

**A STUDY ON THE INTERPERSONAL RELATIONSHIPS
AMONG MICHEW ATHLETICS TRAINING CENTER
ATHLETES**

BY:

YOSEPH FISEHA

**A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDES
OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE DEGRE OF MASTER OF
SCIENCE IN SPORT SCIENCE.**

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Approved by the Board of Examiner

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Acronyms

- PPP - Psychological Preparation Program
- FEPSAC - European congress of sport psychology
- PSE - Psychology of Sport and Exercise
- UK- United Kingdom
- EIC- Effective International Communication

Abstract

The purpose of this study is to examine the interpersonal relationships among Michew athletics training center athlete. The study involved thirty five athletes, one head coach and one general manager of the training center. The major instruments in this study were questionnaire, interview, and field observation. The questionnaires were administered for both athletes and the coach of the training center. The questionnaire contained 25 items for athletes, and 10 items for the coach to consolidate the information obtained from the questionnaire, structured interview was conducted with the general manager of the training center and field observation was used.

A key finding related to among the athletes and athletes' interpersonal relationship, the majority of athletes responded that there is a mutual respect and freely communication between the athletes. Athletes however, have not well communication with their management of the training center. In addition athletes agree with their coaches on treats equally and fairly to athletes.

In conclusion, coach- athlete interaction immediately prior to performance are-focused on the optimal mental and physical preparation, athletes' mental readiness and game focus, positive reinforcement of team plan/strategies, team cohesion, and coach preparation. Coach- athlete interactions were focused on motivation, confidence, positive reinforcement, and game focus. Importantly, coaches needed to be aware of all aspects of their athlete behavior and personality in order to be an effective coach.

Hence, the researcher recommends relation to the interpersonal relationships of the athletes it is important to have freely and open communication among each other.

Key words

Athletes, Coach, Interpersonal relationship, Communication, Team cohesion, Training center

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

An interpersonal relationship is an association between two or more people that may range from fleeting to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. Interpersonal relationships are formed in the context of social, cultural and other influences. The context can vary from family or kinship relations, friendship, and marriage, relations with associates, work, clubs, and place of worship.

During the last century, scientists have acknowledged the importance of close relationships. Sullivan [1953] argued that there may be nothing more important in determining well-being and optimal function in humans than close relationships.

Coppel [1995] argued that there are a number of important relationships in sport involving athletes, coaches, parents and partners but that our knowledge of these relationships, both in theoretical and empirical terms, is limited.

The last decade has witnessed a significant increase in research focusing on relationships in sport. Such work has facilitated the development of our understanding of the nature and importance of these relationships one key relationship with in sport in that between a coach and an athlete. Lyle [1999] argued that a coach who fails to acknowledge the importance of the coach-athlete relationships risks not developing their athlete to their full potential. A series of qualitative studies have been conducted to investigate this relationships [e.g. Jowett& meek 2000, Jowett 2003 and jwett&cockerill2003]. In a sport context there are many personal relationships [e.g. Coach-parent, athlete-athlete, and athlete- partner] that can impact on performance, but the coach –athlete relationship is considered to be particularly crucial & cockerill, 2002, Lyle, 1999].

The coach- athlete relationship is not an add-on to, or by – product of, the coaching process, nor is it based on the athletes performance, age or gender instead it is the foundation of coaching, the

coach and the athlete intentionally develop a relationship, which is characterized by a growing appreciation and respect for each other as individuals.

Overall, the coach- athlete relationship is embedded in the dynamic and complex coaching process and provides the means by which coaches and athletes needs are expressed and fulfilled (Jowett & cockerill, 2002). It is at the heart of achievement and the mastery of personal qualities such as leadership, determination, confidence and self- reliance. This article aims you offer a perspective on the coach- athlete relationship and show how sport psychology can contribute to the study of relationship whilst leaning from, and building on, the work of scholars in social and relationship psychology.

The nature of the coach is important to consider when examining the intricacies of the coach-athlete relationship and how coaching leader behaviors are significantly related to team outcomes (Carron &Dennis, 2001).

Some reasons for this are that providing contingent positive feedback and reinforcement along with socially supportive behaviors have been associated with satisfied athletes (Weiss & Friedrichs, 1986). Further, the way a coach behaves affects how an athlete will perceive and recall these behaviors at some point and then eventually how they will come to recognize their coach's behaviors, whether it be positive or negative (Smith, Smoll, & Barnett, 1995, Smith, Smoll, &Curtis, 1978). This research was conducted at Michew athletics training center which is located in Michew. Michew athletics training center was established in September 2002/2009 with 30 athletes which is located in Tigray regional state.

1.2 Statement of the Problem

Inter personal relationship usually involves some level of interdependence. People in a relationship tend to influence each other, share their thoughts and feelings, and engage in activities together.

Interpersonal relationship are part of human development researchers should apply a developmental and life- span perspective on interpersonal relationships. The use of a life- span perspective allows sport psychology researchers to investigate how athletes interpersonal

relationships with coaches, parents, and other significant others evolve before; during, and after athletic career (see wylleman & lavalley, 2004).

While reading different literature in this title the researcher is triggered to conduct this research which is aimed at exploring the interpersonal relationships among Michew athletics training center athletes.

1.3 Research Questions

1. What are the interpersonal relationships between the athletes and the coach in Michew training center?
2. What are the interpersonal relationships among athletes?
3. What are the interpersonal relationships between the athletes and the management?
4. Dose the interpersonal relationship of the athletes affect the performance of the team?

1.4 Objectives of the Study

The study has general and specific objectives. The concepts introduced under the theoretical background constitute an integral conception of interpersonal relationship of athletes. That is, a certain hypothesis the verification of which should be made in the research. The aim of the research is to very this hypothesis, that is, to a certain the realty of the formulation of the relationship among athletes in the training center of Michew. The realization of the aim is conditioned by the following tasks.

- To find out an optimal methodological approach
- To make a quantification of the deciding factors in the inter relationship among athletes in the training center of Michew;
- To set the hierarchy of the deciding factors; and
- To confront the obtained data with empirical practice.

General Objective of the Study

The general objective of the study is to investigate the interpersonal relationships among the athletes, coach and management of Michew athletics training center.

Specific Objective of the Study

The specific objectives of the study are:

- To examine the interpersonal relationships between athletes and coach
- To examine the interpersonal relationships among athletes of the training center
- To examine the interpersonal relationships among athletes and the management
Of the training center
- To investigate the inter personal relationship among a coach and athletes
- To investigate the interpersonal relationships between the management and the
Coach.

1.5 Significance of the Study

The study would support and enrich the inter relationship of athletes in Michew athletic center. To this end the significance of the study is to:

- Serve as a coaching guide line for the Michew athletics training center;
- To Provide a clue for further research in the area broadly;
- To provide accurate fact to coaches, athletes, sport psychology consultants and researchers.

1.6 Delimitation of the Study

To conduct the current research on the interpersonal relationships among different athletics training in Michew athletics training center. The researcher encountered with shortage of resource, time and other constraints the researcher restricted himself in one athletics training center this study is confined to the athletes, the coach, and the general manager of Michew athletics training center which is located in Tigray regional state.

1.7 Limitation of the Study

The study is delimited in its scope to Michew athletics training center in addition to this, the study is delimited only to investigate the problems related to inter- relationship of athletes in the training center of Michew. Hence, the result of the study reflects and applicable to the athletics training center of Michew.

1.8 Operational Definition of Term

In this study, for the purpose of clarity and consistency, the following terms were defined:

- **Athletes-** are persons who train for performance increment under the supervision of coaches in specific event (Gerhard: 1977).
- **Cohesion** – define as “a dynamic process which is reflected in the tendency for group to stick together and remain united in the pursuit of its goals and objectives “ (Carron’s 1982)
- **Group-** define by the way the group members interact among themselves based upon interdependency to achieve a goal. A group is defined by the presence five aspects: a common fate among members, experience of mutual benefit, the presence of a social structure, group processing, and self- categorization.
- **Group cohesion-** A process where the group stays together in pursuit of a goal and/or needs (Carron, 1999)
- **Interpersonal relationship-** an interpersonal relationship as the situation in which two peoples emotions, thoughts and behaviors are interconnected (Kelley et. al. (1983).
- **Relation-** an abstraction belonging to or characteristic of two entities or parts together.
- **Team-** any group of people who must interact with each other to accomplish shared objectives
- **Team cohesion-** A cohesive team works together to achieve a purpose or mission. Riley (1994) refers to team cohesiveness as a covenant between people. “A covenant is an agreement that binds people together.

1.9 Organization of the Study

This research is organized in to five chapters. The first chapter deals with introduction, statement of the problem, objective, significance of the study, delimitation, limitation and operational definition, the second chapter deals with the review of literature, the third chapter covers the research design and methodology. Chapter four presents the analysis and interpretation of the data collected and the fifth chapter deals with summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Contents of Athletic preparation

2.1.1. Physical Preparation

Physical preparation is an essential component of sports performance at every level. To assist athletes to achieve their optimal performances coaches should have a basic understanding of how the body functions in terms of physical exercise and the physical requirements of their particular sport. An effective fitness training programme should develop the energy systems appropriate for the sport. Warming up, cooling down and flexibility are also important components of the athlete's physical preparation. In addition, coaches should have basic knowledge on nutrition to advise their athletes and further enhance their sports performance (Physical preparation available at <http://www.coachingtoolbox.co.nz/table/physical-preparation/> last accessed on 10/8/2012).

The essential parts of athletic preparation, physical preparation is the most extensive and comprehensive part. It consists of physical exercises intended to improve physical (motor) abilities such as strength, endurance, speed, flexibility, and agility. These motor abilities are based on corresponding physiological prerequisites, which are also subject to improvement. There are fundamental criteria to consider when programming and organizing the physical preparation training. The physical preparation coach, as well as the technical-tactical coach, must thoroughly understand the following criteria if the athlete/team is to attain the height of human performance specifically as it relates towards improving competition results (Ibid).

The sport structure (biodynamic and bioenergetic), the philosophical and tactical approach to competition (if coaching team or combat sports), the systemic function of the human organism, the temperament and physical condition of each athlete, the mechanisms of improving the required physiological and bio motor abilities Sport Structure. It is only logical that the coach possesses a scientific understanding of the sport in which their athletes participate (Ibid).

The sport structure is characterized by two primary subdivisions: bio dynamics and bioenergetics. Bio dynamics encompasses all geometric and movement related factors associated with the

execution of competition maneuvers. These factors are consistent with the Principle of Dynamic Correspondence Accentuated regions of force production (where in the amplitude/range of motion are the greatest forces produced/incurred) Amplitude and direction of movement (range of motion and direction in which resistance must be overcome) Dynamics of effort (the nature of the motion specific to the movement with and without consideration of the forces involved) Rate and time of maximum force production (how fast and for how long is the maximum force generated) Regime of muscular work (type of muscular activity ergo overcoming, yielding, sustaining, explosive/ballistic, reactive/elastic, etcetera) Bioenergetics encompasses all energetic related factors associated with the execution of competition maneuvers (the fuel sources which mobilize human movement). These factors are specific to the bio dynamics the work and rest intervals associated with the execution of the competition activity (Ibid).

2.1.2. Technical Preparation

Technique: is the specific manner of performing a physical exercise. Techniques (specific to each sport and/or position, such as hitting a baseball, serving in tennis, shooting in basketball, skating in hockey, etc.), and strategies (game plans, etc.) for each sport. This type of preparation requires practice and education/instruction through sports coaches, specialized instructors, higher level athletes, or specialized camps and clinics. Many high-level athletes have a thorough understanding of the tactical and technical aspect of his/her sport. Competition is paramount to development of this area of preparation. As an athlete learns the particular skills used in the sport, and then s/he must learn to use them in sport competition. High level competition promotes self-improvement and awareness. Athletes on teams that consistently compete against better teams will themselves get better with the proper tactical and technical coaching (Technical preparation available at www.scusd.edu/career-technical-preparation-0 or www.putevi-srbije.rs/index.php?lang=en&Itemid=526 last accessed on 10/8/2012)

An example of tactical or technical preparation would be practicing shooting a foul shot in basketball, under the guidance of a coach, using correct technique, or learning strategic game plans for your sport. Another example would be studying the playbook or attending team meetings and practices to learn specific ice hockey strategies, and then practicing your specific role in the system and working to perfect it. Learning the game plan is only effective if you

execute it, beginning with your role. Tactical and Technical training is very specific to each sport's tactical systems and positional or sport techniques. Find an expert sports coach, ask questions, learn technique and absorb as much about the tactics of your sport and position as you can. If needed, hire a coach for private instruction and remember...practice, practice, practice...and engage in high level competition (Ibid).

