

**CHALLENGES AND PROSPECTS IN COACHES AND
ATHLETES RELATIONSHIP IN THE CASE OF ETHIOPIAN
NATIONAL TEAM IN MIDDLE DISTANCE RUNNING
EVENTS**

BY

MULUKEN BIREDA CHERETA

**A THESIS SUMMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN THE PARTIAL FULFILLMENTS OF
THE REQUIREMENTS FOR THE DEGREE OF SCIENCE (MSC) IN
SPORT SCIENCE**

April 2016

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(The Researcher)

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Abstract

The purpose of this study is to examine the interpersonal relationship of coaches and an athletes as a factors for athletic performance in the case of Ethiopian middle distance National team. In this study ten athletes, one head coach and one general manager of the team involved. The major instruments in this study were questionnaire, interview, and field observation. The questionnaires were administered for both an athletes and the coach of the team. The questionnaire contained 25 items for athletes, and 10 items for the coach to consolidate the information obtained from the questionnaire, unstructured interview was conducted with the general manager of the team and field observation was used.

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

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

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

Key –words

Relationship, communication, motivation, confidence, positive reinforcement, performance

CHAPTER ONE

INTRODUCTION

1.1 Back Ground of the Study

Athletics is the king of all sports, it is sport which combines endurance with intelligence, courage and elegance, attracting a lot of young kids, who try to copy their idols they see on television. Also, they feel happy of being able to achieve performance in such a domain.

Throughout history, the study of human relationships has attracted the attention of many of the world's great thinkers, artists and scientists. Aristotle suggested that "for without friends, no one would choose to live, though he had all other goods". The 16th century poet John Donne wrote that "no man is an island, entire of its self".

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 within sport is that between a coach and an athlete. Lyle [1999] argued that a coach who fails to their full potential. A series of qualitative studies have been conducted to investigate this relationship [e.g. Jowett & Meek 2000, Jowett 2003 and Jowett & Cockerill 2003].

The coach-athlete relationship is not an add-on to, or by-product of, the coaching process, nor is it based on the player performance, age or gender instead it is the foundation of coaching, the coach and the player intentionally develop a relationship, which is characterized by a growing appreciation and respect for each other as individuals. This research will be conducted at the Ethiopian National team of middle distance running events.

1.2 Statement of the Problem

To date, research on the Coach-athlete relationship has been somewhat limited given the potential that exists for coaches to influence both the values and behaviors of an athlete. Barott and

Henschen (2002) stated that the relationship has three major components: (a) a technical component, (b) a social-psychological component, and (c) a spiritual component, and conclude that an athlete's change is because of the influence of their coaches. Burke (2001) posited that the potential influence is based on coaches viewing their athletes as possessions and on athletes displaying loyalty and obedience without questioning the restrictions established by the coach. "The truth is, if you're a coach, you have authority over the athletes" (Clifford and Feezell, 1997, p. 75). They further explain that authority is the legitimate use of power over others. It is apparent that there is room for subjective evaluation in such a statement as to just what "legitimate" use would be. Laios et al., (2003) go on to dissect the concept of power and refer to "coercive" powers as those that could be used to punish or impose unpleasant consequences.

The approach a coach uses with one athlete may not be interpreted in the same way by another. Bower and Pelletier (2002) found that athletes interpret coaches' actions differently; therefore, effective coaching behavior should vary as the characteristics of the athletes and the situation changes (Sherman, Fuller & Speed, 2000). Sherman et al. go on to say their study supports earlier findings that female athletes have a greater preference for a participative style of coaching and coaches who demonstrate democratic behavior. Although coaches are in direct contact with athletes on a day-to-day basis and are in an optimal position to teach and model appropriate values and ethics in sport, coaches receive minimal education in this area (Blackhurst et al., 1991.)

While there are numerous relationships that directly affect and impact athletes and coach, the coach-to-athlete interpersonal relationship is a fundamental for ultimate success on the field. However, there are several components to any quality interpersonal relationship but we have a lack of material, communication, respect their coaches as well as their athlete, compromise, unfair treatment for their player & shortage of coordination themselves and untruth coach & athletes, community.

To identify the real problem within Ethiopian middle distance team, one does not have to look beyond the quality of coaching.

Interpersonal relationships 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 an athlete relates with coaches. When I have observed a team, I will be able to identify the effect of interpersonal relationships among the athletes on team performance and team success. This fact triggered the investigator to conduct this research which is aimed at exploring the interpersonal relationships among the coaches & athletes' performance.

1.3 Objective of the Study

General objective of the study

The general objective of this study is to investigate the interpersonal relationships among the athletes, coach and management body of Ethiopian national team, middle distance running events.

Specific Objectives

The specific objectives of this study are :

- ❖ To describe the role of the coaches in relation to the athletes in 800m run.
- ❖ To mention challenges those affect coach-athletes relation in 1500m run.
- ❖ To examine the interpersonal relationships between coaches and athletes.
- ❖ To investigate the inter personal relationship among athletes.
- ❖ To investigate the interpersonal relationships between the management and the coach.

1.4 Research Questions

Major research question

What does the interpersonal relationships among the member of the Ethiopian middle distance national team looks like?

Specific research questions

The specific research questions for this study are:-

1. What are the challenges and the role of the coach in Ethiopian middle distance national team?
2. What are the interpersonal relationships among athletes?
3. What are the interpersonal relationships between the coach and the management?
4. What are the interpersonal relationships between the coach and an athletes?

1.5 Significance of the Study

The study would support and enrich the interpersonal relationship of an athletes in Ethiopian middle distance national team. To this end the significance of the study is to:

- Serve as a coaching guide line for Ethiopian national team, middle distance running department.
- Contribute and maintain professional attitude and relationship among athletes & the sport association community.
- provide a valuable resource to coaches, athletes, sport psychology consultants, researchers and other interested body of sport sector.

1.6 Delimitation of the Study

The study is delimited to Ethiopian national team, middle distance department. In addition to this, the study is delimited only to investigate the problems related to inter- relationship of an athletes in a team. Hence, the result of the study reflects and in applicable to an athletes of team.

1.7 Limitation of the Study

The research conducts on the interpersonal relationship among athletes and coaches in a team. The conditions that are restrict the scope or may affect the outcome and cannot be control by the researcher with shortage of resource, time and other constraints the researcher restricted himself in one national team, middle distance department. This study is confined to an athlete, the coach, and the general manager of Ethiopian national team, middle distance running events.

1.8 Operational Definition of Term

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

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 is a general word in the research literature which includes all forms of teams and workgroup (Guzzo & Dickson, 1996).

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).

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.

Team building: is another part of the process of creating a sense of unity and cohesiveness, enabling the team to function smoothly (Newman, 1984; Cox, 2006).

1.9 Organization of the Study

This research is organized in to five chapters. The first chapter deals with introduction, the second chapter reviews the available literatures, 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 Athletes 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 programmed should develop the energy systems appropriate for the sport. Warming up cooling down and flexibility are also important components of the athletes physical preparation. In addition, coaches should have basic knowledge on nutrition to advise their athletes and further enhance their sports performance.(Mel Siff (2000). *Supertraining*. Supertraining International. [ISBN 1874856656](#)).

