

Football Coaching Leadership Styles Impact on Athletes'
Performance during Training and Competition in Bole Sub-City
Women Higher League and Men first Division Clubs Players

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This is to certify that the thesis prepared by Abiy Gebremichael entitled: Football Coaching Leadership Styles Impact on Athletes' Performance during Training and Competition in Bole Sub-City Women Higher League and Men first Division Clubs Players and submitted in partial fulfilment of the requirements of degree of Master of Science in sport science complies with the regulations of the university and meets the accepted standard with respect to originality and quality.

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Abbreviations

MML:	Multidimensional Model Leadership
ASM:	Athlete Satisfaction Model
SPSS:	Statically Package for Social Sciences
CBAS	Coaching Behavior Assessment System

List of Appendixes

Appendix 1- Questionnaire provided for players.

Appendix 2-Questionnaire provided for coaches.

Appendix 3 Questionnaire provided for Bole Sub City Sport office officers and leaders.

Appendix 4-Questionnaire provided for all respondents Amharic version.

Abstract

This research is made with an aim of assessing the football coaching leadership styles impact on athletes performance during training and competition in Bole sub-city women higher league and men first division clubs. There are many factors that contribute to the success of any sports competitions, but implementing of effective coaching leadership style is the major one. Especially for football it is an issue that cannot be ignored because football is a team game. Effective coaching leadership style is not only a matter of seasonal success but also of enhance the performance of the players for the long lasting time. A total of 59 questionnaires have been distributed to respondents for 23 women and 18 men players, 8 coaching staffs of the two clubs and 10 bole sub-city sport office officers and leaders. A descriptive research method has been implemented and data gathered has been presented and analyzed in by using SPSS 25 versions. Accordingly the research result shows, the organization, guideline and planning the one factor which affect coaching leadership styles on athletes' performance during training and competition time. The status of this factor in the two clubs is 67.9% this shows that the organization form and leading by plane of the two clubs are not desired level. The other factor those are relationship between coaches and players, participation and motivation of players and the condition of training equipment, field conditions and other supplies shows that in desired level but the overall training and competition implementation way in medium level. Based on these results the complete organization forms of the clubs, the short, medium and long term plans and the rules and guidelines that can be implemented by all parties are the major ones. These conditions of the two clubs should be improved for the future. And also the support to the clubs in terms of transport, food, medical and field and provision of training materials are need improvement in the future.

Keywords: *Coaching, Leadership Styles, Performance, Training and Competition*

Table of Contents

Tables Pages	
Acknowledgment	i
Abbreviations	i
List of Appendixes	i
Abstract	ii
Table of contents	iv
List of Tables	vii
List of figures	viii
Chapter One	vi
1. Introduction	1
1.1. Back ground of the study	1
1.2. Statement of the problem	2
1.3. The basic questions of the study will be.	2
1.4. The objectives of the study	3
1.4.1. General objective of the study	3
1.4.2. Specific objectives of the study:-	3
1.5. Significance of the Study	3
1.6. Delimitations of the Study	4
1.7. Limitation of the Study	5
1.8. Operational Definition of Terms	5
1.9. Organization of the study	6
Chapter Two	7
2. Literature Review	7
2.1. Concept of leadership style in sport	7
2.2. Leadership Assessment	7

2.3. Decision Styles	8
2.4. Models of sport coaching leadership.....	11
2.4.1. The Multidimensional Model of Leadership	11
2.4.2. Athlete Satisfaction Model	11
2.4.3. Simple models and observational research.....	12
2.5. Coaching Styles.....	13
2.5.1. Authoritarian.....	13
2.5.2. Laissez-Faire "Laissez-faire"	14
2.5.3. Democratic.....	14
2.5.4. Business-Like	15
2.6. The Coach Athlete Relationship	18
2.7. Performance indicators.....	18
Chapter Three.....	20
3. Research Design and Methodology	20
3.1. Research Design.....	20
3.2. Source of Data.....	20
3.2.1. Primary Data: -	20
3.2.2. Secondary Data: -	20
3.3. Sample size and Sampling Technique of Study	20
3.4. Procedure of data collection.....	21
3.5. Method of data analysis.....	21
3.6. Dependent and independent variables.....	21
Chapter four	23
4. Data Presentation and Analysis	23
4.1. Data Presentation.....	23
4.1.1. Personal particulars of respondents	23
4.1.2. Organization, guideline and planning of the club.....	25

4.1.3. Coaches and players relationships	27
4.1.4. Training and Competition implementation.....	29
4.1.5. Participation and motivation of the players	32
4.1.6. Training equipment, field conditions and other supplies	38
4.2. Data Analysis	39
4.2.1. Analysis of organization, guideline and planning of the club	40
4.2.2. Correlation of answers of variables and respondents by group.....	41
4.2.2.1. Correlation of answers of variables	41
4.2.2.2. Correlation of answers of respondents by group	46
Chapter five.....	48
5.Summary, Conclusion and Recommendation.....	48
5.1. Summary	48
5.2. Conclusion.....	50
5.3. Recommendation.....	50
References.....	52
Appendixes	55

List of Tables

Table: 1. advantages and disadvantage of coaching leadership styles.....	16
Table: 2. independent and dependent variables	22
Table :3. Organization Guideline and Planning of the Clubs	24
T able:4. answers of respondents' organizations, guideline and planning of the club	26
Table: 5. answers of respondents' coaches and players relationships	28
Table: 6. answers of respondents for training and competition implementation.....	30
Table :7. Training equipment, field conditions and other supplies.....	38
Table :8. Mean and mean of mean for organization, guideline and planning of the club	40
Table: 9. Correlation between Coaches and players relationships and Training and Competition implementation	42
Table: 10. Correlation between Participation and motivation of the players and training equipment, field conditions and other supplies.....	43
Table: 11. Correlation between Coaches and players relationships and Participation and motivation of the players	45
Table: 12. coaches and players relationship correlation answered male and female players ..	46

List of Figures

Fig: 1. Bole Sub city map	4
Fig: 2. the involvement of all team members in decision making issues	32
Fig: 3. to make players aware of training and competition program in advance.....	33
Fig: 4. the state of hearing of players'	34
Fig: 5. the general state of communication between the team members	35
Fig: 6. the motivation among team members.....	36
Fig: 7. the identification of inefficient approaches or weaknesses	36
Fig: 8. to make players aware of the club's long, medium and short term plans	37
Fig:9. Correlation between Coaches and players relationships and Training and Competition implementation	42
Fig:10. Correlation between Participation and motivation of the players and training equipment, field conditions and other supplies.....	44
Fig: 11. Correlation between Participation and motivation of the players and training equipment, field conditions and other supplies.....	45
Fig: 12. coaches and players relationship correlation answered all players and coaching staffs	47

Chapter One

1. Introduction

1.1 . Back ground of the study

Coaching is a relational, not an isolated, activity. Coaches perform their role in social and organisational environments. It is their responsibility to understand, interact with and influence others in the settings in which they work. This requires building functional relationships with athletes to implementing effective and ethical practice and competition programmes. Central to coaching in all contexts is the creation of practice and competition opportunities that result in desired outcomes for athletes.

The development of potential elite athletes in individual and team sports is a long-lasting process in which, under the influence of a coaching leadership style model and the mode of the training process, the development of motivation, individual and team performance and competition success rate are enforced. On the other hand, the personality of the coach and his/her competition and athlete's preparation process, competition success, and ability to transfer knowledge can have an important influence on the accomplishment of an individual athlete in sport.

Coach's leadership style can be defined as a process of influencing the individual and the group that strive towards set goals (Chelladurai& Reimer, 1998). It is generally assumed that coach's leadership style is connected to athlete's performance and competition efficacy. The task of the coach is to provide support and award the athlete for efficient performance and successful learning or progress (Barić, 2005). Likewise, it is assumed that the expert coach influences goal orientation towards learning and the task (task orientation), as well as goal orientation towards result and own superiority demonstration.

As a coach, coaching leadership styles has great influence on sport organization, there are many studies done on related topics. Moreover, a lot of studies recommended that the coach should use different types of coaching leadership styles according to the situation and it should consider the successfulness of their teams, Based on this researcher try to dig out the impacts of football coaching leadership styles on the performance of players during their training and competitions in Bole sub city women's higher league and men's first division football teams.

1.2 . Statements of the problem

The ultimate goal of any sport competition is to go on a winning streak and achieve lasting results. To this end, the team must have a successful and effective coaching leadership style and team organization in all respects. Coaching leadership has great value in all sports. A lot of problems observed regarding to football coaching leadership style. In our country the majority of coaches in the field of football have good technical and tactical knowledge and experience. And also we have talented players who are execute in a good condition, but for a long period of time majority of our teams in all competition level has failed to football.

Literatures those are written in our countries' football history shows that, our country's football teams at all levels is insignificant. We didn't find competent football team starting from the national team to lower football teams in international and continental competition.

As the researcher opinion, there are many reasons for the lack of results in the football sector in our country; the main reasons may be most of the time majority of coaches did not give a great attention to determine the coaching leadership styles on wards their result. Coaches do not follow a consistent pattern of training system, they do not follow different coaching leadership styles wisely those can enhance the performance of their participants during training and competition. They do not give equal and logical training and playing chance for all team members'. They do not to be outdone, and to develop short-term and long-term training and competition plans. So in this study an intelligent, attempts will be made to answer the following basic questions.

1.3 . Basic questions of the study are:

1. What are the major factors which affect coaching leadership style on athletes' performance on time perfection and training quality?
2. How coaches recognize those factors affect his/her leadership style in between sex difference?
3. Do coaches follow conditional coaching leadership styles that enhance players' performance?
4. What are the major challenges of coaching leadership style this reflects on the performance of players?

1.4 . The objectives of the study

1.4.1 General objective of the study

The general objective of the study is able to search the impact of football coaching leadership styles on the performance of women's higher league and men's first division football teams in Bole sub-city.

1.4.2 Specific objectives of the study:-

- To search out the influences of coaching leadership styles with respect to players' performance in terms of achieving team goals, punctuality and quality.
- To find out the major factors of coaching leadership style this reflects on the performance of players based on sex difference.
- To identify the relationship between coaching leadership styles and athletes performance.
- To find out the major challenges of coaching leadership style this reflects on the performance of players.

1.5 . Significance of the Study

From the researcher point of view the coaching leadership style in our country football have been largely ignored. Therefore, this study helps coaches to understand the factors those affect of coaching leadership styles as a determination of success for sport organizations. Also, this study may encourage them to seek greater understanding of coaching leadership styles that will produce the strongest influence on team performance. The study was designed to test significant and unexplored research questions that have an important impact, on the successfulness, experience and performance of the players. Thus, the obtained results have the following significance.

- To use as bench mark point to start effective football coaching leadership style in Bole sub-city women higher league and men first division football clubs.
- To show what our country's football weakness like in terms of coaching leadership styles and to suggest possible solutions.

- To help coaches to identify the proper coaching leadership style in relation to their players' performance enhancement.
- Moreover it these and as such; the findings are used as reference material for other researchers make further assessment on the same and related issue or topics.

1.6 . Delimitations of the Study

Bole sub city is one sub city of Addis Ababa city administration. It is found in the north Addis Ababa. According to Addis Ababa city Wikipedia the area and the population of the city is 122 square kilometer and 404,503 respectively. The sub-city is bordered by Lemi Kura to the north, Kirkos to the south, Yka to the west and AkakiKaliti to the east. The sub-city has high socio-economic activity sub city. As shows figure 1 below the red color shows Bole sub city map. This study will be conduct in this sub city football clubs those are represents the sub-city in football sports at the highest level. The two clubs players did provide the main information for the study, and also for both teams of coaching staffs, the sub-city Sports office leaders and officers and other stakeholders of the sub-city sport sector were part of the study



Fig 1 Bole Sub city map

1.7 . Limitation of the Study

The main problems encountered while conducting the study were as follows

1. Few respondents who participated in the study did not fill out questionnaires as soon as possible
2. Female higher league Competitions were in round system because of COVID-19. In the case of this the computation of was in Hawasa city. It was caused me to spend additional money and time.
3. The lack of sponsors to support the study was a major problem.

1.8 . Definition of Terms

1. Sport: - it's a competitive physical activity, governed by formal rules and played by individuals seeking to outperform their opponents, it also defined as a structured, goal oriented, competitive, contest based and lucid physical activity (barrel 1978)
2. Football :- (UK) is a game in which 2 teams of 11 players try to kick or head a ground ball into the goal defended by the opposing team. (Dictionary of sport and exercise science)
3. Coach: - is someone who trains sports players or athletes or to train someone in a sport. (Dictionary of sport and exercise science)
4. Coaching: -is the activity or profession of training sports players or athletes.(Dictionary of sport and exercise science)
5. Athlete: - is someone who has the abilities necessary for participating in physical exercise, especially in competitive games and races or a competitor in track or field events. (Dictionary of sport and exercise science)
6. Leader: - is a person that leads directing commanding or guiding head, as of a group or activity (Stenerson, 1995, webmasters new world)
7. Leadership: - is the behavioral process of influencing individual and group towards set goals (Barrow, 1977:232). It refers to the qualities that make someone good loaders or the methods a leader uses to do his or her job (Collins Cobuild English dictionary).
8. Style: - is the general way in which it is done on presented, which often shows the attitudes of the people involved (Collins Co build English Dictionary).
9. Coaching leadership style: -is about inspiring the team, building athletes' confidence, and teaching them the skills they need in order to develop and work together successfully while ensuring they fell supported by the coaching leader along the way. (Graham Wilson, 2019)

1.9 . Organization of the study

The content of the study have organize into five chapters. The first chapter includes with introduction, which consists of background of the study, statements of the problem, basic questions of the study, general and specific objectivise of the study, significance of the study, delimitation of the study, limitation of the study, and definition of some key terms and concepts. Chapter two includes with review of related literature, chapter three comprises methods and procedures, chapter four contained with presentation and analysis of gathered data and chapter five contains summery of the findings, conclusions and recommendation.