2.1.3. Tactical Preparation

Based on the similarity of their tactical characteristics, sports can be classified in to five groups Weightlifting, running events in track and field, boxing, basketball-decathlon. Strategy focuses on wide spaces, long periods of time and large movements of forces. Tactics refers to something on a smaller scale of space, time and force. Strategy refers to the general concept of organizing the play of competition of a team or an athlete. Tactical preparation refers to the means through which the athletes absorb methods and possible ways of preparing and organized offensive and defensive actions in order to fulfill an athletic objective. Technique is a limiting factor for tactical maneuvers; or tactics is a function of an athlete's. Technique is one of the determinant factors of success in team sports, wrestling, boxing and fencing. But not in sports such as gymnastics, figure skating, shooting, weightlifting and ski jumping, where the athlete's psychological profile assumes a greater importance than tactical preparation (Tactical preparation in sport available at <http://www.finishfirstsports.com/physical-fitness.html> last accessed on 11/9/2012).

2.1.4. Psychological Preparation

The nature of Psychological Preparation Program (PPP) consists in offering psychological services to the athlete-individual, resolving not only the problems related with his/her preparation and sport performance, but also athlete's problems in everyday life. The program targets in practicing athlete to psychic and mental skills in order to face negative emotions, such as anxiety, etc, increasing self-confidence, resolving learning problems, developing athlete's intrinsic motivation, self-awareness and control, setting goals, improving interpersonal relations and communication, etc. Structure- characteristics of psychological preparation programs the structure and the characteristics of the Psychological Preparation Program are presented below.

Periods- phase psychological preparation program is composed of three psychological preparation phases which are the followings:

(A) Basic Psychological Preparation: It is the first period of the *Psychological Preparation Program*. The content of this period is mainly targeted on athlete's training regarding psychological skills and techniques, such as concentration, progressive muscle relaxation, mental relaxation, imagery rehearsal, dissociation, and detachment training.

(B) General Competitive Psychological Preparation: The general competitive psychological preparation corresponds to the competitive period of the sport. The duration of this phase is analogous to the sport and the program of athlete's competition. This phase includes the application and practice of learned psychological skills in training and competition, such as mental training, problem solving, motivation, goal setting, self-confidence, attitude in training and competitions etc (Nektarios, A. Stavrou. *Psychological Preparation Programs: Theory, concepts and applications* available at www.canoehellas.gr/documents/stavrouarthroeng.pdf last accessed on 11/9/2012)

(c) Specific Competitive Psychological Preparation: This period refers to the preparation for a specific competition, aiming at the athlete's achievement of optimal psychological situation. The athlete practices psychological skills before the competition, during and after competition. Some of the techniques which athletes learn during the Psychological Preparation Program are the followings:

Mental training: The content of training consists of technical elements, stress management, thought stopping, and self-confidence improvement. The athlete visualizes situations in training and competition (e.g., mental rehearsal of a technically sound skill execution using video or pictures, modeling a confident performance, imagining success, recalling past successful performances and internalizing positive feelings. The relaxation technique is a combination of progressive muscle relaxation and breathing control (Ibid).

Cognitive restructuring: Cognitive restructuring includes changes from negative thinking to positive thinking, using self-talk etc (Ibid).

Meetings: Each meeting has specific content which is determined mainly by the period of Psychological Preparation Program. However, the content of PPP can change in order to serve things, such as (a) what the coach or the athlete wants to be practiced and (b) what sport psychologist has pointed out. The frequency of the meetings is one per week (Ibid).

Daily Individual Application: In the frames of Psychological Preparation Program the athlete should make daily practice in the psychological skills that have learned. The daily practice constitutes a necessary condition for learning and automation of psychological skills. The duration of practice is from 10 to 20 minutes approximately, taking place initially in the house. However, the athlete should learn to practice psychological skills before, during or after training, in order to use them during his/her competition (Ibid).

Psycho Diagnosis: Basic element of Psychological Preparation Program constitutes the process of psycho-diagnosis. The purpose of psycho diagnosis is to provide information regarding athlete's psychological and emotional characteristics (general, and/or specific). The psycho diagnosis includes emotional measurements (e.g., self-confidence, Stress, worry, goal setting, coping, concentration etc) and psycho-kinetic (e.g., perception, attention, reaction time). Athlete's psychological assessment comprises of the following Measures (Ibid):

- A. General measures (profile of mood state, general trait anxiety, general self-esteem, social desirability etc.), and
- B. Competitive measures (competitive trait anxiety, competitive trait self confidence, goal orientation, competitive worries, ways of copying, Concentration etc.)

Duration: A short-term Psychological Preparation Program can last for about 10 to 12 months (psychological support for an important competition or for a specific period of training and competitions). However, a more effective Psychological Preparation Program does not have a time limit and the cooperation between sport psychologist, athlete and coach lasts longer than one period (1 – 4 years). Psychological skills and the psychological techniques that will be used during the psychological preparation program (Ibid).

Psychological Skills Psychological Techniques

Relaxation Progressive muscle relaxation Concentration Progressive muscle relaxation Breathing control Mental training Internal mental training External mental training Arousal, activation “Key” words-pictures Music Self-talk Mental training Programming and setting of athlete’s goals Main goals, daily goals, training goals, season goals etc. Self-confidence – Self-efficacy Mental recall of athlete performance, high level of achievement etc. Thought management/Positive self-concept Self-talk Change of negative thoughts Self-awareness Dairy of thoughts – emotions Problem solving Information collection (cognitive appraisal, energetic coping) Decision making Criteria of athlete’s decision Alternative solution etc (Ibid).

Sport Psychologist’s Role

Sport psychologist applies in athletes a variety of techniques and strategies in order to facilitate and maximize athlete’s performance. In addition, sport psychologist cooperates with athlete’s coach to enhance the effect of these techniques and strategies, and also for creating a beneficial, positive and effectual “environment” during training and competitions (Ibid).

The basic subject of sport psychologist includes the evaluation of athlete’s emotional state, familiarization with various psychological skills and subsequently their evaluation and influence in sport performance. However, besides the importance of the aforementioned actions, the role of sport psychologist is not unequivocal and inflexible. On the contrary, sport psychologist’s role is compound, adaptable, and respond able to coaches’ and athletes’ requirements and demands (Ibid).

Sport psychologist takes on the role of the accommodator, the educator, the mediator, the consultant, or the friend. This role is more difficult but is more flexible and effective, responding to the demands of high levels performance and sports. Conclusively, sport psychologist’s “work” can be allocated in three dimensions- directions (Ibid):

- (A) Cooperation with the athlete. In the beginning, sport psychologist records athlete’s psychological characteristics during training sessions and competitions, and selects also critical characteristics, and teaches him/her breathing control, relaxation techniques, and mental training. Cooperation also aims at resolving stress stimulus, practicing in

focusing, confidence development, improvement of emotional state, cognitive reconstruction, intrinsic motivation and finally at athlete's psychological preparation in order to face sport's demands.

- (B) Cooperation with the trainer/coach. Sport psychologist informs coach about athlete's psychological characteristics, as well as the use and integration of the psycho diagnostic results. Coach/trainer discusses with sport psychologist the problems that (s) he faces in training and competitions. In addition, cooperation between sport psychologist and coach can deal with special problems, like injuries, commitment to rehabilitation program, relationships with other athletes, temporary back down tendencies etc.
- (C) Cooperation with the parents. Sport psychologist is orientated in facing general problems relating to child's behavior outside sport process, like school, athlete's special interests or hobbies etc. From the above, it becomes clear that the role of the trainer is multidimensional and modulated to the specific needs of the young athlete. This role should give answers to the compound needs in order to respond to the high demands of the modern competitive sports.

2.2 Interpersonal Relationships in Sport Settings

Interpersonal relationships usually involve some level of interdependence. People in a relationship tend to influence each other, share their thoughts and feelings, and engage in activities together. Because of this interdependence, most that change or impact one member of the relationship will have some level of impact on the other member (Interpersonal relationship available at

http://en.wikipedia.org/wiki/Interpersonal_relationship last accessed on 11/9/2012).

In 1995, it was argued that research in psychology concerning special populations and relationship issues has been almost non-existent [wood & Duck, 1995]. The same year, Coppel [1995] ascertained that relationship issues facing athletes is crucial yet limited. Several years passed and relationship research in sport and exercise settings was still described as an uncharted territory [Wylleman, 2000] and as a less travelled path [Smith, 2003].

In light of the concerns about relationship research in sport and exercise settings originally expressed a decade ago, the idea for a special issue grew out of an invited symposium on relationships in competitive sports held in 2003 FEPSAC With European congress of sport psychology in Copenhagen. The central aim of this special issue is to highlight the extent to which interpersonal relationships in sport and exercise settings have gained momentum in current research whilst encouraging its further development.

In 2004, a call for papers for this special issue was followed by a positive and enthusiastic response from established and young scholars working in the field. This special issue builds upon the 15% [19] of published articles in the six volumes of psychology of sport and exercise [PSE] which were identified as being related to the general topic of relationships, interactions, and leadership.

This special issue of psychology of sport and exercise [PSE] devotes as much space as was available for presenting six high quality articles and a brief report all of which contain diverse relationship topics and methodologies. In this articles, there is great diversity in terms of the type of relationship being investigated (e.g. coach-athlete, athlete- athlete, athlete-parent teacher-pupil), the theoretical or conceptual approach employed to guide the research, and the methodology used to gather data (E.g. semi- structured interviews, observations, surveys). Furthermore two of these articles evolve around theoretical and methodological issues and one is an intervention- based article (Ibid).

The first article by Artur poczwardowski, James Henschen and Sophia Jowett present a methodological strategy for the exploration of the coach athlete relationship. Although the article concentrates largely on the coach athlete relationship, the discussion can easily be transpired to other interpersonal relationships in sport and exercise. Among other important issue, Poczwardowski et al. calls for investigating relationships and their causal factors from different analytical levels. These levels include an investigation of the factors that primarily associate with the individual (e.g. level and type of sport) in which the coach athlete relationship is embedded. They also argue that the employment of theoretical frameworks could help unravels the complexities by promoting a better understanding of coach athlete relationship. They demonstrate through their own and others research the benefits that can be achieved by

considering different levels or units of analysis (e.g. individual and inter individual) and theoretical frame works (Artur Poczwardowski, James Henschen and Sophia Jowett).

The second article by David Shepherd, Bervyn Lee, and John Kerr proposes a theoretical framework specifically tailored to examine the processes involved in interpersonal relationships (e.g. athlete-athlete, coach athlete, parent- athlete) formed in sport and exercise contexts. Shepherd et al. present the basic structure of reversal theory by describing its main components (e.g. four pairs of met motivational states) and presenting examples to illustrate its major points. Moreover, they explore the manner to which reversal theory could be employed to explore interpersonal problems or conflict (e.g. incompatible dominances and states). Reversal theory is depicted as a perspective by which relationship member's subjective experiences and interpretations of their on- going interactions with one another are considered over time. Although the discussion and descriptions are succinct they provide sufficient information to extrapolate the manner to which certain met motivational states could describe the tone of the relationship (David shepherd, Bervyn lee, and John Kerr)

The remaining four articles and a brief report are empirical in their nature. First, Roberta Antonini Philippe and Roland Seiler report on a study regarding the content and quality of the coach-athlete relationship as viewed by Swiss elite male swimmers. In a qualitative study, Antonini Philippe and Seiler employed the 3+cs conceptual framework (closeness, co-orientation and complementarities) to guide their exploration and found that elite male swimmers experience a high degree of closeness with their male coaches which is underlined by positive feeling of respect, admiration, appreciation, and affection; a high degree of co-orientation which is reflected in open channels of communication that contain both technical instruction and personal information all of which contribute in establishing shared views and goals; and a high degree of complementary behaviors such as positive, co- operative interactions based on rules, roles and responsibilities that are not necessarily similar but more often corresponding (Ibid).