The essential parts of an athletes physical reparation is the most extensive and comprehensive part. It consists of physical exercises intended to improve physical or 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:

The sport structure (biodynamic and bio energetic), 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 s participate.(Dr. Michael Yessis (2009). *Explosive Plyometrics*. Ultimate Athlete Concepts. [ISBN 978-098171806-4](https://www.amazon.com/Explosive-Plyometrics-Ultimate-Athlete-Concepts/dp/1492611806)

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 and are realized via the development of a lactic, aerobic, or mixed systems as required by the sport/positional/tactical/philosophical structure(Yuri V.Verkooshansky (1988). *Programming and Organization of Sports training*. Sportiviny Press.

2.1.2. Technical Preparation

It is already apparent in the comments concerning definitional issues of technical preparation that technical preparation cannot be reduced to the biomechanical analysis of technical output in training or competition. A model description of the construction of movement techniques was set in contrast to this incomplete theoretical idea of technical preparation. This model description shows how different components and levels of movement functionally interact to achieve a particular output. Accordingly, technique training is about the integration and the structuring of input-, throughput-, and output-modules (components) across different levels. These components, for instance, organize anticipation, perception, representation, and motor execution. Thus, depending on the level of expertise and degree of automation, technique training should

begin at precisely defined levels and representation structures. Starting with such a model, an integrative perspective of technical preparation is indicated. This perspective is based on a connection of biomechanical accesses to the analysis of a movement task, of kinematic analyses, and the measurement and manipulation of psychological factors in technique training (Schack, 2003b). According to this perspective, biomechanical movement analysis occurs as one step. This functional movement analysis is meant to more exactly characterize the movement task. At this point the movement is split up into different phases. These phases are more precisely defined regarding their function in the motion sequence, and subdivided into different functional phases (Gohner, 1979; Leuchte, 2004; Rieling, Leirich, & Hess, 1967; Schack, 2004b). Therein, the arrangement of the functional phases is organized according to the movement problems that are to be solved. Rieling et al. (1967), for example, divided the movement into an initial phase, a bridge phase, a main phase, and a final phase (see Leuchte, 2004). The application of this procedure is illustrated using the "end over" in sailing/surfing. Besides this functional movement analysis, kinematic analyses of the actual movement representation are also essential for technical preparation (see the comments on apparatus gymnastics, Schack, 2003b).

2.1.3. Tactical Preparation

Strategy refers to the general concept of organizing the competition. Tactical preparation refers to the means through which an athlete absorbs methods and possible ways of preparing and organized offensive and defensive actions in order to fulfill an objective. Technique is a limiting factor for tactical maneuvers; or tactics is a function of an athlete. Technique is one of the determinant factors of success in team, where an athlete's psychological profile assumes a greater importance than tactical preparation.

2.1.4. Psychological Preparation

Psychological Preparation The nature Program consists in offering psychological services to an athlete-individual, resolving not only the problems related with his/her preparation and sport performance, but also athletes problems in everyday life. The program targets in practicing athlete to psychic and mental skills in order to face negative emotions, such as anxiety, increasing self-confidence, resolving learning problems, developing an athletes intrinsic motivation, self-awareness and control, setting goals, improving interpersonal relations and communication, etc.(Sport Psychology: Theory, Applications, and Issues (2nd ed) 2004; 344-387

Structure- characteristics of psychological preparation programs

The structure and the characteristics of the Psychological Preparation

1. Program is presented below.(Handbook of Sport Psychology (2nd ed) 2001; 550-565)

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 athletes 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 athletes 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.

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

Mental training. The content of training consists of technical elements, stress management, thought stopping, and self-confidence improvement. An 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).

Relaxation technique. The relaxation technique is a combination of progressive muscle relaxation and breathing control.

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

Psycho diagnosis. Basic element of Psychological Preparation Program constitutes the process of psycho-diagnosis. The purpose of psycho diagnosis is to provide information regarding an 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: (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 coping, concentration etc. (Handbook of Sport Psychology (2nd ed) 2001; 550-565).

Psychological preparation and skills training:

Psychological Skills Training (PST) is an individually designed combination of methods selected to attain psychological skill needs (Gill, 2000). There is no single idyllic PST package, each program must be individualized based on the psychological state of the individual and, the sport. To assemble a successful PST program it is important to distinguish between PST skills and PST methods. PST skills are the psychological qualities or attributes that need to be developed (i.e. confidence, concentration), the PST method is the tool that will be used to help improve the PST skill (Calmels et al. 2003). Much of the early research utilizing prescriptive PST programs used single PST methods and examined their effect on performance (Martin, Moritz & Hall, 1999; Garza & Feltz, 1998). Thelwell and Greenlees (2001) argue that when implementing a PST program, it is improbable that a single method will be employed by a sports psychologist.

Thelwell and Greenlees (2001) highlight that it is more effective to employ a combination of mental skills that relate to the specific sport.

Self-confidence:

Self confidence may be the most critical self-perception in sport psychology (Gill, 2002). Self confidence is defined as a global and stable characteristic which, in reality bears little use within the sports domain (Gill, 2002). An athlete must be confident they can perform well when placed in their competitive environment, i.e. Tiger Woods would be confident of making the final putt on the 18th green at Augusta in the Golf Masters, however, may not feel too confident taking the final penalty kick in the World Cup final. Self-efficacy is a situation form of self-confidence or the belief that one is confident and can perform within a specific situation (Gill, 2002). Gill (2002) suggests that the most consistent difference between elite and less successful performance is that elite athletes possess greater levels of self efficacy.

Self-efficacy:-

Theories Bandura (1977) stipulates that self-efficacy is directly related to an athlete's performance. Increases in self-efficacy are mirrored by improvements in performance (Silva & Stevens, 2002). Subsequently decreases in performance limit both performance and training (Silva & Stevens, 2002). Prior experiences effect efficacy expectations, the probability performing to a high standard is much greater if you believe in your abilities, therefore efficacy has tremendous explanatory power when comparing fluctuations in performance (Silva & Stevens, 2002).

Emotional:-

Emotional in sport is much more than a reactive expression to victory or defeat. Sports scientists have argued that pre-competitive and competitive emotional states can influence an athlete's ability to perform (Hackford, 1991). Emotion is not a single construct, it can be sub-divided into emotional components (Horn, 2002). Researchers have demonstrated that a wide range of emotions are associated by changes in performance (Jones, 2001). Many athletes report that heightening levels of arousal facilitates their performance (Gould, Eklund and Jackson, 1992). It is reported to increase anaerobic power (Jones, 2001). However, emotions can have a negative

effect on some motor skills through increasing muscular tension which ultimately effect co-ordination (Jones, 2001), both detrimental to a sport like gymnastics.

Arousal:-

Arousal is referred to as a unitary construct that embraces both the psychological and physiological energetic systems (Horn, 2002). Landers and Boutcher (1998) define arousal as an energizing function that is responsible for harnessing the body's resources for intense and vigorous activity. Arousal is perceived to vary along a continuum which runs from 'deep sleep' to extreme excitement. Arousal can be measured using self-report questionnaires such as the Thayer (1967) Activation-Deactivation Check-list (Horn, 2002). Arousal can also be measured using simple physiological tests; heart-rate, blood pressure, respiration rate and biochemical indicants such as; epinephrine or adrenaline.

