



أهمية في إنجاز وتحقيق الأهداف المسطرة .

الكلمات المفتاحية

القيادة ، السلوك القيادي ، استقرار الفريق ، إنسجام الفريق .

### **Introduction and problematic study:**

Sports field today has developed significantly in all sports fields, on both individual or collective level , where what determines this aspect of sports are theories and studies that rely on them in training and interpretation leading to the stability of any team or club. To the players, the coach is one of the pillars in building any team because of its important role in the training and communication process. To give and give at the club level.

So that the coach can lead the club to achieve the expected results ,so he must have the leadership character facing all the different approvals as leadership ,which is really hard because it includes planning and the coach must be well educated .

The definition of leadership is the set of behaviors practiced by the leader in the group, which represent a set of key elements in agreeing to leadership practice or aimed at motivating individuals with a high degree of satisfaction and a great deal of cohesion of the group (Zine El Abidine: 1999, 155).

To determine the success of leadership behavior in volleyball,we assume that volleyball is a game in which the success or failure of a team depends on the focus on the basic principles and the tendency and desire of the players to exercise, which leads to achieve results.

Leadership is the core of the training process and its heartbeat and it is the success of any team and this shows the leader in his work with the variables that occur in the field after and before and during the competition. Of progress in the

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level of skills in addition to physical capabilities as the collective sports differ in terms of characteristics of the ball, field, opponent, colleagues and play plan that show the leadership behavior and material impact of the trainer on the process of training and is considered the most important math volleyball The process of leadership appears as this game is a great evolutionary development in our times and become practiced largely out of this perception, including the subject of our study about the relationship Ledo behavior Leadership coach, stability and harmony of the team in volleyball we have to ask the following question :

General question : Is there a correlation between the leadership behavior of the coach and the stability and harmony of the volley ball team .

### **Partial questions :**

1. Is there a correlation between coaching , guiding the coach and the stability and harmony of the volleyball team ?
2. Is there a correlation between the authoritarian behavior of the coach and the stability and harmony of volleyball team?
3. Is there a correlation between participation and democratic behavior of the coach and the stability and harmony of volleyball team?

### **Study hypotheses:**

#### **General hypotheses :**

There is a correlation between the leadership behavior of the coach and the stability and harmony of the volleyball team.

#### **Partial hypotheses :**

- 1/ There is a correlation between coaching ,guiding coach and the stability and harmony of the volleyball team.
- 2/ There is a correlation between the authoritarian behavior of the coach and the stability and harmony in volleyball team .

3/- There is a correlation between participation and democratic behavior of the coach and the stability and the harmony of volleyball team.

**The study goals :**

- The role played by the coach to influence on the performance of the player.
- Knowing the relationship between the coach and team members through the study of behavior.
- Highlighting the importance of discipline and leadership role played by the coach and its impact on the team success.
- The role of the coach's leadership behavior and the extent of its impact on the team's behaviors.

**Definition of the basic concepts :**

Concept of Conduct: Is all the acts and activities that are occurred by an individual, whether visible or invisible which is also known by others as any activity made by a human.

The concept of leadership is the influence of people and the coordination between individuals and the group in order to motivate them to achieve certain goals.

Leadership Behavior: It is defined as the process of influencing the group or influencing on the group in a certain situation and circumstances in order to motivate them to pursue certain goals. (Abdul Madjid Sayed Ahmed: 2002, 25).

**The coach:**

**Lexically :** training someone with something, practicing and getting used to it.

**Contextually :** Is the process of preparation for a competition, in which the coach provides athletes with advice and has the ability to make a decision and is intended leader with a strong personality and competence in the work and to be

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able to make a strong relations between members of his team. (Ouajdi Mostafa: 2002, 25).

Volleyball: a group game which is based on the players' fast reaction in the pitch of 18 meters long and 9 meters wide separated by a net. There are six players in each team where the basic skills are used such as :reception, crushing and passing. (Qasim Hussein: 1998, 79).