Next, Douglas Coats Worth and David Conroy's study examines the efficacy of a psychological coach -training intervention for enhancing the self- esteem of male and female swimmers aged 7-18 years over a 7- week summer season. The result from longitudinal growth modeling analysis indicate that although young swimmers started the season with variable levels of self-esteem, on

average they demonstrated small increases in self- esteem over the course of the season. Coats worth and Conroy reveal that the intervention was more successful in improving self- esteem for younger swimmers, and for girls with initially low levels of self- esteem (Douglas Coats Worth and David Conroy).

Spiridoula Vazou, Nikos Ntoumanis and Joan Duda view athlete's perceptions of interactions with peers and coaches from an achievement goal theory perspective. Vazou et al. focus on the additive and interactive influence of perceptions of the peer-and coach created motivational climates on motivational indices such as physical self- worth, enjoyment, trait anxiety, and effort. Their results reveal that peers and coaches independently and together affect young athlete's motivation. Sarah ullrich-french and Alan smith explore the manner to which youth soccer players perceptions of their relationship with peers (peer acceptance and friendship relations) and parents independently and in combination predict motivational outcomes in sport (Spiridoula Vazou, Nikos Ntoumanis and Joan Duda).

2.2.1. Interpersonal Communication

Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal message: it is face to face communication. Interpersonal communication is not just about what is actually said- the language used- but how it is said and the non- verbal messages sent through tone of voice, facial expressions, gestures and body language (Interpersonal communication available at

www.skillsyouneed.co.uk/IPS/Interpersonal_Communication.html last accessed on 11/8/2012).

Success full interpersonal communication is directly linked to predicting how the other person will understand and react to you. Interpersonal communication is a dynamics, interdependent process between two persons (Gouran, Wiethoff, & Dolger, 1994). Three principles underlie interpersonal communication (Devi, 1986).First; communication is an escapable it is impossible not to communicate. Even when an athlete does not actively response. To a coach's instructions or coach remains expressionless on the sidelines after an athlete's error, c communication is occurring. Second, communication is irreversible. Once a coach rolls his eyes at poorly executed play and say, "you are the worst point guard this program has even seen, "it can be taken back.

Third, communication is complex. It involves the interplay both individuals' perceptions of self, other, and relationship.

There are two prevailing definitions of interpersonal communication s; one is contextual and the other is developmental. The contextual definition delineates how interpersonal communication differs from other communication context (e.g. small group, public or mass communication) and other communication processes (e.g. close proximity, immediate feedback). However, the contextual definition does not take into account the relationship between the interactants (Ibid).

The developmental definition of interpersonal communication accounts for qualitative differences of communication due to the nature of the relationship. In other word, communication between a coach and her athletic director and the same coach and her athlete are expected to be somewhat different. Differences in communication might also be expected between a coach and incoming recruits versus captains (Ibid).

Developmental communication occurs between people. Who have known each other over an extended period of time and view each other as unique individuals, not just as people who are similar activity out social situations (Gouran and et al., 1994).

The developmental definition specifies that communication is qualitatively different as the relationship develops (Montgomery, 1988). This definition provides a nuanced and components of interpersonal communication.

2.2.2. Concept of Communication

Communicating “one on one” with other human beings is generally referred to as interpersonal communication. Everything a person does on say be considered communication. For example: a coach communicates values and philosophy through who selected for the team. How the team is governed, and how decisions are made, while an athlete's motivation may be none verbal communicated through effort, persistence, and intensity. Communication occurs through written and spoken words and body language in every day interactions. Communication is an interpersonal exchange shaped by various factors, including value systems, personal characteristics, tensions, and situational dimensions (e.g. type and level of sport, culture, gender)

(Concept of communication available at <http://powerfulhypnotherapy.com/difficulty-communicating/> last accessed on 11/9/2012).

2.2.3. Effective Interpersonal Communication

Want to improve your interpersonal relationships with others? Improve your skill at interpersonal communication and you will reap the harvest in more successful work relationship. Find effective interpersonal communication tips and tools effective communication is a must at work (Effective interpersonal communication available at

http://humanresources.about.com/od/interpersonalcommunication/Effective_Interpersonal_Communication.htm last accessed on 11/9/2012).

Skill full interpersonal communication involves

- Basic conversational language skills including listening and speaking abilities
- A basic understanding of how personalities and cultures effect communication
- An understanding of your own personality, culture, and preferences, and
- Knowledge of conflict prevention techniques

2.2.4 Leadership and Coaching Behavior

According to Chelladurais multidimensional model of leadership (1990, 1993), leadership effectiveness is a function of three interacting aspects of leader behavior actual, preferred, and required behavior. When these aspects are congruent, it should result in desirable performance out comes and athletes satisfaction. Empirical studies were primarily concerned with the relationship of leadership's behavior and athletes' satisfaction.

Athletes seem to be satisfied when coaches emphasize training and instructions as well as positive feedback (Chelladurai, 1993). Barrow (1977) defined leadership as “the behavioral process of influencing individuals and groups towards set goals “(P.232).

The definition is important because it places emphasis on the vision of a leader (i.e. goals, objectives) while also highlighting the necessary interaction between the leader and group members. Effective leadership will encompass an understanding of motivation and is likely to minimize any loss of productivity through the development of both task and group cohesion,

allowing a group to operate at, at or close to its potential. Indeed, Carron and Chelladurai (1981) found that cohesion was dependent upon player and coach relationships.

Loehr (2005) stressed that the common theme of effective leadership is the ‘‘positive impact that individuals can have on group dynamics relative to a team objective’’ (p.155). The act of leadership attempts to influence and convert others into followers’ (Tannenbaum, Weschler, & Massarik, 1961) and may be persuasion and manipulation.

Leadership requires an understanding or respect for the power dynamic between the influencer and the follower. The relationship recognizes that every act between the two parties is a ‘‘political act with potential for coercion (Miller, 1985).

Researchers have suggested that the interpersonal dynamic at play between player and coach are complex (Bloom, Schinke, & Salmela, 1998; Martens, 1990) and this complexity is also likely to extend to player and manager relations. Managers unable to communicate effectively with their players may inadvertently exacerbate problems due to a lack of understanding from their perspective. Perceptions and interpretation of information conveyed by the manager may have its origins in the formative stage of an individual’s development (Seligman, 1991). To improve the intellectual exchange between player and manager it may be necessary. To integrate specialist sports psychology consultants into the team to facilitate from parties. To understand leadership it is important to transcend the superficial and retrospective lay perspective which tends define success in terms of winning. For some clubs with limited resources, Success might be defined in terms of maintaining their status (i.e. avoiding relegation to a lower division).

According to Weinberg and Gould (2003), leaders typically have two functions:

- (I) To ensure the demands of the organization (club) are satisfied by the group effectively meeting its targets and
- (II) To ensure the needs of group members are satisfied. Clearly, those individuals who are responsible for appointing leaders /managers need to ensure that the visions and

targets of both the club and potential leader are compatible and that the qualities of the leader and group members (players) are not incongruent.

Coaching Leadership Styles

Coaches may use a variety of leadership styles. We will be talking about four styles of leadership namely authoritarian, behaviorist, humanist and democrat. After reading about these different styles, you might be able to tell which style your coach seems to use to coach the team you are on.

I. The authoritarian style is a style of leadership that is achievement oriented. In this style the coach shows a lot of confidence and very much in control of what is going on. Some kids feel more secure with this type of coaching style. They trust their coach as knowing what is best for them and the team. The coach makes all the big decisions for the player and the team.

II. The behaviorist style of leadership is a style that is based on shaping behavior based on consequences. The behavior of the kids is determined by how the coach responds to the way the kids behave. For instance, if you make a big play your soccer game and the coach yells out, "way to go, Jessie!" then

Your coach is reinforcing your behavior of making a big play. More than likely you will want to make another big play so that you get more praise from your coach. Another example would be if you were saying bad things about a teammate. But the coach, your team, and your family would not listen to anything thing you had to say that was negative about this teammate. By ignoring your behavior of gossiping, you would probably stop because no one likes to be ignored. You would probably say nothing or say good things about teammates.

III. The humanist style is another style of leadership in this way the coach tries to treat players like he or she would like to be treated if he or she were a

player. In most cases, this would mean sensitivity. Each person on the team is thought of as a unique individual who is part of team.

- IV. The democrat style of coaching involves all the team members in the decision-making that is necessary. This could be in the form of team votes to decide different issues such as who the captains will be or even what plays to run in a game. In reality any team that has elected captains is under the democrat style of coaching to some extent.

Coaching Behavior

C.J Brewer and R/L Jones (2002) stated that the psychology of coaching is linked with the coach's ability to effectively influence the behaviors of their athletes or with their coaching effectiveness.

In this sense, coaching effectiveness refers to a coach's ability to react to the characteristics and needs of players' Douge and Hastie (Douge & Hastie, 1993) stated that effective coaches must provide feedback frequently, show high levels of correction & reinstruction, use high levels of questioning and clarifying predominantly be engaged in instruction and manage the training environment. The assessment of coaching behavior has been wide and varied with the dominant

Coaching Behavior and Youth Sports

Coach Behavior has been found to be a significant influence on young athletes psychological profiles (Chelladurai & Reimer, 1998; Smith & Smoll, 1991) Smith et al. (1978) and Smith, Zane, Smoll, and Coppel (1983), for example, compared little league baseball coaches CBAS profiles to player measures/ interviews and found that players responded more favorably to coaches who engaged in high frequencies of supportive and instructive coaching behaviors. In addition, players were found to respond negatively to coaches who responded in a disciplinary or punitive manner to mistakes. A supportive environment was linked to a higher level of self-esteem and team cohesion (1983).

The findings from the CBAS studies led (smith and et al, 1983) to conclude that coaching behaviors are highly related to young athlete's perceptions of their coach, suggesting that coach's behavior can affect A Childs enjoyment of sport. Black and Weiss found that coaches were

perceived more favorably, if they provided information more frequently after a desirable performance. Black and Weiss concluded that young athletes perceptions of themselves and their motivation are significantly related to the quantity and quality of coach feedback received on performance and errors.

2.2.5. The Nature of the Group and the Team

Definition of Group

A number of different definitions have been presented for the social psychological construct of group. Thus, it might be beneficial to initially present a representative sample of some definitions. In his classic book, *The Human Group*, humans (1950) described a group as:“.....a numbers of persons who communicate with one another often over a span of time, and who are few enough so that each person is able to communicate with all the others, not a second hand through other people, but face-to-face”. In a definition which has particular relevance to sport and physical activity, Newcomb (1951) highlighted the normative nature of the interaction and communication which occurs within groups for social psychological purpose, at least, the distinctive thing about a group is that its members share norms about something. The range covered by shared norms may be great or small, but at the very least they include whatever it is that distinctive about the common interests of the group members. Whether it is politics or pokers. They also include, necessarily the role group of members- roles which are interlocking, being defined in reciprocal terms. These distinctive feature of a group- shared norms and interlocking roles- presupposed a more than transitory relationship of interaction and communication.

In a similar (Vein Cartwright and Zander, 1968) proposed that: a group is a collection of individuals who have relations to one another that make them interdependent to some significant degree. As so defined the term group refers to a class of social entities having in common the property of interdependence among the constituent members.

To conclude, there are three minimal requirements to form a group:

1. Group members are sharing common needs or form a group:
2. There is a strong interpersonal communication component within the group

3. There is a minimal or even absent hierarchy within the group.

Team

Teams are groups of people with predetermined purpose of achieving a goal or set of goals, through the use of collective efforts, resources and collective responsibility for the results achieved. Teams have been used since time immemorial by common men to achieve uncommon results. Teams are formed for challenges (objectives/goals) especially to compete with another team or teams either for award/s, for leisure and for vocation or a combination of these. According to Katzenbach and Smith (2003) Team is “a small number of people with complementary skills who are committed to a common Purpose, performance goals, and approach for which they are mutually accountable” A team is a group in which members work together intensively to achieve a common group Goal” (Lewis-McClearn and Taylor, 1998). A team is “a group that works towards a single, common, objective” (team technology, 2009).

Before team- building, effective team leaders must realize that no member of the team is ‘useless’. He or she must be able to identify the stages of team formation so as to be coping with the challenges of each stage. (Tuchman, 1965) identified these stages to include ‘forming’, ‘norming’, ‘storming’, and ‘adjourning’. All teams naturally pass through these five stages and there are characters and performance expectations for each stage.

