership and organizational performance holds for different organizational contexts and different success criteria, e.g., (group) performance project success in Research and Development departments and innovation (Pillai & Williams, 2004). However, little is still known about the mediating processes between transformational leadership and organizational success (Kark, Chen, & Shamir, 2003). In the same line also nothing is known about the influence of transformational leadership and successful management of volleyball teams especially in the Ugandan context.

From this consideration, this study was intended to evaluate the influence of transformational leadership style on successful team management of Kampala volleyball clubs in the Ugandan context, contribute to empirical studies on sports management, tender quantitative-based recommendations for policies and programmes to reposition the sports enterprises at integral part of the engine of socio-economic, cultural growth and development in Uganda.

1.2 Statement of the Problem

Volleyball has been played in Uganda since the colonial era. In the recent years, there has been support from the International Olympic Solidarity to train coaches in Uganda both at level one and two; National Council of Sports and Uganda Olympic Committee and Uganda Volleyball Federation. These stakeholders have played their roles effectively but team management has not been impressive and remained below international standards (UVF, 2012).

Evidence shows that there are various media reports lamenting the poor performance of sports in Uganda. Particularly in volleyball clubs, blame has been placed on poor coaching, failure to secure funding, failure to qualify for local and international tournaments and demotivation of players (National Council of Sports, 2012). This is an indicator of unsuccessful team management. Few studies have been done to understand the complex relationship between leadership and successful team management. Lee (2008) noted that despite the number of leadership styles required in successful team management, the context in which a particular style is applied matters.

The central problem of this study is therefore that, volleyball clubs often think of a manager or leader is expected to exhibit a right behavior towards players. Yet it is realized that in most clubs, technical and tactical team strategy, team cohesiveness, training and instruction, team communication, individual performance and general team performance and yet decisions and policies are imposed on players by the managers and coaches. In such clubs where the leadership perceives players as mere hands to get trophies, players may pretend to do well due to the standards and measure being assigned to them by the coach (Lussier & Achua, 2009).

In Uganda, transformational leadership has not sufficiently been researched on in the area of sports management. Yet, according to Bass & Riggio (2006) transformational leaders inspire their followers to act and create a higher sense of purpose. They also aim to change the status quo by

articulating to subordinates the problems or opportunities for improvement and a compelling vision. Therefore given the above mentioned status of team management in Kampala volleyball clubs, it was unknown whether transformational leadership influences successful team management. This therefore was the vision of the researcher which aimed at investigating what leadership styles are in place and most especially presence of transformational leadership and its role in leading to successful team management.

1.3 General Objective

To investigate the influence of transformational leadership on successful team management of selected Kampala volleyball teams.

1.4 Specific Objectives of the Study

1. To investigate the influence of idealized influence on successful management of Kampala volleyball teams
2. To investigate the influence of inspirational motivation on successful team management of Kampala volleyball teams
3. To find out how intellectual stimulation affects successful management of Kampala volleyball teams
4. To investigate the influence of individualized consideration on successful team management of volleyball teams

1.5 Research Hypotheses

1. Idealized influence has a significant influence on successful management of volleyball teams
2. Inspirational motivation has a significant influence on successful management of volleyball teams

3. Intellectual stimulation has a significant influence on successful management of volleyball teams
4. Individualized consideration has a significant influence on successful management of volleyball teams

1.6 Scope of the Study

1.6.1 Geographical Scope

This study of the influence of transformational leadership on successful team management was conducted in Kampala through a correlation survey design of a constructed cohort of volleyball players and their leaders in selected volleyball clubs in Kampala Uganda.

1.6.2 Content Scope

In terms of content scope the study examined the four elements of transformational leadership on successful team management of Kampala volleyball teams; Intellectual Stimulation, Individualized Consideration, Inspirational Motivation and Idealized Influence.

1.6.3 Time Scope

The study was conducted between March 2013 and September 2013 during the busy Volleyball season calendar which enabled the researcher gather data easily from players, coaches and management of volleyball teams in Kampala.

1.7 Significance of the Study

The significance of the study lies in the following.

1. First, it is the researchers' hope that the findings of the study is of great importance to the target clubs/teams, coaches to ensure successful management of volleyball teams. Volleyball clubs under study may use the findings of the study to redress the problems affecting team management, consolidate on their strong areas and improve on their weaknesses.

2. The theoretical contributions formulated within the ambit of this study not only have an academic application, but also a practical application in the solving of real-world problems to the benefit of the 'target organizations be it a sports team or another type of organization setting.
3. To determine if team leaders' performance were influenced by the organisational leadership programme. Also the study is important in that it helps policy makers describe sustainability components of leadership effectiveness in organisational performance
4. It is hoped that this study has yielded data and information that was useful for appropriate planning and decision making at the Ministry, and for institutionalization of a framework for the management procedures for the change and development of internally efficient volleyball clubs and for the entire sports education in Uganda.
5. The findings and recommendations of the study may further be useful to the leaders and administrators of volleyball clubs and the entire sport clubs in Uganda and base their transformational leadership, decision and actions on concrete knowledge on issues of sports, volleyball clubs in particular may borrow from highlights of these findings.
6. The researcher hopes that the study formed the basis for further research on management of sport organizations in general. The study contributes to the new knowledge and ideas about missing links for the betterment and efficient management and performance of volleyball clubs in Uganda, Africa and the world at large.

1.8 Theoretical and Conceptual Framework

Theoretically, the operationalization of the construct of leadership for this study is based on Kouzes and Posner's leadership model. Their research, which they conducted over almost 20 years, suggested that leadership is not a position, but a collection of practices and behaviors. These practices serve as guidance for leaders to accomplish their achievements or "to get extraordinary things done" (Kouzes & Posner, 2002). These practices seem to be essential

components of the concept of transformational leadership. They were developed through intensive research on current leadership practices and have been recognized by many researchers as truly representative of highly effective leadership practices (Taylor, 2002).

More specifically, the transformational leadership theory has strong theoretical benefits for use within a youth sport context (Côté et al., 2010). The 'sport context' is defined by athletes who choose not to pursue an elite developmental trajectory. The theoretical emphasis of youth sports is on fun, challenge, enjoyment and the development of life-long skills (Côté et al., 2010; Vella et al., 2011), although it may not always play out this way in practice (Jones & Wallace, 2005). Organized sports like volleyball provide a unique social context that lends itself to developmental gains as they provide a unique and favorable combination of motivation, attention and challenge that is not found in other activities such as schooling or unsupervised recreation.

Consequently, youth who participate in sports report higher rates of learning experiences and life skill gains than those who participate in regular schooling and unsupervised time (Dworkin, Larson, & Hansen, 2003). This makes the measurement of motivation, attention and challenge an important component when assessing the transformational leadership effectiveness of youth sports coaches and successful team management.

The Differentiated Transformational Leadership Inventory (DTLI) model, of all those reviewed above, is the only measure that incorporates such components. Specifically, the 'inspirational motivation' subscale provides important information on the impact of the coach on intrinsic motivation, while the 'intellectual stimulation' and 'high performance expectations' subscales provide valuable information on the challenge that athletes perceive from coaching behaviors. The strengths-based 'individual consideration' subscale is also theoretically important within this context because it is argued that the plasticity of player development combined with a strengths-based approach leads to key developmental gains (Lerner, Almerigi, Theokas, & Lerner, 2005).

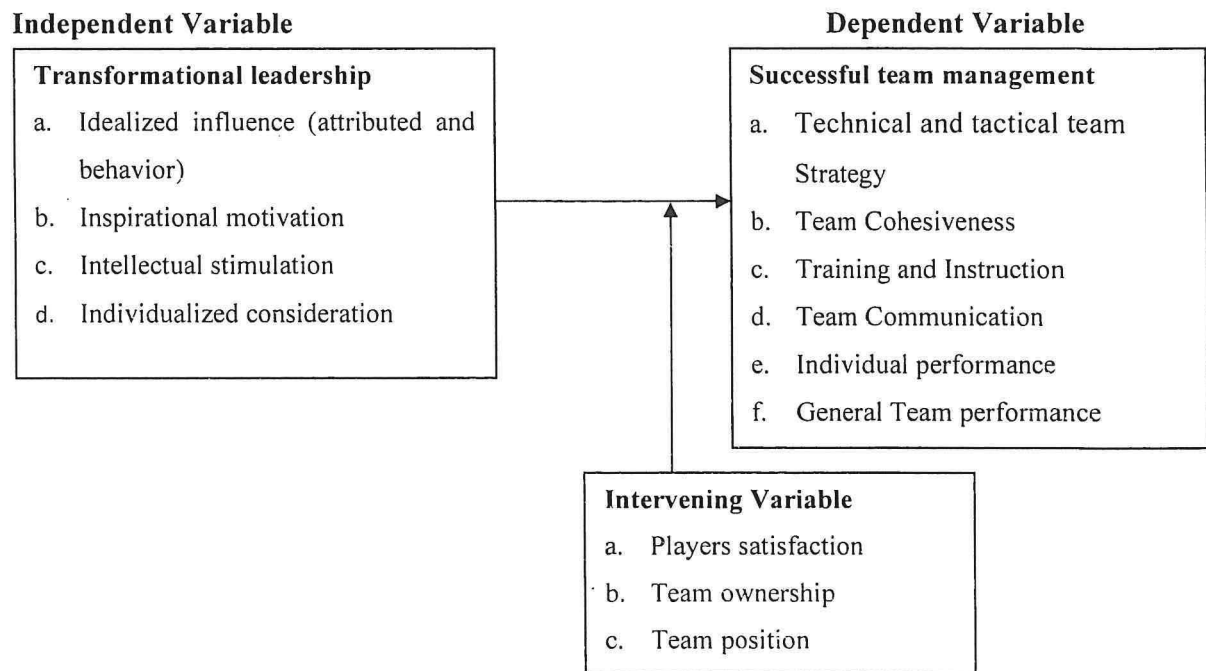
Further, given that volleyball and other sports stand out from all other organized leisure activities as particularly bad when it comes to inappropriate adult behavior, subsequently poor moral and pro-social outcomes for sports teams (Hansen, Larson, & Dworkin, 2003), the coach as an ‘appropriate role model’ is of utmost importance. The inclusion of this component makes for a more comprehensive measure of coach leadership behavior, especially when considering developmental and psychosocial outcomes. Overall, the DTLI has strong theoretical benefits for use in a volleyball team context because it provides a measure of unique components of coaching behavior that are potentially strong indicators of valuable developmental and psychosocial outcomes for volleyball athletes.

There are several important avenues available for this research. Given that the scientific study of positive youth development through sport has made significant gains in previous years and the important role that the coach plays in facilitating this development (Vella et al., 2011), investigating the impact of transformational leadership behaviors on developmental outcomes is recommended. Correlational research was useful in establishing general relationship trends between the two variables. The unique components of the transformational leadership-successful team management provide a solid foundation for this inquiry. For example, how does ‘intellectual stimulation’ transfer out of sport and impact upon team’s ability to solve their life problems? How does ‘individual consideration’ impact upon the perception of successful team management? And, how does having an ‘appropriate role model’ impact upon the volleyballer’s moral decision-making? All of these unique components provide valuable areas for theory-driven avenues of research.

Further, given that positive developmental outcomes form the definition of successful team management (Côté & Gilbert, 2009), establishing the nature of the relationship between coach leadership and coaching effectiveness is an important step to take (Vella et al., 2010). This may be

particularly so for participation youth sports where developmental outcomes such as confidence and character development take on increased significance (Côté et al., 2010).

Figure 1.1: Conceptual Framework showing the influence of transformational leadership on successful team management



Source: Adopted from Saybani, Yusof, Soon, Hassan and Zardoshtia (2013) and modified to fit the current study by the researcher

The above conceptual framework shows that transformation leadership in terms of Idealized influence (attributed and behavior), inspirational motivation, intellectual stimulation and individualized consideration, is important in influencing team management among volleyball clubs. It was conceptualized that once these elements of transformation leadership are at play, there is likely to be changes in team management in the form of strategy, team cohesiveness, ability utilization, training and instruction, communication, individual performance and general team performance.

However, the researcher also conceptualized that the intervening Variables (Players satisfaction, Team ownership and Team position) may have a conditional effect on the relationship. They may either

support the achievement of team management as a result of transformation leadership or otherwise interrupt this relationship to create negative outcomes in team management.

1.9 Assumptions of the Study

The study was based on the assumption that there are four elements of transformational leadership which included: Idealized influence, Inspirational motivation, Intellectual stimulation and Individualized consideration.

All elements of transformational leadership are assumed to be factual.

A homogenous population was assumed

The study assumed that the study population was homogenous, and these were volleyball players, coaches and managers. In this case, validity and reliability were easily measured.

1.10 Operational Definitions

The following terms are used in the study in the context explained below:

Transformational Leadership: Transformational leadership style was used in terms of inspiring followers to commit to a shared vision and goals for an organization or unit. Leaders also challenge subordinates to be innovative problem solvers, and develop followers' leadership capacity via coaching, mentoring, and provision of both challenge and support.

Idealized Influence: It is an attribute of a transformational leader who is admired, respected, and trusted. Followers tend to identify themselves with the leaders and want to emulate their leaders

Individualized Consideration: It refers to the extent to which transformational leaders treat their followers as individuals

Intellectual Stimulation: The leader broadens and elevates the interests of his or her subordinates and stimulates followers to think about old problems in new ways

Inspirational Motivation: How effective leaders are at getting followers to attain higher goals and expectations

Successful team management: This was used in terms of the ability of a volleyball club to possess technical and tactical team strategy, team cohesiveness, quality of training and instruction, team communication, individual and general team performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents and reviews literature related to the effects of transformational leadership style on successful team management and is conceptualized under the objectives of the studies.

2.1 Influence of Idealized Influence on Successful Team Management

Avolio and Bass (2004), argue that leaders with idealized influence behavior are well-admired, respected and trusted by followers who want to be associated with them. Leaders also put others above themselves, shares risks with followers and often act as role models. Idealized influence is also known as charisma by Burns (1978). Moral and ethical conducts are highly regarded by these leaders (Northouse, 2010). Evidence showed the effect of this transformational leadership characteristic among followers by their demonstration of sensible risk taking after being paired with transformational leaders (Northouse, 2010). It was in the interest of the researcher to establish whether leaders of volleyball clubs in Kampala are seen as role models by themselves and their players and how this transcends into successful team management.

On the other hand, the confident personality and self-efficacy of such leaders in turn affect how the followers feel about their own capabilities. Although idealized influence was considered as the most important component of transformational leadership (Bass, 1990), it does not suffice to measure the profundity of transformational leadership. However, Bass did not explore all the four elements/components to identify which one of them has the greatest influence on successful team management among volleyball clubs in Kampala.

Perlmutter, (2012) posits that idealized influence takes place when leaders act in a way that is right, instead of doing what might be easiest or most convenient. Through the use of idealized influence, leaders engender the trust and respect of others and act as role models for their followers. In other words the research intended to investigate whether coaches and managers encourage, recognizes worthy accomplishments, recognizes small achievements and victories, and gives hope along the way, to the players and how this influenced successful team management.

behavior consistent with idealized influence (in the transformational leadership framework), include leaders being personally accountable for their actions and leading by example. Similar to the description of accountability and value congruence in the integrative model of trust, leaders employing behavior consistent with idealized influence will operate based upon values and expectations that are shared by subordinates (Jung and Avolio, 2000).

A leader exhibiting behavior consistent with idealized influence would look beyond personal self-interest and immediate reward to do what is right in the long-term and for all involved.

Leaders that display behavior consistent with idealized influence look beyond their own self-interests when making decisions and act in a way that is best for others (Bass, 1985). Bass and Avolio (2000) further state that through such idealized influence, leaders become role models for their followers and are admired, respected and trusted. Against this notion the researcher investigated whether coaches and managers are good time managers, good listeners, persistent in pursuit of their visions, respects others, consistent with their beliefs, lead by example and follow the team norms and rules.

A fair amount of research has been conducted in support of idealized influence, in regard to medicine. The following example studies emphasize the application of "idealized influence" as a major factor of transformational leadership. A research study conducted by McGuire and Kenner (2006) surveyed nurse managers and staff nurses from 21 not-for-profit hospitals in the Midwest

region of the United States. Results showed that nurse managers rated themselves higher than staff nurses regarding their application of idealized influence and identified the positive outcome and job satisfaction from this transformational leadership factor. For this research the intent was also to establish the extent to which idealized influence contributed to successful team management.

Interviews conducted by Moe, Pappas and Murray (2007) on healthcare staff at the King Hussein Cancer Center (KHCC) concluded that idealized influence, as part of the transformational leadership model, had a significant impact upon the positive attitudes and motivation of staff within KHCC. Idealized influence was highly recommended as a leadership methodology to be applied in globalized healthcare environments. However this does not reflect whether it leads to successful team management and thus formed a basis for investigation.

A research study conducted by Olsen, Eid and Johnsen (2006) of 172 Norwegian naval officer cadets concluded that post-conventional moral reasoning and moral identity were positively correlated with transformational leadership, especially in the application of idealized influence. The research data further indicated that individual differences in moral reasoning and moral identity significantly affect leadership behavior and may have implications for training and selection of leadership potential staff. The researcher in view of this endeavored to establish whether coaches emphasized ethical behavior like fair play, honesty, total group effort, success not at players expense, suspension of players on ethical grounds and its influence on team management.

In an article in *Nursing Economic*, Bally (2007) recommended that the transformational leadership model, including idealized influence, be emphasized in nursing leadership environments.⁶ Bally said that to enable nursing staff to achieve the organization's goals regarding mentoring, all nurses should commit to role-modeling these goals and values in all endeavors so they can share experiences, best practices and encourage mentoring excellence.

In a research study conducted by Chen and Baron (2006) on 175 Taiwan nursing leaders, idealized influence was indicated as instrumental in ensuring nursing followers and their leaders were moderately satisfied with their jobs, and attributed the practice of idealized influence as having a positive effect on organizational leadership style. Transformational leadership with emphasis on "idealized influence" is a model of leadership that, when applied, will lead to successful healthcare teams and organizations in local as well as globalized operational environments. This in turn will lead to high-quality and responsive healthcare being provided, which benefits patient and organization, as well as other supportive and protective organizations and the community.

Many authors in the area of idealized influence ignored various explanations for the relationship it has on successful team management. For instance, readers do not understand the selection of the right team members, the creation of a solution-focused culture and athlete peer leadership in the podium performance sport context. While every participant in this research project described the village of experts it took to win a medal at the height of amateur sport, they did not detail how team members are selected for this network. Future research should focus on the creation of the team and move toward measuring each team member's specific contributions to the process and culture of the teams. In addition, it would be interesting to study the collaboration between members and develop our understanding of their role in creating knowledge and improving practice.

Questions ignored by researchers and authors here include: What do team members do and how do the coaches know they were the right individuals for their specific role? What specific behavior and events create and maintain the culture and environment each individual athlete as part of their success? How are relationships developed and maintained between players and coaches?

2.2 Influence of Inspirational Motivation on Successful Management of Volleyball Teams

This is the second facet of transformational leadership behavior. Inspirational motivations, whereby leaders encourage others to go beyond what they originally thought was possible, and challenge them to pursue high but realistic standards (Perlmutter, 2012). Through the demonstration of inspirational motivation, leaders motivate their followers by providing a compelling vision for the future that is communicated through stories and symbols. It is as such that the researcher tried to establish among others, winning, developing skills, enjoyment, get a scholarship, fame, and being in a position of influence if, were the reasons that motivated the players to play volleyball.

The relationship between transformational leadership behavior and moral elevation of subordinates has yet to be explored. However, Perlmutter, (2012) hypothesized that some of the dimensions of transformational leadership may lead to a state of moral elevation in followers. The leadership behavior of idealized influence and inspirational motivation both focus on behavior that encourage leaders to act as role models (Perlmutter, 2012). Observers may experience moral elevation if these role models exhibit behavior of moral excellence. This was also in line with exploring whether coaches were seen as role models by the players and if this elevated the players' behavior in terms of excellence and thus successful team management.

In studies by Silvers and Haidt (2008) and Schnall, Roper, and Fessler (2010), participants viewed a video clip from The Oprah Winfrey Show in which music teachers who acted as role models and mentors for students were showcased and thanked by their students. In both studies, participants in the intervention condition scored significantly higher in measures of moral elevation compared to control participants. These findings provide support for the ability of exceptional leaders to stimulate moral elevation in followers.

Key characteristics of inspirational motivation include articulating a compelling vision, expressing confidence in achieving goals, talking optimistically and enthusiastically about the future along with the needs to be accomplished (Avolio and Bass, 2004). The use of inspirational motivation through team's identification with the organization's vision and mission increase team members' initiatives to perform beyond expectations. Heightened levels of motivation is linked towards higher levels of performance which likely to enhance organizational innovation. Leaders challenge followers in meaningful ways and demonstrate commitment in attaining goals and shared visions. It should be noted that the researcher investigated whether the volleyball clubs had a shared vision that they followed, if they had missions, and as such ensuring that they were focused and had proper direction that influenced desired successful team management.

In addition, leaders that employ behavior reflective of inspirational motivation encourage others to go beyond what they and their peers originally thought was possible, and challenge them to pursue high but realistic standards (Bass, 1985 cited in Dvir et al., 2002). Through inspirational motivation, leaders motivate their followers by providing a vision for the future that is communicated through stories, symbols, and recounts of personal experiences. This aspect of inspirational motivation was also sought by inquiring how players were selected to feature on the teams, using hard work, discipline, talent, SWOT, fitness test, experience, analysis of previous performance. This in its self shows fairness, merit, established norms and values thus motivating players to perform their best which transcends into successful team management.

Morton, Keith, and Beauchamp (2010) when reviewing transformation leadership in teaching and physical activity also found that inspirational motivation promotes organizational learning which subsequently encourages administrative innovation.

It should be noted that inspirational motivation is the dimension of transformational behavior witnessed when a leader articulates a compelling vision for achievement and expresses confidence

in the individual or group's abilities to achieve this shared vision (Bass & Riggio, 2006). Enthusiastic, optimistic, and encouraging behavior mark this leadership subscale (Bass & Avolio, 2004). The above studies do not indicate specific scores of coaches and players in the inspirational motivation aspect. This is a clear articulation of the need for studying the compelling vision and confidence in the athletes' abilities to achieve their goals. Athletes and coaches agreed that the coaches' leadership behavior was clearly transformational as measured by inspirational motivation subscale in volleyball club context.

Therefore, deeper study of the head coach's role in selecting and managing the volleyball teams as well as their role in creating and nurturing a culture of learning in this performance-driven setting is required. The current research created valuable applied knowledge for coaches embarking on a sports perspective. In addition, future research that mines the depths of the blueprint for success; the detailed plan that structured the preparation can produce pragmatic findings that coaches can blend with their sport-specific knowledge and experience.

Finally, the above studies have failed to highlight how analytic tenacity is developed in coaches would yield practical insight which coach educators could use to develop this cornerstone of leadership in performance-driven coaching. Questions ignored include "What type of training and experiences allowed coaches in this study to discern the important questions and effective solutions in this sport context?" Research that unearths the details of preparation that athletes in this study not only perceived as better than their rivals but ultimately took solace from would develop great insight for future successful team management.

2.3 Influence of Intellectual Stimulation in Successful Management of Volleyball Teams

Leaders who utilize intellectual stimulation encourage members to think for themselves, look beyond previously held beliefs, and create new and innovative solutions to problems or challenges (Avolio & Bass, 2004). Leaders that use intellectual stimulation encourage others to develop their

own strategies to address issues that may arise. Intellectual stimulation was also described as a behavior which causes emotions arousal among strong followers (Yukl, 2006). It encourages followers to be innovative and creative in solving problems, challenging status quo, as well as promoting and sharing of new ideas (Avolio & Bass, 2004). This research tasked it's self with establishing whether coaches communicate effectively, expresses a simple goal and manifest it in each player, allows players to try out new things and question whatever players are asked to do.

According to Morales, Reche and Torres (2008) intellectual stimulation refers to the behavior of a leader who promotes the intelligence of the employees, knowledge and learning to cultivate innovation in problem-solving and solutions. Baruch and Lessem (1995 in Yukl, 2006) described the innovator managers as originator and creator of new things who possess an inner compulsion that is projected unto others by powerful and visually expressive imagination. Intellectual stimulation involves leaders stimulating their followers' effort to be innovative and creative by questioning assumptions, reframing problems and approaching old situations in new ways (Bass & Avolio, 2000).