Chapter Two

2. Literature Review

2.1 . Concept of leadership style in sport

Leadership is a critical component to enhance and sustain optimal sport performance and athlete satisfaction. A coach is typically responsible for making final decisions on the subject of several team matters, such as strategy, tactics and team personnel (Longhead, Hardy, Eys, 2006). A leader is any person who influences individuals and groups within an association, helps them in the setting up of goals, and leading them toward accomplishment of those goals, thereby enables them to be effective.

Leadership styles of the manager have a great relation with the performance and satisfaction of workers. Moreover, Barrow (1977) defined leadership as “the behavioural process of influencing individuals and groups towards set goals. This definition is so important that it places a special 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 task and group cohesion, allowing a group to operate at, or close to its potential. Indeed, Carron and Chelladuria (1983) found that cohesion was dependent upon player and coach relationships. Loehr (2005) stressed that the common theme of effective leadership is the positive impact that individuals can have on group dynamics relative to a team objective.” The act of leadership attempts to influence and convert others into ‘followers’ and may be achieved through a variety of mechanisms such as coercion, persuasion, and manipulation.

Leadership requires an understanding or respect for the power dynamics between the influencer and the follower. This implies that both, the leaders and followers need to understand there survive a power balance between them. The relationship recognizes that every act between the two parties is a ‘political act’ with potential for coercion (Miller, 1985).

2.2 . Leadership Assessment

Recent research on sport leadership has taken on three different approaches. One approach has been in the tradition of Smith et al. (1977, 1983) who based their research on the

Coaching Behavior Assessment System (CBAS), a device that separated coaching into different behaviors. The CBAS allowed researchers to code and assess coaches' specific behaviors, train coaches to improve their behaviors, reassess their behaviors, and measure the effects of these changes on players' enjoyment and satisfaction (Chelladurai, 1990).

Smith, Smoll, and Hunt (1977) investigated 15 male youth baseball coaches' perceptions of their coaching behaviors. Perceptions of their behaviors were compared with the actual behavioral assessments obtained from the CBAS. It was found that the coaches' perceptions of their coaching behavior correlated with the actual assessments. This strongly suggested that coaches might act differently than they thought they acted.

Smitt.L Noland, Smoll, &Coppel (1983) explored how athletes from different youth sport teams perceived the behavior of their coaches. Again, using the CBAS, this study examined the youths' perceptions of their coaches' behavior to self-perceptions of the coaches. It was found that the athletes' perceptions did not correspond to the coaches' perceptions, highly suggesting that coaches were not expressing the behaviors their athlete's desired. It was found that these athletes generally wanted their coach to provide them with reinforcement, encouragement, technical information, and organization and control over their team In fact, they favorably evaluated their coach when these behaviors were present.

This research has given credence to the importance of assessing the preferences of athletes for customized coaching behavior. Not only do coaches have a skewed view of their own coaching behaviors, but also their athletes do not prefer many of their coach's behaviors. Coaches should have an understanding of their athletes' desired coaching behaviors. When these behavioral preferences have been fulfilled the athletes' enjoyment and satisfaction are enhanced. But, these assessments of athletes' coaching behavior preferences were accomplished through a quantitative approach, using the CBAS. It seems that combining this quantitative data with a qualitative assessment of the athletes' desired coaching behavior would have been more effective in capturing this kind of empirical information.

2.3 . Decision Styles

The second approach to the study of coaching was based on the normative model of decision-styles in coaching developed by Chelladurai& Haggerty (1978). These authors acknowledged and concentrated on decision-making styles of coaches. They argued that decision-making was separate from other sets of coaching behaviors. In fact, they argued that decision-making

was one of the constant recurring demands of coaches working at any level of competition. Frequent problems arose in sport that required decisions regarding such matters as seasonal planning, conducting practice sessions, and supervision of actual competitive performances. Such decisions, they theorized, to a lesser or greater degree, were the responsibility of the coach- However, they also argued that the amount of control athletes should be given in making decisions was critical for their satisfaction with and enjoyment of the sport.

This normative model identified three types of decision styles in coaching sport teams: autocratic, participative, and delegate. A coach with an autocratic style alone made the final decision about confronting issues like interpersonal relations among team members and coaches, intensity of workouts, and team strategy or tactics and personnel selections. This style included the consultative approach where the coach could consult with any or all of his or her players about a specific problem before reaching a decision alone. A coach with a participative style made decisions pertaining to the same issues through consensus. The coach and the team made the decision A coach with a delegate style allowed one or more team members to make decisions on behalf of the group (which included the coach). The coach with this style was involved only with the announcement of the decision of the team members and its implementation (Chelladurai& Haggerty, 1978).This normative model of decision styles in coaching also helped explain how a decision would be made in a particular situation. Specifically, the situation determined which decisions should be made and how much input should be gathered from the athletes. Situations, in this case, were defined by seven situational attributes. These attributes helped to shape the situation and influenced which of the three recommended decision styles should be implemented. They were also designed to help coaches increase their effectiveness in diagnosing coaching problems by deciding when to increase or decrease athlete participation in the decisions that need to be made. These seven attributes were:

1. Time Restrictions - Decisions that were influenced by the amount of time.
2. Quality Requirement - Decisions that required careful analysis for the selection of the best possible solution to a problem.
3. Amount of information- Decisions were limited to the amount of knowledge that coaches and athletes possessed.
4. Problem Complexity - Difficult decisions were made by the person with the most knowledge.

5. Acceptance - Decisions that needed to be accepted by team members for effective implementations.
6. Coach's Power Base - Decision-making was based on the amount of admiration and respect the athletes had towards their coach's expertise and knowledge of the sport.
7. Group Integration - Decision-making that was dependent upon the amount of conflict on a team.

Many studies have focused on the extent of participation in decision making preferred by coaches in varying situations (Chelladurai, 1981; Chelladurai&Arnott, 1985; Chelladurai, Haggerty, & Banter, 1989). Chelladurai and Arnott (1985) asked 50 high school level football coaches to indicate their preferences among various decision styles (autocratic, consultative, participative, or variations thereof) in a given situation. These authors were also concerned with the effects of the situational attributes and the various individual difference characteristics on decision style choices. Results indicated that most of the football coaches preferred the autocratic style of decision-making in the given situations. They also argued that situational differences had three times as much influence as individual differences on the decision style choices.

Gordon (1988) assessed the validity and applicability of the normative model of decision styles in coaching and the model's utility in diagnosing decision-making problems in university soccer programs. Specifically, Gordon (1988) was concerned with their relationship between congruence of coaches 'and player's decision style choices and member satisfaction Head soccer coaches were asked how they would decide in soccer situations and the athletes were asked which decision style they preferred. The study examined the congruence between the decision styles chosen by coaches, and those coaching decision styles preferred by the athletes, for the same situations.

It was found that the preferences for decision styles from both coaches and athletes supported only 33% of Chelladurai and Haggerty's (1978) model prescriptions. In fact, the university soccer climate, as perceived by coaches and the players was far more autocratic than the theoretical model suggested. Therefore, the model's utility in helping soccer coaches make proper coaching decisions was highly questionable. There was also little evidence to suggest that either coaches or athletes like the delegate decision style. This was similar to findings from other investigations (Grand, 1982; Larose, 1981).Chelladurai and Arnott (1985) believed that athletes become suspicious when only one or two individuals, not the whole team, are involved in decision making. Also, in interviews, Gordon (1982) found that neither coaches

nor athletes, from six different sports, believed that athletes knew enough about college athletics to justify delegation in decision making. Instead, they preferred the head coach to make decisions regarding performance matters (e.g., training routines, team selection, and team tactics).

2.4 . Models of sport coaching leadership

2.4.1 The Multidimensional Model of Leadership

Chelladurai's Multidimensional Model of Leadership (1978; 1990) serves as the theoretical framework for the present study. The MML specifies three types of leadership behavior: required, Preferred, and Perceived. Required leader behavior is influenced by situational characteristics such as organizational goals, formal structure, group task, social norms, government regulations, technology, and the nature of the group. In 1990, Chelladurai (1990) revised the antecedents of required leader behavior to also include member characteristics. In situations where members lack the intelligence, ability, experience, and/or personality dispositions to make judgments about situational requirements, the leader must make an appropriate decision for the members. Therefore, required leader behavior is determined by situational and member characteristics. Preferred leader behavior stems from both the aforementioned situational characteristics and member characteristics such as task-relevant ability (House, 1971; House & Dressler, 1974), personality traits, attitude toward authority (Lorsch & Morse, 1974; Morse, 1976), cognitive complexity (Wynne & Hunsaker, 1975), authoritarianism and the need for independence (Vroom, 1973). Perceived leader behaviors are partially determined by the characteristics of the leader (i.e., personality, ability, and experience). However, Perceived leader behavior is also determined to some extent by required and preferred leader behavior.

2.4.2 Athlete Satisfaction Model

Satisfaction is an integral part of sport participation and enjoyment. Without satisfaction, athletes would turn to other sources for potential success and enjoyment (Maday, 2000). Satisfaction in sport has been studied extensively in combination with several variables, mostly leadership (Chelladurai, 1984; Chelladurai et al., 1988; Coffman, 1999; Dwyer & Fischer, 1990; Horne & Carron, 1985; Riemer & Chelladurai, 1995; Riemer & Toon, 2001; Schliesman, 1987; Sriboon, 2001; Yusof, 1999). Several scholars in sport psychology have included athlete satisfaction as an antecedent or outcome variable in their work. For example,

the multidimensional model of leadership (Chelladurai, 1980, 1990) includes satisfaction as an outcome variable along with performance.

2.4.3 Simple models and observational research

Soccer coaching may range from simply correcting a child's attempt to kick a ball, through to developing cohesive attacking play with an international forward line. Regardless of the differences in these activities, some authors have suggested that there is a common process underpinning the work of all coaches (Fairs, 1987; Woodman, 1993). In such models, coaching has been represented as a series of unproblematic, sequential stages that a coach will pass through in the process of helping a player or team improve their performance (Franks et al., 1986; Fairs, 1987). Figure 13.1 is derived from such models showing the stages usually presented as being the essential parts of coaching practice. At one level, simplistic models have value in describing key facets of coaching. For example, such models clearly emphasize the cyclical aspects of coaching as well as presenting the, potentially, systematic nature of the process. These models also place great emphasis on the importance of data collection and interpretation as foundations of the coaching process with some authors, such as Fairs (1987) stating that collection of data is the most important stage within the process. The coach's observational skills are therefore presented as being an essential component of an effective coaching process and research on expert–novice visual search strategies would support this assertion. It has been shown that expert observers employ different visual search strategies to novices with the experts' observational skills allowing them to extract a greater amount of relevant information from their visual environment (Williams et al., 1999). These findings support the concept that data collection is a key stage in determining the effectiveness of the coaching process and points towards the importance of developing observational skills in coach education programmes. The model in Figure 13.1 also emphasizes the importance of teaching and instruction in the coaching process. This emphasis helps direct attention towards the large literature base covering coach behaviour in practice sessions. Coach instructional behaviour has been one of the most researched aspects of coaching practice over the last three decades gathering momentum in recent years (e.g. Soloman et al., 1996; Bloom et al., 1999; Spencer, 2001). This research has identified key points regarding effective behaviour when running a technical/tactical practice session. Douge and Hastie (1993) identified five principles of effective coaching from this literature base; they suggested that effective coaching requires:

2.5 . Coaching Styles

The research on sport leadership and coaching styles has varied greatly in an attempt to understand leadership in sport and the effects of sport leadership on performance. Researchers have often examined the forms or types of coaching styles relying on a third party's descriptive, observational analysis of a coaching style. As a result, there are between three and six different coaching styles. However, the most commonly mentioned forms are authoritarian "laissez-faire," democratic, and business-like (Chelladurai, 1984; Ditchfield & Bahr, 1994; Hendry, 1974; Legget, 1983; Nakamura, 1996; Straub, 1990; Swartz, 1973; Tutko & Richards, 1971). In any case, it is important to note that no one category completely describes the makeup of one single coach. Instead, a coach usually represents a large portion of the characteristic found in one category along with a few of the characteristics from other categories. The most predominant categories found in the literature are:

2.5.1 Authoritarian

The authoritative coaches are hard-driving and energetic people who demand certain responses from their players. They believe in strong discipline in order to accomplish the clearly stated team goals. They usually use punitive measures to enforce the rules they established. They are often rigid about schedules and plans with little flexibility to be found on or off the field. Their personalities are not usually very warm and at times, they can be cruel and if not actually sadistic. They are well organized, prepared, and there is seldom any time that goes without unaccountability. They do not develop personal relationships with their athletes and may even use threats as motivation. While they may be religious and/or moralistic, they tend to be bigoted and prejudiced. This coaching style often produces a highly disciplined and well-organized team the athletes are infected with intensity and the devotion similar to that of the coach. This intensity normally manifests itself as a high degree of aggressiveness characterized by physical punishment of an opponent. The team's spirit is strong and positive as long as it continues to win (Chelladurai, 1984; Hendry, 1973; Nakamura, 1990). The team may be prone to dissension when competition does not go as expected or desired. While few teams are adequately prepared to accept adversity and defeat, authoritarian led teams have more of a tendency to lose badly and the team members look for excuses or blame others for the failure. Athletes may drop-off the team if they do not choose to compete in an atmosphere where punishment and fear exists. In fact, many players develop a dislike for the coach because he or she represents authority that uses punitive measures to enforce rules and performance standards (Ditchfield & Bahr, 1994; Hendry, 1973; Nakamura, 1996).