### **The art condition and similar studies:**

#### **The art condition :**

#### **Leadership Definition:**

**"From the Arabic tongue (lead):** It meant to lead the animal in front of it and the time behind it. And directing them to have good manners and to be responsible for the conduct of its affairs for their success, so the teacher is responsible for his students (Tariq Mohammed Saleh: 2004, 111).

If this is not the case, he has lost a great trust. It is sought by individuals, a leader who leads the group to achieve this goal, and a group in which they cooperate to reach their goals and achieve their interests.

Defined by Abdel Fattah Mohamed Doudar 2006: "Leadership is a behavior by the leader to help the group to achieve and transform the goals, improve social interaction among members, maintain community cohesion and manage the resources of the group" (Abdel Fattah: 2006, 318).(

#### **Leadership Theories:**

Many writers and researchers have been interested in the leadership subject , the leader and how to develop a practical view on the subject, so I have put forward a wide range of theories to explain aspects of the characteristics and characteristics enjoyed by the leader on the one hand, on the other hand to explain the aspects of behaviors and leadership required by the manager and

how to become a good leader and how he can Make a positive impact on his staff.

**Theory of Features :**

Psychological research conducted on children has shown that leaders of children were unique in physical, mental, social and psychological qualities. They are athletic and have strong determination as they are better able to initiate, persevere, more ambitious, more inclined to control and more inclined to have fun and the ability to compromise with other people.

Intelligence, for example, is required by leadership because individual social behavior contains problems that need to be solved. Intelligence alone is not enough for the leader. Others as a strong skillful and able to solve their problems.

The tendency to control has shown many studies of their importance to leaders is not necessary that the same on the group.

The theory of features explains the leadership on the availability of some personality traits in the leader - these characteristics of intelligence and the ability to initiate and persevere and firmness and ambition and control and tendency to meet with people, but it is shameful to this theory that not all the necessary attributes of the leader can be taken care of in all the corresponding, and can not be agreed on The number and type of these features. (Mohamed Hassan Allawi: 2002, 60).

**Key features include:**

Physical and physiological features are represented by shape, height and volume, tone of voice and handsomeness, muscle strength, health, vitality and activity.

Traits and psychological qualities: It is self-confidence, emotional balance, the ability to initiate, social maturity, free of psychosocial diseases.

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Mental attributes: intelligence, ability to think, analyze and courage, understanding and cognition, and the ability to predict and plan. (Khudair Kazim: 2004, 242)

Social personality traits: social maturity, interest in human relations, willingness to cooperate with others tolerance.

Features of the function: such as creativity, perseverance, ability to take responsibility and supervision, destiny to make appropriate decisions, destiny to face situations.

### **Situational Leadership Theory:**

It is a theory that the leader who is fit to lead a stage according to circumstances is not suitable for another circumstance or stage, there are people show leadership in a situation without another because it changed a specific stage and effective leader does not describe himself either others and has a key role in the guidance and motivation

Theory of leadership behavior: This theory has two behaviors, namely attention to people.

The leader focuses on human relations. This is a set of basic qualities: honesty and serious desire to improve the conditions of followers, listen to their suggestions and observations, personal assistance to them, support their interests and aspirations and treat them as one of them and fair moral dealings with them and concern for their family status

Interest in work

Where the leader focuses on the achievement and performance of the work

**perfectly and on time and is represented in a set of qualities, including:**

Determine the task accurately.

Distribute roles between implementers clearly

Determine what is required, allowed and forbidden political measures)(

Packages in the application commands.

Drive people to high performance.

From the above we conclude that an effective leader can practice both methods, and this leads to very distinct results where it maintains the cohesion of the team on one hand and the overall productivity on the other and continuously.

### **Leadership styles:**

#### **Democratic style:**

The Democratic leader is a member of the team, and others feel, receive their ideas and suggestions and are seen with appreciation and respect.

"The democratic leader seeks the necessity of the participation of each member of the group in its activities and in defining its objectives and drawing its plans.

