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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDANTIES
DEPARTMENT OF SPORT SCIENCE**

**FACTORS that AFFECT THE RELATIONSHIP BETWEEN
COACHES AND ATHLETES IN THE CASE OF SELECTED
ATHLETICS CLUBS IN OROMIYA REGION SURROUNDING
FINFINE**

BY

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Addis Ababa, Ethiopia

MAY, 2016

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LEMESSA WEYUMA

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ABBREVIATION

| | |
|--------------|---|
| <i>EAF=</i> | <i>Ethiopia Athletics Federation</i> |
| <i>IAAF=</i> | <i>International Amateur Athletics Federation</i> |
| <i>IOC=</i> | <i>International Olympic Committee</i> |

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ABSTRACT

The purpose of this research was to assess the factors that affects the relationship between coaches and athletes which have selected in oromia regions athletics clubs surrounding finfine special zone .

In order to investigate these factors survey method was selected. The survey was conducted on 60(52.63%) male athletes 45 (45.61%) female athletes 12(100%) coaches, and 3(100%) administrative body . According the selection of sampling was carried out through simple random techniques. The data of this study was collected through questionnaires, interview and observational check list .

A key finding related to factors that affect the relationship among the athletes is that the majority of athletes responded there is a good relationship between coaches and athletes and clear , honest and effective communication but the most coaches communication follows between coaches and athletes not depend on honest, clear and effective . The majority of athletes suggests the coaches and athletes behaviors affects the athletes performance but more than have of the coach respondents suggests to the question, behaviors is not affects the relationship .In addition, the huge number of respondents point out that, caches competence, lack of interest, emotional taking the training, lack of motivation ,lack of clear responsibly among athletes and coaches, coaching decision style and lack of mutual respect were list as the major factors exist affect the relationship between coaches and athletes.

In conclusion, coach-athlete interaction immediately prior to performance are-focused on the optimal mental and physical preparation, athletes' mental readiness, positive reinforcement and psychological preparation. Coach-athlete interactions were focused on motivation, confidence and positive reinforcement,. Importantly, coaches needed to be aware of all aspects of their athletes' behavior and personality in order to be an effective coach especially intermesh of female coaches. Hence, the researcher recommends that interpersonal relationships among athletes and the coaches has to be free and open in communicating to one another and should be based on mutual respect. in addition to that the region should be motive, train, support and encourage talented female coaches to minimize the shortages of female coaches.

Keywords:*-The relationship, factors and affects important and types of relation*

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CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitation of the study and basic of question, definitions of key terms .

1.1 Background of the study

Kelley et.al.1983 attempts to simplest define a relationship between two people as each person's chain of events that are causally interconnected. We know that relationships can mean different things to different people there are various types of relationship such as friend, work dating and marriage, and family relationships. As we go through life, we will meet variety of people of and will build relationships with them, whether they be good or bad. The relationships we make with other people will be with us forever so it is greatly important that we make this relationship lasting and good. During the last century, scientists have acknowledged the importance of close relationships. Sullivan (1953) argued that there may be nothing more important in determining well-being and optimal functioning in humans than close relationships.

Today important of sport is no secret to anyone. Sport as an affecting social phenomenon influence all aspects society and lives of people and has become an integral part of life .Sport is an important part of culture and society and involves athletes and coaches at all stage of life. Important of position and role of coaches in the success or failure of the sports teams are not covered to nay one.

Most human interaction including efforts to affect on the others behavior effective and successful relationships between coaches and athletes is not an easy job but speculative activity and specifically requires interpersonal skills and technical and thinking of coaches.

Interaction processes between athletics and coaches have always been considered to be determinant factors for sport performance. According to Vanok (1989) discusses the psychological processes understanding the relationship coach and athlete and the importance of coach's role influencing and managing the athlete behavior. One of the most decisive factors in

the quality of the physical activity is the coach athlete relationships (Rosado; palma mesquite, and Moreno, 2007) and it has a high potential positive or negative on his personal life (Poczwardowski, berott and peregoz, 2002).

The dynamic of the coach athlete relationship has been identified as one of the main aspect of influence for the sport participants from one side or anther (Jowett and Poczwordowski; 2007). In reflecting on athletic success, sport directors and managers, the media and coaches and athletes themselves have directed public attention to the significance mutual trust, respect, belief, support, cooperation, communication and understanding are considered among the most important relationship components that contribute to performance success and satisfaction. (Jowett and Cockerill, 2003). In contrast, lack of trust lack of respect, excessive dominance, and blind obedience as well as verbal, physical, and sexual exploitation are considered to be components that undermine Coaches and athletes warfare (e.g. Burk, 2001; Jowett, 2003; Nielsen 2001).