Phases of Team Development

A team is a living and dynamic entity. It could progress from an early to a mature phase, independent of the nature of the team or the task it must perform. Tuchman’s (1965) model proposed the following typical phases in team development:

- I. Forming:** This is the initial orientation period. The team is unsure about what it is supposed to do; members do not know each other well or are not yet familiar with the way the team leader and the other members function. This stage is complete when the members begin to see themselves as a part of the group.
- II. Storming:** During this stage members begin to find their place as team members. The team members now feel more comfortable giving their opinion and challenging the team leader’s authority and recommendations. Some members may become

dissatisfied and challenge not only the tasks of the team and how these will be carried out, but also the leader's role and style of leadership. This is the start of intra- group conflicts.

- III. Norming:** In this stage Team members begin to use their past experiences to solve their problems and pull together as a cohesive group. This process should result in the team establishing procedures for handling conflicts, decisions, and methods to accomplish the team projects.
- IV. Performing:** In this stage the team working effectively and efficiently toward achieving its goals. Leadership is provided by the team member's best suited for the task at hand. Members have learned how to work together, manage conflict and contribute their resources to meet the team's purposes.
- V. Dissolving or reorienting:** The team dissolves when the team has completed the project. It may be reoriented to continue on a next phase of the project.

Teamwork and the Group Dynamics

The definition of the group dynamics is "the social processes by which people interact face-to face in small groups" (Newstrom & Davis, 2002, p.285)

The founder of the group dynamics movement is Kurt Lewin (Graham, 2002). He discovered that the group controlled through leadership rather than force, ensured discipline through internal pressure, pooled thinking, respected the individual, and allowed all its members to participate in deciding on things that directly affected them in their work.

Group" is a general word in the research literature which includes all forms of teams and workgroup (Guzzo & Dickson, 1996) on the other side, according to researchers, project teams are time limited; in general, they produce one-time outputs, such as a new product or service to be marketed by the company, a new product or a new plant (Cohen & Bailey, 1997, P. 242). Cohen and Bailey (1997) classified effectiveness of team into three major Facets from 54 journal articles between 1990 and 1996: quality of products (performance). Member's attitudes (employee satisfaction, commitment, and trust) and behavior outcomes (absenteeism, turnover, and safety).

In order to assist and guide management, this study focused on the individual or group levels of the member attitudes in the real software industry. In actual fact, team members might have different individual qualifications, skills and objectives, but those qualities contribute to the overall objectives of the team. Good team managers take full responsibilities for the mistakes of their teams and do not blame or apportion blames for any erring team member unless where the mistakes is glaring and to correct others.

For example: In a football team, one person might be a keeper, one is a right full back, one is a point man (goal getter) etc. We may also divide a football team into sub- teams and say that the keeper and the defenders are all a sub-team making sure that goals are not scored in their home. The strikers and midfielders are also a sub- team making sure that goals are scored against the opponents. All those team member are working towards making sure that the opponents are beaten.

Before a group can be referred to as a team, the following conditions must be present:

- Presence of more than one person in the group,
- Common predetermined objectives/goals.
- Commission of resources, for example time, labor, materials or finance,
- Team leader.

A mob which have common purpose of beating somebody and group of passengers in a train cannot be referred to as teams because they lack predetermined purpose and team leaders. For easy management, a team must have a team-leader. A team leader (captain of a sport team or manager of a business team) plans, organizes, directs, coordinates, controls and supervises a team. A team leader must make sure that his team is cohesive during operation. This can be done through effective team- building (training, rehearsal, retreat etc).

What is Team Building?

Team building is developing the cohesion of a team by fostering trust, communication and cooperation among members to make it more efficient and improve its performance. Team building is also the system of developing or promoting the dynamics of a team. Without dynamism in a team, a team cannot succeed. Dynamism is the cohesiveness in a team that

determines how easy a team goes along. It refers to the selection, development, and collection of result-oriented teams in order for them to make impressive results. Team-building is based on the fact that good relationships among individuals can be learnt, fostered and developed. The result of effective team building is “team dynamism”. Teamwork exists as a result of cohesiveness in a team. Teamwork can be described as the ability to work together towards a common vision. It is the ability to direct individual accomplishment toward organizational objectives. It is the fuel that allows common people to achieve uncommon results.

A team leader must appreciate the individual team member’s skill which will be different from others and exploit this to achieve results. The most important thing in team members are their team spirit.

Team members are expected to be ‘sizing-up’ (each other at the forming stage when they are first constituted and the team is not expected to do much at this stage. It is mostly at the performing stage that teams perform task at their full capacity before they ‘adjourn’ after tasks-completion or due to inefficiency of team.

What is Team Cohesion?

A cohesive team works together to achieve a purpose or mission. Riley (1994) refers to team cohesiveness as a covenant between people, “A covenant is an agreement that binds people together. Sometimes a covenant is written out in great detail.

Sometimes it is unspoken, completely expressed through action or trust” RILEY, 1994, P. 57) Riley believes that if a team that wants to achieve greatness they must follow his rule of the heart. Every team must decide, very consciously, to uphold covenant terms that represent the best of values-voluntary cooperation, love, hard work, and concentration, for the good of the team. The greatness flowing through the heart of the team must be pumped out to all the extremities.

In order to develop a cohesive team, a coach must have ability to get a group of individuals to play their best for the good of the team. In promoting team cohesion it is important to ensure that each player feel as if they have a part or role in the mission of the team. Pat Riley (1994). In his book entitled the winner within, quoted Abraham Lincoln as saying that “A house divided against itself cannot stand” (P. 60). Riley believes that a team consisting of many individuals that

are looking out for their personal gains is a team that will not prosper. In addition, Riley notes that cliques within a team will pull the mission or goals of the team apart.

Enhancing Team Cohesion

A knowledgeable coach will be able to use the talents of each individual and will teach players how to make educated decisions during an athletic contest. For example, teaching the catcher to call pitches or the quarterback to call the play. This autonomy, in turn, gives players a feeling of ownership for team successes and helps to promote cohesiveness (Warren, 1983).

Common sense will tell you, however, that if the players know that the coach is not competent in the sport, they will have a hard time believing in what the coach thinks they can achieve as a team, thus inhibiting team cohesion.

Gardner, Shields, Bredemeier, and Bostroms (1996) study showed that "Coaches who were perceived as high in training and instruction, Democratic behavior, social support, and positive feedback, and Low in autocratic behavior, had teams that were more cohesive" (1996, p.367).

Boone, Beitel, and Kuhlman (1997) studied the effects of four collegiate baseball teams' season records on cohesion. Their results suggested that losing, or lack of success, had a negative effect on cohesion, while being successful seemed only to maintain and/or sustain cohesion levels. Thus it appears as if coaches should strive to have at least fairly successful seasons if they wish to maintain the team's level of cohesiveness. __

Effects of Team Cohesion

Prapavessis and Carron (1996) found that group perceptions of cohesion influenced the competitive anxiety state of 110 athletes from a variety of interactive team sports. They found that those that reported a higher sense of cohesiveness had lower anxiety prior to competition. These results suggest that individuals on cohesive teams feel less pressured. One can assume that this psychological benefit would improve the dynamics of a team, since it would enable athletes to play hard, yet relaxed.

Often times an athlete that performed at an outstanding level will say that they were in a “zone”, which means that they were extremely focused on the task at hand. It seems as if it’s harder for an athlete to concentrate if they are too concerned with failing and letting the team down. No one questions that the fear of failure is a motivating force for many athletes, but many great athletes don’t fear failure. I believe that the majority of outstanding athletes are satisfied as long as they do the best they can. Therefore, coaches must strive to help each athlete on the team reach the level where doing the best they can is acceptable.

2.2.6. Coach- Athlete Relationships

The coach- athlete relationship is the situation in which the coach and the athlete develop interconnected feelings, thoughts, and behaviors.

In sport context there are many personal relationships (e.g. coach- parent, athlete- athlete, and athlete-partner) that can impact on performance, but the coach-athlete relationship is considered to be particular (Jowett & Cockerill, 2002; Lyle, 1999).

The coach-athlete relationship is not an add-on to, or by- product of, the coaching process, nor is it based on the athletes performance, age or gender- instead it is the foundation of coaching. The coach and the athlete intentionally develop a relationship, which is characterized by a growing appreciation and respect for each other as individuals. Overall, the coach-athlete relationship is embedded in the dynamic and complex coaching process and provides the means by which coaches and athletes needs are expressed and fulfilled (Jowett & Cockerill, 2002). It is at the heart of achievement and the mastery of personal qualities such as leadership, determination, confidence and self- reliance. This article aims to offer a perspective on the coach- athlete relationship and show how sport psychology can contribute to the study of relationships whilst learning from, and building on, the work of scholars in social and relationship psychology.

The nature of the coach is important to consider when examining the intricacies of the coach-athlete relationship and how coaching leader behaviors are significantly related to team outcomes (Carron & Dennis, 2001). Some reasons for this are that providing contingent positive feedback and reinforcement along with socially supportive behaviors have been associated with satisfied athletes (Weiss& Friedrichs, 1986). Further, the way a coach behaves affects how an athlete will perceive and recall these behaviors at some point and then eventually how they will come to

recognize their coach's behaviors, whether it be positive or negative (Smith, Smoll, & Barnett, 1995; Smith, Smoll, & Cutis, 1978). Finally, there are the fundamental needs for competence, autonomy, and relatedness, and if these needs are not properly met, that can impact an individual's intrinsic motivation (Amorose & Horn, 2000, 2001; Hollembeak & Amorose, 2005).

Researchers have investigated the factors that may influence an athlete's perceptions and evaluation of coaching behaviors (Allen & Howe, 1998; Amorose & Horn, 2000; Beam et al, 2004; Chelladurai, 1984; Hollembeak & Amorose, 2005; Jambor & Zhang, 1997; Kenow & Williams, 1992, 1999; Sherman, Fuller, & Speed, 2000; Westre & Weiss, 1991; Williams and et al, 2003). Subsequently, it has been found that athletes who felt more compatible with their coach experienced fewer negative/ cognitive attention and somatic effects from their coach's behaviors. Athletes who felt more compatible also felt more supported by their coach and evaluated his/ her communication ability more favorably

If the athlete's goals personality and beliefs are consistent with those of their coach, the interaction of the individuals will likely be satisfactory to both parties, there in producing

a positive interpersonal atmosphere. Conversely, a downbeat interaction between the coach and the athlete can also create a negative interpersonal atmosphere, which fosters the likelihood of their being an unproductive and unbeneficial, negative self- fulfilling prophesy (Kenow & Williams, 1999). When comparing a coach's perceptions of their behaviors and the athlete's perceptions of the coaches behaviors, there are often times discrepancies. With regards to the LSS, coaches have typically scored themselves higher than the athletes do on training and instructions, democratic, social support, and positive feedback/ rewards (Horn & Carron, 1985) said coaches typically evaluated themselves in a more positive way than their athletes since there is a tendency to overestimate socially desirable traits while underestimating the socially undesirable characteristics (Horn & Carron, 1985).

Even more specific when considering coaching behaviors and the coach- athlete relationship is that in some cases are more inclined to select an autocratic style over a democratic one based upon the environment (Frederick & Morrison, 1999). For example, athletes have favored a more autocratic decision making process when problems are more complex and when the team has not been integrated very well (Chelladurai & Arnott, 1985). Therefore in a situation such as this, the

athletes may typically favor a democratic style but in this situation they would accept a more autocratic style. Overall, a large body of literature reveals that the majority of the time athletes prefer a democratic coaching style to an autocratic one (Chelladrai, 1984; Salminen & Liukkonen, 1996; Sherman, Fuller, & Speed, 2000; Westre & Weiss, 1991).

Males are more likely to select an autocratic leadership style than females, who have been found to have a significant preference for democratic leadership behavior where coaches allow more participation in decision-making. Both males and females, however, have a high performance for training and instructions leader behaviors (Beam et al., 2004; Jambor & Zhang, 1997; Sherman and et al., 2000; Westre & Weiss, 1991).