The members themselves, standing is the position of the engine or the orientation of the activity of the members "(Adel Ahmad: 1987, 257)

In the democratic mode, the leader is the intellectual link between him and his subordinates

The democratic leadership does not want to be alone in decision-making. (Abdel Fattah Hussein, 245)

On the other hand, the democratic leadership is on the human and natural side where their repercussions are negative if they are denied such opportunities.

According to Mohamed Fathi, the democratic leadership is "a leadership in which the leader tends to delegate his powers to his subordinates, and depends on the concern for human relations between individuals and their participation in decision-making. Making the behavior of cooperation among individuals commensurate with the general direction of the institution and its objectives.



**Autocratic style:**

Under this leadership style, power is concentrated in the hands of the leader alone, who makes the decisions himself without involving his subordinates. .

(Ahmad Quraya: 2007, 215)

It presents an act of action as a model, and gives many orders opposed to the desire of the group, or stop a certain activity to replace it replaced by his desire, but if the leader is absent severe crisis leads to the dissolution of the group or demoralization of the group and the activity ceases to return.

Thus, it puts itself the position or position of the controller in all the actions of the group, which will not be indispensable in this case, but this position has disadvantages, as the leader withdrew this led to a crisis and this method reduces the communication between individuals and then down the level of morale, It will be able to face the attack and resolve the trouble.

Autocratic leadership is one in which the leader tends to use official power as an instrument by which he presses a subordinate to force them to carry out a particular action. With this, contrary to this matter on the institution spirit of tension and anxiety as it attributes every success for himself and his style skills and potential charges and uses with them the method of force by threatening to expel them from work and deducted from their salaries and (used with them the method of force) and make decisions based on the subjective mood Consistent with the good of the institution.

The authoritarian leadership is characterized by a meeting of absolute power in the hands of the authoritarian leader, who sets the policy of the group and sets its objectives, which imposes on the members what he does, and also determines the relations that exist between them, which alone is the ruler and the rule and

the source of repentance and punishment, and the members rely entirely on him.  
(Ahmad Quraya: 2007, 220)

The authoritarian leadership: in turn, it is based on the following two assumptions:

There is no trace of human relations in business.

By nature, most people tend to rely on others, and they are as follows: they care for themselves and are not cooperative so they - presumably - need to treacherous and strong control from the outside, keeping order, and authoritarian management stems from the idea of the administration's exploitation of all sources of production and control over them, machines, methods The autocratic style is defined as the style used by the director to focus on work and order and achieve the institution's neglect, at the expense of human relations at work, where his subordinates are mere critics of his instructions and orders without discussion or opinion. Their official authority Control and tool only.

- Anarchic style (permissive free(

In this mode, the atmosphere is completely free, as the leader leaves the group free to make decisions and does not participate in discussion or implementation and members are not inclined to anarchist leader, unlike the democratic leader who enjoys the group's love. The leader of the group is not abundant in his duties, does not play only a formal role in the group and therefore has no effective role in the planning or implementation or supervision of the presence in the group as a lack, so the group is in a state of chaos.

The chaotic leader does not direct the behavior of individuals only when asked to do so and in most cases is arrived at the command center by virtue of his technical skills without having leadership skills

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The chaotic leadership is a leadership that believes that everyone should do what he deems appropriate. The leadership here leaves the subordinates the freedom to conduct matters.

An anarchist style is one of leniency, in which the commander gives his subordinates great freedom to do their jobs alone in solving the problems they face, or negative in the face of problems, and the fear of taking responsibility and following the subordinates.

This type of pattern leaves things uncontrolled: "Let the working group set goals and make decisions where the owner of this pattern is tolerant and negative, friendly and leave the initiative, and the weakness of the group because the responsibilities are not defined." (Abdelfattah Mohamed: 2005, 65)

### **Sports Team Concept:**

There are many acquaintances provided by some researchers to determine the meaning and concept of the group, which can be applied in the field of the definition of the sports team in that it is a group bound and permanent.