Anxiety:-

Martens (1977) in Horn (2002) advocates levels of anxiety result from an objective demand interpreted as threatening by an individual. Horn (2002) highlights that anxiety is viewed as feelings of nervousness and tension, which is linearly associated with levels of arousal. Anxiety can be further sub-divided into somatic and cognitive anxieties. Somatic anxiety refers to the bodily symptoms of autonomic reactivity; butterflies, sweating, increased heart-rate and shaking. Cognitive anxiety refers to the negative concerns about performance, lack of concentration and poor attention (Horn, 2002). Levels of anxiety can affect an athletes individually, there not a single optimal level of anxiety, the effects of anxiety on performance is largely attributable to whether the athlete perceives anxiety to be facilitating or debilitating (Gill, 2000).

Stress:-

Stress can be described as both an environmental variable and an emotional response to a specific situation (Horn, 2002). Much like anxiety, the effects of stress on performance is down to how an athletes perceive this stress. Selye (1974) in Horn (2002) highlighted that not all stress is negative, eustress (good stress) and distress (bad stress). Environmental stresses often deemed as distresses are somewhat unavoidable unpredictable, therefore the sports psychologist has very

little control over their effects on performance. Emotional stresses however, can be improved, an athlete can be taught how to better 'cope' with stresses where they may perceive an imbalance between the demands of the situation and his or her response capabilities (Horn, 2002).

Role of coaching

A coach's behavior can play a huge role in the performance of their athletes. There is a link between athletes' perceptions of their coach's behavior and the athlete's level of intrinsic motivation (IM) for sport (Holmbeck & Amorose 2005). Intrinsic motivation falls within Deci & Ryan's Self-determination theory (SDT) which states the reasons *why* an individual chooses to participate in an activity. Intrinsic motivation is the most self-determined type of motivation identified by the SDT, which states that IM can be identified as an individual partaking in an activity or sport for the pleasure and satisfaction that comes from the activity itself (Holmbeck & Amorose 2005). An athlete's IM stems from the athlete's need for autonomy, competence and relatedness (Mageau & Vallerand, 2003). Autonomy is the need to perceive behaviors as and thoughts as freely chosen; competence is the need to perceive our behavior as effective; relatedness is the need to perceive we are connected to those around us (Holmbeck & Amorose, 2005). If an athlete chooses an activity that meets all three of these needs the activity will naturally be enjoyable and an athlete will be intrinsically motivated to compete in the sport. Research has shown that certain types of coaching styles affect an athlete's intrinsic motivation (IM) based on Deci and Ryan's self-determination theory (SDT).

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.

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. 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.

The first article by Artur poczwardowski, James henschen and Sophia Jowett present a methodological strategy for the exploration of the coach - athletes relationship. Although the article concentrates largely on the coach - athletes 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 - athletes relationship is embedded. They also argue that the employment of theoretical frameworks could help unravels the complexities by promoting a better understanding of coach-athletes 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.

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.

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 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.

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. Coatsworth 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.

Spiridoula Vazou, Nikos Ntoumanis and Joan Duda view athletes' 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 Ulrich-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.

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.

Successful interpersonal communication is directly linked to predicting how the other person will understand and react to you.

Interpersonal communication is a dynamic, interdependent process between two persons (Gouran, Wiethoff, & Dolger, 1994). Three principles underlie interpersonal communication (DeVito, 1986).

First, communication is inescapable; it is impossible not to communicate.

Even when an athlete does not actively respond to a coach's instructions or the coach remains expressionless on the sidelines after an athlete's error, communication is occurring.

Second, communication is irreversible. Once a coach rolls his eyes at poorly executed play and says, "you are the worst point guard this program has even seen," it can be taken back.

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

There are two prevailing definitions of interpersonal communications; 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 interact ants.

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/his 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.

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 '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 athletes 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).

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.

Skill full interpersonal communication involves

- Basic conversational language skills including listening and speaking abilities
- A basic understanding of how personalities and cultures affect 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. An 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 or close to its potential. Indeed, Carron and chelladurai (1981) found that cohesion was dependent upon athlete 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 between athlete and coach are complex (bloom, schinke, & salmela, 1998; martens, 1990) and this complexity is also likely to extend to athlete and manager relations.

Managers unable to communicate effectively with their athletes 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 athlete 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:

1. To ensure the demands of the organization (club) are satisfied by the group effectively meeting its targets and
2. 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 are not incongruent.

Coaching Leadership Styles:-

Richards and Greenlaw (1966) defined leadership as influence process in that, the dynamic of the function of the leader, his/her followers, and the nature of specific situation. This definition is more in keeping with humanistic movement in psychology and suggests that leaders should be flexible. William F. Strub (1980) contends that, leadership sport is defined as the influence the coach has on his/her athlete and the nature of the specific situation. Tannenbaum and Schmidt's model (1988) contend that effective leadership is a function of the leader, the followers and situational variable. Effective coaches, like successful managers in industry seem to be able to vary their style with the need of situation.

Autocratic leadership :-

Autocratic leadership has involvement of its participant's indecisions. The use of commands and punishments are prevalent as is the prescription of plans and methods for activities (Zhang 1997). With autocratic leadership, a coach or trainer will map out a plan with very little, if any, input from the athlete or client. The autocratic behavior dimension is a prime example of a coach or trainer giving the athlete or client what the coach or trainer thinks her/his need

Advantages of autocratic style are:-

In the military and other urgent circumstances, people may prefer the ability to be told what to do next. According to Money Zine, "In fact, in times of stress or emergency, some subordinates may actually prefer an autocratic style--they prefer to be told exactly what to do. The autocratic leadership style is very effective when times are stressful."

Lengthy debate has no place in many work environments, and this form of leadership limits arguments. It allows employees to have one task, and that is to work, which could mean that the employees master their tasks and become proficient enough to help grow the company.

Disadvantages of autocratic style are:-

According to Money Zine, "The communication style of an autocratic leader is usually described as one way. They tell you exactly what they want done." This can be frustrating if the boss talks to the employees only when they make mistakes and little praise is provided. In addition, it can generate a company of zombies with no fresh ideas. This autocratic style can create an environment of fear and resentment, leading to high turnover and absenteeism, which can hinder progress. Moreover, it can stifle creative ideas that might make the company more competitive.

Democratic leadership:-

Democratic leadership allows for the participation of athlete or clients in decisions, and coaches are respectful of their rights (Zhang 1997). Under this demission, at where or clients are allowed to set their own goals and are permitted to provide input about their training program. According to coach wooden coaches should consider the rights of others before (their) own feelings and he feelings of before (their) own right (ESPN 2010). This form of leadership engages the athlete or clients that they are working with, making them feel needed and important (Zhing 1997).

Advantages of democratic style are - the participant can result in high motivation of group members.

The knowledge and experience of group members can be used in decision making.

Members may feel more committed to group goals and less resistant to managerial actions.

Individual abilities can be developed through participation. Group may be better informed as a result of two way communication. That is from the group members to the leader and also from the leader to the members.

The disadvantages of democratic style are - individuals may dominate the participation or make disruptive contribution.

This approach can be very time consuming for the leader because of the use of two-way communication.

Compromise can result in actions that are not the most effective.

Conflict may be resolved by making the least offensive decision not the most effective

Situation can develop where responsibilities are not clear cut. Participation may be viewed as a sign of inefficiency on part of a leader. Subordinates may view leader as incompetent to handle the job responsibilities.

Positive Feed Back:-

Positive feedback is based up on a behaviorist approach is known as positive reinforcement (Zhang 1997). Coaches and personal trainers will compliment or reward their athletes or a client on their successes, which maintains motivational levels (Mageaw 2003, Zhang 1997). An athletes or client will be rewarded for a good performance or effort (Zhang 1997).