Yet, just because males have more consistently shows to have a higher performance than female athletes for autocratic behavior does not mean they inherently favor autocratic over democratic leadership styles. In fact it has been found that coaches who are excessively high in autocratic behavior would be expected to undermine athletes' intrinsic motivation. The primary reason for this is that this sort of coaching style is not conducive to facilitating athletes' perceptions of self-determination (Amorose & Horn, 2002) and can affect, to some degree, intrinsic motivation (Hollembek & Amoroso, 2005). These findings relate to the team building / team cohesion responsibilities of the athletic coach.

When dealing with the team building and team cohesion, the coaches need to consider both the environment and each athlete individually. It has been suggested that coaches' behaviors and leadership styles need to change from situation to situation as well as from athlete to athlete (Solomon, Dimarco, Ohlson, & Reece, 1998). There is a necessary harmonic component within the coach-athlete relationship. Their findings also found the more positive, compatible, and strong the coach-athlete relationship, the more beneficial experience the athletes will have in their respective sport (Poczwardowski and et al., 2002; Salminen & Liukkonen, 1996). In cases where this has not existed, where the coach-athlete relationship has been negative, incompatible, and weak there is typically decreased athlete satisfaction, performance, and enjoyment of their respective sport (Price & Weiss, 2000). Previous findings suggest the importance of understanding the many facets of the coach-athlete relationship. Yet for strength and conditioning coaches there is a void in the literature that examines the coach-athlete relationship

with respect to the multidimensional model. This model places an equal emphasis on the leader, the group members and the situations, where in athletic performance and satisfaction are the two main consequences of interaction between the required behavior, actual behavior, and preferred behavior of the athlete (Chelladurai, 1990; Chelladurai, 1984 & Saleh, 1980; Chelladurai & Saleh, 1978). Considering how important the agreement of these aspects has been shown to be in leading you optimal performance and group satisfaction with athletic coaches in practice and in competition (Chelladurai, 1990), it should be more than enough to warrant examining the uniqueness of the strength coach- athlete relationship and how group satisfaction and effective training when performing strength and conditioning could carry over to more effective athletic practice and competitions.

In the 1980, researchers studying the relationship between coaches and athletes focused primarily on how coaches utilize leadership skills to motivate and affect athlete's behaviors and performances (Chelladura, 1984; & Smoll and Coppel, 1983). During this period, it was common for sport psychology to utilize such measurement and instruments as the leadership scale of sport and coaching Behavior assessment system (Jowett, 2006).

The Significance of the Coach- Athlete Relationship

The significance of the coach –athlete partnership has been acknowledged by a number of official sport organizations. For example, sports coach UK (formerly the national coaching foundation) in several publications (e.g. working with children, 1998; protecting children, 1998) has described the coach-athlete relationship.

In terms such as: commitment, cooperation, bonds, respect, friendship, power, dependence, dislike and distrust. Moreover, the department for culture, media and sport (A sporting future for all, 2000) referred to the coach- athlete partnership, and the coaches mentoring and supportive roles, as prominent issues of coach education. Finally, UK sport in a recent strategic document (The UK vision of coaching) stated by 2012 the practice of coaching in the UK will be elevated to a profession acknowledged as central to the development of sport and the fulfillment of individual potential.

It is perhaps surprising then that, historically, coaching has been preoccupied with merely enhancing athletes' physical, technical and strategical skills (miller & Kerr, 2002). Now that the

coach- athlete relationship is recognized as the foundation of coaching and a major force in promoting the development of athletes' physical and psychological skills, coaches' ability to create perfect working partnership with their athletes becomes paramount. The question is 'what makes the ideal coach-athlete relationships.

The Coach-Athlete Relationship and Performance

Researchers Such as: (Poczwardowski, and etal, 2002), Wylleman (2000), Poczwardowski, and etal, 2006), Jowett, Paull and Pensgaard(2005), Jowett(2005), and Vanden Auweele and Rzewnicki(2000), have highlighted that the coach-athlete relationship has not been clearly defined in the sport psychology literature relationship has been narrowed to athlete-coach interpersonal interactions.

In particular, Wylleman and Poczwardowski, Barott, and Pergoy have suggested that the specific focus on coaching behavior or coaching knowledge has resulted in the intricacies and the dynamics of the relationship between coach and athlete being largely ignored. Furthermore on interpersonal relationships in sport as extensive, but fragmented, they argued that it does not yet constitute an integrated body of knowledge. Wylleman suggested that more research on the coach athlete relationship is required to further elucidate our understanding of how coaches and athletes combine to succeed in elite sport.

Furthermore, (Poczwardowski and etal, 2002) found that the interpersonal relationship formed with the coach had a great influence on athlete's training processes, performance outcomes, and aspects of their private lives.

The exact nature of coach-athlete interactions can be varied, as a study with a French female judo team showed. The study by d'Arripe-Longueville, Fournier, and Dubis (1998) showed that interactions between judo coaches and athletes bypassed conventional psychological beliefs. Specifically, the interactions were often authoritarian and controlling, had rigid discipline, and involved negative feedback. Despite the negative and authoritarian climate, the athletes succeeded in becoming world champions.

D'Arripe-Longueville and et al, concluded that these highly successful athletes effectively used coping strategies to counteract the authoritarian climate and did not seem to be affected by

coaches' unpleasant decisions and behaviors (R.L Jones and et al. ,2003)) stated that the authoritarian stance in coaching is not unusual, because some coaches use this approach to remain one step away from their athletes, allowing them to direct and organize the situation, whilst maintaining appropriate boundaries. This approach allows coaches to invest an interest in the athlete personally, whilst acting in a professional manner. There is limited information on how a team sport coach interacts with players in comparison to an individual sport coach. It may be that individual coaches are closer to their athletes. Due to the increased personal contact further research is needed to clarify this point.

The coach-athlete relationship has been shown to be important in determining the quality and success of an athlete's sporting experience and can be perceived as a positive or negative influence on athletes' careers, performances, preparations, and training processes (Coakley,1990;Martens,1987;poczwardowski and et al, 2002; Williams and et al., 2003). For example, research by Durand-Bush and Salmela (2002) showed that the coach was an influential element in the development of athletes' careers from the initial years to the career defining moments.

The intricacies of the influence of the coach-athlete relationship on athletic performance states during competition were highlighted by d'Arripe-Longueville, saury, Fournier, and Durand (2001).d'Arripe-Longueville and et al examined coach-athlete interactions in elite archery and found that the coach's and athletes' collective courses of action were characterized by cooperation within the coach-athlete dyad that was immediate, due to shared perceptions, or was constructed through negotiation. These findings showed that the coach-athlete relationship at the elite level was marked by a combination of social and collaborative interactions aimed at achieving a common goal.

The quality of a coach-athlete relationship has been found to influence the quality of athletic performance. For example, Jowett (2003) conducted a case study with a coach athlete relationship in crisis and found that the conflict between coach and athlete had a detrimental effect on the conflict between coach and athlete had a detrimental effect on the athlete's performance. In contrast, the importance of a quality relationship between coach and athlete

was reflected in Jowett and Cockerill highlighted that a trust, support, respect, and common goals were all aspects of positive relationships and facilitated athletic performance.

2.2.7 The Role of Coaches

The role of coach is to create the right conditions for learning to happen and to find way of motivating the athletes. Sports coaches assist athletes in developing to their full potential. They are responsible for: training athletes in a sport by analyzing their performances; assist athletes to develop new skill by providing encouragement; be positive, fair, and consistent with the athlete; be a good communicator with parents and athletes; protect the safety of all athletes and guidance of the athlete in life and their chosen sport therefore role of the coach will be many and varied, from instructor, adviser, supporter, motivator, organizer, planer and the fountain of all knowledge.

The Role of Athletes

- ✓ Be positive and have a good attitude.
- ✓ Support your team matters.
- ✓ Always work hard
- ✓ If they have any questions, asks the coach-“The only dumb question is the one that you do not ask.”
- ✓ Know and follow school and team rules.
- ✓ Challenge themselves as a student, person and athlete.
- ✓ Meet everyday classroom expectations.
- ✓ Notify the coach of any scheduling conflicts in advance.
- ✓ Talk to the coach about any special

The Role of the Team Manager

The Team manager is the person with responsibility for the logistics, administration and coordination of teams to /from and during a competition or training event. A Team Manager generally is a central point of information and communication, and the expectation by all team members (including athletes’ and coaches) is that you will be the person with this

knowledge.....So be prepared. A Team manager should report to the Head Coach or Chairperson within the club.

2.2.8 Duties of Team Manager:

- ✓ To provide a central point of contact/liason point for communication on behalf of the team.
- ✓ To attend pre-competition/camp briefings as required
- ✓ To arrange all team travel, travel itineraries and accommodation(where required)
- ✓ To provide information to athletes, coaches, parents/guardians as appropriate.
- ✓ To undertake team selections(if appropriate and in consultation with others)
- ✓ To ensure provision for athletes to arrive at appropriate time at venues.
- ✓ To ensure athletes' are appropriately registered for their events in association with coaching staff.
- ✓ To organize team kit (as appropriate)
- ✓ To prepare and submit results to press officer/media (as appropriate)
- ✓ To promote positive team spirit and behaviors
- ✓ To adopt the policies and principles of the ASA Child protection policy.
- ✓ To prepare post competition/event reports (as appropriate).

Tools for the Role of Team Manager

The following are deemed to be essential items for a team Manager to have in order to do their role:

- Use of a computer and email address to produce letters, emails, reports and to store and record information
- Filing system to record all letters and correspondence

- Notebooks for meeting and trips/events
- Annual diary
- Club headed stationery
- Telephone with access to an answer phone facility

Commitment/time for the Role of the Team Manager

Will vary depending upon the nature of the competition/event, but would involve planning and preparation in advance and then attendance at competition/event as appropriate. Additional time commitment may be required in preparing reports/ evaluations post event.

Skills and qualities required of the team manager

- Well organized and efficient
- Knowledge of the club and athletes (as appropriate)
- Excellent communicator
- Understanding and impartial
- Ability to respect confidentiality
- Ability to make decisions based upon the best interests of individuals and teams

The Role of Parents

- ✓ Be a fan of everyone on the team.
- ✓ Respect the decision of officials.
- ✓ Respect other fans, coaches, and athletes.
- ✓ Talk to their child if they have any questions and, if they still have questions, contact the coach through athletic department procedures.
- ✓ Don't put your child in the middle by talking bad about the coach, program or team mates through conversation.
- ✓ Don't talk to coaches on game day about a complaint; make an appointment at the convenient time for both parties.
- ✓ Understand the coach's responsibility is to make sure the students are safe and become better people and athletes, not to win every game.
- ✓ Be supportive of the child and of the program.

2.2.9 Relationships between Coaches and Others

At most level of sport development, the coach often finds him doing practically everything that needs to be done-recruiting, training athletes, and organizing competitions, fund raising, counseling athletes, and administering the programme, and so on. As the level of training becomes increasingly more comprehensive, there is more and more the need to assist the coach so he/she can concentrate more fully on coaching. This means that the coach must work with others who can support his/her efforts with the athletes.

Who are these other people the coach must interact with? They include the administrators, athletes, there with sport administrations, the media, and parents are particularly important.

Coaches and Sport Administrators

Coach relationship is the most important for the development of the athlete. The second is that sport administrators exist to support the athletes and coaches and to develop their sport.

It has been said that the more sports administrators can nourish and develop the training environment, the more successful they are in performing their essential tasks. If administrators and clubs officials can provide good facilities and equipment, organize good competitions, raise funds, secure assistance or expertise and assist in promoting success, then they are contributing to the athletes and coaches. The coach must constantly strive to work cooperatively with parents, club official and so on. Often establishing good and productive relationship requires a considerable amount of effort, patience and cooperation. What ties all these groups together are common goals-to provide good experiences for youngsters in sport?

Coaches and the Media

Although most coaches prefer that the spotlight shines on their athletes, they, too, are often the focus of media attention. Who better to analyses and evaluate an athlete's performance? The ability to develop the talent, teach the skills, and nurture the mental toughness essential to high performance attracts media interest in and of itself. The coach who works well with the media has learned to appreciate its reach and understands that smooth relationship can even improve an

athlete's performance. Unfortunately, too often coaches, and athletes as well, are apprehensive when confronted by the media, perhaps viewing the reporter as an adversary who is interested only in digging for the sensational or negative story rather than focusing on the performance of the athletes or the team or the results of the day. The interview process does not have to be a dreaded experience. Rather it can be an exciting opportunity.