2.5.2 Laissez-Faire "Laissez-faire"

Coaches, in many ways, are the exact opposite of the authoritarian type of coaches. They usually have relaxed personalities and give the impression that everything is under control. These coaches do not adhere to schedules, often preferring to leave things less structured and to be able to act as their mood dictates. This coaching style produces a relaxed atmosphere in which this freedom from stress often generates a positive attitude towards hard work. The players seem to profit more from the instruction and to retain it longer than they would in an atmosphere where instruction is repeatedly forced on them. The laissez-faire coach believes that the athletes will produce better if motivation is derived from their own enthusiasm.

If the team does not perform well, the disadvantages of this coaching style will be easily noticed. Because the pressures found in competition are not present in the daily practices, the team is not prepared to effectively handle the stress from competition. The athletes are apt to blame the coach when failure is present. They may think of him or her as being inadequate or uncaring and their coach's aloofness and lackadaisical approach to coaching may cause team members to question their coach's commitment to their success. It is disheartening to athletes that their coach does not support them ardently and that the person they work for every day does not have their same degree of enthusiasm for the sport as they (Legget, 1974; Nakamura 1996; Straub, 1990).

2.5.3 Democratic

The democratic coaches appear between the authoritarian and the laissez-faire type of coaches while maintaining their uniquely democratic make-up. They only use discipline when the situation truly warrants it. They strive to maintain structured schedules, but create a relaxed and positive environment simultaneously. The democratically led team works as a unit and most policies are a matter of group decisions. Democratic coaches constantly are seeking the input of team members concerning issues such as problem solving, tactics, rule setting, team personnel, and conditioning. This solicited information is the basis for the final decision made by the coach (Leggett, 1983; Nakamura 1996; Swartz, 1973).

The democratic style of coaching may generate a high degree of motivation in the team members. The team members become involved in decisions that affect them and their circumstances. There is a two-way flow of communication. The coach is often liked by a number of players because they are able to express their views and, as a result, the coach

appears considerate of their needs. This style of coaching produces good team cohesiveness, a relaxed environment in which to perform, and athletes that produce more than what is expected of them (Ditchfield & Bahr, 1994, Straub, 1990; Swarta 1973). Because the coach actively participates as just another voice in some decision-making aspects, the greatest disadvantage to this style is the time it takes to initiate action and to formulate workable solutions to complex problems. This is a chance the coach takes because often there can be too much discussion and too many people sharing responsibility for major decisions. Another disadvantage to this style is that the athletes are not coaches. Most athletes do not possess the same level of knowledge and expertise as their coaches. Athletes have had to follow the instructions of their coaches for years and have limited exposure to the sport compared to their coaches. This does not qualify them to make team decisions as accurately and effectively as the coach. If their opinions and beliefs are used to make team decisions, there is a chance that the team decisions will be inaccurate (Legget, 1983; Straub, 1990).

2.5.4 Business-Like

Business-like coaches surpass the aforementioned three styles of coaching in terms of technique and ability to acquire new information. They stress the need to focus on the logical part of the sport rather than the emotional. They are intellectual pragmatic, and attempt to out-think their opponent through tactics. They are highly skilled at accumulating scouting information about their opponents to provide their teams with tactical advantages. To business-like coaches, coaching is an exact science. These coaches approach their jobs with the highest regard for the organization they leave nothing to chance and the team's progress is continually being evaluated, seeking to discover any ineffective measures or weaknesses that may detract from the success of the team.

These coaches' relations with his or her players are most likely to be business-like. Personality has nothing to do with one's place on the team. Instead the athlete who is most efficient in the execution of his or her duties is most likely to receive the greatest recognition and acceptance. However, with the knowledge of the importance of proper execution, some players lose their sense of individuality and identity. The athlete who does not share the same convictions as his or her coach usually is not as accepted by that coach. In a highly emotional atmosphere, some players are easily and effectively motivated. These players may be lost when emotion is not present (Ditchfield & Bahr, 1994; Tutko & Richards, 1971).

Table 1:- advantages and disadvantage of coaching leadership styles.			
R.no	Coaching leadership styles	Advantages	Disadvantages
1	authoritarian	<ul style="list-style-type: none"> ✓ Strong discipline in order to accomplish the clearly stated team goals. ✓ Well organized, prepared, and there is seldom any time that goes without unaccountability. ✓ The coaches are risk takers 	<ul style="list-style-type: none"> ✓ Coaches are hard-driving and energetic people who demand certain responses from their players. ✓ Usually use punitive measures to enforce the rules they established. ✓ Often rigid about schedules and plans with little flexibility to be found on or off the field. ✓ Coach's personalities are not usually very warm and at times, they can be cruel and if not actually sadistic. ✓ Do not develop personal relationships between athletes and may even use threats as motivation. ✓ While the coaches may be religious and/or moralistic, they tend to be bigoted and prejudiced. ✓ The team's spirit is strong and positive as long as it continues to win.
2	laissez-faire	<ul style="list-style-type: none"> ✓ They usually have relaxed personalities and give the impression that everything is under control. ✓ This coaching style produces a relaxed atmosphere in which this freedom from stress often generates a positive attitude towards hard work ✓ Athletes will produce better if motivation is derived from their own enthusiasm. 	<ul style="list-style-type: none"> ✓ These coaches do not adhere to schedules, often preferring to leave things less structured and to be able to act as their mood dictates. ✓ If the team does not perform well, the disadvantages of this coaching style will be easily. ✓ The pressures found in competition are not present in the daily practices; ✓ The team is not prepared to effectively handle the stress from competition. ✓ The athletes are apt to blame the coach when failure is present.

3	Democratic	<ul style="list-style-type: none"> ✓ Strive to maintain structured schedules ✓ Create a relaxed and positive environment simultaneously. ✓ The team members become involved in decisions that affect them and their circumstances. ✓ Generate a high degree of motivation in the team members. ✓ There is a two-way flow of communication. ✓ This style of coaching produces good team cohesiveness, 	<ul style="list-style-type: none"> ✓ They only use discipline when the situation truly warrants it. ✓ This solicited information is the basis for the final decision made by the coach. ✓ The time it takes to initiate action and to formulate workable solutions to complex problems. ✓ The athletes have limited coaching exposure to the sport compared to their coaches. ✓ The coaches are risk aviators.
4	business-like	<ul style="list-style-type: none"> ✓ The coaches stress the need to focus on the logical part of the sport rather than the emotional. ✓ Coaches are intellectual pragmatic, and attempt to out-think their opponent through tactics. ✓ They are highly skilled at accumulating scouting information about their opponents to provide their teams with tactical advantages. ✓ Coaching is an exact science. ✓ The team's progress is continually being evaluated, ✓ Seeking to discover any ineffective measures or weaknesses that may detract from the success of the team. ✓ In a highly emotional atmosphere, some players are easily and effectively motivated. 	<ul style="list-style-type: none"> ✓ These coaches' relations players are most likely to be business-like. ✓ Personality has nothing to do with one's place on the team. ✓ The athlete who does not share the same convictions as his or her coach usually is not as accepted by that coach. ✓ However, with the knowledge of the importance of proper execution, some players lose their sense of individuality and identity.

2.6 . The Coach Athlete Relationship

Although no scientific studies have examined the relationship between associate football managers and players, recent research has develop a clearer understanding of important features of successful coach- athlete relationship. Jowett and Colleagues (Jowett, 2001; Jowett and Cokerill, 2002; Jowett and Ntounamis, 2004) have explored the reciprocal nature of such relationship, giving particular emphasis of effective, behavioral and cognitive factors. This research has focused on how coaches and athletes influence each other and the interdependency that is evident. Initially, Jowett and others highlighted the importance of the three C's of closeness, commitment and complementarily to the coach-athlete relations (Jowett, Pauli, Pensgaard, Hoegmo, and Riise, 2005).Complementarily, the third reflects a positive working environment which the coach and athletes work together to attempt improve performance. Jowett et al (2005) suggest that complementarily has been found to relate to both high levels of performance and greater satisfaction with the leadership. Recently, Jowett et al (2005) proposed a forth factor, co-orientation, which still requires further investigation, but reflects coach and athlete perception of how the other perceives them.

2.7 . Performance indicators

Through an analysis of game structures and the performance indicators used in recent research in performance analysis, Hughes and Bartlett (2002) defined basic rules in the application of performance indicators to sport. In every case, success or failure in a performance is relative, either to your opposition, or to previous performances of the team or individual. To enable a full and objective interpretation of the data from the analysis of a performance, it is necessary to compare the data collected to aggregated data of a peer group of teams, or individuals, which compete at an appropriate standard. In addition any analysis of the distribution of actions across the playing surface must be normalized with respect to the total distribution of actions across the area. Performance indicators, expressed as non-dimensional ratios, can have the advantage of being independent of any units that are used; furthermore, they are implicitly independent of any one variable. Mathematics, fluid dynamics and physics in general have shown the benefits of using these types of parameters to define particular environments. They also enable an insight into differences between performers that can be obscure in the raw data. The particular applications of non-dimensional analysis are common in fluid dynamics, which offers empirical

clues to the solution of multivariate problems that cannot be solved mathematically. Sport is even more complex, because of the result of interacting human behaviours. Applying simplistic analyses of raw sports data can be highly misleading. For the different types of games considered, Hughes and Bartlett (2002) contended that the classification of the different action variables being used as performance indicators follow rules that transcend the different sports. The selection and use of these performance indicators depend upon the research questions being posed, but it is clear that there are certain guidelines that will ensure a more clear and accurate interpretation of these data.

Chapter Three

3. Research Design and Methodology

3.1 . **Research Design**

The aim of this study identified the impact of coaching leadership styles which reflect on the performance of players and their success. To study, a descriptive survey research design methodology will apply with the assumption that it will help the researcher to identify the existing factors that happenstance by athletes, coaches and coaching staffs in the training and competition. A descriptive survey attempts to picture or document current conditions that is to describe what exists at the moment. Thus, this approach enable the researcher examine the prevailing constraints of the presence situations in the training and competition program.

3.2 . **Source of Data**

The source of data was from primary and secondary sources.

3.2.1 Primary Data: -

The first or primary data collected through questionnaires. Questionnaires applied to generate both qualitative and quantitative data relevant to the demographic, social and economic characteristics of the target population. For this purpose, the questionnaire designed both open-ended and close-ended questions.

3.2.2 Secondary Data: -

The second primary data interviewed. Interview delivered by face to face approach by asking key informants interviews (KII).The secondary data obtained from documentation/documentary review. Those published papers, journals, books, articles.Sample size and Sampling Technique of Study

The subjects of the study were coaches, athletes, coaching staffs and officers. The researcher gathered data from Bole sub city men's first division and women's higher league teams. In the two clubs, there are 42 players, 8 coaching staffs in both teams.10 officers and experts. There for; total populations number is 59.

In light of consideration of research methodology, took the significance of this study into account, and because of small population, the investigator took all Bole sub city sport office members or staffs by census approach or total participation technique.

3.3 . Procedure of data collection

The accuracy of the data is known to be significant for the effectiveness of any study. Accordingly, it is believed that care must be taken to obtain the information necessary for the study. The data gathering instruments use in the study will prepare and collect on the basis of the review literature and the intended data. The researcher will make the objectives of the study clear to all of the respondents at the area of questionnaire administration in order to avoid confusion and facilitate case of administration. A close follow-up will also make to immediately correct problems that will rise during the filling in of the questionnaires.

3.4 . Method of data analysis

Descriptive method of analysis of data used in this study because descriptive statistics provides us with the techniques of numerically and graphically presenting information that gives an overall picture of the collected data. The data collected from different sources, analyse and interpret using both quantitative and qualitative approaches.

The data collected through questionnaires analysed by using Statistical Package for Social Sciences (SPSS) version 25.0 and tabulated in the form frequencies, percentages and means. The researcher used Pearson's correlation co-efficient calculation after that categorical data turned to numerical representation that required numerical method. From descriptive statistics, frequency tables, graphs, and correlation tables were used to present the results. Inferential statistics were obtained and data presented in descriptive statistics of each objective where percentages were used to represent data collected.

3.5 . Dependent and independent variables

There are two types of variables-independent and dependent.

Independent variable: - is an object, event, idea, feeling, time period, or any other type of category that can try to measure exactly what it sounds like. It is a variable that stands alone and

isn't changed by the other variables can try to measure. In fact, when we looking for some kind of relationship between variables we trying to see if the independent variable causes some kind of change in the other variables, or dependent variables.