Although Jung et al. (2003) believes the bright prospective for transformational leaders to influence the organization creativity positively, there is presently little empirical studies that research on the existence and nature of this relationship (Mumford et al, 2002). This also makes sense of conducting this survey to establish whether intellectual stimulation influences creativity of players to perform well and thus successful team management.

Recent studies reported this leadership style having a positive effect on performance of employees groups, and organization (Kahai, Sosik & Avolio, 2013). Philosophically one would ask whether this eventually relates to successful team management and hence the study.

As cited by Dionne et al. (2003), sports team factors such as cohesion and conflict management can be influenced by transformational leadership. Transformational leaders also constantly gather additional information and generate new solutions as necessary. On the other hand, oriented intellectual stimulation aims to integrate a great deal of information and generate many solutions for implementation. Both types of stimulation are particularly important for teams with knowledge-intensive work, in which team members generally face problems that require incremental modification based on the current routines and procedures (single-loop learning) and/or radical invention to generate a whole new set of ideas and techniques (double-loop learning) to find novel solutions. These creativity-related processes are particularly important for teams engaging in knowledge-intensive tasks, which entail combining diverse knowledge stocks into new ideas and useful products (Kearney & Gebert, 2009).

Further, when tasks involve intense knowledge, team members need to gain, share, and apply knowledge in order to accomplish the tasks successfully. Transformational leaders may support their team as both valuable knowledge sources and bridges for team members to reach out for external knowledge (Bass et al., 2003).

Extensive research using a variety of observational and experimental designs has sought to evaluate the effectiveness and usefulness of transformational leadership in a variety of settings. Transformational leadership in organizations has been linked to a host of adaptive outcomes including higher levels of self-efficacy (Kark, Shamir, & Chen, 2003), enhanced satisfaction and higher task performance (Sosik, Avolio, & Kahai, 2007) among employees. These adaptive outcomes have also consistently been found to play an important role in military (Dvir, Eden, Avolio, & Shamir, 2002), sport (Callow, Smith, Hardy, Arthur, & Hardy, 2009), and education (Morton et al, 2010) settings.

Further, leader behavior can form a supportive work environment for individual creativity (Amabile, Schatzel, Moneta, & Kramer, 2004). A transformational leader may encourage followers to challenge the status quo and old ways of doing work. Followers are likely to be motivated to reformulate issues and problems, and generate ideas and solutions to satisfy their intellectual curiosity. This learning-oriented goal can foster knowledge creation and upgrade (Sosik, Godshalk, & Yammarino, 2004).

Shin and Zhou (2003), in a study of Research and Development of employees, found that TFL is positively related to follower creativity, with intrinsic motivation as a partial mediator. Moving up to organization-level innovation, Jung and colleagues (2003) found that TFL was positively related to both empowerment and an innovation-supporting climate. They also found a positive relationship between CEO TFL and organizational innovation in a sample of 32 Taiwanese companies in the electronics/telecommunications industry. By establishing whether for example the coaches' vision and purposes were based on player strengths and interests, and team building would be an indication of a leadership style that empowers its volleyball players and hence successful team management.

As cited by Michalisin et al., (2007), internal attributions could be enhanced by intellectual stimulation which in turn influences team members to perceive themselves as being responsible for performance outcomes. This is indeed true if players are part of game strategy development for example because they will own the strategy or plan and will fight to see it succeed hence successful team management.

In Wang, Ying, Jiang and Klein (2006) in their organizational study of group cohesion in organizational innovation during implementation phase of the enterprise resource planning systems, they found positive relationship between group cohesion and meeting management goals.

From the above studies, the researcher notes that indeed authors perceive intellectual stimulation as cognitive and emotional training in the original research model (Din & Paskevich, 2008), more than problem solving and making decisions independently. However, more to this, study findings show that respondents' stories depicted the development of thought and emotional control. The most important contributor to this cognitive and emotional skill was not clearly defined by authors in previous studies; particularly in reference to coach leadership behavior. In my view, it was described as the culmination of extreme and insightful preparation. More so, in stimulating players intellectually, athletes can earn calm thoughts and confident feelings through the long and detailed preparation process they undertook with their coaches and team mates. This finding is reflected in the solution-focused ring of the proposed new framework.

2.4 Influence of Individualized Consideration on Successful Management of Volleyball Teams

Individualized consideration includes mentoring, support, encouragement and coaching of followers (Lagomarsino and Cardona, 2003). Transformational leaders link individuals' current needs to the organisation and new learning opportunities are created (Mester, et al., 2003). This research endeavored to inquire how players were orientated about the game of volleyball, which is not only a motivating aspect but also offers support to new players to fit in the team; as well as building confidence, consequently developing successful team management.

Of particular note are the general advantages derived from the 'individual consideration' and 'fostering acceptance of group goals and teamwork' subscales. Given that coaching is constituted by the relationship between coach and athlete (Vella et al., 2010), which itself is set among the context of the multiple interpersonal relationships between all athletes and coaches involved in team sports, these subscales provide valuable information on the social component of coaching. The importance of these components are demonstrated by research which concludes that the

athlete experience of great coaching is more about the relationships and environment that the coach creates than a limited range of prescribed behaviors (Becker, 2009).

This is furthered by demonstrable links between coach leadership behaviors, team cohesion, and psychological outcomes for athletes (Loughead, Patterson, & Carron, 2008), and coach leadership, the coach-athlete relationship and team cohesion (Jowett & Chaundry, 2004). Thus, measures of coach leadership will necessarily lose some element of meaning if they do not take into account both the individual and wider team dynamics aspect of coaching, making this a strength of the transformational leadership model in sports coaching.

Yukl (2002) found only a weak effect of this dimension on follower's motivation and no relationship to team innovation. Conger (1999) found that this dimension of transformational leadership builds followers' self-confidence and personal development which will subsequently lead to empowerment of followers.

As a result, Burke et al. (2007) suggest, "it should come as no surprise that the behavior that fall within this style of leadership [transformational leadership] may be viewed by followers as indicators of leader's benevolence" (p. 616). The researcher investigated whether performing all basic skills with great perfection, translating the skills into the highest level of execution/play, being team players, becoming national team players, national or international referees, high level coaches and able to acquire scholarships using volleyball will unleash the full potential of players.

Holtz (2008) highlighted the influence of sound relationships within organisations and the influence of individualized consideration as leader behavior. This nurturing type of leadership is identified by Starr (2003) as the preferred way of improving employee performance as employees learn more and perform better. The type of transformational leadership and leadership behavior

displayed by those in positions of responsibility are seen as crucial to organizational success (Jones, 2002).

The above authors did not highlight some of the following issues in individualized consideration which may have an influence on successful team management. The average discrepancy again showed a small difference between athlete and coach evaluations of coach teaching and mentoring initiated by the coach in this context. Authors such as Jowett and Poczwardowski (2007) reported that team coaches engaged in individual consideration slightly less often than they believe that they do. This means that coaches are not conscious of their leadership style and can thus not enhance it to influence successful team management.

Cultivating self-interest in athletes was noted in the transformational leadership dimension of individualized consideration in the original research model (Din & Paskevich, 2008). Coaches and athletes in this study did not describe this behavior; however, the other aspect of individual consideration (individually supportive behavior) was emphatically supported by the findings and noted previously in the description of the coach-athlete relationship. Notably absent from the original framework and in need of inclusion in the updated model of leadership in successful team management sport is the aspect of individual consideration simply called teaching. The coaches in this study saw themselves and were universally seen by their athletes as teachers. All the overlapping circles in the studies reviewed above gesture to this finding. Effective coaches are sometimes demanding, sometimes relational, and always solution-focused.

Thus the authors seem to note that transactional leadership behavior noted in the integrated research model of successful team management (Din & Paskevich, 2008) included demanding and directive leadership, training behavior and technical training. Findings from this study suggest these behavior were an integral part of the player development into performers. Demanding behavior included setting and communicating incrementally increasing standards of execution and

the decisive management of the network of people who were partners in successful team management. Coaches were found to be decisive conductors in this study. The demanding leadership circle in the updated model represents the study findings.

2.5 Related Studies

According to Dionne et al., (2003), the four behavioral components of transformational leadership may be mapped to critical teamwork process factors. For example, components of transformational leadership have been mapped to promote team management through cohesiveness, communication, task commitment and group pride.

In a sport setting, researchers showed transformational leadership style of coaches can predict and increase commitment and satisfaction of their followers. The results suggest transformational and transactional leadership behaviors of sport leaders such as athletic manager, athletic directors, and coaches can impact on followers' commitment (Andrew, et al., 2010; Price, 2010, Taweasuk, Yusof, 2011). They concluded transformational leadership can increase team management, player commitment and satisfaction.

However, other studies argued that transformational leadership style (Javdani, 2002) have little impact on team management outcome such as commitment, satisfaction or performance. One possible explanation for these conflicting outcome and limited support in sport settings may be due to the uniqueness of the sport settings which are different from business organizations (Taweasuk, Yusof, 2011).

In Iran, very few studies have been done on the transformational leadership behaviors of coaches, and some researchers identified a decrease of motivation, commitment and team satisfaction in universities, colleges and schools in Iran (Hallaji, 2009). Hashemi (2010) claimed that main reasons for poor results of Iranian national teenagers' football teams were: coach's leadership role on commitment, satisfaction and motivation.

Promising results have shown that a coach's transformational leadership behavior increases intrinsic motivation which in turn leads to increased sporting performance. Rowold (2006) confirmed and extended these results by demonstrating that transformational leadership style is also directly linked to an athlete's effort at training and frequency of training, as well as satisfaction with the coach and perception of the coach's effectiveness. Further, Arthur and colleagues demonstrated that transformational leadership behaviors are linked to athlete motivation and effort. In the case of motivation, these behaviors are moderated by athlete narcissism (Arthur, Woodman, Ong, Hardy, & Ntoumanis, 2011).

Using a qualitative methodology, Vallee and Bloom (2005) also found that a coach's transformational leadership style is the core element in the holistic development of athletes and the building of successful University sporting programs.

Other major contributors to this line of research have been Callow, Smith, Hardy, Arthur and Hardy (2009) who have shown that coach transformational leadership behaviors are linked to the positive athlete outcomes of social and task cohesion, as well as performance. Further, their contribution of an instrument to measure coach transformational leadership that is specific to the sporting context is a substantial one. Using adult ultimate Frisbee players, an adapted version of the Differentiated Transformational Leadership Inventory (DTLI) was shown to be a valid and reliable instrument that could be used to measure coach transformational leadership behaviors over seven key areas; individual consideration, inspirational motivation, intellectual stimulation, fostering acceptance of group goals and teamwork, high performance expectations, appropriate role model, and contingent reward. The inclusion of seven key areas of coach behavior provides an important point of difference between the DTLI and the existing measures used to assess successful team management.

Another study, by Tovell and Gravelle (2009) about: The influence of Transformational Leadership in the Quest for Group Cohesion, systematically analyzed and described the behavior (coach athlete interactions) of university level football coaches, and compared these findings to other studies and analyzed these results in light of transformational leadership. Analysis of the data revealed that during the entire practice, instruction was the highest occurring behavior. Praise and hustle were also two of the highest occurring behaviors. There was a strong correlation between this study and other studies using the ASUOI and the Coaching Behavior Recording Form (CBRF) in regards to instruction being the highest occurring behavior category. It was concluded that a systematic effort was made by members of the coaching staff to adhere to transformational leadership strategies. The study did not address the relationship this group cohesion had with performance and successful team management.

A study by Yacob (2011), in his dissertation about Interpersonal Relationships among Ethiopia Commercial Bank's Female Athletics Team in Addis Ababa Ethiopia showed that there is some what a positive interpersonal relationship among each athlete on the team, coach and female athletes, coaches – management of the team. The study focused on female athletes but did not show effect of the positive interpersonal relationship on performance and successful team management of sports thus not relevant to the sports industry as a whole.

2.6 Summary of Literature Review

From this review of related literature, it is evident that although some scholars believe that leadership enhances organizational performance while others contradict this, different concepts of leadership have been employed in different studies, making direct comparisons virtually impossible. Gaps and unanswered questions remain.

The literature shows minimal significant differences in authors' views based on different sports activities for instance, handball, basketball, swimming and soccer. These do not provide evidence

of systematic differences between athletes as they progress through stages of development. This interpretation is strengthened by a lack of significant differences between athletes in different sports over any item or subscale, indicating that the behaviors measured by the relationships between variables are applied equally to eleven year old athletes through to eighteen year old athletes. This result was not unexpected as effective coaching behaviors have been shown to be non-age-specific (Smoll & Smith, 2010). These results also suggest that coaches apply transformational leadership behavior equally across gender. It is beyond the scope of this study to suggest that the consistent application of coaching behavior across genders is desirable. Research that correlates transformational leadership behaviors with positive athlete outcomes such as self-esteem and satisfaction with the sporting experience are needed before such inferences can be made.

In other sports settings however, it is observed that researchers have advocated the use of the CBS-S (Côté et al., 1999) within high performance contexts as it incorporates elements that are important to high performance coaching (Mallett & Côté, 2006). Athletes provide data on their perceptions of coaching behavior over seven key areas; physical training and planning, goal setting, mental preparation, technical skills, personal rapport, negative personal rapport, and competition strategies. Unlike the measures reported above, the CBS-S is not derived from a prescriptive theory of coaching, but rather, is derived from the descriptive Coaching Model which explains what it is that expert coaches do. The authors argue this to be one key advantage of the CBS-S (Mallett & Côté, 2006), however, its development in high performance contexts is problematic for youth sports coaches due to qualitative differences between high performance coaching and participation youth sport contexts (Côté & Gilbert, 2009).

The inconsistent findings in sport settings warrant further investigations of the transformational leadership behavior and subordinates' commitment and satisfaction relationship. Specially, there

is a need to identify whether differences in previous findings might be due to differences in different settings which has never been considered in previous study on transformational leadership in sports. In addition, the need for further investigations of the transformational leadership coaching model certainly arises, if one wants to study the issue of the relationship between transformational leadership of coaches with important athlete outcomes such as sport commitment and athletes' satisfaction.

Lastly, researchers have advocated the use of an observer-rated measure of coaching behavior. The CBAS (Smith et al., 1977) has been used to rate coaching behaviors over 12 core areas including reinforcement and punishment, encouragement and technical instruction, poor or harsh technical instruction, and communication. This method has the benefits of objectivity in measurement of coaching behaviors. However, athlete perceptions and evaluative reactions of coach behaviors are critical in establishing their effectiveness. Consequently, the CBAS can be criticized as unable to incorporate constructs that are fundamental to coaching practice such as the quality of the coach-athlete relationship (Vella, Oades, & Crowe, 2010).

From the above studies it can be seen that the influence of transformational leadership on teams has attracted empirical scrutiny. Evidence suggests that transformational leadership affects team management indirectly via several mediating mechanisms like self-efficacy beliefs affective player commitment, trust in the coach, empowerment, and intrinsic motivation in sports setting (Wang et al., 2005). The current study contributed to the leadership theory by investigating the conceptual and empirical links between transformational leadership and successful team management. Another mediator-intrinsic motivation shows that how transformational leadership influences on the members' team creativity in a special context. Similarly, the findings in the current study are consistent with the notions that: transformational leadership behaviors are social currency, nourishing high-quality team management.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used in the study. It provides information on research design, study area, study population and sample, sampling techniques, data collection instruments, data quality control, ethical considerations, data analysis, and limitations of the study.

3.2 Study Design

This study utilized a correlation design. This type of research involves identifying the characteristics of an observed phenomenon or exploring possible correlations between two or more phenomena (Leedy & Ormrod, 2001). Thus the purpose of using correlation research was to identify predictive relationships by using correlations or more sophisticated statistical techniques. The results of correlation research helped the researcher draw implications for decision making, as reflected in the appropriate use of actuarial prediction.

3.3 Target Population

The study population consisted of 10 team leaders (managers) and 100 players from selected volleyball clubs in Kampala who had stayed for more than one year in that club. These categories of the study population were chosen because measuring performance in respect to the application of leadership style required perspectives, views and opinion of both the leaders and followers in regard to their target goals and objectives. They were therefore considered appropriate for providing a focal point for the study.

3.4 Sample Size

The sample size for the study was determined using the Kish (1965) formula. The formula takes into account the amount of error that can be tolerated by the study; the aim is to maintain

$$n_0 = \frac{Z^2 pq}{e^2}$$

sufficient scientific rigour, reduce sampling errors and increase the possibility of drawing generalizations from the findings as stated below:

Where; n = sample size number

Z = statistical certainty with 1.96 at 95% confidence level

p = prevalence of appropriate influence of leadership on team performance 60% (p = 0.6).

q = difference between 1 and p that is 1-0.6 = 0.4 (q = 0.4)

e = the desired level of precision 15% (e = 0.15)

Thus substituting for the formula;

$$n = \frac{(1.96)^2 (0.6 \times 0.4)}{0.15^2}$$

$$= \frac{0.921984}{0.0225}$$

$$= 40.98$$

n = 41. Adjusting for design effect by a factor 2 = 41 x 2 = **82 (Sample size)**

Assuming a non response of 5 percent, leads to the adjusted sample size to 86 respondents. That is (0.05 x 82) + (82). Therefore 86 volleyball players from 10 clubs were interviewed taking at least 8 from each club selected. On the other hand, for qualitative data, convenience sample technique was used to select 20 leaders (1 manager and 1 coach) from each team respectively.

3.5 Sampling Techniques

The research adopted Probability Sampling Method. This is precisely a Simple Random Sampling method; “a sample selected so that each item or person in the population has the same chance of being included” (Lind et al, 2001). Lind (2001) gave the following reasons in defence of this method as the most convenient for studies like the current one. First is the physical impossibility or impracticability of checking all items in a population. Secondly, the cost of studying all the

items in a population is often prohibitive and thirdly the adequacy of sample results; the research results, if care is taken to meticulously select the sample, would not be different from conducting a census of the entire population. Finally, the researcher was aware that to contact the whole population would be time consuming.

A cluster sampling is a sample obtained by selecting a pre-existing or natural group, called a cluster for the sample. Stratified Sampling was used in the collection of the data from the Kampala volleyball teams for this study. The selected volleyball teams were divided into 10 consisting of ten players each. Within each team a random selection was done to select those who were given questionnaires.

The choice of this method was informed by the uniform nature of the study population. This method also gave each player in selected volleyball teams equal chance of being selected, thus making the final result truly representative of the entire population.

The technique was justifiable here because the researcher is convinced that it was impossible to compile an exhaustive sampling frame for team leaders and coaches for the 10 volleyball clubs within the shortage study timeframe. Further the technique collected data at the spur of the moment without rigidity of procedure and takes advantage of those who happen to be there at the moment of unexpected events.

3.6 Data Collection Instruments

The study used questionnaires and interview guide as the main tools for collecting data. The selection of these tools was guided by the nature of data that was collected, the time available for the study as well as the objectives of the study. The researcher was mainly concerned with obtaining views, opinions, perceptions and attitudes of the respondents. Such information could

best be collected through the use of questionnaire and key informant interview techniques (Touliatos & Compton, 1988).

3.6.1 Questionnaire

The researcher utilized semi-structured questionnaires which enabled balancing between the quality and quantity of data collected. This is useful for a fuller explanation of the socio-demographic influence of transformational leadership on team management of volleyball teams and given the time constraints, questionnaires was the ideal tool for collecting data.

The reason for using a questionnaire was because, it led to large-scale surveys and the completed forms were easily analyzed with the help of a computer (Yin (2003). Self-administered questionnaires were distributed to selected respondents. It was similarly returned by the respondents through team Captains and the researcher picked them from them.

3.6.2 Interview Guide

An Interview guide was used to collect information that could not be directly observed and difficult to be put down in writing by the respondents, captured the meanings beyond the words, allowed the researcher to obtain historical information and to gain control over the line of questioning. Interview guide was administered to coaches, team managers/captains. An interview guide was used because they play an important role in gathering qualitative information and they enabled the researcher to record opinions, feelings and emotions of participants regarding the studied phenomena (Yin 2003). Thus, data obtained from this source comprised narratives from key informants about their knowledge, opinions, emotions and experiences. Questions were designed according to study objectives. Interviews were conducted using a face-to-face approach.

The interview provided the opportunity for the interviewer to observe how the Interviewee felt, that is, it afforded more accurate and honest responses. It also provided the interviewer to seek for

clarification of answers that were not comprehensive enough. Again, it allowed for gathering of in-depth data not possible with questionnaire. It was flexible and allows for probing for additional information. Lastly, longer interviews were sometimes tolerated by coaches to provide in-depth qualitative information.

3.7 Data Quality Control

Data quality control entails ensuring acceptable level of reliability and validity of the research instruments. To control data quality, the researcher endeavoured to attain validity and reliability coefficients of at least 0.7 (Amin, 2005)

3.7.1 Validity

To ensure content validity, data collection instruments were constructed in such a way that they have an adequate number of items and that each item or question on the scale has a link with the objectives of the study and was covering a full range of issues being measured. The instruments were discussed with colleagues and supervisor and later pre-tested using a reasonable sample.

The validity of the questionnaire was determined by ensuring that questions or items in it conform to the study's objectives, Conceptual Framework (Fig 1.0) and related literature (The researcher also used expert judgment which was done by contacting supervisors and lecturers to ensure the relevance, wording and clarity of the questions or items in the instrument. The content validity index (CVI) was used to calculate the validity of the questionnaire. Forty one (41) items out of forty two (42) were judged by both judges to be relevant. Hence $41/42 = 0.97$ rendering validity as high above the actual threshold (Amin, 2005).

During interviews the researcher used simple language and clear instructions appropriate to the respondents in the interviews. Questions were re-phrased to ensure consistency in responses of the

participants. Respondents who participated in the study were informed and knowledgeable and provided reliable answers.

3.6.2 Reliability

Reliability of the instruments was established after a pre-test in order to establish the fitness of the instruments in the study. For the reliability, experts in the field were consulted about the content of instruments, ambiguity of question items and their relevancy. The reliability of the questionnaire was tested using a computer program SPSS to obtain Cronbach's alpha ("the reliability coefficient"). The Cronbach alphas were 0.850 for Idealized influence, 0.909 for Inspirational motivation, 0.758 for Intellectual stimulation and 0.850 for individualized consideration. This gave an average of 0.84175 as the Cronbach Alpha for all the variables. It should be noted that alpha measures the extent to which item responses obtained at the same time correlate highly with each other (DeVellis, 2003) (see Appendix D).

The reliability and validity of the instrument was established by Cronbach's co-efficient alpha variable. Variables with Cronbach co-efficient alpha test value for less than 0.5 will not be used.

Construct	Anchor	Cronbach Alpha Value
Idealized influence	9	.850
Inspirational motivation	10	.909
Intellectual stimulation	8	.758
Individualized consideration	6	.850

3.8 Data Analysis

Data analysis is the process of bringing order, structure and meaning to the mass of information gathered. The instruments that were used to collect information that yielded both qualitative and quantitative data (Mugenda and Mugenda, 2003).

3.8.1 Quantitative Data

The raw data was cleaned, sorted and condensed into systematically comparable data. Data analysis was done using the Statistical Package for Social Scientists (SPSS), which helped to summarize the coded data and this facilitated quick interpretation of the results. Descriptive statistics included: frequency tables for sample size, percentages, means, standard deviation, maximum and minimum values, averages and measures of variation of the data about the average.

For the case of inferential statistics, the study adopted correlation analysis, where Correlations are used to establish relationships between two or more variables or sets of variables. In this study bivariate correlations were used to establish significance, direction, and magnitude of the relationship in the variables. Values of the correlation coefficient are always between -1 and +1. Linear regression analysis was used since it measures linear relationship between a dependent variable and one or more independent variables, it should be noted that regression analysis does more than just describe the strength of a relationship between two variables.

3.8.2 Qualitative Data

To carry out qualitative data analysis, it was necessary to capture, record, interpret and convey information. Marshall and Rossman (1999) proposed six general phases of data analysis referring to data reduction and interpretation. In line with data reduction, the steps of analysis included organising data, generating categories and themes and coding data. On other hand, interpretation was undertaken through the following steps of analysis: searching for alternative explanations, and writing the report.