Coaches and Parents

“The success of a sport program depends primarily on the quality of adult leadership. Teachers, coaches, officials, spectators, and parents all affect the experience and determine to a large extent whether it will be positive”“However, of all the adults involved parents and coaches are perhaps the most important. It's their attitudes, beliefs, and behavior that undoubtedly affect child the most.”

In some countries, tradition discourages parental involvement in children's sport. However, where coach-parent relationships are the norm, the coach's goal should be to develop positive and meaningful interactions with participants' parents. The following few simple steps can be helpful to ask the sport administrator to organize a meeting with parents to discuss the programme's objectives and the approach to coaching that will be practiced; to describe in detail the behavior the coach will be enforcing; for example, rewarding effort rather than performance; explain the behavior expected of the parents for instance, make it clear that they are expected to show respect of officials and that they are not to yell instructions to player; to recognize the need for regular and open communication with parents to avoid misunderstandings and to be positive and open about feedback-this will build parents' trust in the coach and lead to an even better programme.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Source of data

The sources of data for this study are both primary and secondary. The primary sources are athletes in Michew Training Center, head coach of the athletes, and general manager of the center. The secondary sources are publications in internet and other unpublished sources.

3.2. Sampling and sampling techniques

There are thirty five athletes in Michew athletics training center and all the 35 athletes are selected by purposive sampling technique. The researcher decided to take all the athletes in the center as they are manageable in number. In addition there are one head coach and one general manager in the center and they are also taken as sample of the study by purposive sampling technique.

3.3. Instrument for data collection

The qualitative and quantitative research methods were employed to obtain the necessary data. There were questionnaire, interview and field observation. Accordingly a questionnaire was used to gather quantitative data, while the interview was used to gather qualitative data. The use of these instruments proved to be helpful since it facilitated triangulation of information from the different sources.

Questionnaires were prepared to be filled by the athletes and coach of the center. The questionnaire was distributed to 35 athletes and to the coach. The questionnaire prepared to the athlete had 25 items, all of which were with close ended questions and the questionnaire for the coach had 10 items and the questions here was also close ended.

Then an interview was conducted with the general manager of the center. The interview had 6 structural questions and some of the questions had similarity with the questions in the questionnaire to cross check it there is similarity with what the athletes, the coach and the general manager said.

Furthermore, field observation was made just to see what was actually happening regarding the interpersonal relationship of the athletes in the practical training session and thus, the researcher observed the interpersonal relationships of the athletes during practical training session.

3.4. Procedures for data collection

The athletes filled 35 questionnaires and the coach filled one questionnaire and all are collected back.

Then, an interview is arranged with the general manager of Michew athletics training center. Finally, field observation is done by the researcher during training sessions.

3.5. Methods of data analysis

Data collected through questionnaire were tailed, organized and tabulated according to the nature of issue raised in the instrument and it was analyzed by using frequency and percentage. The result from the interview was also properly arranged and discussed in the study.

Finally, the data gathered by field observation is written down in a diary form the main results of the observation are discussed in the study.

CHAPTER FOUR

ANALYSIS, DISCUSSION, AND INTERPRETAION OF DATA

This chapter deals with the presentation and analysis of the data gathered through questionnaire, interview and field observation. The data is obtained from 35 athletes. One head coach and one general manager of the training center gave sufficient ground to conclude about the interpersonal relationships among athletes. For the sake of easy interpretation and clarity of understanding the data have been presented in the following five subsections. Analysis of back ground information of athletes, analysis of questionnaire responses of athletes, analysis of questionnaire responses the coach of the training center, analysis of interview responses of the general manager of Michew athletics training center and Interpretation and discussion of field observation.

As has already been said, 35 athletes and one coach of the training center had filled the questionnaire consisted of items up on as their sex, age, participating experiences, self- opinion concerning the inter personal relationships of athletes with athletes, athletes with coach, athletes with the general manager, coach with athletes, general manager with coach and athletes.

The responses to the above items and other issues have been independently treated and the following results are obtained.

4.1 Analysis of back ground information of athletes

Table- 1: Distribution of sampled athletes’ respondents by their sex, age group and training age

| Athletes | | | |
|---|--------------|----|-------|
| Item | Responses | No | % |
| Sex | Male | 20 | 57.14 |
| | Female | 15 | 42.86 |
| | Total | 35 | 100 |
| Age | Bellow 20 | 20 | 57.14 |
| | 20-24 | 11 | 31.43 |
| | 25-29 | 4 | 11.43 |
| | Above 30 | - | - |
| | Total | 35 | 100 |
| Training Age in Michew Athletics Training center | <1 year | 8 | 22.86 |
| | 2 year | 15 | 42.86 |
| | <3 year | 6 | 17.14 |
| | 3 year | 6 | 17.14 |
| | Above 3 year | - | - |
| | total | 35 | 100 |

The above table explains that respondents information, as indicated in the first part of this chapter, a total of 35 athletes were involved in the study. Moreover, their information was analyzed as below regarding the sex of respondents more than half 20 (57.14%) athletes were male while 15 (42.86%) athletes were female respectively.

Item 2 shows the vast number 20 (57.14%) of athletes' age bellow 20 years old. Similarly 11 (31.43%) and 4 (11.43%) of athletes are swings from 20-24 and 25-29 years of age respectively.

According to the above table 8 (22.86%) of athletes training age in Michew were less than one year, in the same way, 15 (42.86%) 6 (17.14%) and 6 (17.14%) of athletes training age 2, <3 year and 3 years of age in Michew.

4.2 Presentation and Discussion of Data from the athletes Questionnaires'

Category I – Interpersonal relationship athletes with athletes

Table 2 Athletes with athletes' interpersonal relationship

| Items | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly disagree | | Total responses | |
|-------|----------------|-------|-------|-------|---------|-------|----------|-------|-------------------|-------|-----------------|-----|
| | No | % | No | % | No | % | No | % | No | % | No | % |
| 1 | - | - | 8 | 22.86 | 5 | 14.29 | 18 | 51.43 | 4 | 11.42 | 35 | 100 |
| 2 | 16 | 45.71 | 10 | 28.57 | 4 | 11.43 | 5 | 14.29 | - | - | 35 | 100 |
| 3 | 12 | 34.29 | 15 | 42.86 | 8 | 22.85 | - | - | - | - | 35 | 100 |
| 4 | - | - | 8 | 22.86 | 5 | 14.29 | 18 | 51.43 | 4 | 11.42 | 35 | 100 |
| 5 | 14 | 40 | 8 | 22.85 | 3 | 8.57 | 5 | 14.29 | 5 | 14.29 | 35 | 100 |
| 6 | 8 | 22.86 | - | - | 14 | 40 | 5 | 14.29 | 8 | 22.86 | 35 | 100 |
| 7 | 16 | 45.71 | 16 | 45.71 | - | - | - | - | 3 | 8.58 | 35 | 100 |

- 1.** Members of our team would rather go out on their own than get together as a team.

As it is indicated in table 2, 18 (51.43%) of respondent athletes responded that they disagreed. Among the participants 8 (22.86%) have agreed to the item while 5 (14.29%) remained undecided whereas the remaining 4 (11.42%) participant athletes have strongly disagreed.

Therefore, we can conclude that most of the participant athletes mentioned the members of the team should have to unite as a team.

- 2.** Our team is united in trying to reach its goal for performance.

According to the information in table 2, 16 (45.71%) participant athletes have strongly agreed while 10 (28.57%) athletes agreed to the item. Only 5 (14.29%) participant athletes replied disagreed and the remaining 4 (11.43%) athletes have not decided to the statement.

In general, we can say that most of the respondent athletes have united in trying to reach their goals for performance.

- 3.** In our team there is a mutual respect between athletes and athletes.

As can be seen from the above table, 15 (42.86%) of the athletes agreed with the item. However, 12 (34.29%) of participant athletes were also strongly agreed to the statement only 8 (22.85%) of respondents have not decided.

In general, it can be concluded that there is a mutual respect among athletes.

- 4.** Our team members did not communicate freely about each athlete responsibilities during competition or training practice.

As it can be shown in table 2, 18 (51.43%) of participant athletes disagreed to the item. Among these, 8 (22.86%) of athletes have agreed to the item. While 5 (14.29%) respondent athletes has not decided. The remaining 4 (11.42%) respondent athletes replied strongly disagreed.

The above finding indicates that majority of the respondent athletes point out they freely communicate on about each athletes responsibilities during competition or training practices.

- 5.** In case if one of our team member has problems in practice, everyone wants to help so we could get back together again.

Based on the data on table 2, 14 (40%) athletes have strongly agreed. While 8 (22.85%) athletes replied agreed to the item. Whereas 5 (14.29%) of respondents have strongly disagreed and 5 (14.29%) athletes replied their disagreement. The remaining 3 (8.57%) have not decided.

Therefore, this statement implies that every member of the team have the spirit to help each other when the team in counters a problem.

6. Member of our team do not stick together outside practices and computations.

According to the above table 2, 14 (40%) of participant athletes have not decided to the item. Among respondents 8 (22.86%) athlete also strongly agreed while 8 (22.86%) athletes have strongly disagreed to the statement. The remaining 5 (14.28%) of participant replied they disagree.

This shows that most of the athletes have not the habit of recreating themselves with each other out of the time of practice and computation.

7. All the team members take responsibilities for any loss or poor performance by the athlete.

Table 2, shows that 16 (45.71%) athletes have strongly agreed. Whereas 16 (45.71%) athletes replied they agree to the statement. Among the participants 3 (8.58%) respondent athletes have strongly disagreed to the item. All in all, we can conclude that most of the respondents pointed out all the athletes take the responsibility for the loss or poor performance of the team.

Category II Interpersonal relationship athletes with coach

Table 3 Participation of athletes in decision making and policy formation.

| How often your coach lets you to participate in decision making and policy formation | | |
|--|-----------|-------|
| Rating | responses | |
| | No. | % |
| A. Always | 4 | 11.43 |
| B. often | 10 | 28.57 |
| C. occasionally | 10 | 28.57 |
| D. seldom | 4 | 11.43 |
| E. Never | 7 | 20 |
| total | 35 | 100 |

The above table indicates that the same number of athletes 10 (28.57%) responded that their coach allows them to participate in decision making and policy formation often and occasionally. Again the same number of respondents 4 (11.43%) said that they are allowed always and seldom. On the other hand, 7 (20%) responded they are never allowed.

Table 4 Favoring of the coach to some athletes.

| How often your coach favors some athletes than the other? | | |
|---|-----------|-------|
| Rating | responses | |
| | No. | % |
| A. Always | - | - |
| B. often | 6 | 17.14 |
| C. occasionally | 23 | 65.72 |
| D. seldom | 6 | 17.14 |
| E. Never | - | - |
| total | 35 | 100 |

As in table 4, most of the respondents 23 (65.72%) responded that their coach favors some athletes from the other occasionally .Whereas the 6 (17.14%) responded the coach did this sometimes and the same number of respondents 6 (17.14%) replied the coach shows this seldom.

Table 5. The fair treatment of athletes by the coach

| How often your coach treats you equally and fairly | | |
|--|-----------|-------|
| Rating | responses | |
| | No. | % |
| A. Always | 27 | 77.14 |
| B. often | - | - |
| C. occasionally | 4 | 11.43 |
| D. seldom | 2 | 5.71 |
| E. Never | 2 | 5.71 |
| total | 35 | 100 |

The above table shows majority of the participant athletes 27 (77.14%) of the participant athletes believe that the coach treats them equally and fairly.4 (11.43%) of the athletes said occasionally. But the remaining 2 (5.71%) athlete said their coach seldom treats them equally and fairly. Finally 2 (5.71%) of the athletes believe that they never treated equally and fairly.

Table 6. The implementation of athletes' suggestions.

| How many times the coach implements the suggestions made by the athletes'? | | |
|--|-----------|-------|
| Rating | responses | |
| | No. | % |
| A. Always | 2 | 5.71 |
| B. often | 12 | 34.29 |
| C. occasionally | 15 | 42.86 |
| D. seldom | 6 | 17.14 |
| E. Never | - | - |
| total | 35 | 100 |

Table 6 shows that 15 (42.86%) of the athletes stated that the coach sometimes puts the suggestions made by the athletes in to operation. 12 (34.29%) of athletes responded that the coach often, made in to operation and 2 (5.71%) athletes replied always. 6 (17.14%) athletes replied seldom their coach applies their suggestion.