Dependent variable: - is just like an independent variable, a dependent variable is exactly what it sounds like. It is something that depends on other factors. Usually when we are looking for a relationship between two things we trying to find out what makes the dependent variable change the way it does. Regarding to this for this study independent and dependent variables are listed below in the table.

Table 2 independent and dependent variables

Independent variables	Dependent variables
Coaching leadership styles	Motivation
<ul style="list-style-type: none"> ➤ Authoritarian ➤ laissez-faire ➤ Democratic ➤ business-like 	Players' performance team performance Competition efficiency Team cohesion Coaches and athletes relationship
	Personalities
	Training filed
	Training materials
	Salary and incentive

Chapter four

4. Data Presentation and Analysis

4.1 Data Presentation

4.1.1 Personal particulars of respondents

This part deals with analysis of the data gathered from the two clubs players, coaching staff members and Bole cub-city sport office officers those are concerned with the two clubs through questionnaires. As a result, the basic questions rose in chapter one will be given appropriate treatment in this chapter. A total of 59 respondents with 41 football players, 8 coaching staffs members, and 10 the sub-city sport office managers and officers. The analysis of personal particulars of all respondents is listed below.

Table: 3 Personal particulars of respondents

		Group					
		Male players	Female players	Coaching staffs		Bole sub city officers	
				Sex			
				male	female	male	female
age of respondents	18-22	9	17	-	-	-	-
	23-27	9	6	1	-	-	-
	28-32	-	-	2	-	2	-
	33-37	-	-	3	1	4	2
	38-42	-	-	-	-	2	-
	48-52	-	-	1	-	-	-
Educational status	12& below	7	16	-	-	-	-
	Certificate	7	2	-	-	-	-
	Diploma	3	4	6	1	-	-
	Degree	1	1	1	-	6	2
	Masters	-	0	-	-	2	-
Experience	1-5 yrs	18	22	-	1	-	-
	6-10 yrs	-	1	2	-	2	2
	11-15 yrs	-	-	3	-	6	-
	16-20 yrs	-	-	2	-	-	-
Total		18	23	7	1	8	2

The personal particulars of the respondents are summarized in table 3 in the above. The respondents who completed the questionnaire were 55.9% male and 44.1% were female. When we see the age of respondents 44.1 % of the respondents being between the age of 18-22, 27% of the respondents being between the age of 23-27, 6.8% of the respondents being between the age of 28-32, 16.9% of the respondents being between the age of 33-37, 3.5% of the respondents being between the age of 38-42 and 1.7% of the respondents being between the age 48-52. In terms of education, 39% have completed and below, 15.3% have certificates, 23.7 % have diplomas, 18.6 % have degree and 3.4% have master degree. In terms experience, 69.5 % have 1-5 years playing and work experience, 11.7 % 6-10 years, 15.4 % 11-15, and 3.4% have 16-20 years' experience.

4.1.2 Organization, guideline and planning of the club

This section is organized to know the clubs are organized according to including one club full organization form, such as the head coach, assistant coaches, goalkeepers, medical team members, nutritionists etc...To understand the existence and implementation of guidelines and the conditions under which planning is conducted. Four questions are raised under this section, and the answers to each question are provided below in table four.

Table 4 answers of respondents' organizations, guideline and planning of the club

Group							
Male players		Female players		Coaching staffs		Bole sub city officers	
Is the club organized according to one club that can meet organizational form							
Yes	No	yes	No	Yes	No	yes	no
Number	Number	number	Number	Number	Number	number	number
14	4	5	18	2	6	8	2
Has the club clear and strong guideline that can be applied to achieve the club's goals							
15	3	18	5	7	1	7	3
Have the club long, medium and short term plan							
16	2	19	4	7	1	8	2
Trainings are provided based on a daily, weekly and monthly training plan							
12	6	19	4	7	1	8	2

The organization, guideline and planning of the clubs are summarized table in 4 in the above. The respondents responds for the question “are the clubs organized according to one club that can meet organizational form such as chief coach, assistance coaches, fitness coach, goal keeper coach, medical team, nutritionist, team leader, etc”49.2% of respondents were answered yes and 50.8% were answered no. For the question “has the clubs clear and strong guideline that can be applied to achieve the club's goals” 79.7 % of the respondents answered yes and 20.3% of the respondents answered no. For the question “have the clubs long, medium and short terms plan” 84.7%of the respondents answered yes and 15.3% of the respondents answered no. For the question “Trainings are provided based on a daily, weekly and monthly training plan” 78%of the respondents answered yes and 22% of the respondents answered no.

4.1.3 Coaches and players relationships

This section contains questions aimed at measuring the relationship between coaches and players. Below are five questions and an analysis of the answers to each question is provided below.

Table 5 answers of respondents' coaches and players relationships

Correction made by punishment when players destruct during training and competition				
very high	high	medium	low	very low
Number				
8	17	23	8	3
Correction made by teaching and advising when players destruct during training and competition				
15	25	13	6	-
Condition that all members of the team in collaborate to solve personal problems of their team members.				
12	25	18	4	-
Efforts to be successful both individually and as a team during training and competition				
9	19	15	8	8
Incentives for players who perform better during training and competition				
7	10	20	9	13

Table 5 in the above shows the participants' responses about coaches and players relationship, According to this, for the question “correction made by punishment when players destruct during trainings and competition” 13.6 %of respondents was answered very high, 28.8 % were answered high, 39 % were answered medium 13.6 % were answered low and 5% answered very low. For the question “correction made by advising when players destruct during trainings and competition” 25.4 % of respondents were answered very high, 42.4 % were answered high, 22% were answered medium and 10.2 % were answered low. For the question “condition that all members of the team in collaborate to solve personal problems of their team members.” 20.3 % of respondents were answered very high, 42.4 % were answered high, 30.5% were answered medium and 6.8 % were answered low. The other question of this section was “efforts to be successful both individual and as a team during training and competition focusing on sports principles rather than emotions”. 15.2 % of respondents were answered very high, 32.2% were answered high, 25.4% were answered medium, 13.6 % were answered low and 13.6% were answered very low. It is believed that rewarding rewards are important when players perform better in training and in competitions. One of the questions asked in this section is to measure this; the question was “incentives for players who perform better during training and competition”. According to this, 11.9 % of respondents were answered very high, 16.9 % were answered high, 33.9% were answered medium 15.3 % were answered low and 22 % answered very low.

4.1.4 Training and Competition implementation

This section contains questions designed to measure what the training and competition implementation process looks like. In this section, the main technical and tactical issues of football are discussed.

Table 6 answers of respondents for training and competition implementation

The training process helps players not to worry, to train in a fun way and to think and act as if they have won the competition ahead condition				
very high	high	Medium	low	very low
Number	number	Number	number	number
13	21	13	6	6
The training process is free of stress and often allows players to have a positive attitude towards hard work condition				
15	18	18	7	1
The club higher officials take risk for situations that contribute to the enhancement of the players' performance condition				
9	17	22	6	5
The training process taking by identifying the strengths and weaknesses of each player situation is				
11	20	18	5	5
In the training process about football techniques and tactics as long as the players practice they understand well situation				
18	20	17	4	-
The training process follows a scientific training method rather than traditional practice method				
19	20	14	5	1
The training process will continually evaluate the performance enhancement and technical competence of the players				
7	14	23	12	3
Situation that collecting of information by spying the situation of a competing team to ensure the success of the team during the preparation of the competition				
14	15	16	9	5

Table 6 shows the respondents responses to the eight questions asked about the training and competition implementation process as described above. The respondents' responses to each of the questions are analyzed as follows. For the question "the training process helps player not to worry to train in a fun way and to think and act as if they have won the competition ahead condition is?" 22 % of respondents were answered very high, 35.6 % were answered high, 22 % were answered medium, 10.2 were answered low and 10.2% were answered very low. The second question of this section was "the training process is free of stress and often allows players to have a positive attitude towards hard work condition" the responses are 25.4 % of respondents were answered very high, 30.5 % were answered high , and high 30.5 % were answered medium, 11.9 were answered low and 1.7 were answered very low. The third question of this section was "the club higher officials take risk for situations that contribute to the enhancement of the players' performance" the respondents were responses 15.3% of respondents were answered very high, 28.7 % were answered high, 37.3 % were answered medium, 10.2% were answered low and 8.5 were answered very low. The fourth question was "the training process taking by identifying the strengths and weaknesses of each player is" The answers are 18.6 % of respondents were answered very high, 33.9 % were answered high, 30.5 were answered medium, 8.5 % were answered low and 8.5 % answered very low. The other question of this section was "in the training process about football techniques and tactics as long as the players practice they understand well" The respondents responds were 30.5 % of respondents were answered very high, 33.9 % were answered high, 28.8 were answered medium and 6.8% were answered low. The sixth question of this section was "The training process follows a scientific training method rather than traditional practice method" The responses are 32.2 % of respondents were answered very high, 33.9 % were answered high 23.7 % were answered medium, 8.5% were answered low and 1.7 were answered very low. The other question of this section was "the training process will continually evaluate the performance enhancement and technical competence of the players" The respondents responds were 11.9 % of respondents were answered very high, 23.7 % were answered high, 38.9 were answered medium, 20.4% were answered low and 5.1 % were answered very low. The last question of this section was "situation that collecting of information by spying the situation of a competing team to ensure the success of the team during the preparation of the competition is" The respondents responds

were 23.7 % of respondents were answered very high, 25.4 % were answered high, 27.1 were answered medium, 15.3% were answered low and 8.5 % were answered very low.

4.1.5 Participation and motivation of the players

Section 4.5 contains questions those are investigating about participation of players on decision making issues, training plan and how is the general motivation of players. Seven questions were asked about participation and motivation, and the responses of the participants were analyzed as follows.

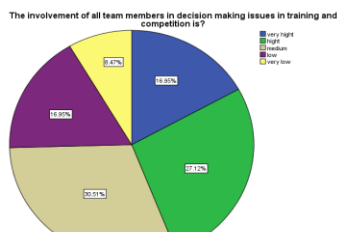


Fig 2 the involvement of all team members in decision making issues

As shows in figure 1 for the question “the involvement of all team members in decision making issues in training and competition is”16.1% of respondents were answered very high, 27.2% was answered high, 30.1% were answered medium, 16.95% were answered low and 8.47% said very low.

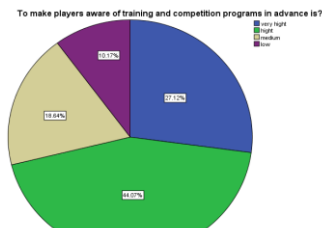


Fig 3 to make players aware of training and competition program in advance

The second question of this section was “to make players aware of training and competition programs in advance is” the responses are 27.12% of respondents were answered very high, 44.07% were answered high, and 18.64% were answered medium and 10.17% answered low.

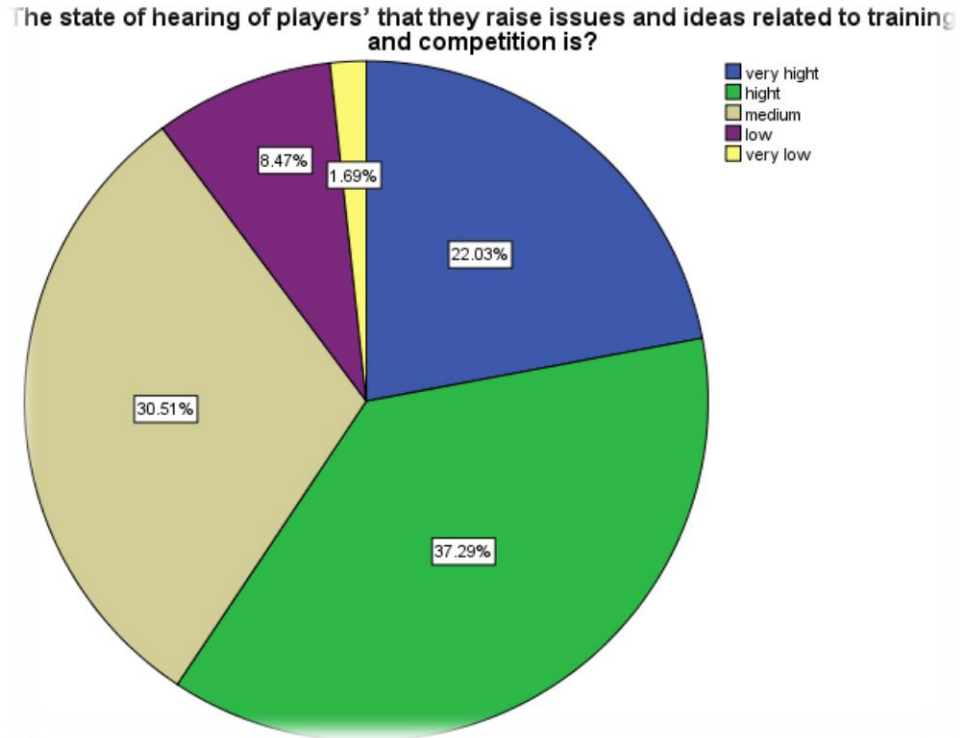


Fig 4 the state of hearing of players'

The third question of this section was “the state of hearing of players' that they raise issues and ideas related to training and competition is” the respondents were responses 22.03% of respondents were answered very high, 37.29% were answered high , 30.51% were answered medium, 8.4% were answered low and 1.69% were answered very low.