3.9 Ethical Considerations

The major ethical problems in this study are privacy and confidentiality of the respondents, anonymity of respondents and researcher responsibility. Obtaining a valid sample entailed gaining

access to specific lists and personal issues that could infringe on the privacy and confidentiality of respondents. However, they were given freedom to ignore items they did not wish to respond to.

Interviewing some important persons from the clubs also entailed gaining access to respondents' personal identity which called maximum anonymity of the respondents. However, all the participants in the study were given the right to remain anonymous, that their individual identities not be a salient feature in the study.

In respect to the researcher's responsibility, the researcher was sensitive to human dignity. Before the interview took place, the researcher had the responsibility to explain to the respondents the objectives and purpose of the study.

The researcher remained impartial throughout the exercise with utmost respect for views and culture in order to establish rapport with respondents.

3.10 Limitations of the Study

The study had some limitations that were taken into account when considering its contributions.

The most obvious limitation to the researcher was related to the ability to draw descriptive or inferential conclusions from sample data about a larger group. In this study, the extensive and complex phenomenon i.e. the impact of transformational leadership style on successful team management was studied from a narrow empirical perspective.

Another limitation of this study was the perspective that was adopted. Instead of trying to understand the influence of transformational leadership style on performance of followers in general, this study first and foremost was limited to the team leaders and players of selected clubs' perspective. Although the study also took into account other views along the theoretical analysis, the main perspective from which conclusions were drawn is that of the coaches, team managers and players.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter outlines the major findings emerging from the study conducted. It contains the presentation of primary data obtained by the researcher through the administration of a questionnaire. In the first part of this section, personal data as contained in Section A of the questionnaire are presented. The findings are presented using tables or figures, analysed and later interpretation are drawn. Therefore sections 4.2, 4.3, 4.4 and 4.5 discuss the findings and analysis of the primary data collected from the survey questionnaires.

4.1 Demographic characteristics of Volleyball Players

In this section, the demographic characteristics of volleyball players are presented and analysed. Table 4.1 below shows: the age, duration in volleyball team, whether players had even played at different levels (Africa zone 5 and African games. Further in table 4.2, the coaches' demographics are presented and analysed.

Table 4.1: Demographic characteristics of Volley ball players

Variables	Characteristics	Frequency (N=86)	Percentages
Age	10-20	8	9.3
	21-30	68	79.1
	31-40	10	11.6
Total		86	100
Duration in playing high level volleyball	Less than 5 years	42	48.8
	5-10 years	40	46.5
	11 years and above	4	4.7
Total		86	100
Ever played for African Zone 5	Yes	7	8.2
	No	79	91.8
Total		86	100
Ever qualified for all African Games	Yes	9	10.5
	No	77	89.5
Total		86	100
Have you ever played for national team	Yes	15	17.4
	No	71	82.6
Total		86	100

The demographic characteristics of respondents information is provided in table 4.1 above on Age. It showed that majority of the respondents numbering volleyball representing 79.1% were between age brackets (21-30) while 10 volleyball players representing 11.6% were between age brackets (31-40). Eight volleyball players representing 9.3% were between the ages (10-20). The breakdown suggests that there are more volleyball players between the age brackets (21-30).

Forty two of the respondents, representing 48.8%, have been involved in high level volleyball for less than 5 years, 40 respondents; representing 46.5% had 5-10 years involvement in high level volleyball, while the least number of volleyball players were representing 4.7% who spent 11 years and above.

Majority volleyball players (91.8%) had not qualified for African zone 5, while the 8 representing 8.2% had qualified for African Zone 5. In addition majority from the volleyball players had not qualified for African Games representing 89.5% and only 10.5% had qualified for African Games. Finally 71 representing 82.6% respondents had not played for the national team while 16 volleyball players representing 17.4% had played for national team.

Table 4.2: Showing demographics of coaches

Variables	Characteristics	Frequency (N=10)	Percentages
Age	21-30	3	30
	31-40	6	60
	41and Above	1	10
Total		10	100
In which team were you selected as a national team coach	Seniors	3	30
	Youth	2	20
	None	5	50
Total		10	100
Ever trained as a coach	Yes	10	100
	No	0	0
Total		10	100
Level of qualification	Level 1	1	10
	Level 2	3	30
	SAP Coach	6	60
Total		10	100
Ever presented a team for African Zone 5?	Yes	2	20
	No	8	80
Total		10	100
Ever qualified for all African Games	No	10	100
Total		10	100

The demographic characteristics of the 10 coaches information is provided in table 4.2 above on their age. It shows that most coaches were in the age bracket (31-40) accounting to 60% of the responses, while 3 coaches (30%) were between age bracket (21-30). Finally only one coach was above 41 years of age (10%). The breakdown suggests that there are more coaches and managers between the age brackets (31-40).

Table 4.2 above also shows that majority of coaches were not selected as seniors or youth at the national team representing 50%. On the other hand, three coaches representing (30%) were selected at the youth level with the least selected as seniors representing 20%.

All coaches (100%) had trained in addition respondents were tasked to name their levels of qualifications using the 3 levels namely Level 1, Level 2 and SAP Coach. From the three levels majority coaches had qualified as SAP coaches with six coaches representing 60%, level 2 had 3 representing 30%, and the least with Level 1 had just 10%.

Majority of the coaches had not presented a team for African Zone 5 with eight coaches representing 80% while only two coaches representing had 20% had presented teams at African Zone 5 championship. Lastly all coaches had not presented a team at the All African games.

Table 4.3: Showing demographics of managers

Variables	Characteristics	Frequency (N=10)	Percentages
Age	21-30	4	40
	31-40	4	40
	41 and Above	2	20
Total		10	100
In which team were you selected as national team coach	Youth	6	60
	None	2	40
Total		08	100
Ever presented a team for African Zone 5?	No	10	100
Ever qualified for all African volleyball Games	Yes	2	20
	No	8	80
Total		10	100

Table 4.3 shows that the age for managers was evenly distributed in the age bracket (31-40) and (21-30) was 40% and finally the only one manager in the age bracket of 41 and above representing 20%. Majority were selected as youth at the national team (60%), and the least were not selected at all representing 40%. All managers had not presented any volleyball team for African Zone 5. Lastly majority managers had not presented a team at the All African volleyball games accounting to 80%, while only 1 manager representing 20% had presented a team at the All African games.

4.2 Influence of Idealized Influence on Successful Management of Kampala Volleyball Teams

The study sought to explore the development of volleyball players' moral values and shared orientation and the following are the findings in the graph below. This is because transformational leadership works on the development of volleyball players' moral values and collectivistic orientation and support. In order to identify the relationship between coaches and players, both

coaches and volleyball players were tasked to give factors that they use in support and orientation to improve performance.

4.2.1 Orientation and support factors from coaches

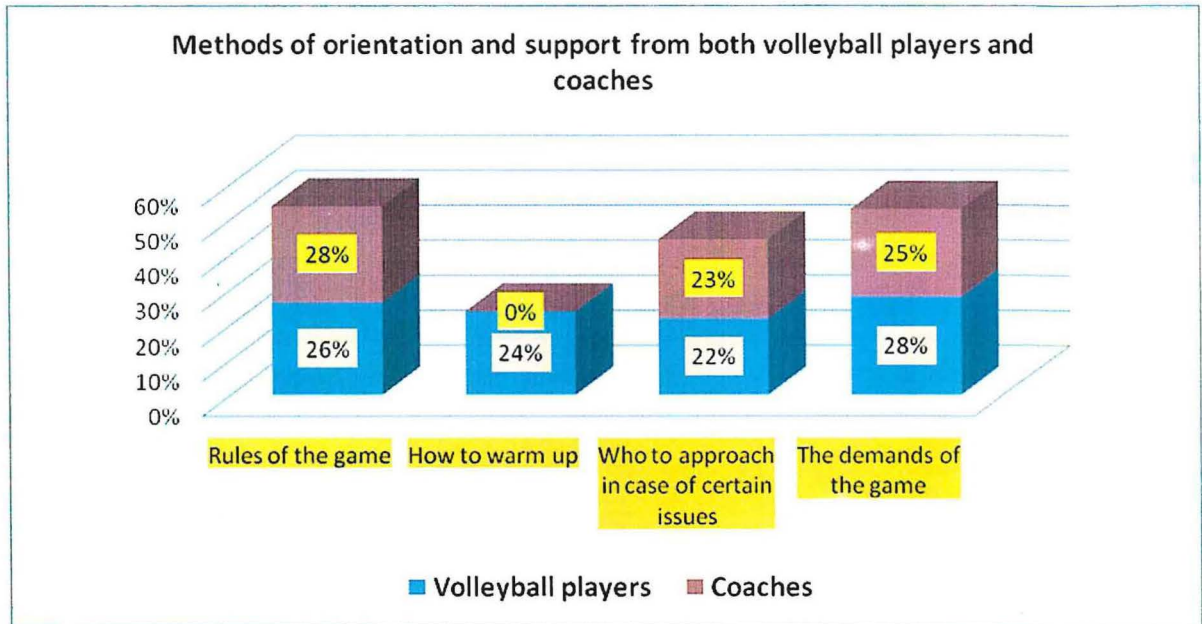


Figure 4.1: Ways of orientation and support from volleyball players and coaches

As shown in the Figure 4.1 above, notably majority respondents' from the volleyball players representing (28%) agreed that players are given orientation and support by helping them understand the demands of the game and it had 25% from coaches. Majority coaches thought that teaching the players the rules of the game was very vital in giving orientation with 28% and from volleyball players it was 26% which shows a slight difference in the choice.

Amongst the respondents the factor of approaching someone when having issues had 23% from the coaches/managers while volleyball players rated the factor with 22%. The least factor was teaching them how to warm up with 24% from volleyball players and null in coaches. From these statistics the researcher clearly conclude that some factors that give orientation and support were similar in the coaches and volleyball players for example, teaching the rules and the demands of the game.

4.2.2 Common goals from both volleyball players and coaches/managers

As part of transformational leadership there is a need for a common goal. Therefore the study also used three goals namely; to win the league, to participate, to improve on the basic skill level to both coaches/managers and volleyball payers to rate the highly rated goal as shown below:

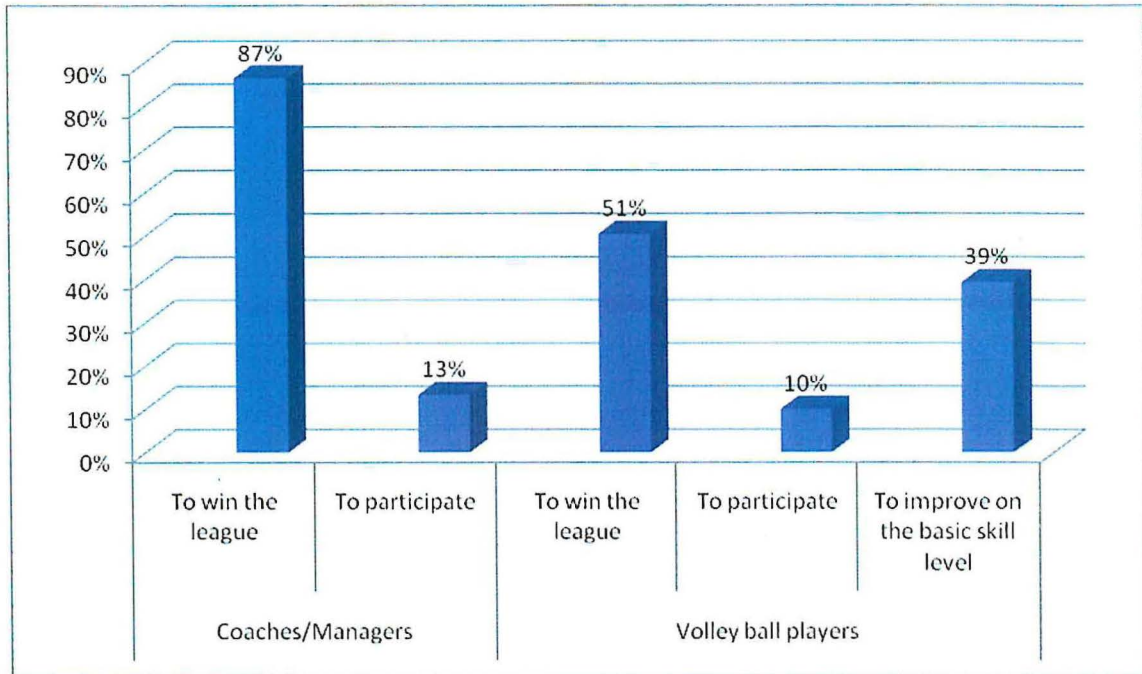


Figure 4.2: Volleyball players and coaches/managers common goals

Out of 93 volleyball players, majority 87% confirmed that their common goal was to win the league; this was followed by the desire to improve basic skill level with accounting to 13%. The least number of responses comprising 13% thought that the common goal was to participate.

However for coaches and managers only two common goals were given namely; winning the league and participating. From the two goals the majority coaches/manager representing 86.6% respondents rated the winning the league as one of the commonest goals. With the least representing 13.4% saying the goal is to participate. From the results both volleyballers and coaches/managers agree that the commonest goal is to win the league.

4.2.3 Vision of the team from coaches/managers and volleyball players

One of the practices under transformational leadership includes inspiring a shared vision. Therefore to confirm the practice the coaches and volleyball players were asked to justify the existence of a vision in their teams and for coaches/managers to check whether they had a vision for their teams and the responses are as follows in the figure 4.3 below:

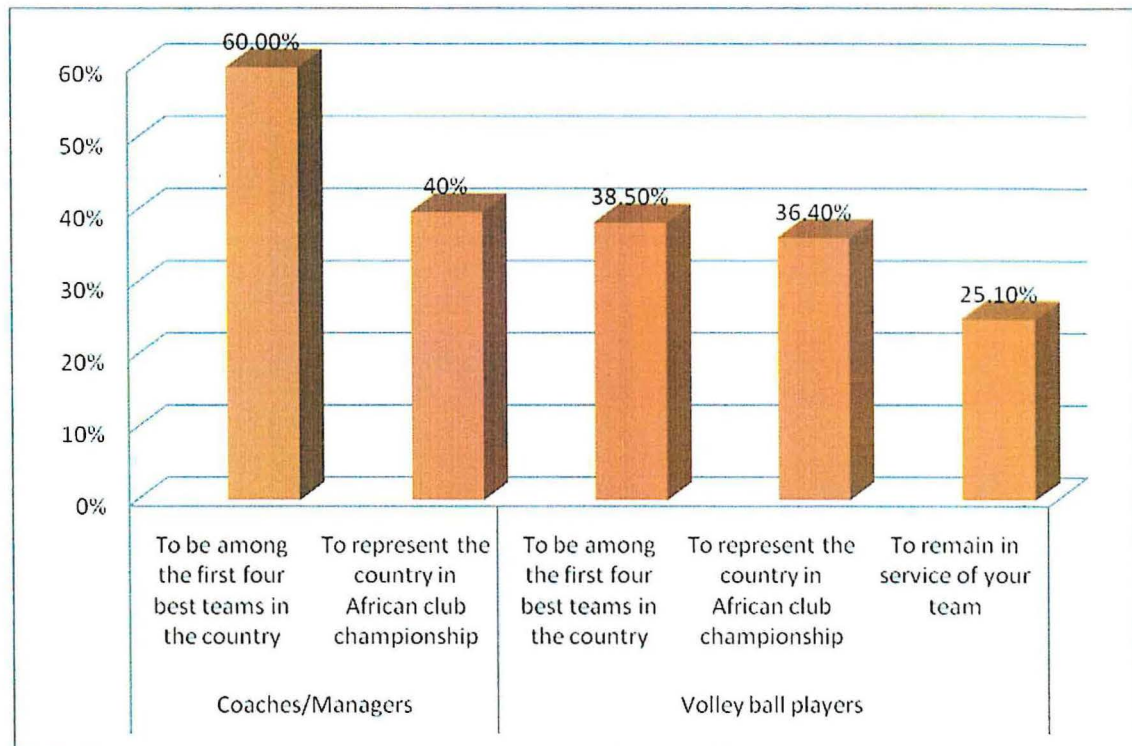


Figure 4.3: Diverse visions from both coaches and volleyball players

From the study, majority coaches/managers 60% respondents out of 100% rated highly being among the first four best teams in the country, followed by representing the country in the African club championship with 40%. Out 93 volleyball players, 38.5% agreed that being amongst the first four best teams in the country was the leading visions, followed by representing the country at the African championship club with 36.4%, however only 25.1% of the volleyball players believed that the best vision would be to remain in the service of your team. The above results show an agreement between coaches and volleyballers as in terms of being amongst the first four teams in the country.

4.2.4 Methods of communication

The study also looked at communication as a way of fostering supportive relationships, in transformational leadership by keeping lines of communication open so that followers feel free to share ideas and so that leaders can offer direct recognition of each follower's unique contributions. So the figure below clearly articulates the types of communications coaches used during training and away from training.

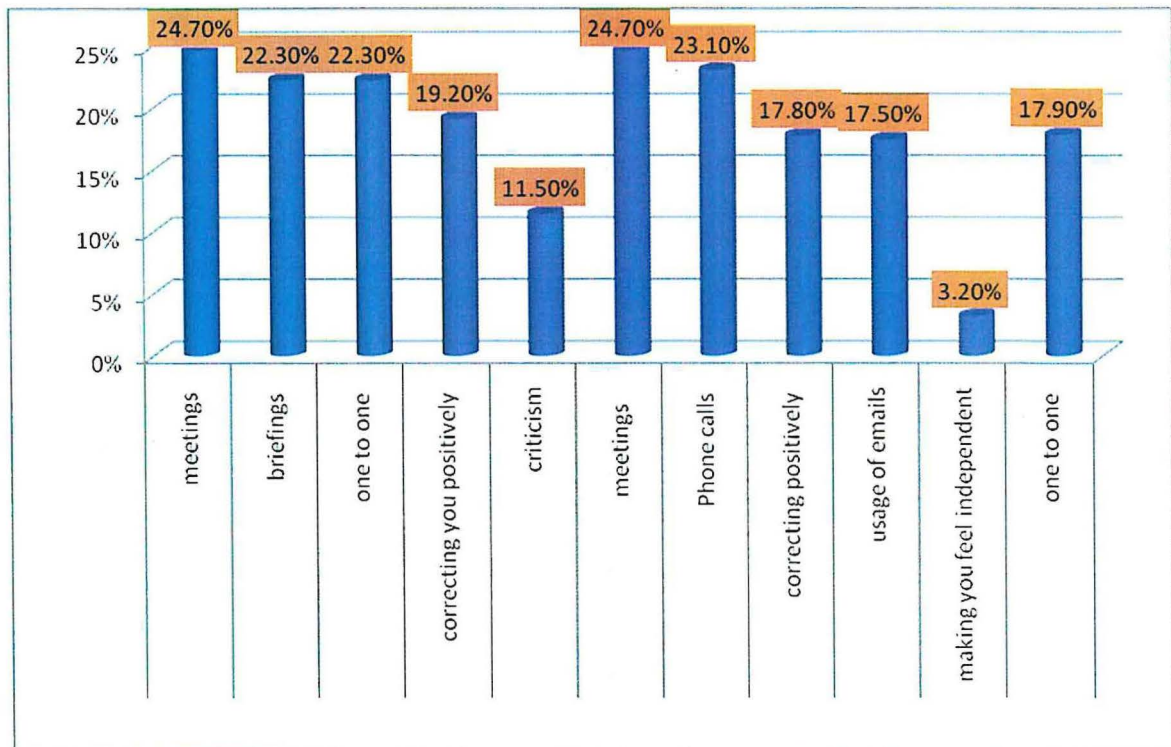


Figure 4.4: Diverse communication ways during and away from training by players

Out of the respondents, during training most volleyballers said that they communicate through meetings with (24.6%), communications through briefings had (22.3%). Others included communicating one to one (22.3%) while the least number of volleyballers would communicate by correcting you positively (19.2%) and communication through criticism representing 11.5%.

Also ways of communication away from training were highlighted and majority respondents regarded communications through meetings as common with (24.7%). This was followed by use

of phone calls for communication comprising of (23.2%), one to one type of communication had (17.9%) responses and others were (15.8%) and (15.3%) respectively representing correcting positively and usage of emails. The factor with least number of responses was making you feel independent accounted to (3.2%).

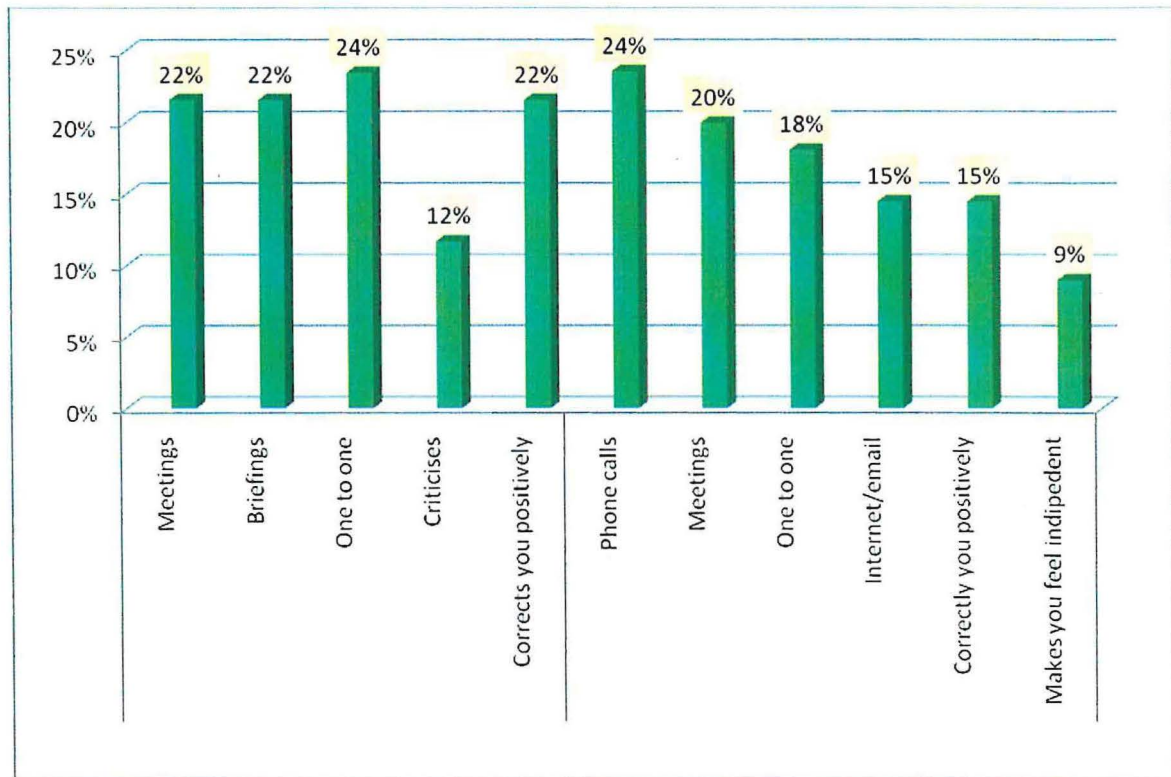


Figure 4.5: Diverse communication ways during and away from training by coaches/managers

Out of 14 coaches/managers, during training majority coaches/managers said that they communicate using one to one channel with (24%), communications through briefings, meetings and correcting you positively all had (22%) respectively and communication through criticism representing 11.5%.

Also ways of communication away from training were highlighted and majority respondents regarded communications through phone calls as common channel with (24%). This was followed by organizing meetings for communication comprising of (20%), one to one type of

communication had (18%) responses and others included correcting positively and usage of emails representing (15%). The factor with least number of responses was making you feel independent accounted to (9%).

4.2.5 Role model

One of the concepts of transformational leadership is idealized influence; this is where the transformational leader serves as a role model for followers. So in this study the researcher was interested in finding out some of the key factors they look up to their coaches as shown in the Table 4.4 below.