Most Athletes , coaches and even sport remember the tournaments in which , despite the technical physical preparation poor mantel preparation has been prevented of athlete or term successes Many sport psychologist believes that coach and athletes in recent years have concluded that in order to achieve their goals they need more mental than physical skill.

When the coach and athlete in athletics came together it has usually been though a chance meeting, frequently in a clubs environments together, the coach and athlete have built and developed a working relationship. This relationship has reflected that coaching is a complex social encounter with many roles and responsibilities for the coach's (*Introduction of coaching IAAF,p.11*)Jowett, 2005suggested that, A coach Athlete relationship is determined by a growing a mutual respect and appreciation between coach and athlete. It is ineffective coaching because it provides the foundation for which both the coach and athletes emotional, practical, social and psychologically needed are fulfilled (Jowett ,2009) .appositive coach and athlete relationship is not only effective in reaching performance goals, it can

Coaching is defined as “a set of strategies designed to increase a coach’s ability to influences the behavioral of team members and athletes more effectively” (Smith 2010, P. 43).therefore coaches need to reflect up on their own behavior and understand the motivation behind the

behavior of athletes a good coach must be able to see each athlete as a unique individual and adapt his/her performance enhancement system to each athlete's particular needs (Kristiansen, Jomalen, Hanstad and Roberts, 2012).

Smith and Small, 1996 examined that, the way a coach behaves affects how an athlete will perceive and recall these behaviors at the same point and then eventually how they will come to recognize their coach's behaviors, whether it be positive or negative.

Knowing the antecedents, components and outcomes by evaluating both members perception it will give researchers better insight in to what makes for an effective coach and athlete relationship.

A sports club or sport club, sometimes athletics club or sports society association is a club for the purpose of playing one or more sports. Sports clubs range from organizations whose members play together, unpaid, and may play other similar clubs on occasion, watched mostly by family and friends, to large commercial organizations with profession

In oromia region there are so many athletics clubs which are administrated by city administration of youth and sport bureaus. to the researcher knowledge , there is no research which shows athletes coach relationships. Hence, the researcher was highly interested to exploring factor that affects the relationship between coaches and athletes in the case of selected region in oromia athletic club surrounding Finfne.

1.2. Statements of the Problem

Starting a sport club in the community may seem like discouraging task. The process is a complex one and needs to be carefully planned if the club is to successes in the long term.

Athlete's environments can alter behaviors, parents, teammates, sport fans, medias, sport spectators etc... have an effective impact on athletics behaviors one of the most important factors that could affect athletes is sport coach. Athletes interact with their coach in every training session and competition. moreover, a sport coach could be a role model for the athlete and is also one of the people who can affect athletes outside of the sport context too. Their behaviors and feedbacks to an athlete could also determine how the athlete will be have in his/her daily life. Sport performance is determined by many factors. According to Serpa (1999), and the trends

from the literature, the coaches and athletes relationship is an importance factor affecting sport performance s. Within the realms of the 3cs conceptual model, the coach's - athlete relationship is defined by the interdependence and influences between coaches and athletes thoughts, fleeing and behaviors (Jowette and cockeriel 2002).

The main issue that dealing with relationship between coach athletics .the coach's- athletes relationship is recognized as the foundation of coaching and a major force in promoting the athletes physical and psychological skills (Jowett 2005). However, research by sport psychologists like Jowett have emphasized how a healthy relationship and mutual understanding will benefit both sides with better athlete performances. A positive coach and athlete relationship is not only effective reaching performance goals ; it can also positively affect one's overall health (ibid.,2005). Athlete commonly describe a positively relationship with coach as one that involves commitments positive cooptation, positive monitoring, good communication, satisfaction and over all self esteem (Ibid , 2005) . on the other hand , athletes describe negative coach athlete relationships involving coaches who are dishonest, power ,eager or non likeable (Ibid,2005).

Although the coach and athlete relationship has been researched by many scholars over the least decade (Jockson, knapp, and beauvchamp,2009, Jowett,2009;). There are specific aspects of the factor that affect the relationship that have not been thoroughly studied. So that coach and athlete relationship is considered to be particularly crucial and a great role on the performance , self worth, motivation enjoyment of both athlete and coach. but there are many factors that affect the relationship between coach and athletes in selected clubs for student researcher conducted.

Based on the above notation the researcher was particularly interested to examine the area that what factors that affects the relationship between coaches and athletes in the case of selected Oromia region athletics clubs which is found in surrounding Finfne .