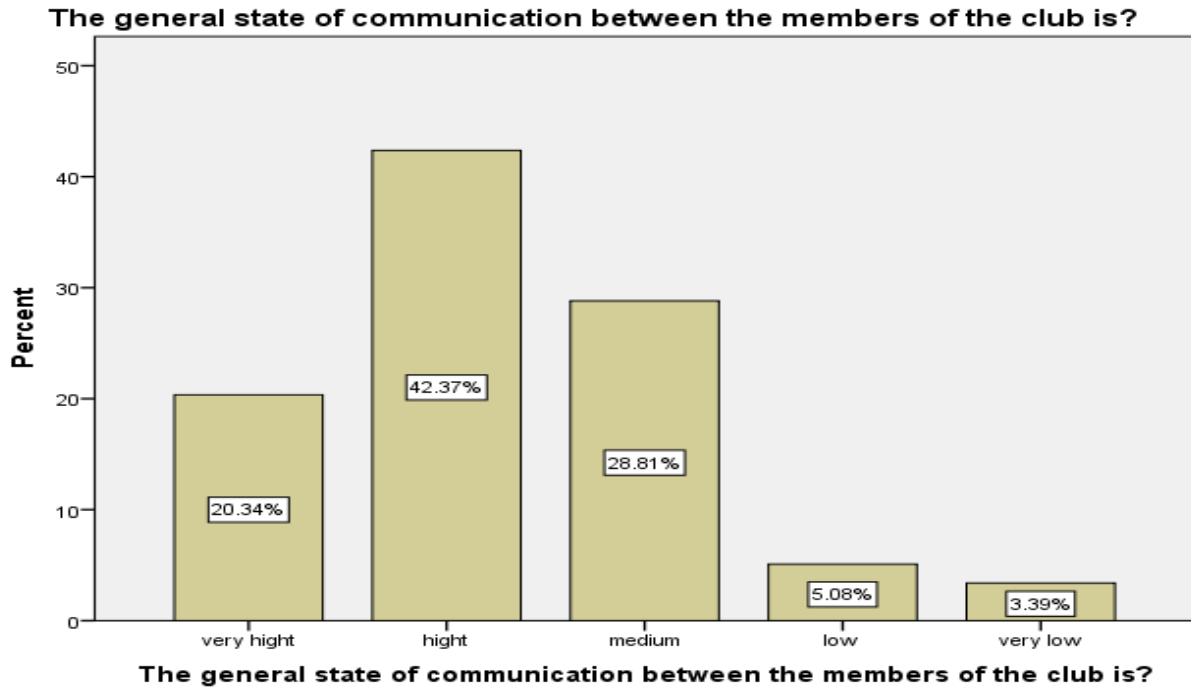


Fig 5 the general state of communication between the team members

The fourth question was “the general state of communication between the members of the club is” The answers are 20.34 % of respondents were answered very high, 42.37% were answered high, 28.81% were answered medium, 5.08% were answered low and 3.39 were answered low.



Fig 6 the motivation among team members

The other question of this section was “the motivation among team members is “The respondents responds were 28.81% of respondents were answered very high, 30.51% were answered high, 28.81% were answered medium and 11.86% were answered low.

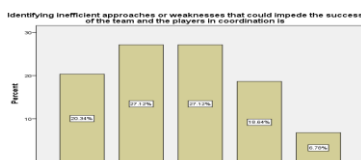


Fig 7 the identification of inefficient approaches or weaknesses

The sixth question of this section was “identifying inefficient approaches or weaknesses that could impede the success of the team and the players in coordination is”The responses are 20.34% of respondents were answered very high, 27.12% were answered high, 27.12% were answered medium , 18.64% were answered low and 6.78% answered very low.

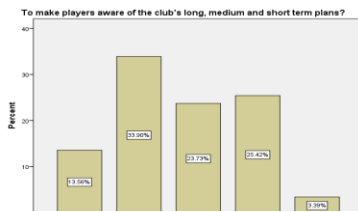


Fig 8 to make players aware of the club’s long, medium and short term plans

The last question of this section was “to make players aware of the club's long, medium and short term plans” the respondents were responses 13.56% of respondents were answered very high, 33.9% were answered high, 23.7% were answered medium, 25.42 % were answered low and 3.39% were answered very low.

4.1.6 Training equipment, field conditions and other supplies

The availabilities of adequate sports training materials to help develop the basic technical skills of the players , suitable field for training and competition, transpiration only serves the club , the supplies of adequate food for players after training and competition, comfortable accommodation for the players to take rest from fatigue after training and competition and players get immediate treatment for physical injuries suffered by them during training and competition are the major factors contributing to the success of one football team. In this section, the above issues were asked and the participants' responses to the questions were detailed below.

Table 7 Training equipment, field conditions and other supplies

The availability of adequate sports training materials to help develop the basic technical skills of the players				
very high	High	medium	Low	very low
Number	Number	Number	Number	Number
8	14	22	11	4
The availability of suitable field for training and competition				
12	15	16	7	9
The availability of transpiration only serves the club				
-	21	12	13	13
The supply of adequate food for players after training and competition				
5	19	20	11	4
The supply of comfortable accommodation for the players to take rest from fatigue after training and competition				
7	14	8	16	14
Players get immediate treatment for physical injuries suffered by them during training and competition				
3	12	11	12	21

Table 7 in the above shows the participant response equipment, field conditions and other supplies. Regarding to this for the question “the availabilities of adequate sports training materials to help develop the basic technical skills of the players”, 13.6 % of respondents were answered very high, 27.3 % were answered high, 37.3 % were answered medium, 18.6 % were answered low and 6.85 were answered very low..For the question “the availability of suitable field for training and competition, 20.3 % of respondents were answered very high, 25.4 % were answered high, 27.1 % were answered medium 11.9 % were answered low and 15.3 % were answered very low. For the question “the availability of transpiration only serves the club”35.6 % of respondents were answered high, 20.4 were answered medium, 22 % were answered low and 22 % were answered very low. For the question “the supply of adequate food for players after training and competition”, 8.5 % of respondents were answered very high, 32.2 % were answered high, 33.9 were answered medium, 18.6 % were answered low and 6.8 % were answered very low. For the question “the supply of comfortable accommodation for the players to take rest from fatigue after training and competition”, 11.9 % of respondents were answered very high, 23.7 % were answered high, 13.6% were answered medium, 27.1 % were answered low and 23.7 % were answered very low. For the question “Players get immediate treatment for physical injuries suffered by them during training and competition”, 5.2 % of respondents were answered very high,20.3 % were answered high, 18.6 were answered medium, 20.3 % were answered low and 35.6 % were answered very low.

4.2 . Data Analysis

The questions that led to the study are set out in chapter one section 1.3.The participants were answered 30 questions divided into five sections that are believed to be able to answer for the basic research questions. The answers given by the respondents were presented in this chapter section 4.1. It shows the percentage of respondents' responses to each question. In this section, for organization, guideline and planning of the clubs percentage analysis and for others questions correlation between them discussed below.

4.2.1 Analysis of organization, guideline and planning of the club

Table 8 Mean and mean of mean for organization, guideline and planning of the club

Questions	Respondents and their answers									mean	
	Male payers		Female players		Coaching staffs		Sport office officers		yes	no	
	Yes	No	yes	No	yes	no	yes	no	yes	no	
Is the club organized according to one club that can meet organizational form?	55.6	44.4	21.7	78.8	25	75	80	20	45.6	54.4	
Has the club clear and strong guideline that can be applied to achieve the club's goals?	55.6	44.4	73.8	21.7	87.5	12.5	70	30	72.8 5	27.15	
Have the club long, medium and short term plan?	61.1	38.9	82.6	17.4	87.5	12.5	80	20	77.8	22.2	
Trainings are provided based on a daily, weekly and monthly training plan?	55.6	44.4	82.6	17.4	87.5	12.5	80	20	76.4	23.6	
Mean of mean									67.9	32.1	

It is known that one of the most important contributions to the enhancement of one football club players' is the organization planning and guideline of the clubs. The results of the questions to determine the organizational, planning and guideline status of the two clubs is given in table 8 above. The basic point of this section was to know the clubs are organized according to including one club full organization form, such as the head coach, assistant coaches, goalkeepers, medical team members, nutritionists etc. and planning and guideline status of the two clubs. Four

questions are raised under this section, and the overall answers of respondents are provided below.

As shows the table 8 in the above 57% of male players' respondents responded their clubs have good organization, planning and guideline conditions and 43% answered no. In the same way female players respond 65.2% responded answered yes and 34.8% answered no. When we see the two clubs coaching staffs responds 71.9% says yes and 28.1% says no. Bole cub city sport office officers answered for this section was 77.5 said yes and 22.5% said no. This means the organization level, guideline and planning condition of the clubs is 67.9%.

4.2.2 Correlation of answers of variables and respondents by group

4.2.2.1 Correlation of answers of variables

From the five major variables the first one variable four questions given answers were responds discussed in the above. The rest four main variables raised questioners given answer were starting from very low to very high answers. One of the specific objectives of the study is to understand the correlation between those main variables. It was found necessary to create new variables to determine the relationship between the main variables. To find new variables i used the following way. The questions were asked from the highest to the lowest, and this situation was changed from the lowest to the highest by dividing the answers given by the main variable by dividing the number of queries by the number of queries. Spearman's correlation way, a non-parametric method, was used to measure the relationship between these variables. Accordingly, the relationship between the major variables is shown below.

- ✚ Correlation between coaches' players' relationship and training and completion implementation.

The other the major contributions to the enhancement of football players is the good communication between the coaches and the players, which is a great contribution to the success of the competition and accepting and applying the training provided by their coaches properly. Thus, in this study, five questions about the relationship between the coaches and the players and eight questions about the implementation of training and competition totally 13 quotations were presented and answered by all participants. The correlation between them is discussed below.

Table 9 Correlation between Coaches and players relationships and Training and Competition implementation

			Correlations	
			Coaches and players relationships	Training and Competition implementation
Spearman's rho	Coaches and players relationships	Correlation Coefficient	1.000	.821**
		Sig. (2-tailed)	.	.000
		N	59	59
	Training and Competition implementation	Correlation Coefficient	.821**	1.000
		Sig. (2-tailed)	.000	.
		N	59	59

** . Correlation is significant at the 0.01 level (2-tailed).

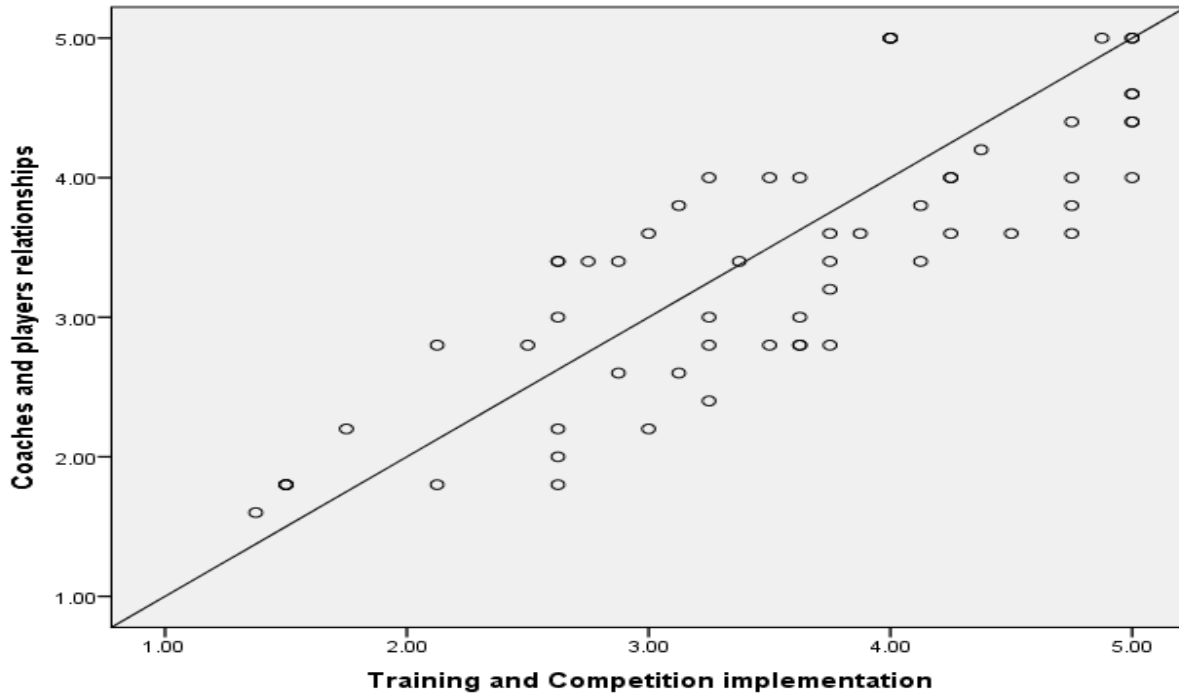


Fig 9 Correlation between Coaches and players relationships and Training and Competition implementation

As it is known, the questions asked about relationship between coaches and players and the implementation of training and competition in the two clubs were answered starting from very high to very low, and it is necessary to create a new variables based on the responses of the respondents to know the correlation between the two questions recode in to the same variables starting from very low to very high. Accordingly, by compute variables new variables can be created. It is then to determine their correlation using Spearman's correlation way in a non-parametric method. Accordingly, the correlation of the two variables is significant, as shown in the table 9 and figure 8 in the above.