Table 4.4: Reasons why the coach is your role model

	Responses		Percent of Cases
	N	Percent	
Multiple Keeps time	53	14.5%	64.6%
Response for Good listener	56	15.3%	68.3%
Keeps away from alcohol and smoking	49	13.4%	59.8%
Respects others	55	15.0%	67.1%
Consistent with their beliefs	43	11.7%	52.4%
Persistent in pursuit of the visions	48	13.1%	58.5%
Leads by example	25	6.8%	30.5%
Follows the team rules and norms	37	10.1%	45.1%
Total	366	100.0%	446.3%

NB: Multiple responses were allowed so all responses led to frequency higher than 86 respondents

From the volleyball players as indicated in the above Table 4.4, majority positives responses from 366 total number of responses, agreed that their coaches were good listeners with 56 positive responses representing 15.3%, this was followed by respect as a quality with 55 responses with

15%, others included time keeping with 53 positive responses accounting for 14.5%, keeping away from alcohol with 49 positive responses representing 13.4% and smoking keeping in pursuit of their visions and beliefs 48 positive responses with 13.1% and being in consistent with their beliefs quality had 43 positive responses representing 11.7%.

Factors with the least number of positive responses from the volleyball players about their coaches/managers included following the team rules and norms had 37 positive responses amounting to 10.1% and lastly leading by example had the least number of positive responses 25 representing 6.8%. This is an indication that volleyball players agreed with the listening quality from their coaches though being exemplary strength was not so checked.

Table 4.5: Strengths that make coaches role models

	Responses		Percent of Cases
	N	Percent	
Multiple Response for Keeps time	11	11.2%	84.6%
Sectb3role1-10 ^a Good listener	12	12.2%	92.3%
Keeps away from alcohol and smoking	10	10.2%	76.9%
Leads by example	8	8.2%	61.5%
Follows the team rules and norms	10	10.2%	76.9%
Respects others	11	11.2%	84.6%
Consistent with their beliefs	9	9.2%	69.2%
Persistent in pursuit of the visions	10	10.2%	76.9%
To train develop skill and tactics	10	10.2%	76.9%
To support and promote the game of volleyball	7	7.1%	53.8%
Total	98	100.0%	753.8%

a. Dichotomy group tabulated at value 1.

From the coaches' strengths as indicated in the above Table 4.5, majority coaches said that they were good listeners with 12 positive responses representing 12.2%, while others had both, time keepers and had respect for others with 11 positive responses representing 11.2%, this was followed by the following strengths namely; training and developing skill and tactics, keeping away from alcohol and smoking, following the team rules and norms and persistent in pursuit of the visions had 10 positive responses representing 10.2%.

Strengths with the least number of positive responses from the coaches/managers about their coaches/managers included consistent with their beliefs had 9 positive responses amounting to 9.2%, leading by example had 8 positive responses representing 8.2% and lastly supporting and promoting the game of volleyball had the least number of positive responses 7 representing 7.1%. The above strengths have a positive relationship with what the volleyball players look for in their coaches.

During the qualitative interviews, when asked how they ensured that the team leaders develop your players' moral values and a shared orientation, the following range of values were mentioned in various categories:

"Discipline, Time management, Respect for other, Team work, Politicize them, Making them realize the influence of team together and develop their morals-rewards, raising, recognizing good things and punishing those who have failed"

The manager of the same team also added

"Time management, accountability and understanding leadership structure and hierarchy"

Generally the researcher observed that similar values were mentioned in almost all teams. For instance for one team, the following values were mentioned

"Discipline, Honesty, Able to listen and Fair play"

Slightly different were the values mentioned by a Coach (KI 06). He noted

“we instill the values of “Integrity, Innovation, Talk – we are a family, Work together to achieve, goals, Need to correct each other, Constructive criticism and Need to support each other”

Other values included:

“Respect for each other and discipline, Team work, time keeping and access each other, Talk to each other, Talk to them, Effective communication, Understanding a player, We have a common goal and Everyone is involved in decision making. (Captain)

On the other hand, that a Manager noted that

“A payer leads a session, Elders give a lesson about disciplineWe usually go by church values, Discipline, Time management, Shared orientation and we say what do we want to do as a team”

A different set of values was posited by the Coach. He noted that:

“Respect for the opponents, supporters and officials, Transparency, Encourage my players to be good people in society, be decent and have objectives in life (Coach)

This means that they go beyond helping players as individuals but also to be role models in community and be responsible for their lives.

Interestingly one of the managers noted that values are respected in group formation rather than individual level. He noted this,

“If you don't train with the team, you don't play, We create a way we do things, We agree that there are certain things we need to do and those we do and We have rule books, we spell them out and we emphasize the fear of God”

To back up these values, there was observation done through photography. Pictures are presented in the appendices showing team members sharing ideas on various issues.

4.2.7 Ethical Behavior

As adopted in this study the transformational leadership theory holds that leadership is not a position, but a collection of practices and behaviors. These practices serve as guidance for leaders to accomplish their achievements or “to get extraordinary things done” (Kouzes & Posner, 1995). Therefore from the study the researcher was interested in finding out whether the coaches emphasize ethical behavior amongst the volleyball players. As shown in the Figure 4.6 below is the types of ethical behavior that are emphasized by the coaches.

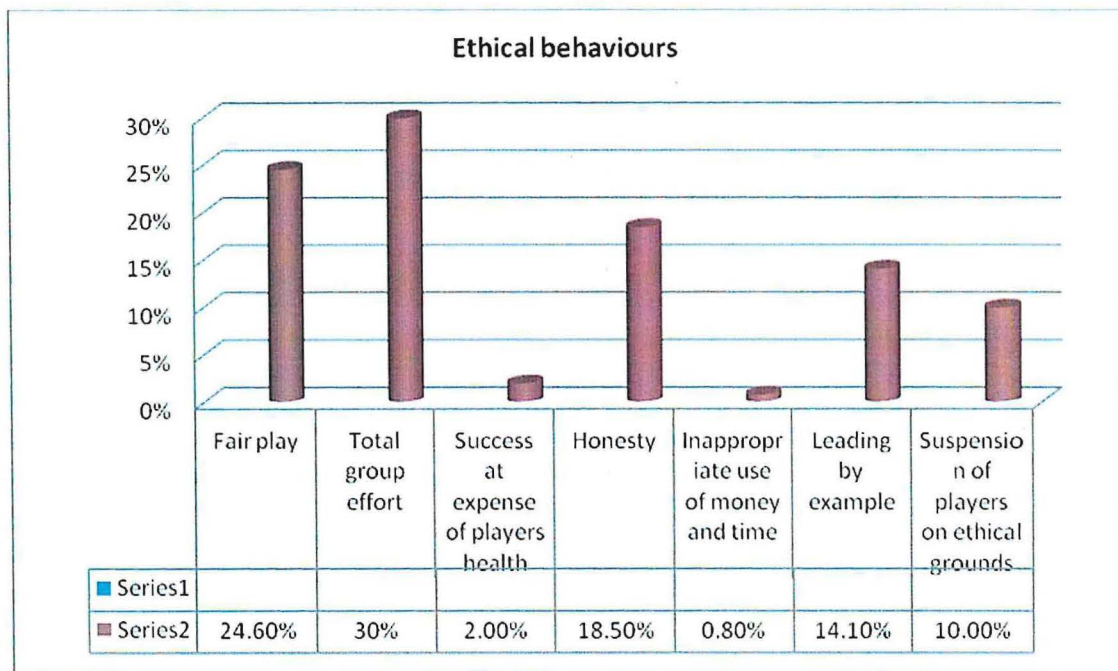


Figure 4.6: Aspects of ethical behavior emphasized by coaches

Volleyball players were asked about the methods of ethical behavior emphasized by their coaches to the volleyball players. The main method of used by coaches to emphasize ethics was encouraging total group effort with 30%, this was followed by encouraging fair play with 24.6%. From the study other methods of ethical behavior included coaches encouraging honesty amongst the players comprising 18.5%, leading by example 14.1%, suspension of players on ethical grounds with 10%. The least emphasized ethical behavior methods included success at the

expense of the player's health with 2% and inappropriate use of money and time at 0.8%. These findings insinuate that to players to have ethics there is need for total group effort.

4.2.8 Descriptives for players ratings of idealized influence and successful management

This section presents the empirical evidence in statistical analysis using linear regression analysis and correlations. It gives the evident nature of relationship between variable and the extent to which each factor affects or contributes to the other. Findings are presented in respect to objective 1 in table 4.6 below:

Table 4.6: Distribution of responses on Idealized Influence and Successful Management of Kampala Volleyball Teams

Statements	1	2	3	4	5	Mean	S.D
Our team coach/manager instills pride in members for being associated with him/her	nil	18 (21.4%)	14 (16.1%)	26 (30.4%)	28 (32.2%)	3.04	.784
Our team coach/manager goes beyond self-interest for the good of the team	nil	11 (12.5%)	20 (23.2%)	34 (39.2%)	21 (24.4%)	3.00	.785
Our team coach/manager acts in ways that build members' respect for him/her	14 (16.2%)	17 (19.7%)	14 (16.2%)	22 (25.6%)	19 (22.1%)	2.73	.785
Our team coach/manager displays a sense of power and confidence to team members	nil	12 (13.9%)	6 (6.9%)	43 (50%)	25 (29.1%)	2.82	.698
Our team coach/manager talks about members' most important values and beliefs	14 (16.2%)	6 (6.9%)	23 (26.8%)	28 (32.4%)	15 (17.4%)	2.97	.768
Our team coach specifies the influence of having a strong sense of purpose	nil	20 (23.3%)	25 (29.1%)	24 (27.9%)	17 (19.7%)	2.79	.835
Our team coach/manager	4	7	35	23	17	2.96	.813

considers the moral and ethical consequences of decisions	(3.6%)	(8.1%)	(40.7%)	(26.7%)	(19.7%)		
Our team coach/manager emphasizes to team members the influence of having a collective sense of mission	4 (3.6%)	10 (11.6%)	8 (9.3%)	43 (50%)	21 (24.4%)	2.70	.865
There is exchange of information, knowledge, or sharing of skills among members	nil	32 (37.5%)	22 (25.6%)	22 (25.5%)	10 (11.6%)	2.67	.849

NB: 1 = Strongly disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly agree

Table 4.6 above shows that on the aspect of whether the team coach/manager instills pride in members for being associated with him/her, 62.6% were in agreement to this while 21.4% disagreed. The weighted arithmetic mean is observed to be 3.04, while the standard deviation is 0.784. This shows that team coach/manager instilling pride in members for being associated with him/her was seen to influence team management by majority of the volleyball team players.

When asked whether the volleyball team coach/manager goes beyond self-interest for the good of the team, 63.6% agreed that he/she did, only 12.5% disagreed while 23.2% remained non-committal (neutral). The arithmetic mean is observed to be 3 while the standard deviation is .785. This result confirms that team coach/managers goes beyond self-interest for the good of the team which influences team management.

Opinion was sought from the players of volleyball teams as to whether team coach/manager acts in ways that build members' respect for him/her. In response, over 41(47.7%) agreed. However, on the other hand, 35.7% were in disagreement that the team coach/manager did not act in ways that build members' respect for him/her. The arithmetic mean is 2.73 while the standard deviation is .785. With this result, it is suggested that there is a mixed opinion about whether team coach/manager acts in ways that build members' respect for him/her or not.

On whether the volleyball team coach/manager displays a sense of power and confidence to team members, over 79.1% of the respondents agreed that this happens in their teams. The weighted arithmetic mean is 2.82 with a standard deviation of .698. This result confirms that the respondents moderately agree that team coach/manager displays a sense of power and confidence to team members.

Regarding the statement team coach/manager talks about members' most important values and beliefs, close to half (49.8%) agreed that it was right, 26.8% were neutral about the issue while the rest (23.3%) disagreed. With a weighted arithmetic mean of 2.97 and a standard deviation of .768, it confirms the agreement that volleyball team coach/manager talks about members' most important values and beliefs.

The findings in the table above show that 27 of the primary respondents (47.6%) agreed or strongly agreed that their team coach/manager specifies the influence of having a strong sense of purpose, 23.3% disagreed and 29.1% were not sure. With a computed arithmetic mean of 2.79 and standard deviation of 0.835, the result further suggests that there is a moderate agreement to the opinion that team coach/manager specifies the influence of having a strong sense of purpose.

When asked whether team coach/manager considers the moral and ethical consequences of decisions, a proportion of 40.7% of the players preferred to be non-committal (neutral) and 11.7% disagreed while 46.4% agreed that team coach/manager considers the moral and ethical consequences of decisions. The arithmetic mean is computed to be 2.96 while the standard deviation is .813. This result shows that majority of the volleyball players agree that team coach/manager considers the moral and ethical consequences of decisions.

On whether team coaches/managers emphasized to team members the influence of having a collective sense of mission, over three quarters of the study respondents (74.4%) agreed and

15.2% disagreed whereas 9.3% were neutral. Given a weighted arithmetic mean of 2.70 and standard deviation of .865, the result suggests that there is a modest agreement by volleyball players that team coach/manager emphasizes to team members the influence of having a collective sense of mission.

Finally, as to whether there was exchange of information, knowledge, or sharing of skills among team members, 37.5% seemed to disagreed. This indicated that in their opinion, there was limited exchange of information, knowledge, or sharing of skills among volleyball team members. However, 37.1% agreed that exchange of information, knowledge, or sharing of skills among team members existed. It should be noted that in this regard, 25% of the respondents remained neutral. The arithmetic mean is 2.67 and standard deviation is .849. This shows that poor lack of exchange of information, knowledge, or sharing of skills among team members may negatively affect team management of volleyball teams.

Table 4.7: Correlation coefficient between idealized influence and successful team management

		Correlations	
		Idealized Influence	Successful Team Management
Idealized Influence	Pearson Correlation	1	.618 **
	Sig. (2-tailed)		.000
	N	53	51
Successful Team Management	Pearson Correlation	.618 **	1
	Sig. (2-tailed)	.000	.
	N	51	54

** Correlation is significant at the 0.05 level (2-tailed).

Results show that, Pearson correlation coefficient is 0.618**, and the *p value* for two-tailed test of significance is 0.000 at a 0.05 level. This figure suggests that there is strong, positive and significant relationship between idealized Influence and successful team management. Thus, null

hypothesis that *“Idealized influence has a significant influence on successful management of volleyball teams”* is rejected but its alternative hypothesis is accepted or upheld. Therefore, the implication of the correlation is that the alternative hypothesis that *“Idealized influence has a significant influence on successful management of volleyball teams”*”.

To support the above findings, the researcher picked a quotation from one of the coaches among the teams sampled who noted that

“We show them that there are many things that they can benefit from the sport i.e good health...We push players in the direction where they can be role models as sports ambassadors” (Coach)

This means that coaches not only act as an influence on players but also let the players themselves develop a feeling of self-worth or idols in the community and even abroad as they play

One of the team managers added that:

“We have Speech bases, Counsel players, Financial contribution, Providing transport, Take players out of the country”

Another Coach noted that they

We give players skills in training and allow them make decisions both out of court and when playing”

The Manager noted that

“We have a programme where we talk about topical issues aimed at building a sense of maturity...thereby the coach develops a training programme...in other cases, the external people can come and talk to inspire”

Another Coach noted that his idealized influence manifested itself through providing opportunity for delegation of duties to lower cadres to man the team. He was quoted to say:

“I have captain and assistant captain who help in ensuring successful team management...sometimes, I ask players to take over – run some drills”

In order to enhance decision making, one interesting quotation was that

“The team Management structure – executive tends to serve in many elective positions only head coach is not elected”

This means that elections are held in the executive committee to ensure that participatory democracy is practiced. This enables the team accept its leaders and see them as ‘guiding stars’.

4.3 Influence of Inspirational Motivation on Successful Management of Kampala Volleyball Teams

To answer this research objective, the researcher used item 1 of section A of the questionnaire on the basis of the scoring procedure into number of responses: The reasons given by volleyball players for being motivated to play in a volley team were as namely; winning, develop skill, personal health and fitness, earning money, enjoyment, being in a position of influence, getting a scholarship and fame.

To use the Multiple Response command the researcher initially had to set up a Multiple Response Set. This procedure instructed SPSS v16 to group together the responses on reasons for volleyball players’ motivation and extra effort to perform across a range of variables. In this instance, the coding used was 1 = Yes and 2 = No. We noted this because the researcher needed to tell SPSS which value (or range of values) is of interest to us. Therefore in the figure (4.7) below presented only code 1 responses to the reasons that motivate the players to engage in volleyball.

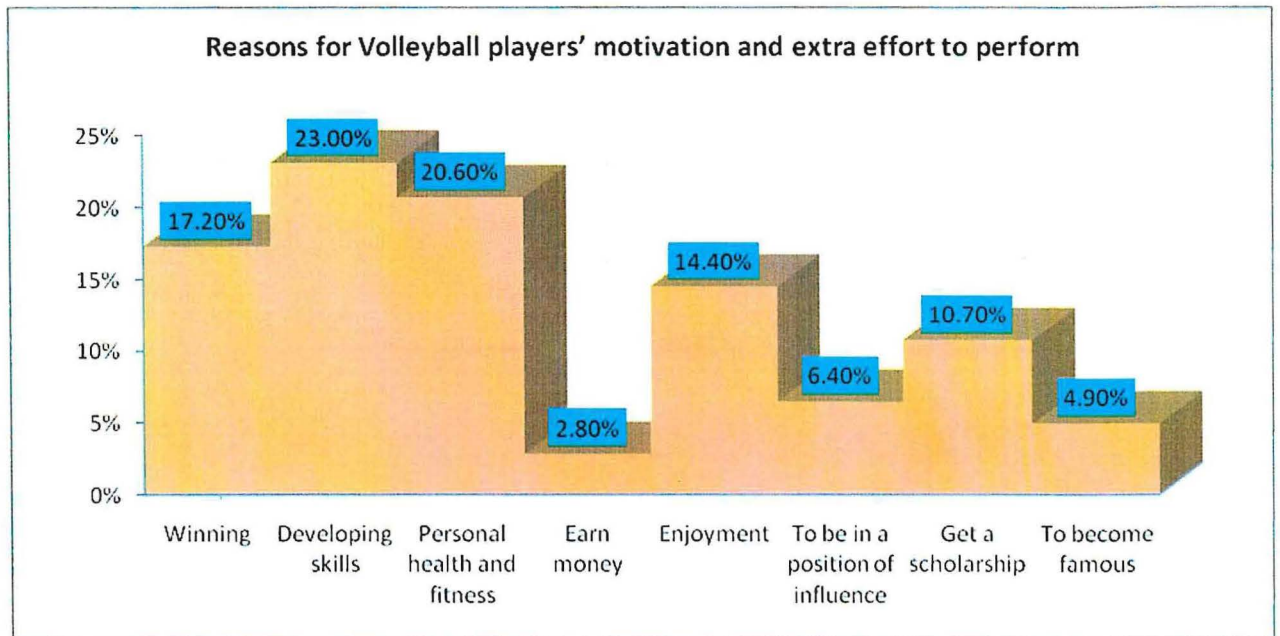


Figure 4.7: Reasons for Volleyball players' motivation and extra effort to perform

From the (Figure 4.7) above the first factor defining volleyball players' motivation and extra effort to perform relates to developing skills with (23%). The results in (Figure i) further reveal that volleyball players are motivated by the desire for personal health and fitness accounting to (20.6%). This was followed the motivation of winning with (17.2%).

The study further shows that some volleyballers play volleyball because of enjoyment with (14.4%). Getting a scholarship with (10.7%) is another factor that motivates volleyball players. Other Volleyball players are motivated to be in a position of influence accounting to 6.4% from, becoming famous 4.9% with the least motivator as earning money with 2.8%. This implied that most volleyball players are motivated by the development of skills to play volleyball.

4.3.1 Key informant responses about how inspirational motivation ensures successful team management

During interviews the coaches and managers provided some responses on ways in which inspirational motivation manifested itself in transformational leadership setting to ensure successful team management. Below are some quotes

By encouraging them and reminding them of the task ahead of them (Coach)

We develop the skills and Make them realize what they can get as a result of playing volleyball i.e. scholarships (Manager)

Other ways for creating inspirational motivation he noted were:

“Establishing policies of discipline, they take responsibility and help out a player when we can...”

4.3.2 Qualitative responses from Team Captains about how inspirational motivation ensures successful team management

One of the team captains had this to say:

“We encourage them and awarding them bursaries, through giving rewards i.e knee guards, snickers for free...Giving bursaries and scholarships depending on the performance (Team Captain)

The Captain of one of the teams had this to say

“We simply tell them what they are supposed to do...”

In the researcher's view, this however is dangerous when not backed by strong transformational leadership traits which can guide players to team success. He however added that:

“We ensure that the players have a sense of club ownership...Install in them a sense of wellbeing...We encourage them to play well and win (achievement) they take on with they (sense of winning)”

This sense of winning is an important facet in inspirational motivation and can consequently lead to team management success

“We develop their skills, make them see what their potential is, make them realize what they want to get where they should in terms of skill levels”. (Team Captain)

He added that they make them

“...appreciative trainings, meetings, tea parties and dinners... We also have ‘get togethers’ where they can appreciate each other.”

A team captain noted that players were motivated through

“We provide a few logistics like accommodation, meals, half and full tuition... Being selected to the University team” (Team Captain)

He added that they also do the following:

“Show them what they are supposed to do and in return they represent the country, Offer bursaries, Tuition, accommodation and Meals”

4.3.3 Descriptives for Inspirational Motivation and successful management

This section presents the empirical evidence in statistical analysis using linear regression analysis and correlations. It gives the evident nature of relationship between variable and the extent to which each factor affects or contributes to the other. Findings are presented in respect to objective 1 in table below:

Table 4.8: Distribution of responses on inspirational motivation and successful team management

Statements	1	2	3	4	5	Mean	S.D
Our team coach/manager talks with members optimistically about the future	6 (6.9%)	14 (16.3%)	16 (18.6%)	37 (43.1%)	13 (15.1%)	2.75	.855
Our team coach/manager talks with members enthusiastically about what needs to be accomplished	5 (5.8%)	14 (16.3%)	11 (12.7%)	32 (37.2%)	24 (27.9%)	2.81	.869
The coach articulates a compelling vision of the future to members in the team	nil	12 (13.9%)	40 (46.5%)	28 (32.6%)	6 (7.1%)	2.59	.863
More knowledgeable team members freely provide other members with hard-to-find knowledge or specialized skills	5 (5.8%)	13 (15.1%)	32 (37.2%)	4 (4.6%)	32 (37.2%)	2.94	.869
The coach/manager expresses toward members confidence that goals will be achieved	11 (12.7%)	9 (10.5%)	19 (22.1%)	19 (22.1%)	28 (33.6%)	3.23	.789
People in our team share their special knowledge and expertise with one another	nil	11 (12.7%)	23 (26.7%)	21 (24.4%)	31 (39.1%)	2.89	.918
The coach in our team provide his/her experience and knowledge to help other members find solutions to his/her problems	1 (1.2%)	14 (16.3%)	14 (16.3%)	20 (23.3%)	37 (43.1%)	2.84	.868
Knowledge of the game is important for our team to perform tasks	5 (5.8%)	19 (22.1%)	15 (17.4%)	23 (26.7%)	24 (27.9%)	3.26	.846

NB: 1 = Strongly disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly agree

Table 4.8 above shows that regarding whether team coach/manager talks with members optimistically about the future majority of the respondent (58.2%) of the players agreed. Up to 23.2% disagreed and 17.9% remained neutral. This shows that there is moderate agreement to the fact that team coach/manager talks with members optimistically about the future. The arithmetic mean is 2.75 and standard deviation is 0.855.

The data collected in respect of the second statement in the table above depicts that 65.1% of the respondents are affirmative that team coach/manager talks with members enthusiastically about what needs to be accomplished. The remaining respondents are of a contrary view, 16.3% disagreed, 5.8% of the players strongly disagree while 12.7% are adamant. With a mean of 2.81 and a standard deviation of 0.869, there is moderate agreement on this statement.