Table 7 Participating athletes in sketching strategies

| How often your coach asks your opinion during planning strategies? | | |
|--|-----------|-------|
| Rating | responses | |
| | No. | % |
| A. Always | - | - |
| B. often | 15 | 42.85 |
| C. occasionally | 12 | 34.29 |
| D. seldom | 4 | 11.43 |
| E. Never | 4 | 11.43 |
| total | 35 | 100 |

As can be seen in the above table, 15 (42.85%) responded often to the statement, 12 (34.29%) of athletes said that the coach sometimes asks their opinion. The remaining 4 (11.43%) replied seldom to the item. Whereas 4 (11.43) of the athletes responded that they are not allowed to give their opinion about the strategies at all.

Table 8 Motivating athletes when they perform well

| My coach shows me “ok” thumbs up gesture when I perform well | | |
|--|-----------|-------|
| Rating | responses | |
| | No. | % |
| A. Always | 8 | 22.86 |
| B. often | 6 | 17.14 |
| C. occasionally | 13 | 37.14 |
| D. seldom | 8 | 22.8 |
| E. Never | - | - |
| total | 35 | 100 |

As indicated in table 8, 13(37.14%) of athletes replied occasionally to the item, 8 (22.86%) of athletes also replied always to the question and 6 (17.14%) of athletes replied ‘often’ the remaining 8 (22.86%) of athletes responded seldom.

Table 9 The coaches help in solving personal problems of athletes.

| How often the coach helps the athletes to solve their personal problems? | | |
|--|-----------|-------|
| Rating | responses | |
| | No. | % |
| A. Always | - | - |
| B. often | 6 | 17.14 |
| C. occasionally | 17 | 48.57 |
| D. seldom | 12 | 34.29 |
| E. Never | - | - |
| total | 35 | 100 |

The above table shows that 17 (48.57%) athletes revealed that their coach helps them to solve their problems occasionally. 12 (34.29%) of participant athletes rated seldom, only 6 (17.14%) of athletes responded their coach did this often.

Table 10 The help of the coach to make athletes train themselves.

| How often the coach allows you to train yourselves or to make your own style of training? | | |
|---|-----------|-------|
| Rating | responses | |
| | No. | % |
| A. Always | - | - |
| B. often | - | - |
| C. occasionally | 19 | 54.29 |
| D. seldom | 10 | 28.57 |
| E. Never | 6 | 17.14 |
| total | 35 | 100 |

According to table 10, 19 (54.29%) of athletes responded that their coach allows them to practice their own ways of training. Whereas 10 (28.57%) of athletes responded seldom. The rest 6 (17.14%) athletes responded they never allowed to do so

Table 11 The professional relationship of the coach with athlete

| Can you rate the frequency of your coach makes good professional relationship with you? | | |
|---|-----------|-------|
| Rating | responses | |
| | No. | % |
| A. Always | 27 | 77.14 |
| B. often | 4 | 11.43 |
| C. occasionally | 4 | 11.43 |
| D. seldom | - | - |
| E. Never | - | - |
| total | 35 | 100 |

According to table 11, 27 (77.14%) of respondent athletes replied their coach have good relationship with them always. 4 (11.43%) of athletes also replied often to the question. The remaining 4 (11.43%) of athletes responded occasionally.

Therefore it can be concluded that the coach of the team has good professional relationships with all athletes.

Table 12 Improving team spirit by the coach

| How often your coach encourages you to help each other as a team? | | |
|---|-----------|-------|
| Rating | responses | |
| | No. | % |
| A. Always | 23 | 65.72 |
| B. often | 6 | 17.14 |
| C. occasionally | 6 | 17.14 |
| D. seldom | - | - |
| E. Never | - | - |
| total | 35 | 100 |

Based on the above table 12, 23 (65.72%) responded that their coach always tries to improve cooperation among the team mates. 6 (17.14%) replied the coach did this often. Whereas 6 (17.14%) of also replied occasionally. This statement reveals that the coach encourages the athletes to help each other to develop interpersonal relationship among them.

Category III: Interpersonal relationship among athletes and management of the training center.

Table 13: supply of athletic equipments to the athletes by the management

| What is your level of satisfaction in regarding to the athletic equipments (fitness materials) provide by the management? | | |
|---|-----------|-------|
| Rating | responses | |
| | No. | % |
| A. very satisfied | 17 | 48.57 |
| B. satisfied | 10 | 28.57 |
| C. not satisfied | - | - |
| D. neutral | 8 | 22.86 |
| Total | 35 | 100 |

As indicated in the above table, 17 (48.57%) respondents are very satisfied with the supply of training equipments. and 10 (28.57%) participant athletes are also satisfied whereas 8 (22.86%) respondent athletes did not decide to the statement.

From this we can infer that most of athletes are satisfied by the athletic equipments supplied by the management.

Table 14: meetings arranged by the management to make athletes meet their parents

| How much are you satisfied by the schedule of the management to meet your parents? | | |
|--|-----------|-------|
| Rating | responses | |
| | No. | % |
| A. very satisfied | - | - |
| B. satisfied | 12 | 34.28 |
| C. not satisfied | 15 | 42.86 |
| D. neutral | 8 | 22.86 |
| Total | 35 | 100 |

Based on the data in table 14, 15 (42.86%) of participant athletes are not satisfied by the management of the center schedule of meeting their parents. On the other hand 12 (34.28%) athletes are satisfied. Whereas the remaining 8 (22.86%) of the athletes did not decide with the statement.

From the above responses, most of the athletes said the management of the training center did not organize enough time to meet their parents.

Table 15: supply of athletic facilities

| What is your level of satisfaction in the supply of athletic facilities (such as sport wear, transport, medical, financial support) to the team? | | |
|--|-----------|-------|
| Rating | responses | |
| | No. | % |
| C. very satisfied | 17 | 48.57 |
| D. satisfied | 6 | 17.15 |
| C. not satisfied | - | - |
| D. neutral | 12 | 34.28 |
| Total | 35 | 100 |

The data on the above table shows that, 17 (48.57%) of athletes are very satisfied, likewise, 12 (34.28%) participant athletes have not decided to the item. The remaining 6 (17.15%) respondents were satisfied by the supply of athletic facilities by the center.

Table 16: Insurance of athletes in the center

| Do you have insurance in your training center? | | |
|--|-----------|-----|
| Responses | responses | |
| | No. | % |
| A. Yes | - | - |
| B. No | 35 | 100 |
| Total | 35 | 100 |

The above table shows that all the responded athletes in Michew training center are not insured for any damage they encounter.

Table 17: Interpersonal relationship between athletes and management

| What is your level of satisfaction with regard to your interpersonal relationships with the management of the training center? | | |
|--|-----------|-------|
| Rating | responses | |
| | No. | % |
| A. very satisfied | - | - |
| B. satisfied | 4 | 11.43 |
| C. not satisfied | 17 | 48.57 |
| D. neutral | 14 | 40 |
| Total | 35 | 100 |

As it can be seen in the above table, the athletes responded that 17 (48.57%) and 14 (40) are not satisfied and are neutral in telling the level of their satisfaction with regard to their interpersonal relationship between the management respectively. On the contrary 4 (11.43%) responded that they are satisfied by the interpersonal relationship they have with the management.

Table 18: Follow up of the management in training and in real competition sessions

| Have you ever seen the management of the training center visit your follow up of competitions and training sessions? | | |
|--|-----------|-------|
| Responses | responses | |
| | No. | % |
| A. Yes | 18 | 51.43 |
| B. No | 17 | 48.57 |
| Total | 35 | 100 |

According to the above table 18 (51.43%) athletes responded that the management of the training center has visited them during competitions and training sessions. On the other hand, 17 (48.57%) of athletes replied that the management of the training center did not follow up them during trainings and competitions.

Table 19: Satisfaction of athletes by the salary gain

| Are you satisfied with the salary that you are paid by the management of the training center? | | |
|---|-----------|-------|
| Responses | responses | |
| | No. | % |
| A. Yes | 5 | 14.29 |
| B. No | 30 | 85.71 |
| Total | 35 | 100 |

As it is indicated in table 19, majority of the athletes 30 (85.71%) are not satisfied by the amount of money they obtain as a salary. But some of the athletes 5 (14.29%) responded that they are satisfied by their salary.

Table 20: The Incentive gives by the management of the training center

| Does the management of the training center provide you incentives like bonus after the end of a computation? | | |
|--|-----------|-----|
| Responses | responses | |
| | No. | % |
| A. Yes | - | - |
| B. No | 35 | 100 |
| Total | 35 | 100 |

As shown in the above table, all the athletes 35 (100%) responded that they did not get any motivation after the end of a competition.

4.3 Coach’s Questionnaire responses, interpretation and Discussions

4.3.1 The Interpersonal Relationship among the Coach and Athletes of the Training Center

Ten items were included under this category. The items were meant to get the coach’s responses to show to what extent the interpersonal relationships with athletes of the training center.

The Findings and Discussions

As it has been mentioned in chapter two, the coach has been shown to be important in determining the quality and success of an athlete’s sport experience and can be perceived as positive or negative influence on athlete’s careers, performances, preparations, and training processes (Coakley, 1990; Martens, 1987; Poczwadowski, Barott & peregoy, 2002; Williams and et al, 2003).

Regarding to the responses of the coach from item No 4, there is mutual respect between athletes and himself ‘Always.’ However, for items 1, 3,7,8,9, the coach responded ‘often.’ on the other hand, he pointed out that he occasionally lets the athletes to try their own way of training even if they make mistakes. He also responded items 5 and 10 occasionally. But in response for items 2 and 6 he responded that ‘seldom’. Hence, based on the coach’s responses it is possible to infer that he has positive interpersonal relationships with the athletes.

4.4 Interview Responses, Interpretation and Discussion

The interview was made with a team manager of Michew athletics training center. The following texts are the extracts of from the response given by the team manager.

In the first question, the general manager was asked to tell his working experience. Then he said that he has more than 6 years of experience working as teacher and staff member of regional sport federation. Now he is working as a team manager of Michew athletics training center.

The other questions number 2 and 3, were his level of satisfaction with regard to interpersonal relationship with the coach and athletes of the center. Then he said that smooth relationship with the coach is very important for the development of athletes. Therefore, I have good relationship with the coach. I have also good relationship with all the athletes of the training center.

Therefore, from the above response it can be concluded that the general manager of the training center has good interpersonal relationships with the athletes and with the coach.

For question number 4 which asked to suggest his role as a general manager to the training center, from this item, he said that he has different duties and responsibility in facilitating the overall activities of the athletes. For instance, he mentioned the following points.

- To attend pre- competition/ camp briefings as requires
- To arrange all travel and accommodations for athletes and the coach.
- To provide appropriate information to athletes, coaches and parents
- To ensure provision for athletes to arrive at appropriate time at venues

For question number five that was asked ‘Do you believe that the athletes have enough facilities and athletic equipments that satisfy their needs? If there can you list them?’

He responded that, the center provides different facilities and athletic equipments to the coach and the athletes. For instance, facilities like transport, medical and financial support are provided and equipments like sport wears and fitness materials are provided.

For the final question that was asked the general manager to suggest solutions to improve the interpersonal relationships of the athletes. According to this item he suggested that good

interpersonal relationships are very important for one team to perform successfully. In order to achieve this we enhance the athletes' relationships by:

- Making open communication among each other
- Establishing good productive relationships requires a considerable amount of effort, patience and cooperation.
- Provide good facilities and equipment. Organize good competitions to the athletes.

Generally, it is important to have free and open communication in developing the athlete's relationship among each other.

4.5 Interpretation and Discussion of Field Observation

The field observation was made at Michew field area during training sessions. I observe the interpersonal relationships of the athletes during practical training in most cases, the practical training sessions are conducted for an hour and half six days a week. At this time the researcher observed the following points.

- The athlete relationship and interpersonal skills
- The coaching ability and communications at practice session
- The personal characteristics
- Coaching style/ coaching behavior

Regarding to the athlete relationship and interpersonal skills during practical session Based on that the researcher has observed the following points:

- There is mutual respect among the athlete and among athletes and coach
- The coach treats all athletes equally and fairly:
- The coach did not make continually challenges to each athlete to improve both their skills and fitness throughout the season.