Social Support:-

The dimension of social support, which style, satisfies the interpersonal needs of an athletes or clients by remaining sensitive to them and helping them with their personal problems (Zhang 1997). A high degree of emotional intelligence (Goleman 1998), specifically empathy or having the ability to understand the emotional make up people and treating them according to their emotional reactions, will be required to effectively carry out this dimension (Zhang 1997: Goleman 1998)

Training and Instructions:-

Another dimension, training and intrusion is utilized to bolster an athletes or clients skill set. Here a strength coach may help refine an athlete's Olympic lifting technique or a personal trainer may guide his client some mobility drills or flexibility exercises that were just introduced. This dimension focuses on explaining the techniques of the exercise and tactics of the drills, provide rationale as to why these new concepts are being implemented (Mgaewa 203) and clarifies training priorities to be worked on (Zhang 1997).

Situational Consideration Behaviors:-

Coaching behavior aimed at considering situational factors such as time, games, environment, maturity states, individuals, gender, skill levels and health conditions zhang, jenson and ma (1997) attempted to revise the versions of the leadership scale for sport and expected that a more effective tool for measuring leadership in sport emerged. The revised version of the LSS maintained the same three versions (actual leaders, prefer leaders and perceive leader) and the same likert response scale. Two factors were added, which takes into account the coaches behavior towards group consecration and consideration of situational factors.

Source:http://www.ehow.com/about_5052285_advantages-disadvantages-autocratic-leadership.html#ixzz2c1Im71Xa

Coaching Behavior and youth sports

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

Coach Behavior has been found to be a significant influence on young athletes psychological profiles (chelladurai & Reimer, 1998; smith & smoll, 1991) smith etal. (1978) and smith, zane, smoll, and coppel (1983), for example, compared little league baseball coaches CBAS profiles to athlete measures/ interviews and found that athletes responded more favorably to coaches who engaged in high frequencies of supportive and instructive coaching behaviors. In addition, athletes 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 et al. (1983) to conclude that coaching behaviors are highly related to young athletes' perceptions of their coach, suggesting that coaches' behavior can affect a child's enjoyment of sport. Black and Weiss found that coaches were perceived more favorably.

Development in Sport:

Stages of Team

Every High Performance Team at least goes through the four main stages of team development. The first four stages of team growth were first developed by Bruce Wayne Tuckman and published in 1965. His theory, titled "Tuckman's Stages" was based on research he conducted on team dynamics. He believed (as is a common belief today) these stages were inevitable for a team to grow to a point where they could function together effectively and deliver high quality results.

In 1977, Tuckman, jointly with Mary Ann Jensen, added a fifth stage to the four stages: "Adjourning." The adjourning stage is when the team is completing the current project (or it is at the end of a competition season). They will be joining other teams (and/or moving on to other work) in the near future. For a high performing team, the end of a season or project brings feelings of sadness as team members who had effectively become as one, are now going their separate ways.

This article provides background on each stage and an example of a team going through all five stages.

Forming:

The "forming" stage takes place when the team first meets each other. In this first meeting, team members are introduced. They share information about their backgrounds, interests and experience and form first impressions of each other. They learn about the plans for the year ahead, training and competition, discuss the team's objectives/goals and start to think about what role they can play on the team. They are not yet training or working together, it is the very

beginning. They are, effectively, "feeling each other out" and finding their way around how they might work together.

An Example of Forming in Action

You have just finished the selection process for the State Team. At the first team meeting you may notice the players interacting politely, but distantly. Some players who have previously competed fiercely may be particularly wary of each other or even aloof. Before this selection, many of the athletes may have only interacted as competition. Athletes who have worked together at a regional level may gravitate towards each other.

Asking athletes not to wear anything associative with a particular region or club may help emphasize that previous competitors need to work together. On this point, it can be a great time to hand out State Team clothing. I recall being selected on Olympic Teams and immediately being rewarded with an Aussie Olympic Team shirt – the new identity.

During this initial stage of team growth, it is important for the coach or team leader to be very clear about team goals and provide clear direction regarding the team or project. The coach / team leader should ensure that all of the members are involved in determining team roles and responsibilities and should work with the team to help them establish how they will work together ("team norms".) The team is dependent on the coach / team leader to guide them.

Storming:

As the team begins to work / train / play / compete together, they move into the "storming" stage. This stage is not avoidable; every team - most especially a new team who has never worked together before - goes through this part of developing as a team. In this stage, the team members compete with each other for status and for acceptance of their ideas. They have different opinions on what should be done and how it should be done - which will cause conflict within the team. As they progress through this stage, with the guidance of the coach / team

leader, they learn how to solve problems together, function both independently and together as a team, and settle into roles and responsibilities in the team. For team members who do not like conflict, this is a difficult stage to go through.

The coach / team leader needs to be adept at facilitating the team through this stage - ensuring the team members learn to listen to each other and respect differences and ideas. This includes not allowing any one team member to control all conversations and to facilitate contributions from all members of the team. The coach / team leader will need to coach some team members to be more assertive and other team members on how to be more effective listeners.

This stage comes to a close when the team is more accepting of each other and learns how to work together for the good of the team. It means valuing diversity and arriving at the position of knowing the team needs all the different types of personalities and behavioral styles to be a success. At this point, the coach / team leader can start transitioning some decision making to the team to allow them more independence, but still stay involved to resolve any conflicts as quickly as possible.

Some teams however, do not move beyond this stage and their time is spent in conflict, with low morale and motivation, making it difficult to get a successful result for the season, or the project completed. Usually teams comprising of members who are professionally immature will have a difficult time getting past this stage.

An Example of Storming in Action

The first training camp for the State Team has just begun. Even though the selection process has finished there may still be competition between athletes. Two athletes, who have had previous conflict, may exchange words in a heated training session. The longer the team trains and competes together; you may notice that the senior group of athletes are taking a greater responsibility in the leadership, and resolution of conflict.

Norming:

When the team moves into the "norming" stage, they are beginning to be more effective as a team. They are no longer focused on their individual goals, but rather are focused on developing a way of working together for the best results of the team. They respect each other's opinions and value their differences. They begin to see the practical value in those who are different on the team. At this stage, working together as a team seems more natural and it becomes obvious when the team is not functioning as a "team". In this stage, the team has agreed on their team rules for working together, how they communicate and resolve team conflict, and what tools and processes they use to get the things done. The team members begin to trust each other and actively seek each other out for assistance and input. Rather than compete against each other, they are now helping each other to work toward a common team goal. The team members also start to make significant progress as a team, evidenced by their successful collaboration.

In this stage, the coach / team leader may not be as involved in decision making and problem solving, since the team members are working better together and can take on more responsibility in these areas. The team has greater self-direction and is able to resolve issues and conflict as a group. On occasion, however, the coach / team leader may step in to move things along if the team gets stuck. The coach / team leader should always ensure that the team members are working collaboratively and may begin to function as a coach/mentor to the members of the team.

An Example of Norming in Action

At this point the team has melded together much more efficiently. You might notice the leader in the team seeking input from another member over an idea. Maybe a teammate recognizes the strength of another teammate and how this could be best utilized. In competition the team may have some success, and you may notice that the team appears to be guiding themselves with less direction from you.

Performing:

In the "performing" stage, teams are functioning at a very high level. The focus is on reaching the goal as a group. The team members have gotten to know each other, trust each other and rely on each other. Performance can be measured by the morale of the team and the actual on track

performance of the team. That is, are they achieving their performance statistics or quite simply, are they winning and do they feel great about being a team together?