Among these acquaintances, the definition presented by Mohammed Allawi 1992, where the sports team is defined as "two individuals (or players) walk according to common standards and each (player) in the team has a role to play, with the interaction of these roles with each other to pursue a common goal".

### **Similar studies :**

The first study: the study of the student Mechri Ben Attia and entitled "leadership behavior of the professor of physical education and sports and its relationship to the innovative level of secondary school students" 2009/2010 Dali Ibrahim University Algeria

**General question:**

It was as follows: Is there a relationship between the leadership behavior of the teacher of physical education and sports and the level of innovative thinking in secondary school students ?

Partial questions:

What is the dominant leadership behavior of the professor of physical education and sports ?

What is the level of innovative thinking among secondary school students?

Is there a correlation between the dominant leadership behavior of the teacher of physical ? education and sports and the level of innovative thinking in secondary school students?

**General hypothesis:**

There is a relationship between the leadership behavior of the teacher of physical education and sports and the level of innovative thinking of secondary school students.

**Partial hypotheses :**

There is social leadership behavior dominating the teachers of physical education and sports.

The level of innovative thinking in high school students is high.

There is a correlation between the dominant leadership behavior of the teacher of physical education and sports and the level of innovative thinking in secondary school students.

The researcher concluded that the dominant leadership style among professors is the social leadership style and the low usage of the autocratic method and the level of innovative thinking is high and varies according to the differences of the hypothesis.

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The second study: the study of the student Ben Zaria Taher Hakim entitled "leadership behaviors of the teacher of physical education and sports and its relationship to motor satisfaction of students of the middle stage" in 2014/2015 .

### **General question: It was as follows:**

What are the leadership behaviors of the teachers of physical education and sports and its relationship with satisfaction of middle stage students.

### **Partial questions :**

What is the relationship between the democratic behavior of the teacher of physical education and satisfaction in the middle stage?

What is the relationship between the autocratic behavior of the teacher of physical education and satisfaction in the middle stage?

What is the relationship between the social behavior of the teacher of physical education and motor satisfaction in the intermediate stage?

General hypothesis There are leadership behaviors of teachers of physical education and sports and its relationship to motor satisfaction in students of the middle stage.

### **Partial hypotshses :**

There is a relationship between the democratic behavior of the teacher of physical education and the satisfaction in the middle stage.

- There is a relationship between the autocratic behavior of the teacher of physical education and motor satisfaction in the middle stage.

- There is a relationship between the social behavior of the physical education teacher and motor satisfaction in the middle stage.

- There is a relationship between the social behavior of the physical education teacher and satisfaction in the middle stage.

**Field procedures for research:**

**Study Methodology :**

The methodology is defined as: "The set of processes and steps followed by the researcher in order to achieve his research ... In line with the nature of the study we followed the descriptive method and is defined as" the curriculum that aims to collect data and try to choose hypotheses or answer questions related to the current situation of the sample and descriptive study Thing as it actually is.

**Study tools:**

**Sports Leadership Behavior Scale:**

Mustafa Abu Zeid, 1990, conducted a study under the supervision of the author on the factors associated with leadership behavior in the field of sports, and continued to build a measure of leadership behavior for coaches of collective sports activities: football - basketball - volleyball - handball - and hockey. Initially, 828 first-class players were asked about the coach's behavior. In the statistical analysis of the answers of these players using orthogonal factor analysis by "Hoteling" and then extract the terms that saturated the accepted factors equal to or greater than 0.5 to form the scale in its final form. The number of phrases 55 measures 8 sub-dimensions of the behavior of the sports coach in group games, namely.

**Training and counseling:**

It is the behavior of the coach through the process of training and sports competitions and what he does to guide them and determine the duties and tasks of each player as well as his method in the development and development of sports capabilities for players and his interest in the process of planning sports training and sports competitions. This includes dimension 18.