The next statement as analysed on the above table reveals that 32.6% of the respondents agree that coach articulates a compelling vision of the future to members in the team. It also shows that 7.1% of the respondents strongly agree to this fact, but the others which constitute (13.9%) disagree or while 46.5% are unsure about this fact. A mean of 2.59 shows a slight agreement. On the fourth statement on “More knowledgeable team members freely provide other members with hard-to-find knowledge or specialized skills”, up to 37.2% strongly agreed while 4.6% agreed and only 20.9% disagreed. Mean= 2.94 and SD=0.869, there is moderate agreement on this statement.

Findings as analysed in the table above confirms that a predominant percentage (55.7%) strongly agree and agree with the fact that coach/manager expresses toward members confidence that goals will be achieved. A proportion of 10.5% disagree while 12.7% strongly disagree. The weighted arithmetic mean is 3.23 and the standard deviation is 0.789. These confirm that coach/manager expresses toward members confidence that goals will be achieved improves team management in volleyball teams.

The results also show that 39.1% strongly agree that people in their volleyball team share his/her special knowledge and expertise with one another, 24.4% agree, 12.7% disagree and 26.7% were neutral. With a mean of 2.89 and a standard deviation of 0.918, the result reveals that sharing of his/her special knowledge and expertise with one another in the team enhances inspirational motivation. Thus this may improve the successful management of the team.

The analysis of the second last item as presented above reveals that a significant proportion of respondents acceded to the fact that coach in our team provide his/her experience and knowledge to help other members find solutions to his/her problems. Up to 43.1% strongly agree while 23.3% agree. This is also confirmed with the mean of 2.84 and standard deviation of 0.868.

Responses to the last item relating to whether knowledge of the game is important for our team to perform tasks. It is observed that 27.9% strongly agreed while 26.7% agreed. However, respondents with negative view are 22.1% (disagree) and 5.8% who strongly disagree. This reveals that more respondents were positive about this fact. This is also confirmed by a weighted mean of 3.26 and standard deviation of .846 makes it evident that knowledge of the game is important for our team to perform tasks, thus affecting team management.

Table 4.9: Correlation coefficient between inspirational motivation and successful team management

		Correlations	
		Inspirational Motivation	Successful team management
Inspirational Motivation	Pearson Correlation	1	.376 *
	Sig. (2-tailed)		.002
	N	86	86
Successful team management	Pearson Correlation	.376 *	1
	Sig. (2-tailed)	.002	
	N	86	86

* Correlation is significant at the 0.05 level (2-tailed).

Results show that, Pearson correlation coefficient is 0.376, and the *p value* for two-tailed test of significance is 0.05 level. This figure suggests that the relationship between inspirational motivation and successful team management is medium and positive. Results of correlation analysis demonstrate that there is positive relationship between inspirational motivation and successful team management with the parameter of ($r = .376^*$, $p > .002$).

From these numbers, it is concluded that there is an unexpected positive correlation between inspirational motivation and successful team management but that this finding is uncertain. The researcher upheld the alternative hypothesis which stated that “There is a positive significant relationship between inspirational motivation and successful team management of volleyball teams” and rejected the null hypothesis that “*Inspirational motivation has a significant influence on successful management of volleyball teams*”

To qualify the above findings, the coach of one Volleyball Team had this to say about inspirational motivation of players

“We give a few rewards...we negotiate bursaries in schools...We even offer trips outside Uganda”

Other mechanisms devised

“Get together for a meal, go out, discuss our weaknesses and when players have a problem like caring, welfare and wellbeing, make sure it's solved, giving credit when its due. We also buy presents and carry out reward ceremonies” (Coach)

Other mechanisms reported during interviews included:

“Understand their ways and behavior, effective communication...Also When there is any problem, you handle it with the player or the team”

“We carry out intellectual motivation by setting goals that are achievable...We also ensure that there is ability to secure scholarships in various fields”

He added that:

“We motivate some players with money, Appreciate what they do.”

“Get together, give them transport back home (vehicle to the same place). (Team Captain)

4.4 How Intellectual Stimulation Affects Successful Management of Kampala Volleyball Teams

The third objective of the study was to examine the contribution of intellectual stimulation towards improvement of team management; as one of the concepts of transformational leadership which is individualized consideration suggests that it also involves offering support and encouragement to individual followers. The study used the diverse ways that coaches input confidence, encouragement into their players, ways of developing commitment to training, and a chance to explore new opportunities to improve on team managements. Below are some of the ways in which coaches improve the player’s confidence.

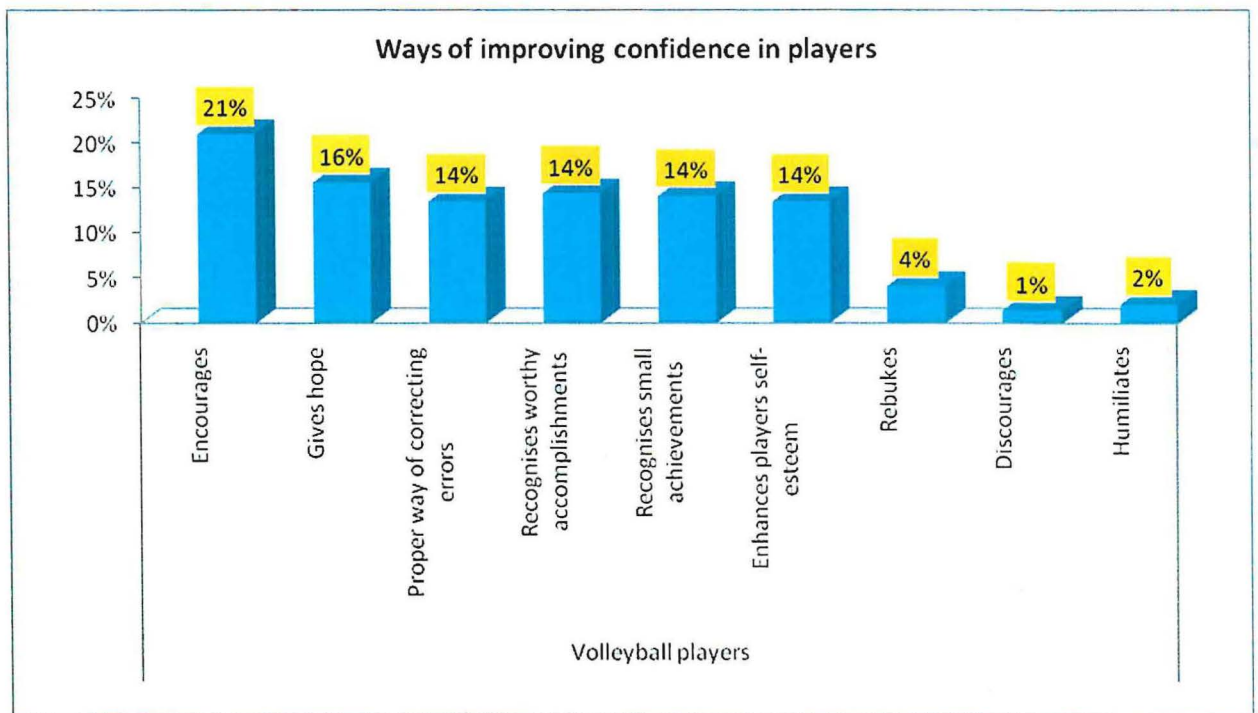


Figure 4.8: Methods that coaches use to build confidence

Most of the volleyball players (21%) indicated they were encouraged by their coach/managers and 16% of them said their coach/managers were giving them hope. Other proportions of other ways of coaches conduct indicated they were in descending order were as follows: Proper way of correcting errors, Recognizing worthy accomplishments, Recognizes small achievements, Enhances players self-esteem had (14%). The least ways of coaches/managers conduct and ways of adding confidence were Rebuking 4%, Humiliating 2% and Discouraging 1%. This indicates that majority coaches were encouraging which justifies usage of positive words to improve player's performance. From these statistics the researcher clearly conclude that some factors that build confidence were similar in the coaches and volleyball players for example, they all believe in the factor of listening to players' opinion as a way of building confidence in the players.

4.4.4 Developing commitment through intellectual stimulation

As part of transformational leadership concept, the style plays significant role in enhancing or retarding the interest and commitment of the individuals the organization. Basing on the role commitment plays in the improvement of the game the study interviewed both coaches and volleyball players on the methods used in developing commitment to training and the game as shown in the Figure below:

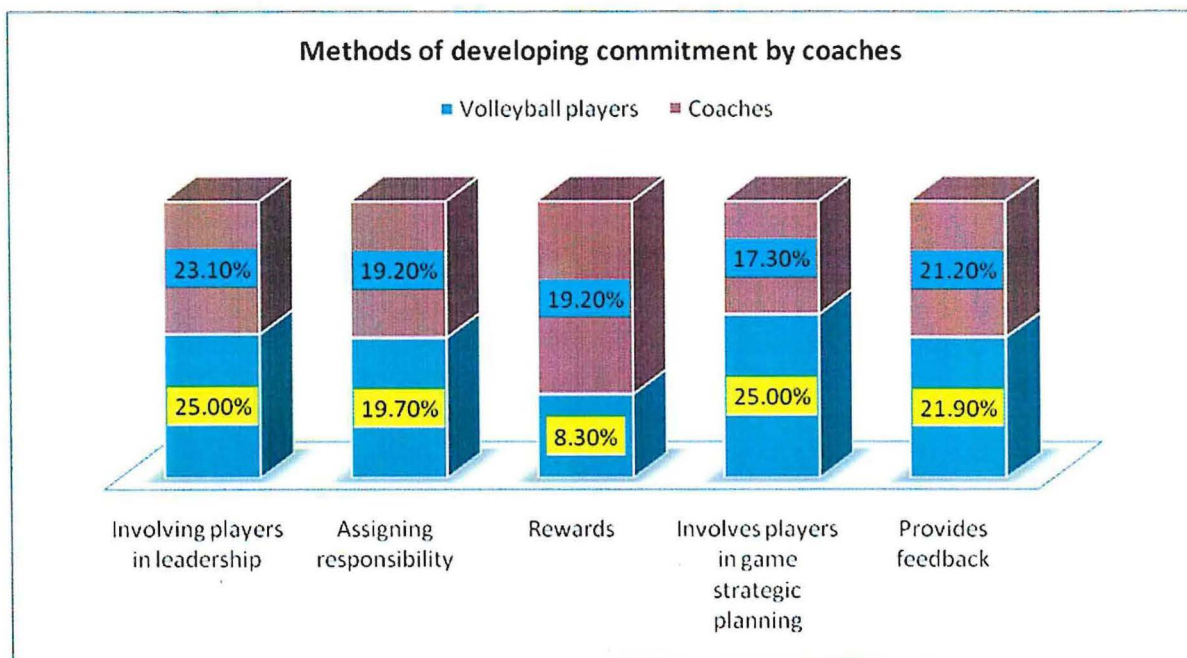


Figure 4.9: Methods of developing commitment by coaches

In order to identify methods coaches use to develop commitment of players to the game and training, both volleyball players and coaches were asked about the methods. Players checked the methods used by their coaches and coaches responded to methods they use on their players to develop their commitment as shown in the figure above.

From the Figure 4.9 above, both players and coaches thought that involving players in leadership was a vital factor in the development of commitment to training and playing with players rating it at 25% and coaches at 23.1%. Other methods rated as follows; Provision of feedback had 21.9% rating from players and 21.2% from coaches, involving players in strategic planning had 25% from volleyball players and 17.3% from coaches, developing commitment through rewards had 8.3% from volleyball players and 19.2% from coaches. Lastly assigning responsibility factor had 19.7% from volleyball players and 19.2% from the coaches. This is an indication that both players and coaches believe that involvement of players in leadership gives them a great chance to develop commitment to training and playing the game.

4.4.3 Intellectual stimulation and innovative behavior

Transformational leadership behaviors closely match the determinants of innovation and creativity at the workplace, some of which are vision, support for innovation, autonomy, encouragement, recognition, and challenge. Relating to the innovation behavior and transformational style, players were asked how the coaching leadership style affects their innovative behavior using some qualities.

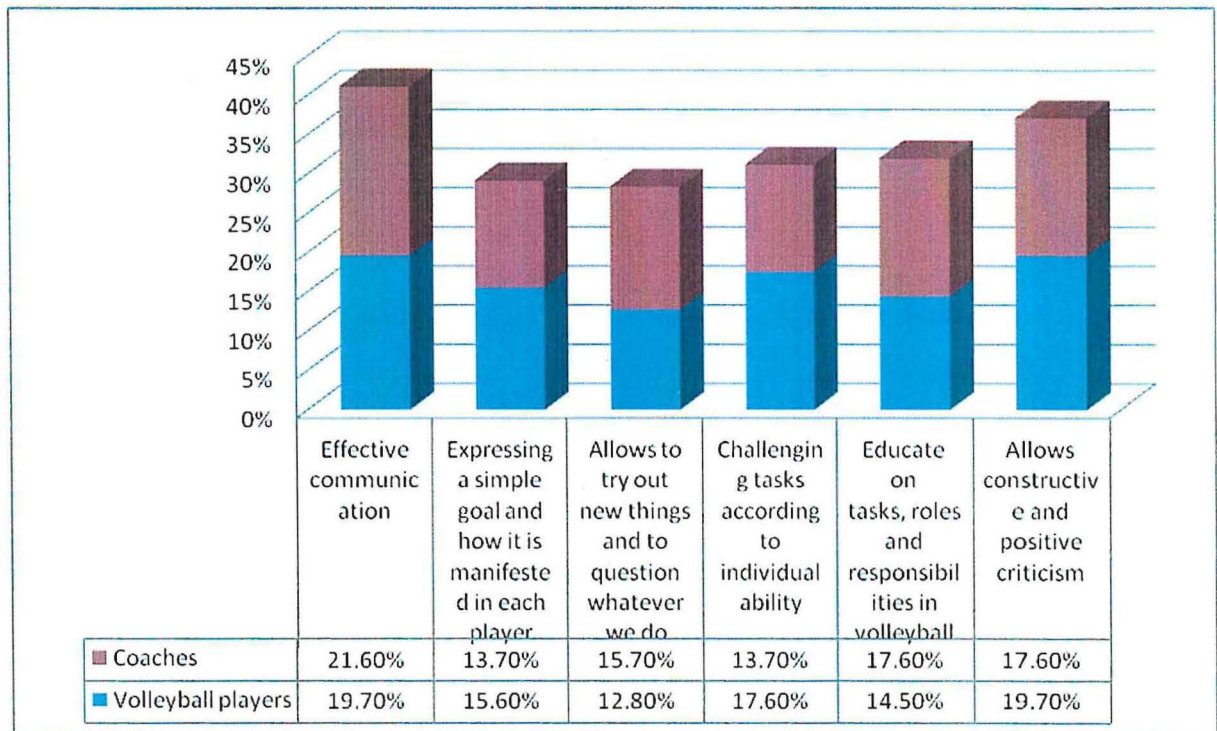


Figure 4.10: Ways in which coaches help players in exploring new opportunities

Results in Figure 4.10 show that majority coaches and volleyball players believed in effective communication as a way of helping players explore new opportunities with 19.7% from volleyball players and 21.6% from the coaches. Others included allowing constructive and positive criticism with 19.7% from volleyball players and 17.6% from the coaches, educating them on their tasks, roles and responsibilities had 14.5% from volleyball players and 17.6% from the coaches. Some of the coaches also believed in players trying out new things with 15.7% from coaches and

minority 12.8% from the players. Lastly expression of goals and how there are manifested was lowly rated by coaches with 13.7% and 15.6% from the volleyball players.

4.4.4 Using intellectual stimulation to empower volleyball players for active engagement and effectiveness

Transformational leadership empowers both leaders and followers to reach higher levels of accomplishment and motivation through active engagement and effectiveness. Therefore it was the researchers' interest to ask volleyball players about ways in which they are empowered to effectively engage in volleyball playing.

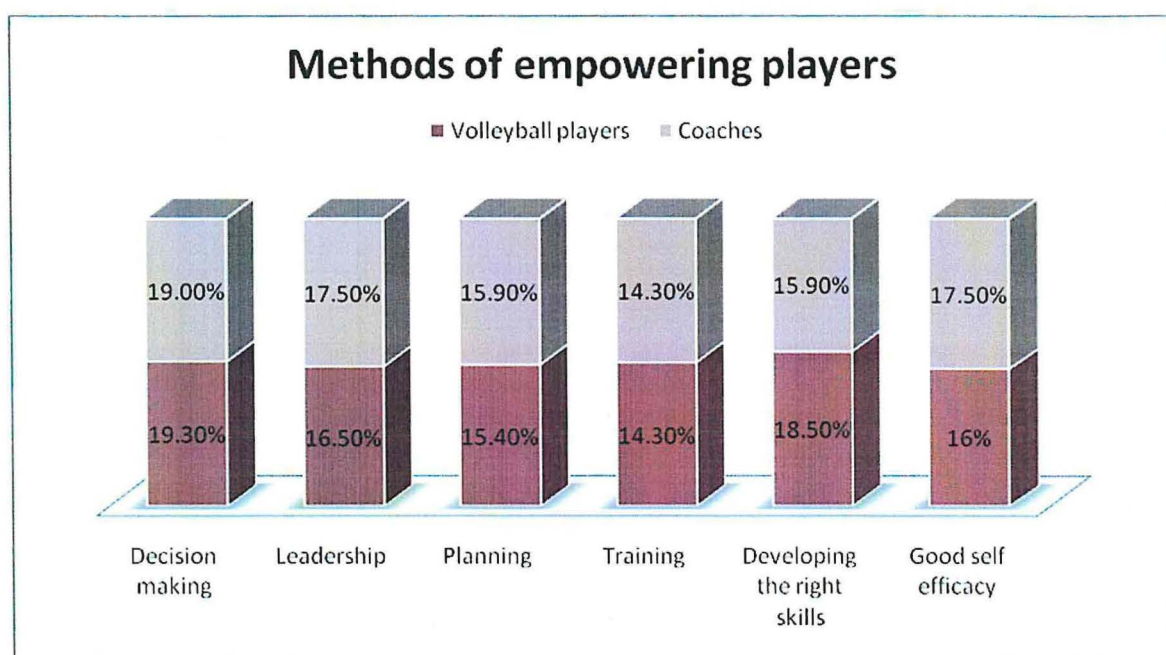


Figure 4.11: Ways coaches empower players for active engagement and effectiveness

From the Figure 4.11 above, it was revealed by respondents involving players in the decision making empowers them a lot with 19.3% from volleyball players and 19% from coaches. This was followed by involvement of players in leadership with 16.5% from volleyball players and 17.5% from coaches.

The study also revealed helping them develop the right skills as another method of player empowerment and this accounted for 18.5% from volleyball players and 15.9% from coaches. Involvement of players in the planning was reported by volleyball players by 15.4% and 15.9% from coaches. Lastly involving them in training accounted for 14.3% from both coaches and players. The assessment also revealed the confirmation that both of them agree that players should be involved in the decision making.

Table 4.10: Distribution of responses on intellectual stimulation and its effects on successful management of Kampala volleyball teams

Statements	1	2	3	4	5	Mean	S.D
The coach re-examines with members critical assumptions to question whether they are appropriate	1 (1.2%)	3 (3.5%)	6 (7.1%)	42 (48.8%)	34 (39.5%)	3.75	.861
The coach/manager seeks differing perspectives from members when solving problems	13 (15.1%)	13 (15.1%)	13 (15.1%)	28 (32.5%)	19 (22.1%)	2.93	.771
The coach/manager gets members to look at problems from many different angles	nil	6 (7.1%)	20 (23.3%)	14 (16.3%)	46 (53.4%)	2.82	.731
The coach/manager suggest members new ways of looking at how to complete assignments	3 (3.5%)	3 (3.5%)	13 (15.1%)	39 (45.3%)	28 (32.5%)	2.91	.801
The coach/manager willing to sacrifice his/her self-interest for the benefit of the team	nil	8 (9.3%)	18 (20.9%)	34 (39.5%)	26 (30.2%)	2.62	.791
The coach/manager works jointly with the volleyball team toward task accomplishment	nil	14 (16.2%)	20 (23.3%)	31 (36.1%)	21 (24.4%)	2.96	.736
Members of our team provide a lot of work-related suggestions to each other	nil	nil	26 (30.2%)	33 (38.3%)	27 (31.4%)	2.17	.841
There is a lot of constructive discussion during team meetings	6 (7.1%)	12 (14.3%)	18 (20.9%)	26 (30.2%)	24 (27.9%)	3.12	.753

NB: 1 = Strongly disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly agree

As shown in table 4.10 above, the responses on item 1 on intellectual stimulation and successful team performance show that 39.5% respondents strongly agree to this fact that coach/manager re-examines with members critical assumptions to question whether they are appropriate while 48.8% agree. Only 3.5% disagree while 1.2% strongly disagree. The cumulative percent of respondents that agree and strongly agree is 86.4%. The weighted average mean is 3.75 while the standard deviation is .861. This suggests that the respondents opined that re-examining with members critical assumptions to question whether they are appropriate, this largely impacts on team management.

The result of item 2 as shown above reveals that 22.1% respondents strongly agree that coach seeks differing perspectives from members when solving problems. On the other hand, 32.5% agreed, 15.1% respectively disagree or strongly disagreed. The mean is computed to be 2.93 while the standard deviation is .771. This confirms that majority of the respondents agree to the fact that their coach seeks differing perspectives from members when solving problems.

The response to item 3 is as reported in the table 4.12 above. Of the total sample of 86, 53.4% strongly agree that the coach/manager gets members to look at problems from many different angles. The respondents that agree, disagree and remain neutral are 16.3%, 7.1% and 23.3% respectively. The weighted arithmetic mean of 2.82 and standard deviation of 0.731, confirms that the respondents moderately agree that the coach/manager gets members to look at problems from many different angles.

Regarding item 4 above shows that a 77.8% of the respondents are affirmative that the tam coach suggests members' new ways of looking at how to complete assignments. Up to 7% disagreed, while 15.1% are unsure. The analysis of the data generated for item 5 reveals that majority 69.7% either agree or strongly agree respectively to the fact that coach/manager willing to sacrifice

his/her self-interest for the benefit of the team, while 20.9% were unsure. The weighted average mean is 2.62 and the standard deviation is .791.

On the other hand, most players 50.6% were affirmative that the coach/manager works jointly with the volleyball team toward task accomplishment. Those that disagree and strongly disagree are 16.2%. Thus with the weighted average mean of 2.96 which can be approximated to 3 and the standard deviation of 0.736 the researcher can confirm that the respondents agree that their coach/manager works jointly with the volleyball team toward task accomplishment. In table 4.10, analysis further reveals that most (69.7%) agreed that team members provide a lot of work-related suggestions to each other; 30.2% were neutral, with a weighted average mean of 2.17 and a standard deviation 0.841. The variant between the mean of previous items confirm the opinion that team cohesion for the improvement of intellectual stimulation can reasonably be defended by team management and this enhances successful management of the team.

Finally for the last item 58.1% respondents agreed to the statement that there is a lot of constructive discussion during team meetings. On the other hand, 14.3% disagree and 7.1% strongly disagree. The weighted arithmetic mean is 3.12 and the standard deviation is .753. It is evident that there is a lot of constructive discussion during team meetings.

Table 4.11: Correlation coefficient between intellectual stimulation and successful team management

		Correlations	
		Intellectual stimulation	Successful team management
Intellectual stimulation	Pearson Correlation	1	.715**
	Sig. (2-tailed)	.	.000
	N	86	86
Successful team management	Pearson Correlation	.715**	1
	Sig. (2-tailed)	.000	.
	N	86	86

** Correlation is significant at the 0.05 level (2-tailed).

Results from the above table show that, Pearson correlation coefficient is 0.715, and the *p value* for two-tailed test of significance is 0.000 at a 0.05 level. This figure suggests that the relationship between intellectual stimulation and successful management is strong, positive and significant. Results of correlation analysis demonstrate that there is strong, positive significant relationship between intellectual stimulation and successful management with the parameters of ($r = .715^{**}$, $p > .000$). The results show that the null hypothesis which stated that “Intellectual stimulation has a significant influence on successful management of volleyball teams” is rejected and the alternative hypothesis 3 which states that “*Intellectual stimulation has a significant influence on successful management of volleyball teams*” is upheld.