Not every team makes it to this level of team growth; some teams stop at Stage 3: Norming. The highly performing team functions without oversight and the members have become interdependent. The team is highly motivated to get the job done with the best results. They can make decisions and problem solve quickly and effectively. When they disagree, the team members can work through it and come to consensus without interrupting progress. If there needs to be a change - the team will come to agreement on changing processes on their own, without reliance on the coach / team leader.

In this stage, the coach / team leader is involved less in decision making, problem solving or other such activities involving the day-to-day work of the team. The team members work effectively as a group and do not need the oversight that is required at the other stages. The coach / team leader will continue to monitor the progress of the team and celebrate milestone achievements with the team to continue to build team camaraderie. The coach / team leader will also serve as the gateway when decisions need to be reached at a higher level within the organization.

Even at this stage, there is a possibility that the team may revert back to another stage. For example, it is possible for the team to revert back to the "storming" stage if one of the members starts working independently. Or, the team could revert back to the "forming" stage if a new member joins the team. If there are significant changes that throw a wrench into the works, it is possible for the team to revert back to an earlier stage until they are able to manage through the change.

An Example of Performing in Action

The change between Norming and Performing may have been helped along by a team bonding exercise which brought the team together. Maybe it was just a natural progression of the team working together. Either way the team begins to work much more independently. Conflicts you would previously have to resolve might be now easily handled by the team. The camaraderie between the team may be at its highest level. There is still challenging of team members and at

appropriate times, competing to improve individual and team performance. A big difference in teams at this stage is the degree to which they significantly add value to their fellow team members by encouraging, challenging and motivating each other. Teams not showing these behaviors often spend the same amount of energy detracting from their fellow team members by disrespecting their needs, criticizing their style or not engaging with them through effective communication.

Adjourning

The adjourning stage is when the team is disbanding at the end of a competition season or the project the team was working on is complete. For a high performing team, the end of a season or project brings feelings of sadness as team members who had effectively become as one, are now going their separate ways. It is an important opportunity to complete a review of what has been achieved and how you would further improve the experience next time. This may be by way of an end of season review or project review.

An Example of Adjourning in Action

It is the end of the competition season and you are having your celebration dinner. Those involved may be feeling saddened at the end of the season and the end of this team as they know it. It is very unlikely that the exact same team will be working together again, so the loss of the camaraderie between the team may upset some athletes.

By Bo Hanson - 4x Olympian, Coaching Consultant & Director of players Assessments

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 strategically 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

Given the strong influence between coaching and athlete enjoyment, sport involvement, skill development, performance, motivation and attraction discussed above, and existing evidence that the relationship between athletes and their coaches are often in need of improvement (e.g., Haselwood et al., 2005; Lorimer & Jowett, 2010), it is clear that steps need to be taken to consistently make this relationship as strong as possible. If researchers are able to find ways to improve this relationship between coaches and athletes, it is reasonable to assume that athletes will not only running longer, but enjoy them at a higher level.

One potential method to improve the coach-athlete relationship is through coaching education. Seefeldt (1996) stressed the importance of formal education and certification for coaches to increase the opportunity for children to experience positive outcomes in youth sports. Coaching education programs are being developed across the United States with common foundations focused around behavioral approaches to leadership and overt interactions between the coaches and athletes. It is important that these programs emphasize the importance of focusing on the individual athlete need, rather than using the same approach for all athletes. The use of a generic focus can be misleading for coaches for two main reasons. First, the recommended pattern of coaching behaviors is less clear for team sports than for individual sports because of contextual (i.e., number of athletes, number of positions/events) and situational (i.e., group oriented

feedback vs individualized feedback, emphasis on cohesion, diversity of skill level) constraints that influence coaching behaviors and the resulting effectiveness (Alfermann et al., 2005). Therefore, a coaching education curriculum designed with a 'catch all' philosophy offers limited guidance to a team sport coach. Second, a 'catch all' approach to coaching education excludes teaching coaches about the socio-emotional (i.e., feelings of caring, support, and respect) and interpersonal aspects of the dyad. In understanding how to be effective in a dynamic environment, coaches need to know how to analyze and interpret individual athlete needs. Perhaps a more effective method for improving coach-athlete relationships would be to teach coaches how to identify and then address the relationship-oriented needs of their specific athletes (Jones et al., 2003; Jowett & Cockerill, 2003).

Intervention programs that focus on the relationship competency of coaches are dearth; programs typically emphasize the task-oriented behaviors of coaches (Wylleman, 2000; Wylleman, De Knop, Vanden Auweele, & Sloore, 1997). One of the few examples of a coaching education program that has been empirically validated and incorporates training to improve the coach-athlete relationship is the Coaching Effectiveness Training program (CET; Smith, Smoll, & Hunt, 1977; Smoll & Smith, 1993). In this program, coaches learn how to effectively communicate with their athletes and provide a positive sport environment to maximize learning and potential, and it has been found to lead to increases in athlete enjoyment, desire to continue participation, and social cohesion (Smith & Smoll, 1997; Smoll & Smith, 1993). While Smith and Smoll empirically validated a coaching intervention, they are alone in this attempt and in their intervention focused on the one-way interactions, the coach toward the an athlete, rather than the bi-directional relationship.

Researchers have incorporated athlete to coach communication in interventions, but only as a coaching technique, not part of a coach evaluation process. For example, Chambers and Vickers (2006) designed an intervention that involved teaching swimming coaches how to effectively give bandwidth feedback (i.e., giving knowledge of results feedback when performance is outside preset criterion of accuracy) and encouraged coaches to use questioning to promote interaction with their athletes and increase performance. Athletes in the treatment group not only had long-term performance gains, but also reported improved communication and more positive interactions with their coach when compared to these in the control group. While an athletes

shared their perceptions, the bi-directional relationship was not the emphasis of the program. Little emphasis has really been placed on the bi-directional relationship of the coach-athlete dyad, with the exception of a few qualitative studies (i.e., Jowett & Cockerill, 2003; Mallett & Côté, 2006).

However, relationship training has been researched with business managers (e.g., Thayne, 2000) as well as in the healthcare field (e.g., Kroth & Keeler, 2009). Researchers suggest that managers underestimate the impact of caring behaviors (Kroth & Keeler, 2009) and the importance of developing, cultivating, and maintaining effective relationships with subordinates (Garman, Fitz, & Fraser, 2006). In another study with executives in a public health agency, researchers found that leadership training led to increases in workplace well-being, reduced depression and stress, and increases in self-confidence (Grant, Cutayne, & Burton, 2009). Consultant relationship competencies and interpersonal style have also been shown to predict the promotion to partner, as individuals who developed mutual trust, fostered collaboration, and promoted openness with others were more likely to be promoted (Stumpf, 2009).

Researchers. Such as Poczwardowski, Barott, and peregoy (2002), Wylleman (2000), Poczwardowski, Barott, and Jowett (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 player-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.