Obsessional behavior:

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This dimension describes the behavior of the coach and the nervousness and emotion that may be characterized with the players during training or sports competitions, and may indicate how much may be characterized by the coach in the behavior of the coach with the players and includes this dimension 4 phrases.

### **Sharing or democratic behavior :**

This dimension reflects the extent to which the sports coach provides his players with opportunities to participate and perform opinions in all matters concerning the team and the degree of interest in exploring their opinions and listening to their suggestions in some of the problems associated with the team. This dimension includes 3 phrases. (Mohamed Hassan Allawi: 1998, 394).

### **Stability of the structure and interaction of the sports team scale :**

#### **The description:**

Carron and Grand 1992 have been designed to measure the stability and interaction of the sports team in light of three important factors in the roles of the sports team:

#### **Role clarity:**

It is the cognitive component of each player's role and reflects the degree of knowledge and understanding of roles among members of the sports team such as performance expectations and responsibilities and the task of each player in the team such as tasks and defensive and offensive responsibilities, for example.

#### **Accepting the role:**

It is the emotional component of the role performance - that is, the consent and satisfaction associated with the role assigned to each player - that is, satisfaction is the acceptance of the role and the obligation to implement it.

**Perceptive Role Roles:**

The behavioral aspect of the role is the degree to which the sports team and each of its members realize that the specific responsibilities have been fulfilled or implemented.

Mohammed Hassan Allawi quoted this measure under the title: "Trends towards the sports team" instead of the original title of the measure, "Intelligence team climate." (Mohamed Hassan Allawi: 1998, 414)

The scale consists of 30 words (10 phrases per dimension) and the athlete responds to the scale's statements in the light of a seven-point scale (very, very, very disagree). (Mohammed Hassan Allawi: 1998, 415)

**Scientific transactions:**

**Stability :**

The coefficient of internal consistency of the scale using alpha coefficient ranged between 0.79 and 0.91 for the three dimensions when applied to multiple groups of team sports teams in Canada.

**Patch :**

The numbers of statements for each dimension of the three dimensions are as follows:

- Role clarity expressions:

1/7/10/13/19/22/25/28 These are all positive expressions in the direction of the dimension (phrases 4/16 are negative in the opposite direction of the dimension).

**Terms of acceptance of the role:**

3/6/9/12/15/18/24/30 These are positive expressions in the direction of the dimension and phrases 21/27 in the opposite direction of the dimension.

- Perceptive role performance phrases:



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2/5/11/14/17/23/26/29 These are positive phrases and phrases 8/20 in the opposite direction of the dimension.

Study Sample:

The research community consists of a total of 120 volleyball players for Laghouat clubs, of whom 80 were randomly selected.

View and discuss results:

Presentation of the results for the first partial hypothesis:

There is a correlation between coaching and coaching and the stability and harmony of the team in volleyball.

Table 01 shows the degree of correlation coefficient between training, mentoring and overall stability of the team.

	Correlation coefficient	significance level
Coaching and guiding Stability and team's harmony	0.80	0.05

We note from the table that the value of the correlation coefficient is equal to 0.80 at the significance level 0.05, which is a statistical function value, and from this we conclude that there is a very strong correlation between the coaching and guidance of the coach leads to the stability and harmony of a volleyball sports team and this shows the importance of coaching and coaching is the basis in Any training process and this includes the extent of guiding the coach to the team

and determine the duties and this is reflected on the cognitive side of the players, which is reflected on the degree of knowledge and understanding of the roles leading to the achievement of results.

**Exposure, analysis and result exam:**

There is a correlation between the authoritarian behavior of the coach and the stability and harmony of the team in the sport of volleyball.

Table 02 shows the degree of correlation coefficient between authoritarian behavior and the stability and harmony of the team.

	<b>Correlation coefficient</b>	<b>significance level</b>
<b>Obsessional Behavior</b> <b>Stability and harmony of the team</b>	<b>0.47</b>	<b>0.05</b>

We note from the table that the value of the correlation coefficient 0.47 at the level of significance 0.05 does not achieve the desired results and this through an answer to the players that say rejecting the obsessional behavior .