- ✚ Correlation between Participation and motivation of the players and Training equipment, field conditions and other supplies

Table 10 Correlation between Participation and motivation of the players and training equipment, field conditions and other supplies

			Correlations	
			Participation and motivation of the players	Training equipment, field conditions and other supplies
Spearman's rho	Participation and motivation of the players	Correlation Coefficient	1.000	.902**
		Sig. (2-tailed)	.	.000
		N	59	59
	Training equipment, field conditions and other supplies	Correlation Coefficient	.902**	1.000
		Sig. (2-tailed)	.000	.
		N	59	59

** . Correlation is significant at the 0.01 level (2-tailed).

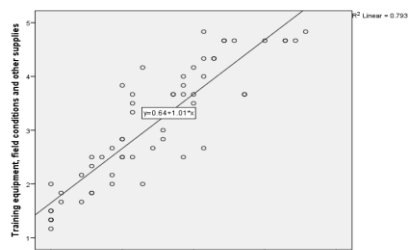


Fig 10 Correlation between Participation and motivation of the players and training equipment, field conditions and other supplies

Table 10 and Figure 9 above show the correlation between Participation and motivation of the players and training equipment, field conditions and other supplies. Seven questions on participation and motivation and six questions on the training equipment, field conditions and other supplies total of 13 questions were answered by participants. The correlation between these two variables is significant as shown in the table 10 and figure 9 in the above.

✚ Correlation between Coaches and players relationships and Participation and motivation of the players

Table 11 Correlation between Coaches and players relationships and Participation and motivation of the players

			Correlations	
			Coaches and players relationships	Participation and motivation of the players
Spearman's rho	Coaches and players relationships	Correlation Coefficient	1.000	.865**
		Sig. (2-tailed)	.	.000
		N	59	59
	Participation and motivation of the players	Correlation Coefficient	.865**	1.000
		Sig. (2-tailed)	.000	.
		N	59	59

** . Correlation is significant at the 0.01 level (2-tailed).

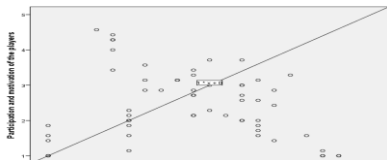


Fig 11 Correlation between Participation and motivation of the players and training equipment, field conditions and other supplies

Table 11 and Figure 10 above show Correlation between Participation and motivation of the players and Training equipment, field conditions and other supplies. Similarly, the method I used to find out the relationship between the two variables is as the same of 4.2.2 above. The correlation between these two variables is one and closes to one. That indicates the correlation between the two variables is significant.

4.2.2.2 Correlation of answers of respondents by group

This section shows the efforts made to identify the respondents’ answers in each of the four main variables of the study according to their groups. These groups are men’s and females players, coaching staffs and bole cub-city sport office managers and officers. The correlations between respondents according to their groups are listed below.

Table 12 coaches and players relationship correlation answered male and female players

Correlations			Cm_total	Cf_total
Spearman's rho	Cm_total	Correlation Coefficient	1.000	.031
		Sig. (2-tailed)	.	.888
		N	23	23
	Cf_total	Correlation Coefficient	.031	1.000
		Sig. (2-tailed)	.888	.
		N	23	23

The correlation between the male and female players described in Table 12 above, accordingly, the Cm-total variables shows that ‘C’ is shows main variable order, m shows male club players. There for Cm-total shows total responses of variable ‘C’ in male players. In the same way, Cf-total shows total responses of variable ‘C’ in female players. As shown in figure 12 in the above, the response of the players of both clubs to the correlation between the male female players is very close as it near to 0.1

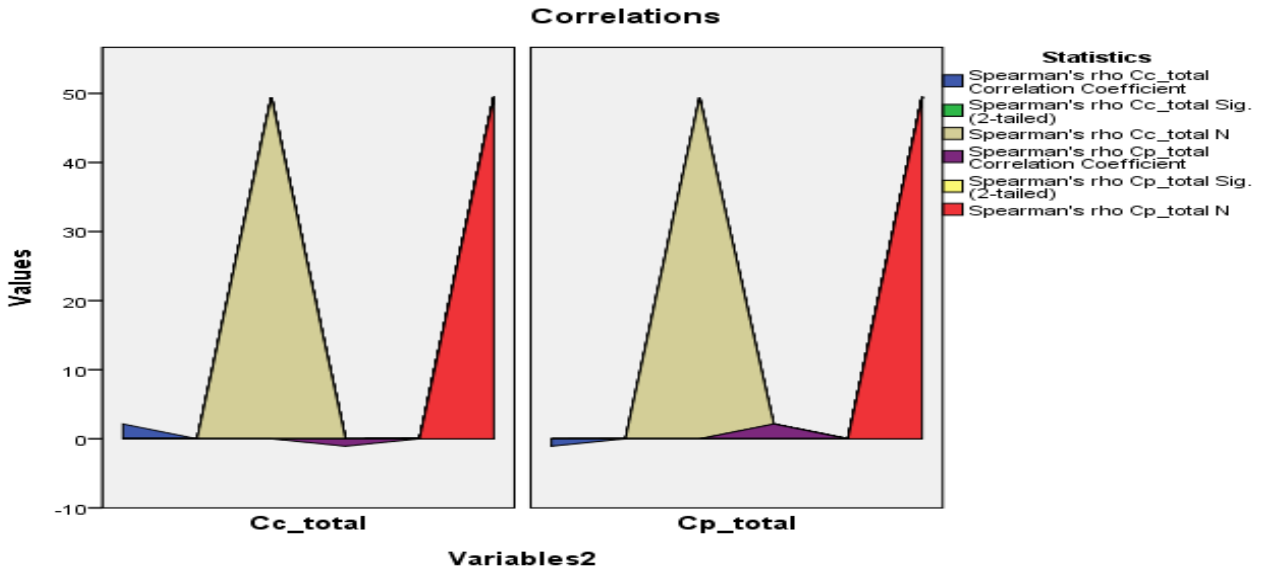


Fig 12 coaches and players relationship correlation answered all players and coaching staffs

The correlation between both group players and coaches described as in figure 12 in the above. Accordingly, the Cc-total variable indicates that the order of ‘C’ main variable. And ‘c’ indicates the group of coaches. Accordingly, the Cc-total indicates the overall result of the coaching staff’s response to the ‘C’ main variable. In the same way, Cp-total indicates the place where the C-main indicator is placed and p shows the total number of players. Accordingly, Cp-total indicates the total result of all players’ response to the main variable’s’. As we see the picture in the above, the response of the all players and coaching staff of both clubs is very close as it is close to 0.1.

Chapter Five

5. Summary, Conclusion and Recommendation

5.1. Summary, Conclusion and Recommendation

This study was about analysis of the football coaching leadership styles impact on athletes' performance during training and competition in Bole sub-city women higher league and men first league clubs players. The study used a survey research design that used 59 respondents. The answers given by the respondents in chapter 4 discussed in the above. It shows the percentage of respondents' responses to each question and correlation and irrigation between each variable. In this chapter, summary, conclusion and recommendation are discoursed below.

5.1 Summary

There were four main research questions in chapter one section 1.3. Five main variables set they could able to given answer for those research questions. Respondents respond 31 questions those were under five variables. Accordingly, the summary of the variables included under each of the main questions are listed below.

The first research question was “What are the major factors which affect coaching leadership styles on athletes' performance?” As the result of the research shows that organization, guideline and planning condition of the clubs, training equipment, field conditions and other supplies and implementation of training and competition are the major factors which affect coaching leadership styles on athletes' performance. 20 questions were rose under those three variables to understand the nature of their main influence factors.

As shows in chapter 4 more than fifty percent of male players' respondents responded their clubs have good organization, planning and guideline situation. In the same way majority of female players responded also the clubs have good organization, planning and guideline conditions. The two clubs coaching staffs responds the state of the two clubs organization, planning and guideline is in very high level. Bole cub city sport office officers answered in similar way of coaching staffs respond.

The second major factor that affects coaching leadership styles on athletes' performance is training equipment, field conditions and other supplies. Thus, participants were answered questions about this. On the subject of this, the availabilities of adequate sports training materials, the availability of suitable field, the supply of adequate food for players and the supply of comfortable accommodation the majority responded are medium level. When to see about the availability of transpiration circumstance respondents answered shows is most responded is high level. In the other way the respondents answers shows that players get immediate treatment for physical injuries suffered by them during training and competition accesses is mainly low level.

The third major factor that affects coaching leadership styles on athletes' performance is training and competition implementation process. Eight questions were answered to explain this situation. Among those questions, the training process helps player not to worry to train in a fun way and free of stress condition, the training process taking by identifying the strengths and weaknesses and the process follows a scientific training method rather than traditional practice method are according to majority respondents is high level. But the club higher officials take risk for situations that contribute to the enhancement of the players' performance and the training process will continually evaluate way shows medium level.

One of the main questions in the research was how coaches recognize those affecting factors? To understand this, it was important to know the correlation between the coaching staff and the two clubs players' response. Therefore, the correlation between both teams' players and coaches described figure 12 in chapter four. As a result to see the correlation in figure 12, the response of all players and coaching staff of both clubs is very close correlated.

In the other way the main research question that needs to be answered was "do coaches follow conditional coaching leadership style that will enhance for their players' performance?" There are many football coaching leadership styles, and also many features that are characterized those coaching leadership styles. Among these coaches and players relationship and participation and motivation of the players are the major ones. To verify the implementation of these coaching leadership styles characteristics in both clubs eleven questions were asked and the major ones answered are summarized as follows.

Correction made by punishment, correction made by advising ,all members of the team in collaborate to solve personal problems of their team members , to make players aware of training

and competition programs in advance and efforts to be successful both individual and as a team are implemented in high level answered is more outcomes. On the other hand, the state of implementation incentives and the involvement of all team members in decision making issues in training and competition are at medium level.

5.2 .Conclusion

The results of the research led to the following conclusions.

1. Organization, guideline and planning status of the clubs are the major factors those affect coaching leadership styles on athletes performance. This condition in the two clubs is not at desired level. The existence of gap indicates that the football coaching leadership style has a negative impact of on players' performance.
2. The correlation between the male and female players response is very close as it near to 0.1. This indicates the coaching leadership style of both team give equal opportunity for male and female players.
3. In the two clubs except the availability of adequate sports training materials and the supply of adequate food are high level. This indicate that coaching leadership style have positive impact on players' performance.
4. From situations that contribute significantly to the performance of players' participation of players in decision-making issues and encouragement of players who perform better performance during training and competitions are the basic elements in any football clubs. The conditions of these elements in the two clubs are very encouraging. The goodness of these elements in both clubs selected for the research shows that the coaches dose follow conditional coaching leadership style that will enhance for the players' performance.

5.3 . Recommendation

Based on the result of the study, the following are suggested as recommendation which might improve football coaching leadership styles impact on athletes' performance during training and competition in Bole sub-city women higher league and men first league clubs players.

- The most important things that can enhance the performance of football players are the complete organization form of the clubs, the short, medium and long term plans that can

be implemented and the rules and guidelines that can be implemented by all parties. According to the research, the result of that situation of both clubs is 67.9%. This percentage should be higher than this in the future. In particular, the lack of goalkeeper coaches and nutritionists in the organization of the clubs was confirmed by the research participants. Completion of these two coaching staff members in addition to reducing workload for the head and assistant coach believed to contribute to the enhancement of the players' performance and the success of the clubs.

- According to the results of the study the relationship between coaches and players and the overall participation and motivation of the players in the two clubs follow a democratic coaching leadership style. This is an indication of the two clubs good performance in this year (2013E.C) competition. Overall, the situation of both clubs is very good and promising, but the results on training and competition implementation will need to be improved. As well the club's higher officials should also take more responsibility for issues that may contribute to the enhancement of players' performance.
- Currently the most popular and practiced coaching leadership styles are authoritative, democratic and laissez-faire coaching leadership styles. These coaching leadership styles have much strength and many weaknesses sides. Rather, a Business-Like coaching leadership style has the much strong side and the less weak side football coaching leadership style. So if both clubs follow this football coaching leadership style, they will produce highly qualified football players able them score more result and help to improvement of the country's football ranking.
- Finally, the sub-city's support to the clubs in terms of transport, food, medical and field services is encouraged and will continue, however, there is a need for improvement in the provision of training materials .

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Appendixes

2. Has the club clear and strong guideline that can be applied to achieve the club's goals?

- A. Yes b. No

If your answer is no, can you explain how the club led? -----

3. If your answer is yes for question number 2 can you explain how the guidelines implement?

4. Have the club long, medium and short term plan?

- A. Yes B. No

5. Trainings are provided based on a daily, weekly and monthly training plan?

- A. Yes B. No

If your answer is no, can you explain how trainings are provided?