In the interviews, when asked how teams develop an extra sense of effort to perform

“Set goals for a season...Encourage them to go & work more, Make them understand that the training we have is not the best (enough)”

He added that:

“We encourage them to train by themselves in the morning and the days we do not train”

Another coach had this to say:

“Explain to them that those with low form or low skill levels should do extra training and we make them understand that the training we have is not the best(enough)...We encourage them to train by themselves in the morning and the days we do not train”

A Manager of one team noted that

“We set our goals, normal training once a day is not enough...We go for extra work to achieve those goals”

One of the Coaches provided insightful strategies on how the team intellectual stimulation was handled. He noted that:

"In our team, coaches provide extra programme...Inspire the players through equipment availability, clean courts; those who require the physiotherapist or the gym have it."

Another manager noted that:

"We agree as a team to push one another...We make it part of each ones responsibility...ensure players are encouraged to make use of the gym physiotherapist"

Another Coach noted that:

"Through intellectual stimulation, We encourage them that what they do in the other hours will reflect in their performance...We encourage personal initiative"

He also noted that:

"Where the group can help all will be done but everything remains personal initiative."

4.5 Influence of Individualized Consideration on Successful Management of Volleyball Teams

Below are responses about the influence of Individualized Consideration on successful team management of volleyball teams. They are presented descriptively using figures, using correlations and regression analysis.

4.5.1 Individualized consideration and management of the clubs/teams

Coaches and players were also asked to rate the team management of their clubs using the scale below and the figure below shows the results.

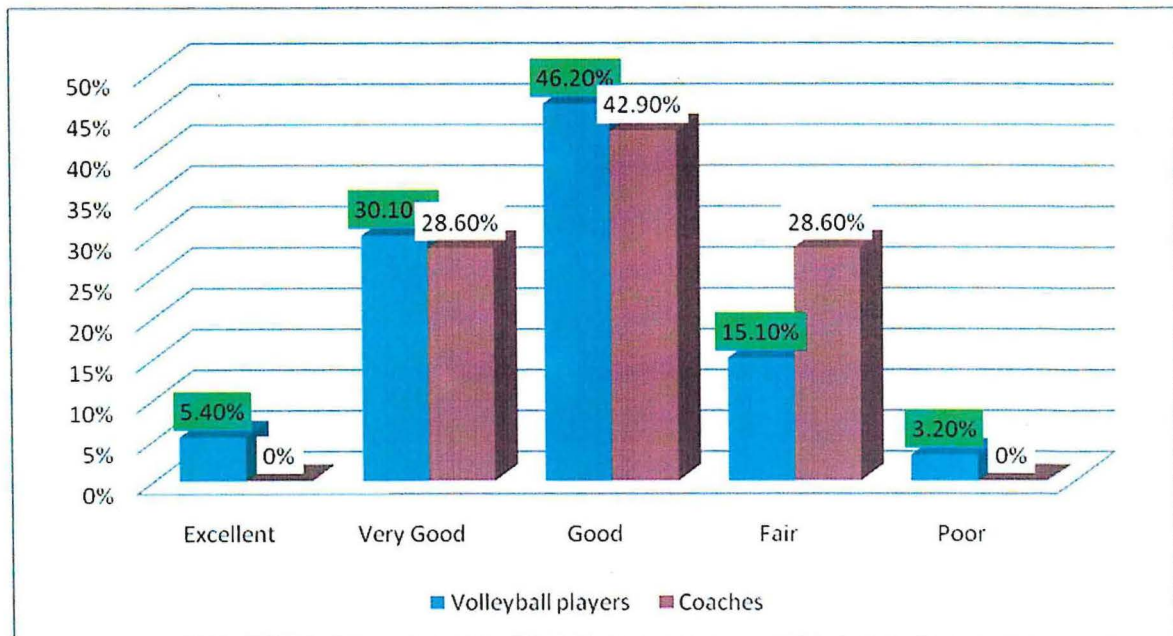


Figure 4.12: Showing team management rating from coaches and volleyball players

From the figure 4.12 above, it is clear that the majority rating for teams was good with 46.2% from volleyball players and 42.9% from coaches. Others included Excellent performance with 5.4% from volleyball players and none from the coaches, 30.1% volleyball players rated the performance as very good and 28.6% rated it as very good, those who rated as fair included 15.1% from volleyball players and 28.6% from the coaches. Finally the least number of respondents rated them as poor with only 3.2% volleyball players. These results imply that both players and the coaches rated the team as good in terms of management. After the rating reasons for this kind of performance were given as shown in the Figure below from both the coaches and the Volleyball players.

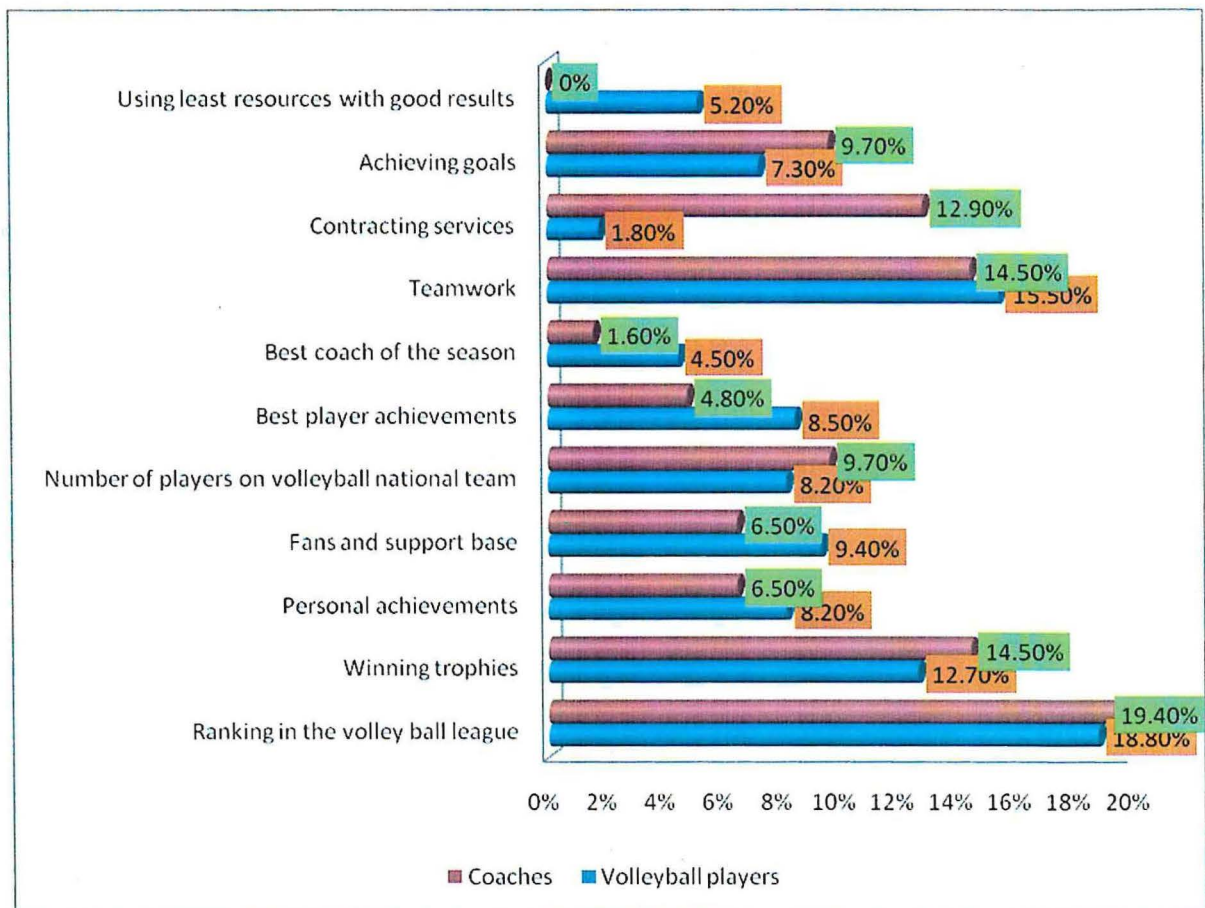


Figure 4.13: Reasons for the successful team management

In volleyball the major reason for the team performance was improve the ranking in the volleyball league this was reported by volleyball players comprising of 18.8% and 19.4% from coaches. Others reasons included winning trophies with 12.7% from volleyball players and 14.5% from coaches, personal achievements had 8.2% from volleyball players and 6.5% from coaches. Results further show that performance is based on fans and support base with 9.4% from volleyball players and 6.5% from coaches; others performance is motivated by the number of players on the volleyball nation team with 8.2% from volleyball players and 9.7% from coaches.

Sometimes performance is best on the based player achievements with 8.5% from volleyball players and 4.8% from coaches, best coach of the season for the coaches as a determinant for team management was rated 4.5% by volleyball players and 1.5% by volleyball players. Another highly

rated reason for performance was team work with 15.55 from volleyball players and 14.5% from coaches, also for professional players contracting services empowered team management with coaches rating highly with 12.9% and 1.8%. Others performance is to make them achieve goals 7.3% from volleyball players and 9.7% from the coaches. Lastly only volleyball players rated the factor of using the least resources with good results with 5.2%. to provide emphasis to this, this is what one of the coaches had to say:

“Challenge them that I can do better than them so that they make sure they can beat me or do better. Show them things that they can do better which they are not doing at the moment (their challenges)”

He added that

“I also involve them in decision making.”

From another team, the Coach noted that:

“I try to make everything a player believe that he can do what he does best...Because they play out of passion, love for the game”

In order to find out whether the type of transformational leadership from the coaches offers empowerment concepts for example team building, self actualization and vision based, players were asked to rate what the transformational leadership of their coaches offers as shown I the figure below:

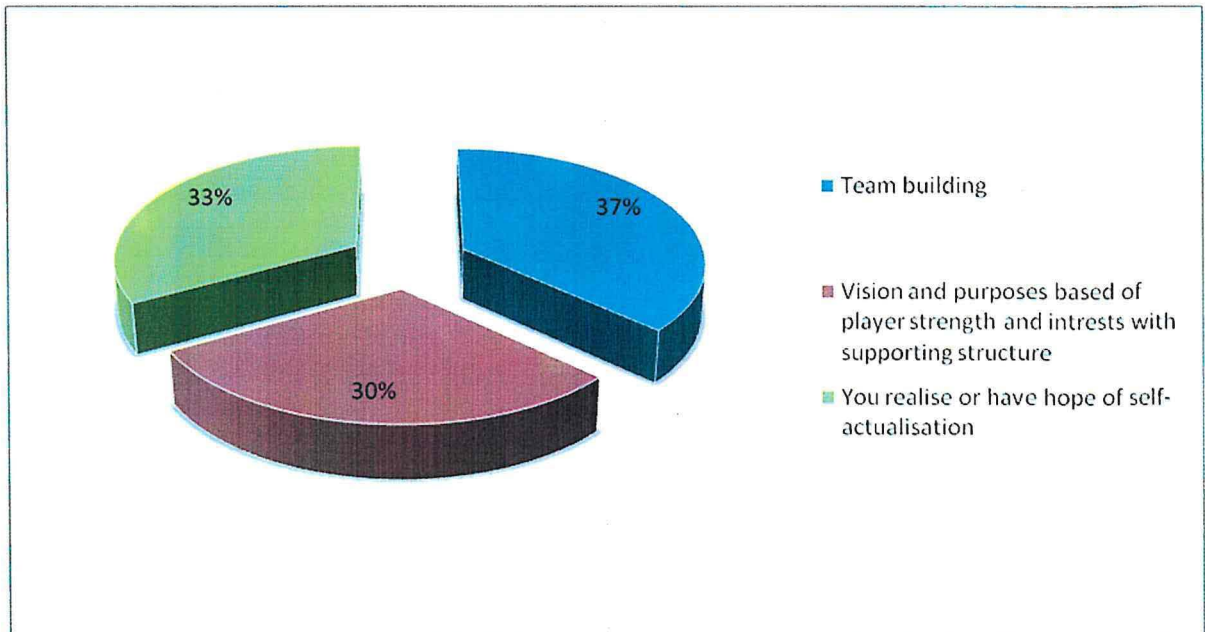


Figure 4.14: Empowering concepts of individualized consideration from coaches

From the Figure 4.14 clearly shows that the majority volleyball players thought the coaching leadership style was empowering team building factor with 37%, this was followed by the realization of self-actualization with 33% and the minority reported that the coaching style was vision based with 30%.

4.5.3 Teamwork under individualized consideration

Team work under individualized consideration is vital as it plays a pivotal role in shaping collective norms, helping teams cope with their environments, and coordinating collective action. Therefore it was in the interest of the study to use concepts under teamwork to confirm whether there is team work in the teams. To achieve this they used 3 factors namely; no cliques, helping each other and lack of selfishness and the results are as shown below.

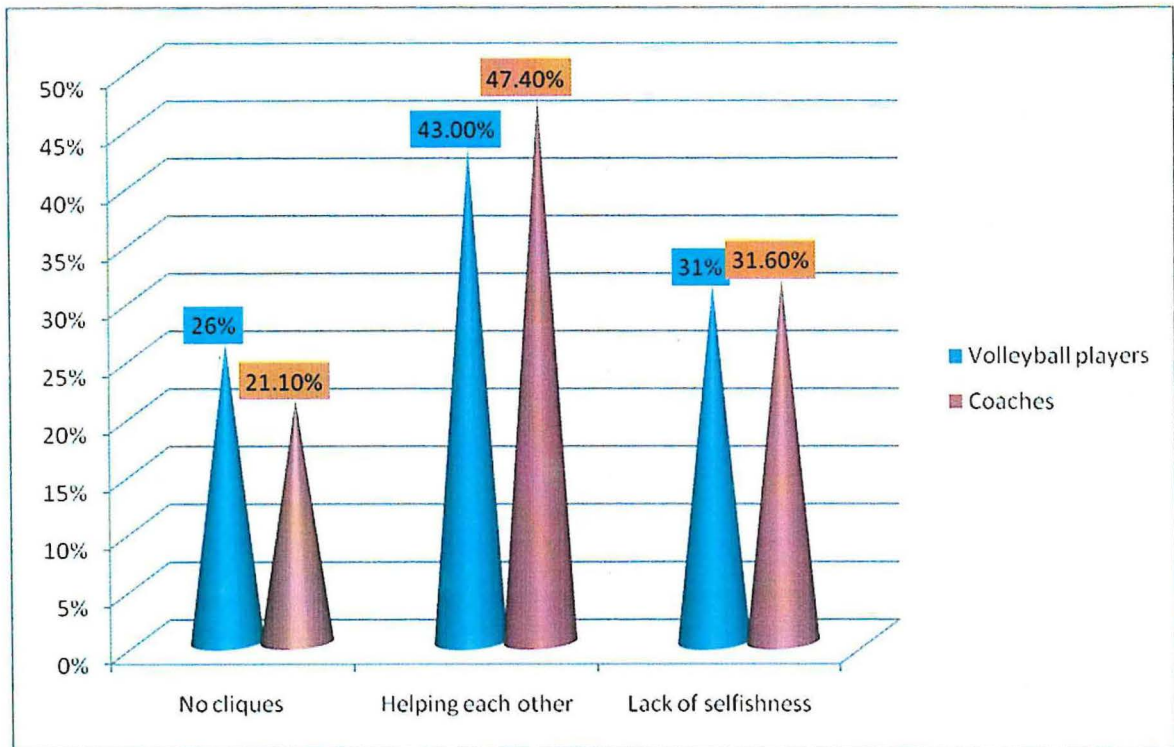


Figure 4.15: Showing team work concepts used by coaches

Figure 4.15 above shows different teamwork concepts used by the coaches. Notably majority respondents thought that helping each other as the biggest team work concept, stood at 47% from coaches and 43% from the volleyball players. The spirit of lack of selfishness amongst the team players followed with 31.6% from coaches and 31% from volleyball players. Finally the issue of disallowing cliques was last with 26% from volleyball players and 21.1% from coaches. Generally from the results it's revealed that both players and coaches believe that helping each other is the biggest factor under team work concepts. Qualitative interviews revealed the following responses:

“Set targets, We agree as a team/team work...What to work up on...How to use time, Motivate each players as an individual, and focus to get them there... (Coach)

One of the team coaches noted that:

“To ensure team work the Coach or Captain gives direction, Enhances team work, Develop self driven attitude and help them focus”

4.5.4 Self-actualization under individualized consideration

Individualized consideration implies changing the individual, as well as the work community. It is self-actualizing. By self-actualization, it enables both leaders and followers to reach higher levels of accomplishment and motivation. The study was interested in finding out the concepts that coaches do use to realize self actualization from players. Volleyball players were asked to justify whether the concepts of self-actualization allows them to unleash their full potential.

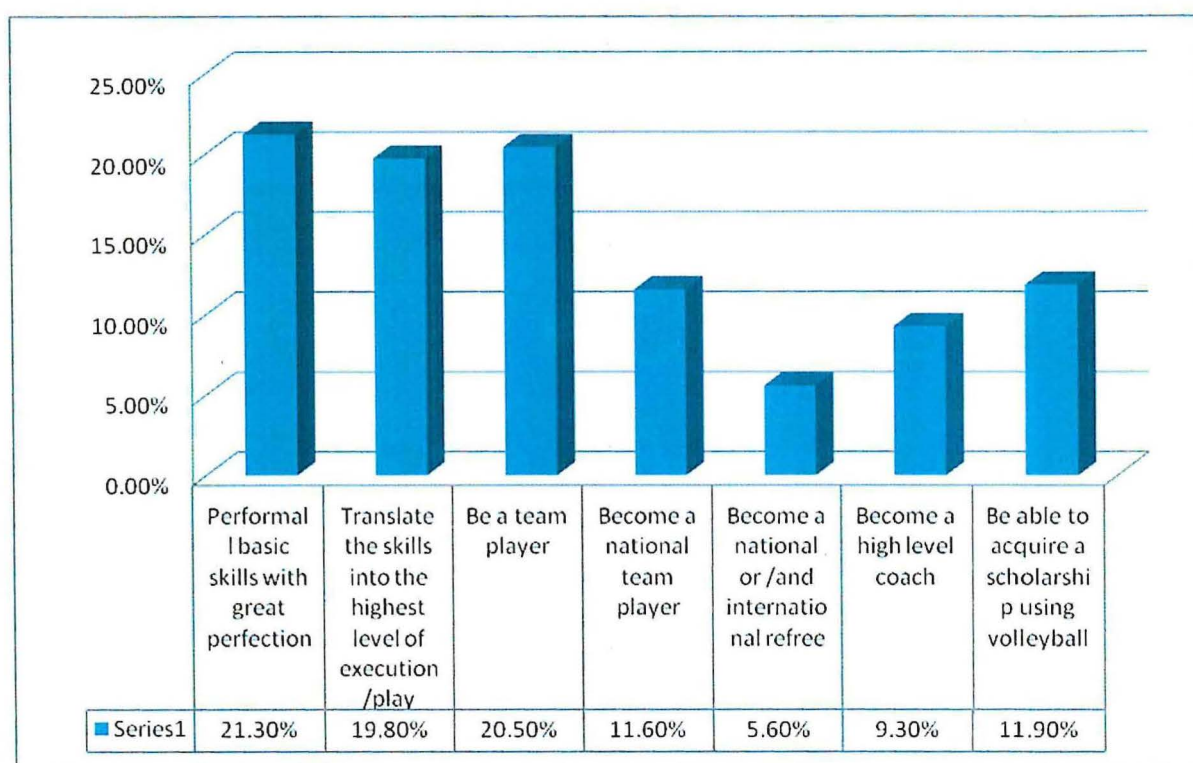


Figure 4.16: Representing self-actualization concepts used by coaches

It was significantly established as shown in Figure 4.16 above that performing all skills with great perfection empowers players to reach their full-potential with 21.3%; this was followed by players performing as team with 20.5%. Others included translating the skills into the highest level of execution with 19.8%, motivations by scholarship offers by 11.9%, becoming a national player stood at 11.6%. Lastly becoming national team player also helps the players in the unleashing of potential with 9.3% and for coaches in becoming international referee had the least responses of about 5.3%.

During the interviews, the researcher asked the key informants how they help players achieve peak performance, self fulfillment, self-actualization and personal potential. Below are the sampled verbatim quotes from them.

“We are many, 200 members, different jobs and opportunities so there is much more than playing volleyball...you can become what you want” (Coach)

He added that

“We do this with an individual approach to each player”

Another coach was cited to say that

“I ask them to come earlier than other players...Work on an individual basis. I sometimes talk to my players about certain topics i.e. how to manage yourself, hygiene and discipline.

On the other hand, a coach had this to say

“I tell my players that volleyball is a path way to other things that can make you a better person... You can meet better people – with opportunities, for advice on how to handle life.

Other coaches noted that following:

“I look for their possible weaknesses, I look for where they are doing well, I encourage them where they are doing well, try to motivate them, involve them as team players”

The Tigers and Sport Coach noted the following:

“I make the players realize what he himself wants to be beside volleyball, encourage them to follow the basic rules, obey leadership and have discipline.”

He added that

“We even go ahead to identify role models for them, they do what models do and identify institutions to offer scholarships”

Finally a team manager noted that:

“We hold a gala to recognize players, extra recognition for those that have been recognized at national level”

in fact a team manager:

“We provide an enabling environment i.e. facilities court, equipment, balls, net, meals, and water on match days... Individual player talk, tell them you are the linchpin”

Many players also rated indicator of individual prosperity with the coaches rating it with 11.1% and 11.2% rating from the volleyball players. Others included the ability to acquire professional players with 6.9% from the coaches and 6.3% from the volleyball players, being part of the national team squad with 15.3% from the coaches and 9.5% from the volleyball players.

“Good – the club has made some leaps comparatively... We have won the league unbeaten” (Coach)

He added that

“Individual consideration is good – we have very young and inexperienced players, so they actually do their best against the experienced ones...this brings up their field form and performance”

Another coach noted that:

“Very good we develop skills... Couple of players play for the National team... There is team work”

Another one noted that:

“Good despite the less time for training... Despite players often leaving after their studies... We have kept in top flight (series A)”

Also the ability to sell players to professional ranks had 8.3% from coaches and 7.5% from the volleyball players and lastly attraction of fans and sponsors had 10.2% from the volleyball players and coaches 9.7%. From these statistics the researcher clearly conclude that some indicators for general performance are similar in the coaches and volleyball players for example, they all believe in the indicator of team work as a very vital factor in the performance of the volleyball game.

Table 4.12: Distribution of responses on individualized consideration and successful management of Kampala volleyball teams

Statements	1	2	3	4	5	Mean	S.D
The coach spends time teaching and coaching team members	11 (12.7%)	14 (16.3%)	11 (12.7%)	19 (22.1%)	31 (36.1%)	2.65	.841
The coach/manager treats members as individuals rather than just as a member of the group	nil	Nil	11 (12.7%)	60 (69.8%)	15 (17.4%)	2.66	.776
The coach considers team members as having different needs, abilities & aspirations from each other	nil	9 (10.4%)	17 (19.7%)	35 (41.1%)	25 (29.1%)	3.18	0.874
The coach helps members to develop their strengths	nil	7 (8.1%)	2 (2.3%)	43 (50%)	24 (27.9%)	4.38	.734
All team members go out of their way to help each other	nil	5 (5.8%)	12 (13.9%)	17 (19.7%)	52 (60.5%)	3.31	.894

Table 4.12 shows that regarding the first item on individualized consideration, 36.1% strongly agree that the coach spends time teaching and coaching team members, 22.1% agree, 16.3% disagree, while 12.7% remained neutral. The weighted arithmetic mean is 2.65 with standard deviation of 0.841. The disparity of responses to this item indicates that the respondents are of the opinion that the coach spends time teaching and coaching team members.

The distribution of responses on the statement whether coach/manager treats members as individuals rather than just as a member of the group on hand as shown in Table 4.15 above is: 17.4% for strongly agree, 69.8% for agree while only 10.4% for disagreed. This result shows that

a vast number of the respondents agree that team coach/manager treats members as individuals rather than just as a member of the group which influences team management.

Responses to item 3 reveal that 70.2% of the total sample agreed and only 10.4% disagreed that coach considers team members as having different needs, abilities & aspirations from each other. With the weighted average mean of 3.18 and a standard deviation of 0.874.