Athletes develop many interpersonal relationships over the course of their careers, but none is closer than that formed with the coach and/or team-mates (poczwardowski, Barrot, & Hensechen, 2002; Poczwarowski, Barott, & peregoy, 2002). Researchers have shown that the

between coach and athlete forms an integral part of the path to successful performance and interpersonal satisfaction in modern sport (Jowett & Cockerill,2003;Jowett & Meek,2000;salminen & Liukkonen,1996;Wylleman,2000). Furthermore, (poczwardowski, Barott, and pergoy (2002) found that the interpersonal relationship formed with the coach had a great influence on athletes 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 players 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, an athletes succeeded in becoming world champions. D'Arripe-Longueville 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 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 an athlete personally, whilst acting in a professional manner. There is limited information on how a team sport coach interacts with athletes 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 athletes 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,Barott,&Peregoy,

2002; Williams et al., 2003). For example, research by Durand-Bush and salmela (2002) showed that the coach was an influential element in the development of an athlete careers from the initial years to the career defining moments.

The intricacies of the influence of the coach-athlete relationship on athletes performance states during competition were highlighted by d'Arripe-Longueville, saury, Fournier, and Durand (2001).d'Arripe-Longueville 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 athletes 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 athletes 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 athletes performance.

The Role of athlete's

- ✓ Be positive and have a good attitude.
- ✓ Support your team mates.
- ✓ 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 training 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 team.

2.2.5 Duties of team manager:

- ✓ To provide a central point of contact/liaison 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 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 team 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 team

The Role of Parent's

- ✓ 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 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.

2.7. 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 an athletes, and administering the program, 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 an 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 an athlete. The second is that sport administrators exist to support an 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 team 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 athletes 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 athletes 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 an athlete 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. Following a few simple steps can be helpful:

- Ask the sport administrator to organize a meeting with parents to discuss the program objectives and the approach to coaching that will be practiced.
- 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 athlete.
- Recognize the need for regular and open communication with parents to avoid misunderstandings.
- Be positive and open about feedback-this will build parents’ trust in the coach and lead to an even better programmed

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Source of Data

The sources of data for this study are;

- An athletes in Ethiopian national team middle distance running department.
- The head coach of the Ethiopian national team specifically middle distance running team.
- The general manager of the team.

3.2 Sampling and sampling techniques

I used purposive sampling technique in Ethiopian national team middle distance running department including 10 athletes, one coach and one general manager.

3.3. Instrument for data collection

The study employed the following instruments of data collection: questionnaire, interview and field observation. The use of these instruments proved to be helpful since it facilitated triangulation of information from the different sources. This multi - method approach reduces the changes that any inconsistent findings are attributable to similarities of methods (Cohen and Marian, Quoted in lewin and Janet; 1991:101).

3.3.1 Questionnaires were prepared to be filled by the coach and an athletes. The questionnaire was distributed to 10 athletes and to the coach.

The questionnaire prepared to an athletes had twenty five items, all of which were with close ended questions and the questionnaire for the coach had ten items and the questions here was also close ended.

3.3.2 The interview had six structural questions and some of the questions had similarity with the questions in the questionnaire to cross check if there is similarity with what an athletes, the coach and the general manager said.

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

3.4 Procedures for Data Collection

The athletes filled ten questionnaires and the coach filled one questionnaire and all were collected back. Then, an interview was arranged with the general manager of the team.

Finally, field observation was done by the researcher during training sessions.

3.5 Methods of Data Analysis

The data collected from the questionnaire filled by ten athletes and one head coach was tallied, changed in to percentage and put in to tables. Then, it was analyzed in words. The result from the interview was also properly arranged and discussed in the study.

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

CHAPTER FOUR

ANALYSIS, DISCUSSION, AND INTERPRETATION OF DAT

This chapter deals with the presentation and analysis of the data gathered through questionnaire, interview and field observation. The data was obtained from ten athletes, One head coach and one general manager of the team 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 team, analysis of interview responses of the general manager of the team and Interpretation and discussion of field observation.

As has already been said, twenty ten athletes and one coach of the team 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 an athletes

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

Players			
Item	Responses	No	%
Sex	Male	6	60
	Female	4	40
	Total	10	100
Age	Bellow 20	4	40
	20-25	4	40
	26-30	2	20
	Above 31	-	-
	Total	10	100

Training Age in the team	Bellow 1 year	-	-
	1 year	2	20
	2 years	5	50
	3 years	1	10
	Above 3 years	2	20
	Total	10	100

The above table explains that respondents information, as indicated in the first part of this table, a total of 10 athletes were involved in the study. Moreover, their information was analyzed as below regarding the sex of respondents' (6 male and 4 female athletes) In the case of their age almost 80% of an athletes ranges bellow 25 years old, and the rest of 20% ages from 26 and above.

According to the above table no athletes training age bellow a year, in the same way, 2(20%) 5 (50%), 1(10%) and 2 (20%) of an athletes training age 1,2, 3 and 3 years of age in the team respectively.

4.2 Presentation and Discussion of Data from an athletes Questionnaires'

Category I– Interpersonal relationship of athletes with athletes

Table 2 Athlete with athlet interpersonal relationship

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree		Total responses	
	No	%	No	%	No	%	No	%	No	%	No	%
1	-	-	3	30	2	20	4	40	1	10	10	100
2	4	40	2	20	1	10	3	30	-	-	10	100
3	3	30	4	40	3	30	-	-	-	-	10	100

4	-	-	2	20	2	20	3	30	3	30	10	100
5	5	50	1	10	3	30	1	10	1	10	10	100
6	2	20	-	-	4	40	2	20	2	20	10	100
7	4	40	4	40	-	-	-	-	2	20	10	100

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

As it is indicated in table 2, 4 (40%) of respondent athletes responded that they disagreed. Among the participants 3(30%) have agreed to the item while 2(20%) remained undecided whereas the remaining 1(10%) participant have strongly disagreed.

Therefore, we can conclude that most of the participant mentioned the members of the team should disagreed.

2. The team is united in trying to reach its goal for performance.

According to the information in table 2, 4(40%) participant have strongly agreed while 2(20%) agreed to the item. Only 3 (30%) participant disagreed and the remaining 1(10%) have not decided to the statement.

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

3. In the team there is a mutual respect between an athletes.

As can be seen from the above table, 4(40%) of the athletes agreed with the item. However, 3 (30%) of participant were also strongly agreed to the statement and only 3 (30%) of respondents have not decided.

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

4. The team members did communicate freely about each athlete responsibilities during competition or training practice.

As it can be shown in table 2, only 2(20%) of participant agreed to the item. And 3(30%) of participant disagreed to the item. 2 (20%) respondent have not decided. The remaining 3 (30%) respondent replied strongly disagreed.

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

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

Based on the data on table 2, 5(50%) players have strongly agreed. While 1(10%) replied agreed to the item. Whereas 1(10%) of respondent implies that strongly disagreed and the rest 3 (30%) of participants did not decidewith the item.

In general, the majority member of the team has the spirit to help each other when the team in counters a problem.

6. Members of the team stick together outside practices and competition.

According to the above table 2, 4 (40%) of participant have not decided to the item. Among respondents 2(20%) have strongly agreed and the same number of athletes also strongly disagreed to the statement. The remaining 2 (20%) of participant replied they disagreed.

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 of an athlete.

Table2, shows that 4(40%) athletes have strongly agreed. Whereas 4 (40%) of an athletes replied they agreed to the statement. Among the participants 2 (20%) of respondent have strongly disagreed to the item. All in all, we can conclude that most of the respondents pointed out all athletes take the responsibility for the loss or poor performance of the team.