Section C; Coaches and players relationships

1. Correction made by punishment when players destruct during training and competition?

- A. Very high B. High C. Medium D. Low E. Very low

2. Correction made by teaching and advising when players destruct during training and competition?

- A. Very high B. High C. Medium D. Low E. Very low

3. Condition that all members of the team in collaborate to solve personal problems of their team members.

- A. Very high B. High C. Moderate D. Low E. Very low

4. The condition that resolve conflict between players during training and competition without discrimination?

5. Efforts to be successful both individually and as a team during training and competition by focusing on sports principles rather than emotions.

- A. Very high B. High C. Medium D. Low E. Very low

6. Incentives for players who perform better during training and competition?

- A. Very high B. High C. Medium D. Low E. Very low

Section D; Training and Competition implementation

1. The training process helps players not to worry, to train in a fun way and to think and act as if they have won the competition ahead condition is?

A. Very high B. High C. Medium D. Low E. Very low

2. The training process is free of stress and often allows players to have a positive attitude towards hard work condition?

A. Very high B. High C. Medium D. Low E. Very low

3. The club higher officials (coaches, team leaders, sports office managers, etc.) take risk for situations that contribute to the enhancement of the players' performance condition?

A. Very high B. High C. Medium D. Low E. Very low

4. The training process taking by identifying the strengths and weaknesses of each player situation is?

A. Very high B. High C. Medium D. Low E. Very low

5. In the training process about football techniques and tactics as long as the players practice they understand well situation is?

A. Very high B. High C. Medium D. Low E. Very low

6. The training process follows a scientific training method rather than traditional practice method?

A. Very high B. High C. Medium D. Low E. Very low

7. The training process will continually evaluate the performance enhancement and technical competence of the players?

A. Very high B. High C. Medium D. Low E. Very low

8. Situation that collecting of information by spying the situation of a competing team to ensure the success of the team during the preparation of the competition is?

A. Very high B. High C. Medium D. Low E. Very low

Section D; Participation and motivation of the players

1. The involvement of all team members in decision making issues in training and competition is? A. Very high B. High C. Medium D. Low E. Very low

If your answer is low and below, explain that decisions are made by whom?

2. To make players aware of training and competition programs in advance is?

A. Very high B. High C. Medium D. Low E. Very low

3. The state of hearing of players' that they raise issues and ideas related to training and competition is?

A. Very high B. High C. Medium D. Low E. Very low

4. The general state of communication between the members of the club is?

A. Very high B. High C. Medium D. Low E. Very low

If your answer is low and below, can you explain the reasons? -----

5. The motivation among team members is?

A. Very high B. High C. Medium D. Low E. Very low

If your answer is low and below, explain the reasons? -----

6. Identifying inefficient approaches or weaknesses that could impede the success of the team and the players in coordination is?

A. Very high B. High C. Medium D. Low E. Very low

7. To make players aware of the club's long, medium and short term plans?

A. Very high B. High C. Medium D. Low E. Very low

Section E; Training equipment, field conditions and other supplies

1. The availability of adequate sports training materials to help develop the basic technical skills of the players?

A. Very high B. High C. Medium D. Low E. Very low

2. The availability of suitable field for training and competition?

A. Very high B. High C. Medium D. Low E. Very low

3. The availability of transpiration only serves the club?

A. Very high B. High C. Medium D. Low E. Very low

4. The supply of adequate food for players after training and competition?

A. Very high B. High C. Medium D. Low E. Very low

3. Condition that all members of the team in collaborate to solve personal problems of their team members.

A. Very high B. High C. Moderate D. Low E. Very low

4. The condition that resolve conflict between players during training and competition without discrimination?

5. Efforts to be successful both individually and as a team during training and competition by focusing on sports principles rather than emotions.

A. Very high B. High C. Medium D. Low E. Very low

6. Incentives for players who perform better during training and competition?

A. Very high B. High C. Medium D. Low E. Very low

Section D; Training and Competition implementation

1. The training process helps players not to worry, to train in a fun way and to think and act as if they have won the competition ahead condition is?

A. Very high B. High C. Medium D. Low E. Very low

2. The training process is free of stress and often allows players to have a positive attitude towards hard work condition?

A. Very high B. High C. Medium D. Low E. Very low

3. The club higher officials (coaches, team leaders, sports office managers, etc.) take risk for situations that contribute to the enhancement of the players' performance condition?

A. Very high B. High C. Medium D. Low E. Very low

4. The training process taking by identifying the strengths and weaknesses of each player situation is?

A. Very high B. High C. Medium D. Low E. Very low

5. In the training process about football techniques and tactics as long as the players practice they understand well situation is?

A. Very high B. High C. Medium D. Low E. Very low

6. The training process follows a scientific training method rather than traditional practice method?

A. Very high B. High C. Medium D. Low E. Very low

7. The training process will continually evaluate the performance enhancement and technical competence of the players?

A. Very high B. High C. Medium D. Low E. Very low

8. Situation that collecting of information by spying the situation of a competing team to ensure the success of the team during the preparation of the competition is?

A. Very high B. High C. Medium D. Low E. Very low

Section D; Participation and motivation of the players

1. The involvement of all team members in decision making issues in training and competition is? A. Very high B. High C. Medium D. Low E. Very low

If your answer is low and below, explain that decisions are made by whom?

2. To make players aware of training and competition programs in advance is?

A. Very high B. High C. Medium D. Low E. Very low

3. The state of hearing of players' that they raise issues and ideas related to training and competition is?

A. Very high B. High C. Medium D. Low E. Very low

4. The general state of communication between the members of the club is?

A. Very high B. High C. Medium D. Low E. Very low

If your answer is low and below, can you explain the reasons? -----

5. The motivation among team members is?

A. Very high B. High C. Medium D. Low E. Very low

If your answer is low and below, explain the reasons? -----

6. Identifying inefficient approaches or weaknesses that could impede the success of the team and the players in coordination is?

A. Very high B. High C. Medium D. Low E. Very low

7. To make players aware of the club's long, medium and short term plans?

A. Very high B. High C. Medium D. Low E. Very low

Section E; Training equipment, field conditions and other supplies

1. The availability of adequate sports training materials to help develop the basic technical skills of the players?

A. Very high B. High C. Medium D. Low E. Very low

2. The availability of suitable field for training and competition?

A. Very high B. High C. Medium D. Low E. Very low

3. The availability of transpiration only serves the club?

A. Very high B. High C. Medium D. Low E. Very low

4. The supply of adequate food for players after training and competition?

A. Very high B. High C. Medium D. Low E. Very low

5. The supply of comfortable accommodation for the players to take rest from fatigue after training and competition?

A. Very high B. High C. Medium D. Low E. Very low

6. Health examination given for players to determine their health status before training and competition?

A. Very high B. High C. Medium D. Low E. Very low

7. Players get immediate treatment for physical injuries suffered by them during training and competition?

A. Very high B. High C. Medium D. Low E. Very low

Thank you very much

(Chief Coach, Assistance Coaches, Fitness and conditioning Coach, Goal Keeper Coach, Medical Team, Nutritionist, Team Leader, etc.)

- A. Yes b. No

2. Has the club clear and strong guideline that can be applied to achieve the club's goals?

- A. Yes b. No

If your answer is no, can you explain how the club led? -----

-----.

3. If your answer is yes for question number 2 can you explain how the guidelines implement?

4. Have the club long, medium and short term plan?

- A. Yes B. No

5. Trainings are provided based on a daily, weekly and monthly training plan?

- A. Yes B. No

If your answer is no, can you explain how trainings are provided?

Section C; Coaches and players relationships

1. Correction made by punishment when players destruct during training and competition?

- A. Very high B. High C. Medium D. Low E. Very low

2. Correction made by teaching and advising when players destruct during training and competition?

- A. Very high B. High C. Medium D. Low E. Very low

3. Condition that all members of the team in collaborate to solve personal problems of their team members.

- A. Very high B. High C. Moderate D. Low E. Very low

4. The condition that resolve conflict between players during training and competition without discrimination?

5. Efforts to be successful both individually and as a team during training and competition by focusing on sports principles rather than emotions.

A. Very high B. High C. Medium D. Low E. Very low

6. Incentives for players who perform better during training and competition?

A. Very high B. High C. Medium D. Low E. Very low

Section D; Participation and motivation of the players

1. The involvement of all team members in decision making issues in training and competition is? A. Very high B. High C. Medium D. Low E. Very low

If your answer is low and below, explain that decisions are made by whom?

2. To make players aware of training and competition programs in advance is?

A. Very high B. High C. Medium D. Low E. Very low

3. The state of hearing of players' that they raise issues and ideas related to training and competition is?

A. Very high B. High C. Medium D. Low E. Very low

4. The general state of communication between the members of the club is?

A. Very high B. High C. Medium D. Low E. Very low

If your answer is low and below, can you explain the reasons? -----

5. The motivation among team members is?

A. Very high B. High C. Medium D. Low E. Very low

If your answer is low and below, explain the reasons? -----

6. Identifying inefficient approaches or weaknesses that could impede the success of the team and the players in coordination is?

A. Very high B. High C. Medium D. Low E. Very low

7. To make players aware of the club's long, medium and short term plans?

A. Very high B. High C. Medium D. Low E. Very low

Section E; Training equipment, field conditions and other supplies

1. The availability of adequate sports training materials to help develop the basic technical skills of the players?
A. Very high B. High C. Medium D. Low E. Very low
2. The availability of suitable field for training and competition?
A. Very high B. High C. Medium D. Low E. Very low
3. The availability of transpiration only serves the club?
A. Very high B. High C. Medium D. Low E. Very low
4. The supply of adequate food for players after training and competition?
A. Very high B. High C. Medium D. Low E. Very low
5. The supply of comfortable accommodation for the players to take rest from fatigue after training and competition?
A. Very high B. High C. Medium D. Low E. Very low
6. Health examination given for players to determine their health status before training and competition?
A. Very high B. High C. Medium D. Low E. Very low
7. Players get immediate treatment for physical injuries suffered by them during training and competition?
A. Very high B. High C. Medium D. Low E. Very low

Thank you very much

በቦሌ ክፍለ ከተማ ሴቶች ከፍተኛ ሊግ እና ወንዶች አንደኛ ዲቪዥን

ቡድኖች ላይ ጥናት ለማጥናት የተዘጋጀ መጠይቅ

ይህ መጠይቅ በቦሌ ክፍለ ከተማ ስፖርት ጽ/ቤት ስር ባሉ የሴቶች ከፍተኛ ሊግ እና ወንዶች አንደኛ ዲቪዥን ክለቦች ላይ እየተጫወቱ ባሉ ተጫዋቾች የእግር ኳስ የአሰልጣጠን አመራር ዘይቤዎች በስልጠና እና በውድድር ወቅት በተጫዋቾች ችሎታ መሻሻል እና ውጤታማነት ላይ የሚያሳድሩትን ተጽዕኖ ለማጥናት የተዘጋጀ መጠይቅ ነው ።

ውድ የዚህ ጥናት ተሳታፊዎች የምትሰጡት ምላሽ ለዚህ ጥናት ስኬት በጣም አስፈላጊ ግብዓት በመሆኑ በተቻለ መጠን ጊዜ ሰጥታችሁ መጠይቆቹን እንድትሞሉ እየጠየኩ የምትሰጡት ምላሽ ለማስተር ዲግሪ (Master of sport science in football coaching) መመረቂያ ጽሁፍ ለማዘጋጀት ብቻ የሚውልና ሚስጥራዊነቱም እጅግ የተጠበቀ የሚሆን መሆኑን ልገልጽላችሁ እወዳለሁ።

- በመጠይቁ ላይ ስምም ሆነ ሌላ ማንነትን ሊገልጽ የሚችል ጽሁፍ መጻፍ አስፈላጊ አይደለም።
- ከተሰጡት አማራጮች ውስጥ ትክክለኛ ምላሽ ነው ብለው የሚያስቡትን አንድ መልስ ብቻ በፊደሉ ላይ ምልክት በማድረግ ምላሾችን ያስቀምጡ።
- ማብራሪያ የሚፈልጉ ጥያቄዎች ላይ ባለው ክፍት ቦታ ላይ ሃሳቦችን በነጻነት ይጻፉ ።

ለሚያደርጉልኝ ቅንነት ለተሞላው ትብብርዎ የላቀ ምስጋናዬን ከወዲሁ አቀርባለሁ!

ክፍል አንድ:- የግል ሁኔታ መረጃዎች

1. እየተጫወቱ ያሉበት ክለብ-----
2. ምድብ ሀ. ወንድ ለ. ሴት
3. ዕድሜ ሀ. ከ18 ዓመት በታች ለ. ከ18-22 ሐ.ከ23-27 መ.ከ28-32 ሠ.ከ32-37
ረ. 38 ዓመት እና ከዚያ በላይ
4. የትምህርት ደረጃ ሀ. 12ኛ ክፍል ያጠናቀቀ/ች እና ከዚያ በታች ለ. የምስክር ወረቀት (ከሌቭል 1-3) ሐ.ዲፕሎማ መ.ዲግሪ ሰ.ማስተርስ እና ከዚያ በላይ
5. በክለቡ የቆዩበት ጊዜ ሀ. 1-2 ዓመት ለ 2-4 ዓመት ሐ. 4-6 ዓመት
መ ከ 6 ዓመት በላይ

ክፍል ሁለት፡- የቡድኑ አደረጃጀት ፣ መመሪያና በዕቅድ የመመራት ሁኔታን በተመለከተ

1. ቡድኑ አንድ ቡድን ሊያሟላ በሚችል የአደረጃጀት ሁኔታ መሰረት የተደራጀ (ዋና አሰልጣኝ፣ ምክትል አሰልጣኝ ፣የአካል ብቃት አሰልጣኝ ፣ የበረኛ አሰልጣኝ፣ የህክምና ቡድን፣ የምግብ ክትትል ባለሙያ፣ የቡድን መሪ ፣ ወዘተ) በማካተት የተደራጀ

ሀ. ነው ለ. አይደለም

መልሶዎ አይደለም ከሆነ ቡድኑ በምን መልኩ እንደተደራጀ ቢያብራሩ?