Table 4.12 shows that of the 86 respondents who responded to this question, responses are varied as 27.9% strongly agree and 50% agree that the coach helps members to develop their strengths. With the arithmetic mean of 4.38 and standard deviation of .734, it can be suggested that the respondents strongly agree to the fact that the coach helps members to develop their strengths.

The final result illustrated in table 4.15 shows that 60.5% strongly agree and 19.7% agree that all team members go out of their way to help each other. On the other hand, 5.8% disagree. With the arithmetic mean of 4.10 and standard deviation of .932, it can be suggested that the respondents strongly agree to the fact that some team members help each other without being asked.

Table 4.13: Correlation coefficient between individualized consideration and successful management

		Correlations	
		Individualized Consideration	Successful team management
Individualized Consideration	Pearson Correlation	1	.396 *
	Sig. (2-tailed)	.	.000
	N	86	86
Successful team management	Pearson Correlation	.396 *	1
	Sig. (2-tailed)	.000	.
	N	86	86

** . Correlation is significant at the 0.05 level (2-tailed).

From Table 4.13 it is clear that there is relatively weak, but significant, positive linear relationship between individualized consideration and successful team management ($r = 0.396$, $p < 0.05$). The

researcher *rejects* the null hypothesis (Ho4) and concludes that there is sufficient evidence, at the 5% level of significance, that there is a positive linear relationship between individualized consideration and successful team management. The results justify the alternative hypothesis 4 which states that “There is a positive significant relationship between Individualized consideration and successful management of volleyball teams”

A volleyball Coach noted:

Shape the future, work towards it and beyond...Personal goal , getting scholarships, more skills, going outside country...Getting accolades for the team...To win all the internationals events in the country.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents discussion of the findings from the previous chapter. This chapter is divided into three main sections. The first section places emphasis on the discussion and the resulting conclusions. The second part deals with the recommendations while the third and final part presents the areas for further research. The discussion was done by reviewing the literature of the previous scholars relative to the findings of this particular study.

5.1 Discussion of Findings

In this section, the findings were compared with the issues described in the literature in an attempt to establish how they relate to the conceptual framework. The discussion placed more emphasis on major results in the areas of transformational leadership and its impact in successful team management of volleyball teams in Kampala. Furthermore, the findings drawn from the study are compared to the literature review.

5.1.1 Influence of Idealized Influence on successful management of Kampala volleyball teams

Results show that, Pearson correlation coefficient is 0.618**, and the *p value* for two-tailed test of significance is 0.000 at a 0.05 level. This figure suggests that there is strong, positive and significant relationship between idealized Influence and successful team management. Thus, null hypothesis is rejected but its alternative hypothesis is accepted or upheld. Therefore, the implication of the correlation is that the alternative hypothesis that *“There is a positive significant relationship between idealized influence and successful management of volleyball teams”*. With

adjusted R square value is 0.189 and $F = 49.552$ ($p < 0.000$) that reveals idealized influence can predict 18.9% of the variance in successful team management. This is in line with Avolio and Bass (2004), who noted that leaders with idealized influence behavior are well-admired, respected and trusted by followers who want to be associated with them. Similarly, Jung et al. (2003) find significantly positive relationship between idealized influence and organizational innovation as measured by expenditure and the number of patents filed over the preceding three years in R&D department.

Other descriptive findings show that team coach/manager instills pride in members for being associated with him/her, 62.6% were in agreement to this while 21.4% disagreed. The weighted arithmetic mean is observed to be 3.04, while the standard deviation is 0.784. This shows that team coach/manager instilling pride in members for being associated with him/her was seen to influence team management by majority of the volleyball team players. Similar to previous studies, leaders also put others above themselves, shares risks with followers and often act as role models. Idealized influence is also known as charisma by Burns (1978).

Over 47.7% agreed. However, on the other hand, arithmetic mean is 2.73 while the standard deviation is .785. With this result, it is suggested that there is a mixed opinion about whether team coach/manager acts in ways that build members' respect for him/her or not. The weighted arithmetic mean is 2.82 with a standard deviation of .698. This result confirms that the respondents moderately agree that team coach/manager displays a sense of power and confidence to team members.

When asked whether team coach/manager considers the moral and ethical consequences of decisions, 46.4% agreed that team coach/manager considers the moral and ethical consequences of decisions. The arithmetic mean is computed to be 2.96 while the standard deviation is .813. This result shows that majority of the volleyball players agree that team coach/manager considers

the moral and ethical consequences of decisions. A research study conducted by McGuire and Kennerly (2006) surveyed nurse managers and staff nurses from 21 not-for-profit hospitals in the Midwest region of the United States.

On whether team coaches/managers emphasized to team members the influence of having a collective sense of mission, over three quarters of the study respondents (74.4%) agreed. This is in line with what Jung and Avolio (2000) found out those behavior consistent with idealized influence (in the transformational leadership framework), include leaders being personally accountable for their actions and leading by example. Similar to the description of accountability and value congruence in the integrative model of trust, leaders employing behavior consistent with idealized influence will operate based upon values and expectations that are shared by subordinates. Other authors like Olsen, Eid and Johnsen (2006) also noted that idealized influence means that followers identify with and want to emulate the leader who is trusted and respected, maintains high standards, and is considered to have power because of who she is rather than what position she holds.

Interestingly one of the managers noted that values are respected in group formation rather than individual level. He noted this,

“If you don’t train with the team, you don’t play, We create a way we do things, We agree that there are certain things we need to do and those we do and We have rule books, we spell them out and we emphasize the fear of God”

The above findings are similar to findings in previous studies. Northouse, (2010) presenting evidence from his study showed the effect of this transformational leadership characteristic among followers by their demonstration of sensible risk taking after being paired with transformational leaders. Also, Burke et al. (2007) thus suggested, “it should come as no surprise that the behavior that fall within transformational leadership may be viewed by followers as indicators of leader’s

benevolence” (p. 616). Finally, Bass (1985) hypothesized that leaders, who use transformational leadership behavior, will engender moral elevation in observers.

Moral values can shape the organization and as such the leader has to be a role model, develop goals and mission, emphasize ethical behavior and develop confidence among players which will in turn lead to improved performance. Shared/ collectivistic orientation is developed through shaping collective norms, helping teams cope with their environment and coordinating collective efforts and action. It can be reflected in phrases like:

“We can do it, let's go, we are better” which develops and strengthens team cohesion and thus improving performance, a reflection of successful team management.

According to these study findings it was revealed that Intellectual Stimulation, Individualized Consideration, Inspirational Motivation and Idealized Influence were the main theoretical and conceptual elements regarding transformational leadership. This is in line with what the past literature from James Burns, (1978) who described it as a set of specific behavior and an ongoing process, where leaders and followers raise one another to high levels of morality & motivation, It offers a purpose, It appeals to higher ideals and values of followers, It models the values, Recognizes people have a range of needs which satisfaction affects their performance, It involved development of high self-esteem and self-actualization, It is about values, purpose and meaning.

Further literature from Kouzes & Posner (2002) reveal that leadership is not a position but a collection of practices and behavior, practices include; challenging the process, inspiring a shared vision, enabling others to act, modeling the way and encouraging the heart which all fall under the four elements under transformational leadership.

5.1.2 Influence of Inspirational Motivation on successful management of Kampala volleyball teams

Results show that, Pearson correlation coefficient is 0.376, and the *p value* for two-tailed test of significance is 0.05 level proving that the hypothesis that “There is a positive significant relationship between inspirational motivation and successful team management of volleyball teams” is retained. The adjusted R-squared is 0.243 and F value is 67.640 ($p = 0.000$) that reveals inspirational motivation variable has significantly explained the 24.3% of the variance in successful team management of volleyball teams. In my view, the relationship between transformational leadership behavior and moral elevation of subordinates has yet to be explored. However, it is hypothesized that some of the dimensions of transformational leadership may lead to a state of moral elevation in followers.

Similar results have been found in previous studies. Perlmutter (2012) for example found that the leadership behavior of inspirational motivation both focus on behavior that encourage leaders to act as role models. Observers may experience moral elevation if these role models exhibit behavior of moral excellence. Key characteristics of inspirational motivation include articulating a compelling vision, expressing confidence in achieving goals, talking optimistically and enthusiastically about the future along with the needs to be accomplished (Avolio & Bass, 2004).

Descriptive findings from this study show, the major factor defining volleyball players' motivation and extra effort to perform related was developing skills. The results further reveal that volleyball players are motivated by the desire for personal health and fitness accounting the motivation of winning. The findings are also in line with (Sit & Linder, 2004) who stressed that player's motivation and extra effort to perform is mostly driven by the desire to develop skills and to others improvement of their talents in the sport. Morton et al (2010) found that inspirational motivation promotes organizational learning which subsequently encourages administrative

innovation. In the study of Rabin & Steinhauer (1988), staff cohesiveness was considered as an organizational climate which influences innovation.

Regarding whether team coach/manager talks with members optimistically about the future, majority of the respondent (58.2%) of the players agreed. Up to 23.2% disagreed and 17.9% remained neutral. This shows that there is moderate agreement to the fact that team coach/manager talks with members optimistically about the future. The arithmetic mean is 2.75 and standard deviation is 0.855. This is line with inspirational motivation, whereby leaders encourage others to go beyond what they originally thought was impossible. They also challenge them to pursue high but realistic standards (Perlmutter, 2012). Through the demonstration of inspirational motivation, leaders motivate their followers by providing a compelling vision for the future that is communicated through stories and symbols.

A predominant percentage (55.7%) strongly agree and agree with the fact that coach/manager expresses toward members confidence that goals will be achieve while 39.1% strongly agree that people in their volleyball team share his/her special knowledge and expertise with one another, 24.4% agree, 12.7% disagree and 26.7% were neutral. Silvers and Haidt (2008) and Schnall, Roper, and Fessler (2010), participants viewed a video clip from The Oprah Winfrey Show in which music teachers who acted as role models and mentors for students were showcased and thanked by their students. These findings provide support for the ability of exceptional leaders to stimulate moral elevation in followers.

The use of inspirational motivation through team's identification with the organization's vision and mission increase team members' initiatives to perform beyond expectations. Heightened levels of motivation are linked towards higher levels of performance which is likely to enhance organizational innovation. Leaders challenge followers in meaningful ways and demonstrate commitment in attaining goals and shared visions.

Apart from being consistently included in inspirational motivation dimension of transformational leadership, the articulation of team vision item is also reported to have correlation with promoting innovation (Schin & McClomb, 1998). As cited in Avolio and Bass (2004) article, articulating a vision involves preparing followers to achieve the vision through embracing change and expressing optimism, confidence and enthusiasm.

On whether knowledge of the game is important for our team to perform tasks, it is observed that 27.9% strongly agreed while 26.7% agreed. In addition, leaders that employ behavior reflective of inspirational motivation encourage others to go beyond what they and their peers originally thought was possible, and challenge them to pursue high but realistic standards (Bass, 1985 cited in Dvir et al., 2002). Through inspirational motivation, leaders motivate their followers by providing a vision for the future that is communicated through stories, symbols, and recounts of personal experiences.

These results are in line with recent research on reasons for sports participation which also hinted, there is possibility that, the social environment created by the exercise leader, may impact on volleyball participation and adherence indirectly through factors such as enjoyment and development (Bray, Millen, Eidsness, & Leuzinger, 2005). However some past sports literature scholars (Rhodes, Courneya & Jones, 2004) tend to divert from the research findings that suggested the majority players are motivated by winning and development of skills to participate in volleyball. They argue that the sport itself may be one of the factors for individuals to love the game. Developing skills is in line with providing support to players based on their needs, giving/coaching and providing support necessary to perform their duties. However what has to be addressed is the way the way the coaches teach and develop skills, the ability to analyze the execution of the skills, identify the errors and correct them.

These are mainly in the areas of the stance, posture, movement, readiness, approach, take off and timing of the ball during spiking and blocking. There are also areas where accuracy, precision, differentiation, reaction and perception should be developed by the coaches to bring about improved performance. By doing the above the players will realize improvement and success which in turn motivates them as a result they will add extra effort to perform absolutely performing better.

There were diverse research findings relating to the exploration of the major factors that lead to the development of volleyball players' moral values and shared orientation in the volleyball team. Findings that focused on the player ethics suggested by majority coaches emphasizing ethics was encouraging total group effort.

Encouraging athletes is a way of providing positive feedback when athletes are successful, much as sometimes when some athletes are encouraged they tend to be complacent and sit back being contented, nevertheless; recognizing small achievements in the course of one's sporting career develops players self-esteem, aids in the motivation and hence better performance and success of team management.

A player may not be able to spike the ball successfully against a block at the net, but when the take off, timing, and approach are good then there should be encouragement in those areas that have been done well. Thus encouraging total group effort is good leadership behavior but also considering individual small achievement is equally important. This is reflected under Individualized Consideration an element preceding Transformational Leadership, which is fostered by open lines of communication keeping the leader/coach and player in direct contact and relationship, making the player feel cared for in a special way something that motivates and subsequently leading to better performance and hence successful team management.

5.1.3 Influence of intellectual stimulation in successful team management

With a Pearson correlation coefficient is 0.715, and the p-value for two-tailed test of significance is 0.000 at a 0.05 level, the data support the alternative hypothesis that “There is a positive significant relationship between intellectual stimulation and successful management of volleyball teams”. Adjusted R^2 is 0.773 and $F = 707.926$ ($p=0.000$). These figures reveal that 77.3% of total variance in team management is explained by intellectual stimulation variable. According to Morales, Reche and Torres (2008) intellectual stimulation refers to the behavior of a leader who promotes the intelligence of the employees, knowledge and learning to cultivate innovation in problem-solving and solutions. Similar to the findings, Yukl (2006) noted that it encourages followers to be innovative and creative in solving problems, challenging status quo, as well as promoting and sharing of new ideas (Avolio & Bass, 2004).

Descriptive findings shows that 39.5% respondents strongly agree to this fact that coach/manager re-examines with members critical assumptions to question whether they are appropriate while 48.8% agree. Amabile, Schatzel, Moneta, & Kramer (2004) found out that transformational leader may encourage followers to challenge the status quo and old ways of doing work. Followers are likely to be motivated to reformulate issues and problems, and generate ideas and solutions to satisfy their intellectual curiosity. This learning-oriented goal can foster knowledge creation and upgrade (Sosik, Godshalk, & Yammarino, 2004).

From the findings, both the coaches and players reflected that involving players in decision making, leadership roles and planning, developing the right skills and involving them in training was empowering players which would improve their performance. Kelley’s respondents described the best followers as those who “think for themselves,” “give constructive criticism,” “are their own person,” and “are innovative and creative.”(1992 cited in Chiun et al. 2009). However, a different perspective by Kark, Shamir, & Chen, 2003) was that it led to higher levels of self-

efficacy and other found that it enhances satisfaction and higher task performance (Sosik, Avolio, & Kahai, 2007) among employees.

Of the total sample of 86, 53.4% strongly agree that the coach/manager gets members to look at problems from many different angles and 77.8% of the respondents are affirmative that the coach suggests to members' new ways of looking at how to complete assignments. In the researcher's view, involving players in decision making, leadership roles and planning makes them own the team, develop a sense of ownership and belonging. This does not only motivate them but also makes them add extra effort in whatever they are doing which improves their performance. In the same line empowering of players will absolutely lead to commitment to training and the club. The result of Chiun et al. (2009) and Buciuniene and Skudiene's (2008) research indicate that transformational leadership had a significant positive effect on successful commitment of players and inspiration to stay on 'track' with the team. Wang, Ying, Jiang and Klein (2006) in their organizational study of group cohesion in organizational innovation during implementation phase of the enterprise resource planning systems, they found positive relationship between group cohesion and meeting management goals.

The fact of the matter to examine is how this empowerment in its actual sense is done by the coaches. It is true they make players captains of the teams but what about the other players who cannot be captains? Do you see a coach running drills and giving a chance to different players to be in charge of small groups during training? Do they discuss team strategy and make the players understand or they simply ask them to implement the strategy? During the planning process are the players asked to come up with alternative options and strategies, or asked to express their goals and interests? Bass and Avolio (1990) stated that transformational leaders enhance followers' capacity to think on their own, develop new ideas and question operating rules.

Up to 50.6% were affirmative that the coach/manager works jointly with the volleyball team toward task accomplishment and analysis further reveals that most (69.7%) agreed that team members provide a lot of work-related suggestions to each other. These results are also in line with (Elkins and Keller, 2003) who stressed that Transformational leadership behaviors closely match the determinants of innovation and creativity at the workplace, some of which are encouragement, vision and support for innovation, autonomy, recognition, and challenge which have a significant effect on the general performance of the team.

Developing the right skills and involving the players in training is empowering which will improve their performance. Examining how coaches teach skills gives an insight into how well players are empowered. What kind of physical training does the player undergo during his or her childhood? Do they develop the right coordinative abilities? (Orientation, Combination, Differentiation, Balance, Rhythmization, Reaction, Adaptation).

“you give players skills in training, when it gets to the game situation you send the players on court this is one way of actually empowering them the player gets there they do what they feel is right”

“By teaching us the right skills of the game I do the right thing without consulting the coach”

“You give them tasks to make sure they are really empowered, You have to allow them some times to make decisions because whenever they are on court that is a team, you give them leadership like court captain they feel that they are part of the team, give them tasks to be in charge of small groups so that they can feel that they are empowered”

The above responses from the coaches and captain through interviews are in agreement with how players are empowered to play volleyball, but the most fundamental question is that why haven't the Ugandan teams featured for All Africa games like our Kenyan and Rwandese neighbors? Is

there something that leadership has not addressed and if so at what level of leadership (club or Federation)?

From the findings, majority respondents believed that team work was the prominent determinant of combining all the other concepts which include volleyball player's motivation, extra effort to perform, moral values, shared orientation, and empowerment. Other factors included Skill development, winning, individual prosperity.

When volleyball players are motivated through satisfying self actualized needs, they will endeavor to perform to their full ability to achieve the best accolades in volleyball, or become coaches, referees or administrators. By setting goals, encouraging personal initiative, providing an enabling environment, inspiring and challenging players, will develop an extra effort to perform among players which shows how much a leader motivates them to perform beyond contractual expectations leading to improved performance and thus successful management of the team.

Empowerment enables the players to be on their own/independent, by involving them in decision making, leadership, planning, taking them for further training, developing the right skills and enhancing good self-efficacy. As revealed through interviews, coaches and managers teach, encourage, guide, and give responsibility as ways through which players are empowered. This is in line with Avolio and Gibbons (1988) who posited that a major goal of transformational leaders is to develop follower self-management and self-development.

For the last item 58.1% respondents agreed to the statement that there is a lot of constructive discussion during team meetings. most players 50.6% were affirmative that the coach/manager works jointly with the volleyball team toward task accomplishment. Those that disagree and strongly disagree are 16.2%. These results are in support of McGregor's (1960) theory Y who documented that performance is intellectually connected with leadership theory ideas like team work and community building. Use of team, or other participative action structures, implies

empowerment, although few theorists identify it explicitly. Transformational leadership enables both leaders and followers to reach higher levels of accomplishment and motivation. It releases human potential for the collective pursuit of the common goals.

Consequently, it is empowering. From the study the contribution of volleyball player's motivation, extra effort to perform, moral values, shared orientation, and empowerment on the general successful team management included teamwork, skill development, winning, individual prosperity, ability to acquire and use professional players, being part of the national team, ability to sell players to professional ranks and attracting fans and sponsors.

5.1.4 Influence of Individualized Consideration on successful management of volleyball teams

Results show a weak, but significant, positive linear relationship between individualized consideration and successful team management ($r = 0.396$, $p < 0.05$). The researcher *rejects* the null hypothesis (H_04) and concludes that there is sufficient evidence, at the 5% level of significance, that there is a positive linear relationship between individualized consideration and successful team management. Results show that the adjusted R^2 value is 0.148 and $F=16.355$ ($p<0.000$) that reveal individualized consideration accounts for 14.8% of the variance in successful team management.

Descriptive findings on individualized consideration, 36.1% strongly agree that the coach spends time teaching and coaching team members, 22.1% agree. 69.8% for agree while only 10.4% for disagreed. This result shows that a vast number of the respondents agree that team coach/manager treats members as individuals rather than just as a member of the group which influences team management. Individualized consideration includes mentoring, support, encouragement and coaching of followers (Lagomarsino and Cardona, 2003). Transformational leaders link the individuals' current needs to the organisation and new learning opportunities are created (Bass and

Avolio, 2000; Mester, et al., 2003). Intellectual stimulation involves leaders stimulating their followers' effort to be innovative and creative by questioning assumptions, reframing problems and approaching old situations in new ways (Bass and Avolio, 2000).

Burke et al. (2007) suggest, "it should come as no surprise that the behavior that fall within this style of leadership [transformational leadership] may be viewed by followers as indicators of leader's benevolence" (p. 616).

Recognition as Maslow puts it is a higher level need which will, if satisfied, lead to greater performance. Maintaining ethical standards in sports means more than just following rules of the game (Berlow 1994). As a team under the guidance of the coach and manager, you must develop codes, norms and behaviors that you follow as a team with a purpose that translates into "your" vision that makes you realize success in terms of performance. There should be some shared sense of values in coaching behavior.

"From the outside it looks dictatorship but the position inside is different because to me I lay down the tenancy, the objectives, the aspirations, that I want the club to adopt but at the end of the day I don't police the implementation of that tenancy. If you find that your team is following a certain line without questioning it is not me it is actually the club".

From an interview with one of the managers reflects a shared sense of values and indeed his club is the best at the moment in the country but when they went for the Africa club championships this year they did not qualify from the pool to the quarterfinals level and were ranked second last overall. This shows poor performance and may be due to the way the coach develops skills, as well as tactical and technical development.

Further literature from Bass (1985) emphasized the collectivistic aspect of moral development and suggested that transformational leaders get their followers to transcend their self-interest for the

sake of the team or organization. This is similar to Wagner's (1995) definition of collectivistic orientation.

Further results from the study show that majority coaches said that being good listeners to players, would improve the morals among the volleyball players. Other coaches strengths that shaped the moral values of players were being good time keepers having, respect for others, training and developing skill and tactics, keeping away from alcohol and smoking, following the team rules and norms and persistent in pursuit of the visions, consistent with their beliefs, leading by example and lastly supporting and promoting the game of volleyball which will lead to better performance. A Coach noted that:

"Individual consideration is good – we have very young and inexperienced players, so they actually do their best against the experienced ones...this brings up their field form and performance"

These results are in agreement with Oluseyi and Hammed (2009), who stress that effective leadership has a positive influence on the performance and morals of the organization.

From the study, interviewed coaches and managers cited aspects like; setting goals and working together to achieve goals, constructive criticism, and time management, fear God, honesty, and many others. A shared orientation plays a key role in developing team cohesion and togetherness, players often say statements like:

"Lets' go, I can do it, I shall win/beat them,".

Players stop identifying themselves with winning alone, they recognize that each team member has a role no matter how small; it is required in order to win and therefore respected.

"Yes it has, some of the morals I have include, discipline, encourage people to have time management, I have things that bring us together, I have leadership structure, and there must be accountability"

What is intriguing is whether the leaders in these clubs deliberately develop programs or strategies to enhance this collectivistic or shared orientation. Most players naturally are selfish and want to play and shine as individuals, some coaches also pay more attention to some players and it is also a fact of life that man is competitive by nature which affects team building and development. All these require a leader who identifies the role of developing collectivistic or shared orientation a very important aspect to influence performance and hence successful team management.

5.2 Conclusions

The following were the conclusions drawn from the study

1. The hypothesis that *“Idealized influence has a significant influence on successful management of volleyball teams”* was upheld in the study.
2. The hypothesis that *“Inspirational motivation has a significant influence on successful management of volleyball teams”* was upheld in the study.
3. The hypothesis which stated that *“Intellectual stimulation has a significant influence on successful management of volleyball teams”* was upheld in the study.
4. It was also concluded that the hypothesis *“Individualized consideration has a significant influence on successful management of volleyball teams”* was upheld in the study.
5. The general conclusion is that out of the four elements of transformation leadership, intellectual stimulation has the greatest effect on successful management of volleyball teams because once implemented, the results showed that it can predict 77.3% of total variance in team management.