1.3. Research questions

In order to know the factor that affects the relationship between coach and athlete the researcher designed to address the following questions:

- 1** Do factors exist which affect the relationship of athletes and coaches?

- 2 Does the relationship between athletes and coach's matter for a better working environment?
- 3 What type of relationships exist between athletes and coaches, within the selected clubs?
- 4 Do the relationships between athletes and coaches influence athlete's performance?
- 5 Does the relationship exist between athletes and coaches affect athletes and coaches motivation during training period/ sessions?
- 6 Is there appropriate support and communication flow between coaches and athlete in the club?

1.4. Objectives of the study

This research has its own general and specific objectives

1.4.1. General objective

The general objectives of this study is to examine the factor that affect the relationship between coaches and athletes in the case of Oromia region athletics clubs surrounding of Finfine .

1.4.2. Specific objective

The specifically objectives of the research are:-

1. Investigate factor that affect the relationship between coach and athletic in Oromia region athletics clubs surrounding Finfine special zone.
2. To assess how coach's beliefs, expectations, values and work experience and behaves influencing on relationship.
3. To knowing how athletes- coach's respect each other to building the relationship in the clubs.
4. To examine how coach and athlete interact one's another.
5. To identify the importance of coach and athlete relationship
6. To identify the types of relationships that exists between coaches and athletes in different clubs.

1.5. Significance of the study

The purpose of the study:- to explore and examine the factor affects the relationship between coach's and athlete in the case of athletes clubs in Oromia region surrounding Finfine specials zone. In addition to that:-

- It tries to identify and partially minimizing the incompatibility of the coaches an athlete's relationship.
- Coach, athletes, officials, other stake holders will have better understand of positive and negative relationship.
- It may create awareness to identify areas of weakness and strength in their relationship.
- It will contribute to mention professional attitude and relationship among athletes; coach's and within true community in the clubs will be researching area.
- Finally, the study will be used as the reference and background document to conduct for their researchers on the area of study is conducting.

1.6 The scope of the study

There are more than 20 Athletics clubs in oromia region to make the research more manageable and due to different constraints including the limitations of time and financial resources, the research is delimited on five athletics clubs (Sululta athletics club, Galaen athletics club, Burayu athletics club, Sebata athletics club, oromiya water work athletics club. It examined the relationship selected clubs with the time frames of the schedule the program was proposed. Therefore, the question which prepared for those selected clubs have been thoroughly analyzed.

1.7 Limitation of the study

The major limitation of this study was relatively large number of sample respondents. Because of oromia region athletics clubs surrounding Finfne special zone found in different direction so that the shortage of money, time, and transportation were the serious problem. Another major problem of the researcher faced was to that shortage of reference books written documents, and research materials when conducting the study, but the student researcher with the efforts that have been made. The study comes up with some relevant results.

1.8 Operational definitions of terms Operational definitions of terms

Clubs:- is the team, which competes in sporting competition

Athletes:- is same one who is good at sport, specially athletics and takes part in sport competition

Athletics:- track and field sport, comprising group of athletics events or disciplines each of which involves either running, walking, throwing or jumping.

Coaches:- is a professional head of the team who is responsible for the preparation and performance of single player or a team as whole (introduction to coaching unpublished hand out .

Sport clubs:- is a clubs for the purpose of playing one or more sports

Relationship: - the connection between two or more people or groups and their involvement with one another, especially as regards the way they behave to one another and feel about one another.

1.9 Organization of the study

The content of the study was organized into five chapters. Chapter one deals with background, statement of the problem, objectives of the study, limitation and delimitation, significance of the study, definition of terms used in the research document and organization of the study. Chapter two discusses about the relevant literature works of scholars. When one looks at chapter three its concern is on presenting the methodology of the study. Chapter four in its part reports the presentation, analysis and discussion of the study and finally chapter five presents the summary, conclusion and recommendation of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

The purpose of this chapter is to presenting a review of literature pertaining to the variables in the study. This literature review assists in giving a clear picture of what will expect in the investigation. This reviews the various studies related to factors affect the relationship between coaches and athletes in the oromia region athletics clubs.

2.1. The field of Athletics

During back to the Ancient Greeks, athletics was the only competition to be held in the first Olympic Games which took place in Athens in 776 BC. At this time the single athletic event was known as the 'sated,' a foot race which covered the length of the Athenian Olympic stadium. The Olympic Games Continued to take place in Athens every four years, with all wars suspended for the duration of the games, over time, more events were added to the ancient games including longer running distances, the discus, the discus, Javelin, Jumping and wrestling (*Retrieved on 12/10/2011/ from [http:// record Utitarium. com/athletic records](http://record Utitarium. com/athletic records)*).