2. የቡድኑን ግቦች ለማሳካት የሚያስችል ሁሉም ሊተገብረው የሚችለው ግልጽና ጠንካራ መመሪያ

ሀ. አለ ለ.የለም

መልሶዎ የለም ከሆነ ቡድኑ የሚመራበት ሁኔታ እንዴት እንደሆነ ቢገልጹ?

3. ለተራ ቁጥር 2 ጥያቄ መልስዎ አለው ከሆነ የአተገባበሩን ሁኔታ ቢያብራሩ?

4. ቡድኑ የሚመራበት የረጅም፣ የመካከለኛና የአጭር ጊዜ ዕቅድ

ሀ.አለ ለ.የለም

5. ስልጠናዎች የሚሰጡት ዕለታዊ ሳምንታዊና ወርሃዊ የስልጠና ዕቅድ ላይ በመመርኮዝ

ሀ. ነው ለ. አይደለም

መልስዎ አይደለም ከሆነ ስልጠናዎች የሚሰጡት እንዴት እንደሆነ ቢያብራሩ? -----

ክፍል ሶስት :- የአሰልጣኞች እና የተጨማሪ የእርስ በርስ

ግንኙነትን በተመለከተ

1. ተጫዋቾች በግጥሚያ ጊዜም ሆነ በስልጠና ወቅት በሚያጠፉት ጥፋት የሚደረገው ማስተካከያ ቅጣት ላይ ብቻ የሚያተኩር መሆኑ?

- ሀ. በጣም ከፍተኛ ነው
- ለ. ከፍተኛ ነው
- ሐ. መካከለኛ ነው
- መ. ዝቅተኛ ነው
- ሠ. በጣም ዝቅተኛ ነው

2. ተጫዋቾች በግጥሚያ ጊዜም ሆነ በስልጠና ወቅት በሚያጠፉት ጥፋት የሚደረገው ማስተካከያ በማስተማርና በምክር ላይ የሚያተኩር መሆኑ?

- ሀ. በጣም ከፍተኛ ነው
- ለ. ከፍተኛ ነው
- ሐ. መካከለኛ ነው
- መ. ዝቅተኛ ነው
- ሠ. በጣም ዝቅተኛ ነው

3. ተጫዋቾች በግል የሚገጥሟቸውን ችግሮች ሁሉም የቡድኑ አባላት በመተጋገዝ መፍትሄ እንዲያገኙ የማድረግ ሁኔታ?

- ሀ. በጣም ከፍተኛ ነው
- ለ. ከፍተኛ ነው
- ሐ. መካከለኛ ነው
- መ. ዝቅተኛ ነው
- ሠ. በጣም ዝቅተኛ ነው

4. በስልጠናም ሆነ በግጥሚያ ወቅት በተጫዋቾች መሀል የሚፈጠሩ ግጭቶችን ከአድሎዎዊነት ነጻ በመሆን የመፍታት ሁኔታ?

- ሀ. በጣም ከፍተኛ ነው
- ለ. ከፍተኛ ነው
- ሐ. መካከለኛ ነው
- መ. ዝቅተኛ ነው
- ሠ. በጣም ዝቅተኛ ነው

5. በስልጠናም ሆነ በውድድር ወቅት ሁሉም የቡድኑ አባላት ከስሜታዊነት ይልቅ በስፖርታዊ መርሆች ላይ በማተኮር በግልም ይሁን በቡድን ውጤታማ ለመሆን የሚደረገው ጥረት?

- ሀ. በጣም ከፍተኛ ነው
- ለ. ከፍተኛ ነው
- ሐ. መካከለኛ ነው
- መ. ዝቅተኛ ነው
- ሠ. በጣም ዝቅተኛ ነው

6. በስልጠናም ሆነ በግጥሚያ ጊዜ የተሻለ አፈጻጸም ለሚያሳዩ ተጫዋቾች የማበረታቻ ሽልማቶች የመስጠጥ ሁኔታ?

- ሀ. በጣም ከፍተኛ ነው
- ለ. ከፍተኛ ነው
- ሐ. መካከለኛ ነው
- መ. ዝቅተኛ ነው
- ሠ. በጣም ዝቅተኛ ነው

ክፍል አራት፡- የሥልጠናና የውድድር አተገባበር ሁኔታዎችን በተመለከተ

1. የስልጠና ሂደቱ ተጫዋቾች እንዳይጨነቁ፣ በተዘናኖት እንዲሰለጥኑና ከፊት ለፊት የሚጠብቃቸውን ግጥሚያ እንዳሸነፉ አድረገው እንዲያስቡና እንዲተገብሩት የማድረግ ሁኔታው?

ሀ. በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ. ዝቅተኛ ነው ሠ. በጣም ዝቅተኛ ነው

2. የስልጠና ሂደቱ ተጫዋቾች ከጭንቀት ነፃ በመሆን ብዙውን ጊዜ ለጠንካራ ሥራ አዎንታዊ አመለካከት እንዲኖራቸው የማድረግ ሁኔታው?

ሀ. በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ. ዝቅተኛ ነው ሠ. በጣም ዝቅተኛ ነው

3. የቡድኑ የበላይ ኃላፊዎች(አሰልጣኞች ፣ ቡድን መሪዎች፣ የስፖርት ጽ/ቤት ኃላፊዎች ወዘተ) ለተጨማሪቻቸው ችሎታ ማደግ አስተዋዕጾ የሚያበረክቱ ከአቅም በላይ ለሆኑ አጋጣሚዎች ኃላፊነት የመውሰድ ሁኔታቸው?

ሀ. በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ. ዝቅተኛ ነው ሠ. በጣም ዝቅተኛ ነው

4. የስልጠና ሂደቱ የእያንዳንዱን ተጫዋች ጠንካራ እና ደካማ ጎን በመለየት እንደየሁኔታቸው የተዘጋጀና የሚተገበር ከመሆኑ አንጻር ያለው ሁኔታ?

ሀ. በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ. ዝቅተኛ ነው ሠ. በጣም ዝቅተኛ ነው

5. የስልጠና ሂደቱ የእግር ኳስ ቴክኒኮች እና ታክቲኮች ተጫዋቾች እስከሚገባቸው ድረስ ተረድተውት እንዲሰለጥኑና እንዲተገብሩ የማድረግ ሁኔታው?

ሀ. በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ. ዝቅተኛ ነው ሠ. በጣም ዝቅተኛ ነው

6. የስልጠና ሂደቱ ከልማዳዊ አሰራር ይልቅ ሳይንሳዊ የአሰልጣጠን ዘዴን የሚከተል መሆኑ?

ሀ. በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ. ዝቅተኛ ነው ሠ. በጣም ዝቅተኛ ነው

7. የስልጠናው ሂደት የተጫዋቾችን የችሎታ ዕድገት እና የቴክኒክ ብቃት በተከታታይ እየተገመገመ የሚሄድበት መሆኑ?

ሀ.በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ.ዝቅተኛ ነው
ሠ. በጣም ዝቅተኛ ነው

8. ቡድኑ የግጥሚያ ዝግጅት በሚያደረግበት ጊዜ የቡድኑን ውጤታማነት ለማስጠበቅ የተፎካካሪ ቡድን ሁኔታን በመሰለል መረጃዎችን የማሰባሰብ ሁኔታ?

ሀ.በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ.ዝቅተኛ ነው
ሠ. በጣም ዝቅተኛ ነው

ክፍል አምስት:- የተጫዎችን ተሳትፎ እና ተነሳሽነት ከማሳደግ አንጻር

1. ውሳኔ በሚያስፈላጊው አጠቃላይ የስልጠናና የግጥሚያ ጉዳዮች ላይ ሙሉው የቡድኑ አባላት ያላቸው ተሳትፎ?

ሀ.በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ.ዝቅተኛ ነው
ሠ. በጣም ዝቅተኛ ነው

መልስዎ ዝቅተኛና ከዚያ በታች ከሆነ ውሳኔዎች የሚወሰኑት እንዴት ወይም በእነማን እንደሆነ ቢያብራሩ?

2. የስልጠናና የግጥሚያ መርሃግብሮችን ተጫዎችን ቀድመው እንዲያውቁቸው የማድረግ ሁኔታ?

ሀ.በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ.ዝቅተኛ ነው
ሠ. በጣም ዝቅተኛ ነው

3. ተጫዎች ከስልጠናና ከግጥሚያዎች ጋር በተገናኘ ለሚያነሷቸው ጉዳዮችም ሆነ ሃሳቦች ትኩረት ሰጥቶ የማዳመጥ ሁኔታ?

ሀ.በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ.ዝቅተኛ ነው
ሠ. በጣም ዝቅተኛ ነው

4. አጠቃላይ በቡድኑ አባላት መሃል ያለው የእርስ በርስ የመግባባት ሁኔታ?

ሀ.በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ.ዝቅተኛ ነው
ሠ. በጣም ዝቅተኛ ነው

መልስዎ ዝቅተኛና ከዚያ በታች ከሆነ ምክንያቶችን ቢያብራሩ? -----

5. በቡድን አባላት ውስጥ ያው ተነሳሽነት?

ሀ.በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ.ዝቅተኛ ነው
ሠ. በጣም ዝቅተኛ ነው

መልስዎ ዝቅተኛ ከዚያ በታች ከሆነ ምክንያቶችን ቢያብራሩ?

6. የቡድኑንና የተጫዋቾችን ስኬታማነት ሊያደናቅፉ የሚችሉ ውጤታማ ያልሆኑ አካሄዶችን ወይም ድክመቶችን በመለየት በጋራ ከመፍታት አንጻር ያለው ሁኔታ?

ሀ.በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ.ዝቅተኛ ነው
ሠ. በጣም ዝቅተኛ ነው

7. የቡድኑን የረጅም ፣ የመካከለኛና የአጭር ጊዜ ዕቅዶች ተጫዋቾች እንዲያውቁቸው የማድረግ ሁኔታ?

ሀ.በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ.ዝቅተኛ ነው
ሠ. በጣም ዝቅተኛ ነው

ክፍል ስድስት :- የሥልጠና መሣሪያዎች ፣ የሜዳ ሁኔታና ሌሎች አቅርቦቶችን በተመለከተ

1. መሰረታዊ የሆኑ የተጫዋቾችን የቴክኒክ ብቃት ለማሳደግ የሚያግዙ በቂ የሆኑ የስፖርት ስልጠና ቁሳቁስ አቅርቦት ያለ መሆኑ?

ሀ.በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ.ዝቅተኛ ነው ሠ. በጣም ዝቅተኛ ነው

2. ለልምምድና ለውድድር ምቹ የሆነ ሜዳ ያለ መሆኑ?

ሀ.በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ.ዝቅተኛ ነው ሠ. በጣም ዝቅተኛ ነው

3. ተጫዋቾች ወደ ስልጠና ቦታ የሚሄዱበትና የሚመለሱበት እንዲሁም በግጥሚያ ወቅት ወደ ግጥሚያ ቦታ የሚሄዱበት ቡድኑ ብቻ የሚገለገልበት መኪና የመኖር ሁኔታው?

ሀ. በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው
መ. ዝቅተኛ ነው ሠ. በጣም ዝቅተኛ ነው

4. ተጫዋቾች ከስልጠናና ከግጥሚያ በኋላ በቂ የሆነ የምግብ አቅርቦት የማግኘት ሁኔታቸው?

ሀ. በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው
መ. ዝቅተኛ ነው ሠ. በጣም ዝቅተኛ ነው

5. ተጫዋቾች ከስልጠናና ከግጥሚያ በኋላ ከድካማቸው ማረፍ እንዲችሉ በቂና ምቹ የሆነ የእረፍት ቦታ የመዘጋጀት ሁኔታው?

ሀ. በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ. ዝቅተኛ ነው
ሠ. በጣም ዝቅተኛ ነው

6. ተጫዋቾች ከስልጠናና ከግጥሚያ በፊት የጤንነት ሁኔታቸውን ለማወቅ የሚያስችል የጤና ምርመራ የመደረግ ሁኔታ?

ሀ. በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ. ዝቅተኛ ነው
ሠ. በጣም ዝቅተኛ ነው

7. ተጫዋቾች በስልጠናም ሆነ በውድድር ጊዜ ለሚያጋጥማቸው አካላዊ ጉዳት አፋጣኝ የሆነ ህክምና የማግኘት ሁኔታ?

ሀ. በጣም ከፍተኛ ነው ለ. ከፍተኛ ነው ሐ. መካከለኛ ነው መ. ዝቅተኛ ነው
ሠ. በጣም ዝቅተኛ ነው

ስለ ቀና ትብብርዎ በድጋሚ እጅግ የላቀ ምስጋናዬን አቀርባለሁ!