5.3 Recommendations

Based on the findings of this study, the following recommendations are made:

1. The findings show that transformational leadership is flexible and allows for multiple perspectives in team management. There is thus need for integration of other knowledge in

coaching for instance, mentoring of players seems to fit well in idealized influence where the coach makes players feel proud and emphasizes the formation of mutual trust in the team. This can help players fit in within the team and enhance successful team management.

2. In regard to inspirational motivation and team management, there is need to understand how each team member is motivated in various settings. This would show the coach how each player functions and how best to handle their individual needs and how to acquire these needs. There club leader would thus be able to deal with individual cases and motivate them collectively having studied each player's strengths and weaknesses. Once the player's feel that their needs are fulfilled, and then they will be motivated to perform, indicating successful team management.
3. As for intellectual stimulation dimensions, there is need for coaches to ensure that subordinates (volleyball players) are challenged to see things in a different light. This can be done through developing drills in training that create innovativeness, which will enable the players to find solutions to challenges. In so doing there is need to challenge players to find creative ways of accomplishing tasks within the team. This would ensure successful team management.
4. Findings show that individual consideration dimension also positively influences successful team management. In order to improve on team management in volleyball teams, there is need for coaches and managers to bring individual players "on board" by communicating feedback to each player. This also involves analyzing the player's level and execution of skill as an individual. Mentoring is thus vital in achieving this end. This will lead to individual growth, which when done collectively will bring about successful team management. However, there is need for leaders to be cautioned to maintain a professional distance in their relationship with players.

5.4 Suggestions for Further Studies

The study can be replicated in other categories of institutions such as corporate companies and Government institutions

1. A comparison of the impact of transformational leadership styles and other leadership styles used by sports clubs, or in athletics.
2. Relationship between transformational leadership on modeling of individual players. Such a study can be done on individual case studies of outstanding players (player profiling)
3. An in depth qualitative study about coaching volleyball and its effects on player performance in Uganda.
4. There is need to study the role of Uganda Volleyball Federation in Influencing the Management of Clubs

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APPENDICES

Appendix A: Questionnaire for Volleyball Players

Please answer the questionnaires as correctly as possible by filling in the spaces or tick ng the most appropriate alternative/s given

All the answers you give shall be treated with utmost confidentiality;

1. Club Name.....,
2. Team.....
3. Sex/Gender Male..... or Female..... (*Tick which is appropriate*)
4. Age
5. How many years have you played high level volleyball
6. Ever played for the National Team? Yes..., or No..... (*Tick which is appropriate*)
7. How many players are you in the team?,
8. Ever played African club championships? Yes..... Or No..... (*Tick which is appropriate*)
If yes how many times?
9. Ever played African Zone 5 qualifiers? Yes Or No (*Tick which is appropriate*)
10. Ever qualified for all Africa games? Yes Or No (*Tick which is appropriate*)
If Yes how many times?

SECTION A: i)

1 Indicate reasons for being motivated to play in a volleyball team.

(Tick what is appropriate)

Winning		Enjoyment	
Develop skill		To be in a position of influence	
Personal Health & Fitness		Get a Scholarship	

Earn money		Fame	
<i>(others)</i>			

2). In what ways does your coach communicate to you during training and away from training? *(Tick whichever is appropriate)*

During training	Any others	Away from training
Meetings		Phone calls
Briefings		Meetings
One to one		One on one
Criticizes		Internet/email
Corrects you positively		Corrects you positively
Makes you feel independent		Makes you feel independent

3). How do you envision your team in regard to the following?

Tick either yes or no	YES	NO
To be among the first four best teams in the country		
To represent the country in Africa club championships		
To remain in service of your team		
Any other		

4) Does your coach provide you support and give you orientation about the game of volleyball?

Tick either yes or no, if yes which of the following are noticeable with your coach?	YES	NO
Rules of the game		
How to warm up		

Who to approach in case of certain issues		
The demands of the game		

5) Does your team have a common goal?

Tick either yes or no, if any of the following is similar to the following goal/s tick appropriately.	YES	NO
To win the league		
To participate		
To improve on basic skill level		
Any other		

1). Do you take your coach as role model for volleyball players?

Tick the relevant reasons why he is/not your role model					
	YES	NO		YES	NO
Keeps time			Leads by example		
Is a good listener			Follows the team rules & norms		
Keeps away from Alcohol & Smocking			Any other		
Respects others					
Consistent with their beliefs					
Persistent in pursuit of their visions					

2). Does your coaches' conduct add confidence to you when playing the game?

Tick either yes or no depending what your coach does during training or game time.					
	YES	NO		YES	NO

Encourages			Rebukes		
Gives hope			Discourages		
Proper way of correcting errors			Humiliates		
Recognizes worthy accomplishments			Others		
Recognizes small achievements/victories					
Enhances player's self-esteem					

3). Does your coach emphasize ethical behavior?

Tick either yes or no depending what your coach does/behaves					
	YES	NO		YES	NO
Fair play			Success at expense of players' health		
Total group effort			Inappropriate use of money & time		
Honesty			If you miss the ball don't miss the leg		
Leading by example					
Suspension of players on ethical grounds					

iii):

1) .What are some of the ways your coach uses to build confidence in you?

Tick either yes or no depending on how your coach builds confidence in you.	YES	NO
Drives you and the team towards the vision		
Appropriate praises		
Asking players to assess the coach's methods of coaching		
Treated with respect		
Equal treatment		
Involving players in guided peer/player assessment		

Listening to player opinions		
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2) Which method does your coach use in developing commitment to training and the game?

Tick either yes or no depending on how your coach develops commitment	YES	NO
Involve players in leadership (captains, small team leaders during training)		
Assigning responsibility (in charge of Uniforms)		
Rewards		
Involves players in game strategic planning		
Provides feedback		

3). Does your coach give you a chance to explore new opportunities and to apply them to the game of volleyball?

Tick either yes or no indicating how you are given chance or not by your Coach to explore new opportunities and apply them to volleyball.	YES	NO
After drills allows you practice on your own		
Asks if I have any other way of executing /performing the skill		
Takes the team to watch DVD high level play games		
Takes team to watch particular tournaments & asks us to identify new aspects		
Gives a chance to coach/lead/initiate drills.		
<i>(Other)</i>		

4). Do you think your coaches leadership style or manager increases your innovative behavior?

Tick either yes or no indicating whether your coaches leadership style increases Your innovative behavior.	YES	NO
Effective communication		

Expressing a simple goal & how it is manifested in each player		
Allows to try out new things and to question whatever we do		
Challenging tasks according to individual ability		
Educate on tasks, roles & responsibilities in volleyball		
Allows constructive & positive criticism		
<i>(Others)</i>		

5). How would you describe empowered, actively engaged and effective volleyball players?

Tick either yes or no describing an empowered, actively engaged or effective volleyball players as those involved in/with;-	YE S	N O
Decision making		
Leadership		
Planning		
Further training		
Developing the right skills		
Good self-efficacy (Positive self judgment/ability)		

How would you describe performance of your club/team as?

Excellent		V. Good		Good		Fair		Poor	
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Why?

Tick either yes or no to explain why you would describe team management of your club the way you did above using the following.	YES	NO
Ranking in the volleyball league		
Winning of trophies		

Personal achievements		
Fans & support base		
No of players on volleyball National team		
Best player achievements		
Best coach of the season		
Team work		
Contracting services (professional players)		
Achieving goals		
Using least resources with good results		
<i>(Others)</i>		

2). would you regard yourself empowered by the leadership style of your coach?

Tick yes or no to show whether you regard yourself empowered by the leadership style of your coach or not.	YES	NO
Team building		
Vision & purposes based of player strengths & interests with supporting structure		
You realize or have hope of self-actualization (maximize your potential)		

3). As a player do you see team work within your team?

Tick either yes or no	YES	NO
If YES tick on the alternatives that are reflected in your team		
No cliques		
Helping each other		
Lack of selfishness		
<i>(Others)</i>		

4). Do you think the style of coaching unleashes the full potential of you as a volleyball player? (Self-actualization)

Tick either yes or no	YES	NO
If YES tick on the alternatives that are reflected in your team		
Perform all basic skills with great perfection		
Translate the skills into the highest level of execution/play		
Be a team player		
Become a national team player		
Become a national or/and International Referee		
Become a high level coach		
Be able to acquire a scholarship using volleyball		
<i>(Others)</i>		

5). In your opinion which of the following indicates general performance of volleyball players?

Tick yes if the alternative indicates general performance of volleyball players and No if the alternative does not indicate general performance of volleyball players in your opinion.		
	Yes	No
Teamwork (i)		
Skill development(ii)		
Winning (iii)		
Individual prosperity(v)		
<i>(others)</i>		
Ability to acquire and use professional players(v)		

Be part of the volleyball National team squad(vi)		
Ability to sell players to professional ranks(vii)		
Attracting fans and sponsors(viii)		

For questions in sections B to E, please indicate the extent of your agreement with the statements given by circling the appropriate point on the scale provided. If you strongly agree with the statement, circle 5. If you strongly disagree with the statement, please circle 1. If your feelings about the statement are less strong please circle the appropriate number reflecting your feelings elsewhere in the scale. There is no right or wrong answer. All we are interested in is the number that truly reflects your opinion on the statements given in respect to your organisation.

Adopted and edited to fit current settings (Bass & Avolio 1990)

Section B: Idealized influence (ID)					
Our team coach/manager instills pride in members for being associated with him/her	1	2	3	4	5
Our team coach/manager goes beyond self-interest for the good of the team	1	2	3	4	5
Our team coach/manager acts in ways that build members' respect for him/her	1	2	3	4	5
Our team coach/manager displays a sense of power and confidence to team members	1	2	3	4	5
Our team coach/manager talks about members' most important values and beliefs	1	2	3	4	5
Our team coach/manager specifies the influence of having a strong sense of purpose	1	2	3	4	5
Our team coach/manager considers the moral and ethical consequences of decisions	1	2	3	4	5
Our team coach/manager emphasizes to team members the influence of having	1	2	3	4	5

a collective sense of mission					
There is exchange of information, knowledge, or sharing of skills among members	1	2	3	4	5
Section C: Inspirational Motivation (IM)	1	2	3	4	5
Our team coach/manager talks with members optimistically about the future	1	2	3	4	5
Our team coach/manager talks with members enthusiastically about what needs to be accomplished	1	2	3	4	5
The coach articulates a compelling vision of the future to members in the team	1	2	3	4	5
More knowledgeable team members freely provide other members with hard-to-find knowledge or specialized skills	1	2	3	4	5
The coach/manager expresses toward members confidence that goals will be achieved	1	2	3	4	5
People in our team share his/her special knowledge and expertise with one another	1	2	3	4	5
If someone in our team has some special knowledge about how to perform the team task, he/she will not tell other members about it	1	2	3	4	5
The coach in our team provide his/her experience and knowledge to help other members find solutions to his/her problems	1	2	3	4	5
Knowledge is important for our team to perform tasks	1	2	3	4	5
Team mates engage in knowledge-centered behaviors such as sharing, creating, and/or applying knowledge, in order to achieve effectiveness.	1	2	3	4	5
Intellectual Stimulation (IS)	1	2	3	4	5
The coach/manager re-examines with members critical assumptions to question whether they are appropriate	1	2	3	4	5

The coach/manager seeks differing perspectives from members when solving problems	1	2	3	4	5
The coach/manager gets members to look at problems from many different angles	1	2	3	4	5
The coach/manager suggest members new ways of looking at how to complete assignments	1	2	3	4	5
The coach/manager willing to sacrifice his/her self-interest for the benefit of the team	1	2	3	4	5
The coach/manager works jointly with the volleyball team toward task accomplishment	1	2	3	4	5
Members of our team provide a lot of work-related suggestions to each other	1	2	3	4	5
There is a lot of constructive discussion during team meetings	1	2	3	4	5
Section D: Individualized Consideration (IC)	1	2	3	4	5
The coach/manager spends time teaching and coaching team members	1	2	3	4	5
The coach/manager treats members as individuals rather than just as a member of the group	1	2	3	4	5
The coach/manager considers members as having different needs, abilities and aspirations from each other	1	2	3	4	5
The coach/manager helps members to develop his/her strengths	1	2	3	4	5
Going out of one's way to help a team member	1	2	3	4	5
Helping a group member without being asked	1	2	3	4	5

Section E: Team Management

Please rate your Team Management along with the below dimensions (A five-point response scale was used ranging from 1 = "much lower than average," to 5 = "much higher than average").

The innovativeness of the team's product

The number of *innovations* or new ideas introduced by the team

The team's overall technical performance

The team's adaptability to changes in the game

The team's progress compared with the managers' initial expectations

The team's cost management

Its adherence to schedules

Its adherence to allocated budgets

Thank You for your time and cooperation!

Appendix B: Questionnaire for Coaches/Managers

Please answer the questionnaires as correctly as possible by filling in the spaces or ticking the most appropriate alternative/s given

All the answers you give shall be treated with utmost confidentiality;

1. Club
2. Team.....
3. Sex/Gender Male or Female
4. Age
5. Ever trained as a Volleyball Coach? Yes..., or No..... *(Tick which is appropriate)*
6. Level of qualification; Level I, Level II... SAP Coach *(Tick which is appropriate)*
7. How many players are in your team?,
8. Ever presented a team for African club championships? Yes... or No... *(Tick which is appropriate)* If yes how many times?
8. Have ever been selected as a National Team coach? Yes..... or No..... *(Tick which is appropriate)*. If yes what level, Youth, seniors ...
9. Ever presented a team for African Zone 5 qualifiers? Yes Or No
10. Ever qualified for all Africa games? Yes Or No ... *(Tick which is appropriate)*
How many times?

SECTION A: Indicate reasons that motivate your players to play volleyball in your club

(Tick whichever is appropriate)

Winning		Enjoyment	
Develop skill		To be in a position of influence	
Personal Health & Fitness		Get a Scholarship	
Earn money		Fame	

(others)			
----------	--	--	--

2 In what ways do you communicate to your players during training and away from training? (Tick whichever is appropriate)

During training	Any others	Away from training
Meetings		Phone calls
Briefings		meetings
One to one		One on one
Criticizes		Internet/email
Corrects them positively		Corrects them positively
Makes them feel independent		Makes them feel independent

3). How do you envision your team in regard to the following?

Tick either yes or no	YES	NO
To be among the first four best teams in the country		
To represent the country in Africa club championships		
Any other		

4) Do you have a common goal for your team and players?

Tick either yes or no, if any of the following is similar to the following goal/s tick appropriately.	YES	NO
To win the league		
To participate		
Any other		

5) Do you as a coach provide support and give orientation about the game of volleyball to your new players?

Tick either yes or no, if yes which of the following are noticeable with you as a coach?	YES	NO
Rules of the game		
How to warm up		
Who to approach in case of certain issues		
The demands of the game		

6) Which criteria do you use to select players that feature on the volleyball team?

Tick either yes or no					
	YES	NO		YES	NO
Hard work			Friendly to the coach		
Discipline			Fitness test		
Attitude			Experience		
Talent			Analysis of previous performance		
SWOT			Player evaluation		

SECTION B: 1). As a coach are you able to develop the following aspects?

Tick the relevant aspects that you are able to develop	YES	NO
Collectivistic aspect of moral development		
Players transcending their self-interest for the sake of the team		
Respect for one another		
Players listen and adhere to instructions as well		

A sense of shared orientation and team cohesion(the researcher can, let's go, mind & soul)		
Discipline		

2). Do you have a shared vision for your team that you follow?

Tick either yes or no, if any of the following is similar to the following vision/s tick appropriately.	YES	NO
To be among the first four best teams in the country		
To represent the country in Africa club championships		

3). Do you take yourself as role model for volleyball players?

Tick the relevant reasons why you consider yourself a role model					
	YES	NO		YES	NO
Keep time			Leads by example		
A good listener			Follows the team rules & norms		
Persistent in pursuit of my visions			Any other		
Respects others					
Consistent with my beliefs					
Keep away from Alcohol & Smocking					

4). Do you have a mission as a volleyball coach for your team?

Tick either yes or no, if any of the following is similar to the following mission/s tick appropriately.	ye	no
	s	
To train, develop skills & tactics, foster playing of the game & friendship to international level		

To support & promote the game volleyball, enhance good morals and citizenship at all levels		
---	--	--

5). Do you as a coach emphasize ethical behavior?

Tick either yes or no depending how you behave as a coach and do as a coach		
	Yes	No
Fair play		
Total group effort		
Honesty		
Leading by example		
Suspension of players on ethical grounds		
Success at expense of players' health		
Inappropriate use of money & time		
If you miss the ball don't miss the leg		

SECTION C: 1).What are some of the ways, as a coach that you use to build confidence in your players?

Tick either yes or no depending on how you build confidence among players as a coach.	YES	NO
Drives you and the team towards the vision		
Appropriate praises		
Asking players to assess the coach's methods of coaching		
Treated with respect		
Equal treatment		
Involving players in guided peer/player assessment		

Listening to player opinions		
------------------------------	--	--

2) Which methods do you use in developing commitment for training and the game among players?

Tick either yes or no depending on how you develop commitment for training among players	YES	NO
Involve players in leadership (captains, small team leaders during training)		
Assigning responsibility (in charge of Uniforms)		
Rewards		
Involves players in game strategic planning		
Provides feedback		
<i>(Others)</i>		

3). Do you give chance to your players, to explore new opportunities and apply them to the game of volleyball?

Tick either yes or no indicating how you provide opportunities or not to your players to explore new opportunities and apply them to volleyball.	YES	NO
After drills allow players practice on their own		
Ask if they have any other way of executing /performing the skill		
Takes the team to watch DVD high level play games		
Takes team to watch particular tournaments & asks them to identify new aspects		
<i>(Others)</i>		

4). Do you think your coaching leadership style increases innovative behavior of players?

Tick either yes or no indicating whether your coaching leadership style increases the innovative behavior of your players.	YES	NO
Effective communication		
Expressing a simple goal & how it is manifested in each player		
I Allow to, try out new things and to question whatever players are asked to do		
Challenging tasks according to individual ability		
Educate on tasks, roles & responsibilities in volleyball		
Allowing constructive & positive criticism		
<i>(Others)</i>		

5). How would you describe empowered, actively engaged and effective volleyball players?

Tick either yes or no describing an empowered, actively engaged or effective volleyball players as those involved in/with;-	YES	NO
Involved in/with;-		
Decision making		
Leadership		
Planning		
Further training		
Developing the right skills		
Good self-efficacy(Positive self judgment/ability)		

SECTION D: How would you describe performance of your club/team as?

Excellent		V. Good		Good		Fair		Poor	
-----------	--	---------	--	------	--	------	--	------	--

Why?

Tick either yes or no to explain why you would describe performance of your club the way you did above using the following.

	YES	NO
Ranking in the volleyball league		
Winning of trophies		
Personal achievements		
Fans & support base		
No of players on volleyball National team		
Best player achievements		
Best coach of the season		
Team work		
Contracting services (professional players)		
Achieving goals		
Using least resources with good results		
<i>(Others)</i>		

2).Would you regard your leadership style as empowering your players?

Tick yes or no to show whether you regard your leadership style empowering your players or not.	YES	NO
Team building		
Vision & purposes based of player strengths & interests with supporting structure		

You realize or have hope of self-actualization (maximize your potential)		
--	--	--

3).As a coach do you see team work within your team? If yes tick the possible alternatives.

Tick either yes or no	YES	NO
If YES tick on the alternatives that are reflected in your team		
No cliques		
Helping each other		
Lack of selfishness		

4). Do you think your style of coaching unleashes the full potential of your volleyball players? (Self-actualization)

Tick either yes or no	YES	NO
If YES tick on the alternatives that are reflected in your team		
Performing all basic skills with great perfection		
Translating the skills into the highest level of execution/play		
Be a team players		
Become a national team players		
Become a national or/and International Referees		
Become a high level coaches		
Be able to acquire a scholarships using volleyball		
<i>(Others)</i>		

5).In your opinion which of the following indicate general successful team management?

Tick yes if the alternative indicates general successful team management and No if the alternative does not indicate general successful team management in your opinion.		
	Yes	No

Teamwork		
Skill development		
Winning		
Individual prosperity(iv)		
Ability to acquire and use professional players		
Be part of the volleyball National team squad		
Ability to sell players to professional ranks		
Attracting fans and sponsors		

Thank You So Much For Your Time And Cooperation!!!

Appendix C: Key Informant Interviews

My name is Mpuuja from Kyambogo University Department of Sports Science. I am conducting a survey on the effect of Leadership on the successful team management in Uganda. I am kindly asking you to answer a few questions. Anything you tell me is confidential. Nothing you say was personally attributed to you in any reports that result from this interview. All of my reports was written in a manner that no individual comment can be attributed to a particular person.

- 1- How do you motivate your players?
- 2- How do you develop a sense of extra effort to perform beyond what they are supposed to?
- 3- How do you help players to:-
 - Realize personal potential, Achieve self-fulfillment, Seek personal growth and peak experiences
- 4- In your opinion what do you have to say about; a goal, vision and mission as far as coaching a volleyball team and its performance, is concerned.
- 5- How have you been able to develop your players' moral values and a shared orientation?
(What are some of the values?)
- 6- Why would you empower your players and what bearing does it have on performance?
- 7- What is the general performance of your players and club?
- 8- How do you describe your leadership/coaching style?
- 9- Have you ever heard of the Transformational Leadership style

Thank you for your Time

Appendix D: Reliability statistics for variables

Reliability: Idealized influence (attributed and behavior)

	%
Case valid	94.6
Excluded α	5.4
Total	100

α Listwise deletion based on all variables in the procedure

Reliability statistics

Cronbach's alpha	Cronbach's alpha based on standardized items	N of item
.850	.850	9

Reliability: Inspirational motivation

	%
Case valid	84.4
Excluded α	15.6
Total	100

α Listwise deletion based on all variables in the procedure

Reliability statistics

Cronbach's alpha	Cronbach's alpha based on standardized items	N of item
.905	.909	10

Reliability: Intellectual stimulation

	%
Case valid	77.6
Excluded α	22.4
Total	100

α Listwise deletion based on all variables in the procedure

Reliability statistics

Cronbach's alpha	Cronbach's alpha based on standardized items	N of item
.531	.758	8

Reliability: Individualized consideration

	%
Case valid	.85
Excluded α	.55
Total	100

α Listwise deletion based on all variables in the procedure

Reliability statistics

Cronbach's alpha	Cronbach's alpha based on standardized items	N of item
.850	.850	6

Appendix E: Photos showing elements of Transformational Leadership in Volleyball teams



Photo 1: Shows a Coach during a time out session (during a match), discussing strategy with the players. This is an indication of inspirational motivation for players which can enhance successful management of the team. This may work both on-court and off-court.



Photo 2: An indicator of intellectual stimulation in which the coach stands out of team activities and delegates responsibility to players led by their team Captain. This gives players the opportunity and chance to own the goal, vision, mission and objectives of the team, and also to work independently to achieve them without Coach Support. It also empowers players and builds

confidence that can win games. This is empowerment in terms of critical-independent approach, active engagement and specific self-efficacy.



Photo 3: showing idealized influence in the form of collective and shared orientation where players are having a good time with lunch and interacting freely with one another. The Coach is standing at the back developing teamwork, collectivistic orientation and support to the team.



Photo 4: A coach identifies with an individual player giving personal player encouragement and possibly individual player technique and tactics. This is an indicator of individualized consideration

KYAMBOGO



UNIVERSITY

REGISTRATION SEMESTER ONE 2012/2013

7-02-2013.

To Whom It May Concern

Dear Sir/Madam,

INTRODUCTION OF MASTER OF SCIENCE RESEARCH STUDENT

The bearer of this letter, Mpungu Tom Mutoni is an M.Sc.
(Sportscience) research student (Reg. No. 2012/0/HD/184/Mc SS) in the
Department.

He is conducting research for his MS.c in Sportscience entitled,
"The Influence of Transformational Leadership Style on
Successful Team Management in selected Kampala UB Clubs"

The purpose of this letter is to introduce to you the student and request you assist
him conduct research in your organization.

Looking forward to your cooperation,

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Mukana Roland', is written over a horizontal line.

Dr. Mukana Roland
COORDINATOR, POST GRADUATE