The other observation was on the coach's ability and communications during practical session I observed he uses fair and consistent criteria in judging athletes skill levels and at meetings, he gives all team members a chance to make their opinions known. However, the coach attempts to ensure athletes are prepared physically, mentally for each competition. From the above

observations, we can understand that the athletes have good communication during training session.

The last observation was conducted on the coaching style and coaching behavior of the athlete. I found that athletes preferred coaching style was a key issue facing coach- athlete's interactions prior to performance.

Researchers, (Chelladurai, 1984, 1990; Chelladurai & Carron, 1983; Chelladurai & SALEH, 1978); (Liukkonen, 1999; Salminen & Liukkonen, 1996) have shown that athletes' satisfaction is linked to compatible coaching style and athletes preferred coaching style. A match between the coaches' actual coaching style and the athletes preferred coaching style can reduce stress, and lead to a more productive pre- game preparation. Coaches and athletes were implicitly developing compatible coaching styles to balance coach, and team needs.

Coaching style has important implications in terms of communication and mental preparation. Cote and Sedgwick (2003) found that both coaches and athletes perceived that establishing a positive environment was an essential aspect of a coach- athlete relationship. Jowett found that performance suffered when the relationship between a coach and an athlete broke down and the goals and communications became unclear. Furthermore, Kenow and Williams (1999) concluded that, for a coach-athlete relationship to be effective there needs to be a compatible relationship needs to be evident.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The objective of this paper was to study the interpersonal relationships among Michew athletics training center athletes. In order to achieve the objective thirty five athletes, one head coach and one general manager of the training center subjects were participated. The required data were gathered through questionnaire, interview and field observation.

In the second chapter of the study the review of related literatures and related works were presented to get basis for the discussion of the findings. They deal with issue in contents of athletic preparation, interpersonal relations in sport, relationships of coach-athletes, the nature of team and groups in sport, leadership and coaching behavior, role of team manager, role of the coach and role of the athletes' and parents.

In the third chapter the collected data was presented and analyzed. The results from questionnaires were tabulated and frequency and percentages were calculated. For the data from few sample subjects, only the frequency on their response was used in analysis. Literatures from different scholars were used to strengthen the relevancy of the analysis and arguments in the study. Finally the findings are presented as follows:

1. Majority of the participant athletes were encouraged by the coach to improve confidence, close and informal relationships;
2. From the findings obtained through the questionnaire, athletes in the study seem to have positive relationship with athletes and the coach. Whereas they were not satisfied in relationship with the management of the training center;
3. It was also found that, out of 35 athletes, 27 (77.15%) of the participant athletes believe that the coach treats to all athletes equally and fairly. 4 (11.43%) participant athletes also said occasionally with the coach treats equally and fairly to all athletes. 2 (5.71%) participant athletes said seldom but the remaining 2 (5.71%) athletes said never on this statement. Therefore, most athletes believe that the coach treats them equally and fairly;

4. Most of the athletes' respondents stated that there is mutual respect between them in the training center;
5. Out of 35 athletes 17 (48.57%) rated their level of interpersonal relationships with the management of the training center were not satisfied. The other 14 (40%) respondents stated that they have not decided on the item. Only 4 (11.42%) respondent replied that they were satisfied in their level of relationships. Therefore, it can be conclude from these findings that most of the athletes didn't have a good interpersonal relationship with the management of the center;
6. Most of the participant athletes were united and get together in trying to reach its goals and helps each other;
7. Majority of the athletes, 30 (85.71%) said their payment of salary are not satisfied. Whereas, the remaining 5 (14.29 %) athletes replied they are satisfied by their salary. All in all, we can conclude that the majority athletes are not satisfied by the amount of money obtain as a salary;
8. The majority of athletes were not satisfied by the team manager in organizing a meeting with parents;
9. The coach said that my athletes are close, committed, and trusts to me.
10. Most of the participant athletes were satisfied by athletic facilities and equipments that provide by the center.

5.2 Conclusion

Based on the findings of the study the following conclusions are reached.

The study showed that most athletes agreed the coach contributes positively to the moral and sprit of the athletes. The study also showed that there is somewhat a positive relationship among each athlete, coach with athlete of the training center.

In addition to this, the study indicated that most of participant athletes said the coach encourages the athletes to enhance confidence at him. Almost all respondent athletes also replied that the coach asks for the opinion of athletes on the strategies.

Therefore, it can be conclude that majority of the athletes were freely communicating and take responsibilities about each other for loss or poor performance of the athletes. That is to say, Most of the participant athletes were united together in trying to reach their goals and to help each other for better performance.

Concerning the findings from interpersonal relationship athlete with general manager of the training center, most of the athletes did not have a good interpersonal relationship with the management of the training center.

In addition, it can also be concluded that the majority of athletes were not satisfied by the manager in organizing a meeting with their parents.

In general, regarding to all athletes opinion in order to improve the interpersonal relationships of their athletes, they mentioned that like to have an open communication and have mutual respect among each other and avoid criticisms and controlling statements. In addition, the training center should provide good facilities and equipment, to the athletes and coach might be promote the athletes performance and relationship of the athletes.

5.3 Recommendations

Based on the data gathered, analyzed and interpreted, the following recommendations are forwarded:

- The overall relationship between coach and athletes should be open and free. In addition, the coach must treat equally and fairly to all athletes.
- It is emphasized that due to the interpersonal nature of the relationship between the coach and the athletes, the quality of this relationship would have a great impact on the possible consequences for both the athlete and the coach, for example in performance, self – worth, motivation and enjoyment.
- Coaches must accept responsibility for the conduct of their athletes insofar as they will undertake to discourage inappropriate behavior
- The coach- athlete relationship component was a combination of coach and athlete personal factors, and the interrelationship between coach and athlete. This category reflects the overall coach- athlete relationship, and included aspects such as coach-athlete compatibility, trust, respect, and the degree of communication, between coach, athlete and the management of the training center.
- A key element in coach- athlete relationship is the development of independence of the athlete-athlete must be encouraged to accept responsibility for their own behavior and performance in training, competition, and in their social life.
- The management of the training center should provide good facilities and equipment in promoting success, to the athletes and the coach. This implies that it is important in promoting the performance of athletes.
- To aid athletes' mental preparation coaches should be found to apply a combination of motivational strategies (praise, positive reinforcement, and confidence). In particular, coaches should used individual interactions to focus athletes and aid the athletes in mentally preparing for competition. The coaches can achieve this through structured warm-ups, individual interactions and individual coaching, motivational strategies, athletes' assessment, and the pre- game talk.

- All in all, to improve the athletes' performance success, it is a great impact the athletes providing sufficient athletic facilities and equipments, giving motivation like incentives and bonuses be all aspects of positive relationships and facilitated athletic performance.

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Appendix A

Addis Ababa University

School of graduates study

Department sport science

A Questionnaire to be completed by athletes

You are being invited to participate in a research study about the interpersonal relationships among the Michew athletics training center athletes. The objective of this research project is to assess the interpersonal relationships among the athletes with athletes, athletes with coach and athletes with management of the training center.

N.B. you are not expecting to write your name:

Part-I Background information

A1- your age group

Bellow 20:

20-24:

25-29:

Above 30:

A2 - sex

Male: female:

A3 - how many years have you train in Michew athletics training center?

Tick one box only

- Less than 1 year
- 2 years
- less than 3 years
- 3 years
- Above 4 years

Part II

A. Interpersonal relationship athletes with athletes

1. Members of our team would rather go out on their own than get together as a team.
 - A. Strong agree
 - B. Agree
 - C. Neutral
 - D. Disagree
 - E. Strong disagree
2. Our team is united in trying to reach its goals for performance.
 - A. Strong agree
 - B. Agree
 - C. Neutral
 - D. Disagree
 - E. Strong disagree
3. In our team there is a mutual respect between athletes and athletes.
 - A. Strong agree
 - B. Agree
 - C. Neutral
 - D. Disagree
 - E. Strong disagree
4. Our team members did not communicate freely about each athlete's responsibilities during competition or training practice.
 - A. Strong agree
 - B. Agree
 - C. Neutral
 - D. Disagree
 - E. Strong disagree

5. In case if one of our team members has problems in practice everyone wants to help so we could get back together again.
 - A. Strong agree
 - B. Agree
 - C. Neutral
 - D. Disagree
 - E. Strong disagree
6. Members of our team do not stick together outside of practices and competitions.
 - A. Strong agree
 - B. Agree
 - C. Neutral
 - D. Disagree
 - E. Strong disagree
7. All the team members take responsibility for any loss or poor performance by the team.
 - A. Strong agree
 - B. Agree
 - C. Neutral
 - D. Disagree
 - E. Strong disagree

B. Interpersonal relationship athletes with coach

Please evaluate your interpersonal relationships with the coach of the training center by circling the number which corresponds to the frequency with which your coach exhibits inter personal relationships. Please answer all items.

| No | | Always | Often | Occasionally | Seldom | Never |
|----|---|--------|-------|--------------|--------|-------|
| 1 | How often your coach Lets you to participate in decision making and policy formation | | | | | |
| 2 | How often your coach favors some athletes than the other | | | | | |
| 3 | How often your coach Treats you equally and fairly | | | | | |
| 4 | How many times the coach implements the suggestions made by the athletes? | | | | | |
| 5 | How often your coach asks your opinion during planning strategies | | | | | |
| 6 | My coach Shows me “OK” or “Thumb sup “gesture when I perform well | | | | | |
| 7 | Ho often the coach helps the athletes to solve their personal problems | | | | | |
| 8 | How often the coach allows you to train your selves or to make your own style of training | | | | | |
| 9 | Can you rate the frequency of your coach makes good, professional relationship with you | | | | | |
| 10 | How often your coach encourages you to help each other as a team | | | | | |

7. Are you satisfied with the salary that you are paid by the management of the training center?

Yes:

NO:

8. Does the management of the training center provide you incentives like bonus after the end of computations?

Yes:

NO:

Appendix-B

Addis Ababa University

School of graduates study

Department of sports science

Questionnaire to be completed by the coach

You are being invited to participate in a research study about the interpersonal relationships among the Michew athletics training center athletes. The objective of this research project is to assess the interpersonal relationship among the coach with athletes.

A. Background information

A1= your age group

Bellow 23

31-37

24-30

38-45

above 45

A2 =sex

Male

female:

Part -1

A. interpersonal relationship coach with athletes

Please evaluate your interpersonal relationship with athletes of the training center by circling.

Please answer all items.

| No | | Always | Often | Occasionally | Seldom | NEVER |
|----|---|--------|-------|--------------|--------|-------|
| 1 | I encourage close and informal relationships with the athletes | | | | | |
| 2 | I pay special attention to correcting athletes mistakes | | | | | |
| 3 | I help the athletes with their personal problems | | | | | |
| 4 | There is mutual respect between the athletes and the coach | | | | | |
| 5 | I ask for the opinion of athletes on important coaching matters | | | | | |
| 6 | I compliment the athletes for good performance in front of others | | | | | |
| 7 | I express appreciation when a n athlete performs well | | | | | |
| 8 | I let the athletes share in decision making and policy formation | | | | | |
| 9 | I show “ok” or” thumbs up” gesture to athletes when they perform well | | | | | |
| 10 | I put the suggestion made by the team members in to operation | | | | | |

Appendix-C

Addis Ababa University

School of graduates study

Department of sports science

Interviews to be answered by the general management of the training center

The aim of this interview is to measure the interpersonal relationships among the management of the training center with the coach and athletes of the center.

1. How many years of experience at this training center?

2. What is your level of satisfaction in regarding to your interpersonal relationships with athletes?

3. What is your level of satisfaction in regarding to your interpersonal relationships with the coach of the training center?

4. What is your role of job as a team general manager in the training center?

5. Do you believe that the athletes have enough facilities and athletic equipment that satisfy their needs? List the facilities and equipments?

6. What do you think needs to be improved interpersonal relationships on your training center?

Declaration

I declare that this thesis is my original work, has not been presented for a degree in another university and that all source of materials used for the thesis have been duly acknowledged.

Name: Yoseph Fiseha

Signature: _____

Date: _____

This has been submitted for examination with my approval, Addis Ababa university advisor:

Name: Wodimu Tadesse /Ass.Professor/

Sign: _____

Date: _____