The Roman Games also incorporated a form of athletics although the events favored by the Romans where racing, wrestling chariot and most importantly gladiatorial combat and similarly the Celts, Teutons and Goths also took part in forms of athletic combat. Athletics becomes more diverse during the Middle Ages when the sons of noble man were trained in running, Jumping and wrestling and there were often athletics contests between rival nobility. In the nineteenth century, the modern events that are familiar in athletics today began to emerge, initially as part of an official physical education program in schools.

Schools began to organize competitive meets, the earliest of which took place in Exeter College, oxford in 1850. The first modern Olympic Games took place in 1896 and15 athletics were the key element of the games, with the competition being divided in to track and field events. In 1928 further progressions were made when women were allowed to take part in athletics competitions for the first time. An international governing body of athletics, the International Association of Athletics federation (IAAF), was established in 1912 which developed a number of international standards, rules and competitions and which has regulated the sport since. To

day there are numerous events which combine to make up the sport of athletics in competition; most of these events are carried out on a 400m track or inside the track on a grass field. These tracks are situated in an indoor or outdoor stadium depending on the season (*Retrieved on www:https:// 8/10/2011 from talk athletics. co.uk*).

2.2. Brief about Athletics in Ethiopia

Sport activities including athletics have long past but short history in Ethiopians. However, there is a belief that sport was widely practiced in schools and military before 1897.

Moreover, it is widely believed that modern athletics has been originated following the start of modern education and military services. Even if the field of athletics event (running) has been widely, practiced sport activities in Ethiopia, famous athletes exist in, it is not free of problem.

In 1949 that the Ethiopian Athletics Federation (EAF) was formed and soon became a member of the International Amateur Athletics Federation (IAAF).

Since its inception, much of the federation's activities were carried with the help of amateurs. The first executive committee was headed by Colonel Getahun Teklemariam, the man official recognized as the first president of the EAF. This committee started a formalized program where athletes competed domestically and internationally.

One of the first major competitions in the Federation's, the Shewa championships, was organized in 1966 and was a competition among various divisions of the military, schools, and clubs. The first ever edition of Ethiopian championships were held in 1971. In the late 70's, a new committee, headed by chairman Tesfaye Sheferaw, was formed to administer the federation. The major achievements of this era were the staging of the first Abebe Bikila Marathon and the national cross country championships. Ethiopia also participated in the world cross country championships for the first time in 1984. This executive committee was also responsible for overseeing many developmental activities of the Federation. Construction of the first athletics track, education and hiring of coaches, and major improvement in working procedures were all hallmarks of the early 80's. Many years later, the EAF now has semi-professional organizational structure. (*EAF <http://athleticsethiopia.org.et/Content/ContentManager.php?aboutEAF>*) 1 of 3 12/15 /2011 2.

2.3. Oromia region and athletics in brief

Oromia is one of the regional states in Ethiopia among 9 regional and two city administrations. The region has 18 zonal administration 304 woreda administrations, 6343 kebele and 482 cities. As Ethiopia is the source of many long distance runners from these runners most of them are from Oromia. the region is known by contributing so many figurative athletes than other regions of the country. To contribute more than other time the region building stadiums, establishing clubs and different projects. due to geographical location, altitudes and temperature the region have the access for development of athletes. ^{(3rd} *all Ethiopian game pp30-31:2012.*

Now day in the region, there are so many athletics clubs, which are administrated by city administration of youth and sport bureaus, Among of them one of athletic club which as found at surrounding finine zone in Oromia region Athletics club.

2.4. Sport organization

“Because sport is based on ethics and fair completion, the governance of sport should fulfill the highest standards in terms of transparency, democracy and accountability” (*Jacques Rogge, loc president*). Governance is the systems and processes concerned with ensuring the overall direction, effectiveness supervision and accountability of an organization. (*The national hub of expertise in governance UK*)

Sport organization increasingly depend on governmental funding and on sponsorship by private companies and individuals, these responsible for running sport have a duty to ensure that sport is managed in an appropriate manner. This begs the questions: who in a sport organization is ultimately responsible? (*Sport administration manual PP: 184:2009*) IOC defined the universal principles of good governance for the Olympic and sport movement in 2008, and these were full endorsed at the 2009 Olympic congress in Copenhagen.