Category II Interpersonal relationship players with coach

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

How often your coach lets you participate in decision making and policy formation?		
Rating	Responses	
	No.	%
A. Always	1	10
B. Often	3	30
C. Occasionally	3	30
D. Seldom	1	1
E. Never	2	20
Total	10	100

The above table indicates that the same number of players 3 (30%) responded that their coach allows them to participate in decision making and policy formation often and occasionally. Again the same number of respondents 1 (10%) said that they are allowed always and seldom. On the other hand, 2(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	2	20
C. Occasionally	5	50
D. Seldom	3	30
E. Never	-	-
Total	10	100

As in table 4, most of the respondents 5 (50%) responded that their coach favors some athletes from the other occasionally .Whereas the 2 (20%) responded the coach does this sometimes and 3 (30%) 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	5	50
B. Often	-	-
C. Occasionally	3	30
D. Seldom	1	10
E. Never	1	10
Total	10	100

The above table shows majority of the participant players 5 (50%) believe that the coach always treats them equally and fairly.3 (30%) of an athletes said occasionally. But the remaining 1(10%) of an athlete said their coach seldom treats them equally and fairly. Finally 1(10%) of an athletes believe that they are never treated equally and fairly.

Table6 The implementation of an athletes suggestions.

How many times the coach implements the suggestions made by an athletes'?		
Rating	Responses	
	No.	%
A. Always	1	10
B. Often	3	30
C. Occasionally	4	40
D. Seldom	2	20
E. Never	-	-
Total	10	100

Table 6 shows that 4 (40%) of an athletes stated that the coach puts the suggestions made by an athletes in to operation occasionally. 3 (30%) of an athletes responded that the coach often, makes in to operation and 1 (10%) of an athlete replied always. 2(20%) athletes replied seldom their coach applies their suggestion.

Table 7 Participating an athlete in sketching strategies

How often your coach asks your opinion during planning strategies?		
Rating	Responses	
	No.	%
A. Always	-	-
B. Often	4	40
C. Occasionally	3	30
D. Seldom	2	20
E. Never	1	10
Total	10	100

As can be seen in the above table, 4 (40%) responded often to the statement, 3 (30%) of an athletes said that the coach sometimes asks their opinion. The remaining 2 (20%) replied seldom to the item. Whereas 1 (10%) of an athlete responded that they are not allowed to give their opinion about the strategies at all.

Table 8 Motivating an athletes when they perform well

My coach shows me clap hands when I perform well		
Rating	Responses	
	No.	%
A. Always	2	20
B. Often	1	10
C. Occasionally	5	50
D. Seldom	2	20
E. Never	-	-
Total	10	100

As indicated in table 8, 5(50%) of an athletes replied occasionally to the item, 2(20%) of An athletes also replied always to the question and 1 (10%) of an athletes replied ‘often’, the remaining 2(20%) of an athletes responded seldom.

Table 9 The role the coaches help in solving personal problems of players.

How often the coach helps the players to solve their personal problems?		
Rating	Responses	
	No.	%
A. Always	-	-
B. Often	2	20
C. Occasionally	5	50
D. Seldom	3	30
E. Never	-	-
Total	10	100

The above table shows that 5(50%) of an athletes revealed that their coach helps them to solve their problems occasionally. 3 (30%) of participant athletes rated seldom, only 2 (20%) of an athletes responded their coach does this often.

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

How often the coach allows you to train yourselves or to make your own style of practice?

Rating	Responses	
	No.	%
A. Always	-	-
B. Often	-	-
C. Occasionally	5	50
D. Seldom	3	30
E. Never	2	20
Total	10	100

According to table 10, 5 (50%) of an athletes responded that their coach allows them to practice their own ways of training occasionally. Whereas 3(30%) of an athletes responded seldom. The rest 2 (20%) responded they never allowed to do so

Table 11 The professional relationship of the coach with an athletes

Can you rate the frequency of your coach makes good professional relationship with you?		
Rating	Responses	
	No.	%
A. Always	6	60
B. Often	2	20
C. Occasionally	2	20
D. Seldom	-	-
E. Never	-	-
Total	10	100

According to table 11, 6 (60%) of respondent replied their coach has good relationship with them always. 2 (20%) of them also replied often to the question. The remaining 2(20%) of an 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	6	60
B. Often	2	20
C. Occasionally	2	20
D. Seldom	-	-
E. Never	-	-
Total	10	100

Based on the above table 12, 6 (60%) responded that their coach always tries to improve cooperation among the team mates. 2 (20%) replied the coach does this often. Whereas 2(20%) of also replied occasionally. This statement reveals that the coach encourages an athlete to help each other to develop interpersonal relationship among them.

Category III Interpersonal relationship among an athletes and management of the team.

Table 13 supply of equipment for athletes by the management.

What is your level of satisfaction in regarding to the football equipment (athletic materials) provide by the management?		
Rating	Responses	
	No.	%
A. very satisfied	-	-
B. satisfied	2	20
C. not satisfied	5	50
D. neutral	3	30
Total	10	100

As indicated in the above table, 5(50%) of respondents are not satisfied with the supply of training equipment. And 3(30%) participant are also neutral. Whereas 2(20%) respondent became satisfied with this item.

From this we can infer that most of an athletes are not satisfied by the equipments supplied by the management.

Table 14 Meetings arranged by the management to make players 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	3	30
C. not satisfied	5	50
D. neutral	2	20
Total	10	100

Based on the data in table 14, 5 (50%) of participant are not satisfied by the management of the center schedule of meeting their parents. On the other hand 3(30%) are satisfied. Whereas the remaining 2 (20%) of them did not decide with the statement.

From the above responses, most of them said the management of the team did not organize enough time to meet their parents.

Table 15 supply of facilities.

What is your level of satisfaction in the supply of facilities (such as sport wear, transport, medical, financial support) to the team?

Rating	Responses	
	No.	%
A. very satisfied	-	-
B. satisfied	1	10
C. not satisfied	6	60
D. neutral	3	30
Total	10	100

The data on the above table shows that, 6(60%) of an athletes are not satisfied, likewise, 3(30%) participants have not decided to the item. The remaining 1 (10%) respondents are satisfied by the supply of facilities by the center.

Table 16 Insurance of an athletes in the team

Do you have some insurance in your team?		
Responses	Responses	
	No.	%
A. Yes	-	-
B. No	10	100
Total	10	100

The above table shows that all the responded athletes in team 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 team?		
Rating	Responses	
	No.	%

A. very satisfied	-	-
B. satisfied	2	20
C. not satisfied	5	50
D. neutral	3	30
Total	10	100

As it can be seen in the above table, 5(50%) of an athletes responded that are not satisfied and 3(30%) are neutral in telling the level of their satisfaction with regard to their interpersonal relationship between the management. On the contrary 2(20%) 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	7	70
B. No	3	30
Total	10	100

According to the above table 7(70%) of an athletes responded that the management of the team had visited them during competitions and training sessions. On the other hand, 3(30%) of an athletes replied that the management of the team did not follow up them during trainings and competitions.

Table19 Satisfaction of an athletes by the salary

Are you satisfied with the salary that you are paid?	
Responses	Response

	No.	%
A. Yes	2	20
B. No	8	80
Total	10	100

As it is indicated in table 19, majority of the athletes 8 (80%) are not satisfied by the amount of money they obtain as a salary. But 2 (20%) responded that they are satisfied by their salary.

Table 20 The incentive gives by the management of the team

Does the management of the team provide you incentives like bonus after to become good result?		
Responses	Responses	
	No.	%
A. Yes	4	40
B. No	6	60
Total	10	100

As shown in the above table, the majority of an athletes 6 (60%) responded that they do not get any motivation after the end of a competition. The rest 4(40%) satisfied with incentives.