The leadership behavior of coaches plays an effective and influential role in the development of players to achieve the ruler and distinct achievements as the trainer is one of the basic pillars in the training process as it falls on the tasks and duties and note that the authoritarian behavior has the negatives of the destruction and dispersion of the team and democratic behavior is the most appropriate and correct behavior in the stability and harmony of any team.

Exposure, analysis and result exam of the third hypotheses:

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There is a correlation between participation and democratic behavior of the coach and the stability and harmony of the team of the volleyball athlete.

Table 03 shows the correlation between participation and democratic behavior and the stability and harmony of the team.

	<b>Correlation coefficient</b>	<b>significance level</b>
<b>Sharing and democratic Behavior</b>  <b>Stability and harmony of the team</b>	<b>0.76</b>	<b>0.05</b>

We note from the table that the value of the correlation coefficient 0.76 at the level of significance 0.05 which is statistically significant and from it we conclude that there is a correlation between participation and democratic behavior and the stability and harmony of the team and this cleanses clearly in the treatment of the coach to his players and the degree of interest in their opinions and listen to them in their problems and suggestions where the team up to realize Each individual or player has his or her specific responsibilities and performs and executes them as they should.

Exposure and analysis of the results of the general hypothesis:

There is a correlation between the leadership behavior of the coach and the stability and harmony of the team in sports volleyball.

Table 04: shows the correlation between the leadership behavior of the coach and the stability and harmony of the team.

	Correlation coefficient	significance level
<b>Leadership Behavior</b> <b>Stability and harmony of the team</b>	0.67	0.05

According to the table above, the value of the correlation coefficient is 0.76 at the significance level of 0.05 and from that we conclude that there is a correlation between the leadership behavior and the stability and harmony of the team and this shows a good picture of leadership, which complements in the personality of the coach and always appear in his interaction with the players, which leads to that all sports clubs need To the instructor in the full sense of where the team lies to achieve goals where it is reflected in all stages of the training process as the stability and harmony in any sports team does not come with the strength of the players or most of them or the strength of the coach as we emphasize that the stability of any team depends on the general stability of the clubs at all levels whether It was administrative Or technical or consensus between the players and after this through the hypotheses achieved note that leadership behavior has to do with the stability and harmony of volleyball sport.

**General conclusion :**

After exposing and discussion the results of the questionnaire submitted to the players we see that the first hypothesis has been achieved, where there is a correlation between training and guidance of the coach and the stability and harmony of the team and this is shown in the value of a correlation coefficient

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where equal ( $t = 0.80$ ) at the level of significance 0.05 which shows a very strong relationship.

As for the second hypothesis, which states that there is a correlation between the authoritarian behavior of the coach with the stability and harmony of the team.

The coaches do not achieve the required results.

The third hypothesis that there was a correlation between participation and the democratic behavior of the coach with the stability and harmony of the team

where we see that they have been achieved, and shown in the value of a correlation coefficient where equal ( $t = 0.76$ ) at the level of significance 0.05 which is a very strong relationship.

### **Suggestions:**

Through the results obtained in this study were made several suggestions on the role of the coach and his behaviors in the stability and harmony of the team and this is observed in the answer of the players through the two measures provided leadership behavior - stability and harmony of the team **are as follows:**

- Giving great importance to the training and guidance that leads to improve the results.
- Giving importance to participation and democratic behavior and this notes opening the field for the players in dialogue and discussion.
- Involve players in the training process and discuss them in the proposed play plan.
- The instructor must create a fraternal atmosphere within the training sessions.
- The non-use of the obsession side as a cause that leads to instability of the team.
- The coach must accept the views of players violating his opinion with a broad chest.

- Provide the largest physical means for achieving results.
- Training courses for trainers at the level of the association.
- Choose the appropriate behavior that serves the interest of the team.

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