4.3 Coach's Questionnaire responses, interpretation and Discussions

4.3.1 The interpersonal relationship among the coach and athletes of the team

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 an athletes of the team.

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 athletes sport experience and can be perceived as positive or negative influence on athletes careers, performances, preparations, and training processes (Coakley, 1990; Martens, 1987; Poczwadowski, Barott & Peregoy, 2002; Williams 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 an athletes 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 an athletes.

4.4 Interview responses, Interpretation and Discussion

The interview was made with a team manager of Ethiopian national team middle distance running event department. 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 six years of experience working as teacher and staff member of federal sport commission. Now he is working as a team manager of Ethiopian national team middle distance department.

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

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

For question number 4 which asked to suggest his role as a general manager to the team, 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 an athletes and the coach.
- To provide appropriate information to an 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 an athletes have enough facilities and equipment that satisfy their needs? If there can you list them?’

He responded that, the center provides different facilities and equipments to the coach and an 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 an 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 an athletes relationships by:

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

Generally, it is important to have free and open communication in developing an athletes relationship among each other.

4.5 Interpretation and Discussion of field observation

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

- An athletes relationship and interpersonal skills
- The coaching ability and communications at practice session

- The personal characteristics
- Coaching style/ coaching behavior

Regarding to an 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 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 an athletes are prepared physically, mentally for each competition. From the above observations, we can understand that an athletes have good communication during training session.

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

Researchers, (chelladurai, 1984, 1990; chelladurai & Carron, 1983; chelladurai & saleh, 1978); (Liukkonen, 1999; salminen & Liukkonen, 1996) have shown that an athletes satisfaction is linked to compatible coaching style and an athletes preferred coaching style. A match between the coaches' actual coaching style and an 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 Ethiopian middle distance national team athletes. In order to achieve the objective ten athletes, one head coach and one general manager of the team 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 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, an 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 team;
3. It was also found that, out of 10 athletes, 5 (50%) of the participant athletes believe that the coach always treats to all athletes equally and fairly. 3 (30%) participant athletes also said occasionally with the coach treats equally and fairly to all athletes. 1(10%) participant athlete said seldom but the remaining 1(10%) athletes said never on this statement. Therefore, most athletes believe that the coach treats them equally and fairly;
4. Most of an athletes respondents stated that there is mutual respect between them in the team;
5. Out of 10 athletes (50%) rated their level of interpersonal relationships with the management of the team were not satisfied. The other 3(30%) respondents stated that they have not decided on the item. Only 2(20%) 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 an athletes, 8(80%) said their payment of salary are not satisfied. Whereas, the remaining 2 (20 %) of the participants 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 an 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 not satisfied by facilities and equipments that provide by the team.

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 an athletes. The study also showed that there is somewhat a positive relationship among each athlete, coach with athlete of the team.

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

Therefore, it can be conclude that majority of an athletes were freely communicating and take responsibilities about each other for loss or poor performance of an 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 team, most of an athletes did not have a good interpersonal relationship with the management of the team.

In addition, it can also be concluded that the majority of an 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 team should provide good facilities and equipment, to the athletes and coach might be promote an athletes performance and relationship of the athletes.

5.3 Recommendations

Based on the gathered data, the following recommendations were forwarded.

- The management body of the team be able to identify the basic and critical things to the athletes timely and schedule. In addition to that they should have responsibility and accountability on their teams.
- Most of an athletes should have patriotism on their educational qualifications; further more stakeholders should prepared sufficient budget, for rewarded and different incentives.
- Team manager should have good communication in meeting with an athletes as well as parents satisfactory.
- 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 team.
- 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 team 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 an 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 an athletes success, it is a great impact an athletes providing sufficient facilities and equipment, giving motivation like incentives and bonuses be all aspects of positive relationships and facilitated an athletes performance.

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Appendix A

Addis Ababa University

School of graduates study

Department sport science

A Questionnaire to be completed by an athletes

You are being invited to participate in a research study about the interpersonal relationships among the coaches and athletes in Ethiopian national team middle distance running events. 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 team.

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 a team?

Tick one box only

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

Part II

A. Interpersonal relationship of athletes with athletes

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

- A. Strongly agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Strongly disagree

2. The team is united in trying to reach its goals for performance.

- A. Strongly agree
- B. Agree
- C. Neutral D.
- Disagree
- E. Strongly disagree

3. In the team there is a mutual respect between athletes and athletes.

- A. Strongly agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Strongly disagree

4. The team members did communicate freely about each athlete responsibilities during competition or training practice.

- A. Strongly agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Strongly 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. Strongly agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Strongly disagree

6. Members of the team do not stick together outside of practices and competitions.

- A. Strongly agree
- B. Agree

- C. Neutral
- D. Disagree
- E. Strongly disagree

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

- A. Strongly agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Strongly disagree

B. Interpersonal relationship of an athletes with coach

Please evaluate your interpersonal relationships with the coach of the team 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 an athletes?					
5	How often your coach asks your opinion during planning strategies					
6	My coach Shows me clap hands when I perform well movement					
7	Ho often the coach helps an 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					

C. Interpersonal relationship among athletes and general manager of the team

1. What is your level of satisfaction with regarding to the equipments (fitness materials) provide by the management.

- A. Very satisfied
- B. Satisfied
- C. Not satisfied
- D. Neutral

2. How much are you satisfied by the schedule of the management to meet your parents?

- A. Very satisfied
- B. Satisfied
- C. Not satisfied
- D. Neutral

3. What is your level of satisfaction in the supply of athletic facilities (such as sport wear, transport, medical, financial support) to the team?

- A. Very satisfied
- B. Satisfied
- C. Not satisfied
- D. Neutral

4. Do you have some insurance in your team?

Yes:

NO:

5. What is your level of satisfaction with regard to your interpersonal relationships with the management of the team?

- A. Very satisfied

- B. Satisfied
- C. Not satisfied
- D. Neutral

6. Have you ever seen the management of the training center visit your follow up of competitions and training section?

Yes: NO:

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

Yes: NO:

8. Does the management of the team provide you incentives like bonus after become good result?

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 coaches and athletes in Ethiopian national team middle distance running events. 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 among coach with athletes

Please evaluate your interpersonal relationship with athletes of the team by circling. Please answer all items.

No		Always	Often	Occasionally	Seldom	Never
1	I encourage block up and informal relationships with an athletes					
2	I pay special attention to correcting an athletes mistakes					
3	I help an athletes with their personal problems					
4	There is mutual respect between an athletes and the coach					
5	I ask for the opinion of An athletes on important coaching matters					
6	I compliment an athletes for good performance in front of others					
7	I express appreciation when an athlete performs well					
8	I let an athletes share in decision making and policy formation					
9	I encourage or clap my hand to athletes when they					

	perform well movement					
10	I put the constructive idea 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 team

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

1. How many years of experience at this team?

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 team?

4. What is your contribution of job as a team general manager in the team?

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

6. What do you think needs to be improved interpersonal relationships on your team

Declaration

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

Name: Muluken Bireda

Signature;-----

Date;-----

This thesis has been submitted for examination with my approval, as a university advisor.

Name; Professor Mebratu Belay

Signature-----

Date-----

This thesis has been submitted for examination by my approval as a university adviser.

Name: SAHLEMICHAEL BEZUNE /Dr./

Sign: _____

Date: _____