2.6. The concept of Coach-Athlete Relationship in sport

The relationship between coach and athlete has not received much attention in the philosophy of sport literature. According to , Poczwardowski, 2002;) when the coach-athlete relationship is being considered, it is typically viewed in the context of efficient strategies for learning and performance enhancement or in the context of determining how young athletes can be socialized into the norms and values of sport. the coach–athlete relationship needs to be both sufficiently general in order to contain all facets of the phenomenon but also specific enough to permit

rigorous testing and to be of practical use. the coach–athlete relationship is broadly defined as a situation in which a coach’s and an athlete’s cognitions, feelings, and behaviors are mutually and causally interrelated (Jowett & Cockerill, 2002;).According to this definition, a relationship is dynamic and therefore may be viewed as a state. Its nature is expected to change over time in response to the dynamic quality of human cognitions, emotions, and behavior shaped through the interaction of the relationship members. the content and nature of the relationship resides is determined by the combined interrelating of coaches’ and athletes’ thoughts, feelings, and behaviors. For example, a gymnast who is committed and trusts her coach (cognitions and feelings) is likely to respond to the coach’s instructions more readily (behavior). In turn, encouraged by the commitment, trust, and responsiveness of the athlete, the coach feels compelled to respond these sentiments by showing a greater interest in the gymnast as an athlete and person. In this example, the relationship outcomes are positive because the coach is in a good position to nurture the athlete’s potential. This scenario would be very different, however, if the athlete or the coach were less committed, less trusting, and less cooperative (Small, & Smith, Smoll, & Curits, 1978).Consequently, the coach–athlete relationship is characterized by high levels of interdependence that can have positive or negative ramification depending on how interdependence is experienced. Considering the personal side of the coach-athlete relationship—the friendships that often develop between the coach and athlete. Black and Weiss (1992) also found that among 12- to 18-year-old swimmers, a relationship existed between their perceptions of the coach’s behaviors and their own self-perceptions, enjoyment, and perceived .competence Martin, Jackson, Richardson, and Weiller (1999) found that 10- to 13- and 14-to-18-year-old athletes preferred coaching behaviors including possibilities for greater participation in making decisions pertaining to group goals, practice methods, and game tactics. They also preferred the coach to develop warm interpersonal relations with team members and create a positive group atmosphere.

In a sport context there are many relationships (e.g. coach-parent, athlete-athlete, and athlete-partner) that can impact on performance, but the coach-athlete relationship is considered to be particularly crucial (Jowett & Cockerill, 2002; Lyle, 1999). The coach-athlete relationship is not an add-on to, or by-product of, the coaching process, nor is it based on the athlete’s performance, age or gender-instead it is the foundation of coaching. The coach and the athlete intentionally

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

2.7. Recent Conceptualizations of the Coach–Athlete Relationship

In less than half a decade, sport psychology has enjoyed the development of at least four models in an attempt to describe the social phenomenon of the coach– athlete relationship by drawing specific assumptions and clarifying what is and is not known about it. The relationship models that will be discussed argue the importance of focusing on the components (i.e., content) of the relationship between the coach and the athlete and on incorporating both the coach and the athlete in any investigation that studies relationship quality and processes. The conceptualizations favor data analyses, interpretations, speculations, and conclusions that consider simultaneously both the coach’s and the athlete’s perceptions, yielding a more complete picture of the complex dynamics involved. Furthermore, these conceptual models employ diverse methodologies that suit the nature of the problem under study (see Poczwadowski et al., 2006).

2.7.1. Wylleman’s Conceptual Model

Wylleman’s (2000) conceptualization purports that the coach–athlete relationship can be defined based on the *behaviors* coaches and athletes manifest on the sport field. These interpersonal behaviors can be categorized along three dimensions: an acceptance–rejection dimension that describes a positive or negative attitude toward the relationship; a dominance–submission dimension that reflects a strong or weak position in the relationship; and a social–emotional dimension Jowett —Poczwadowski that refers to taking a social or a personal role in the relationship. according to Kiesler’s (1983; the conceptualization allows one to operational the *complementarily* between individuals within a dyadic relationship”. In this sense, athletes’ complementary behaviors would attract responses from coaches that are reciprocal for behaviors that reflect the dominance–submission dimension, when, for example, an athlete’s submission attracts the coach’s dominance and a coach’s submission attracts the athlete’s dominance. Behaviors may also be correspondent; for example, correspondent behaviors reflecting the acceptance–rejection dimension include an athlete’s acceptance attracting acceptance and an athlete’s rejection attracting rejection. The model is intuitively appealing because athletes’ and coaches’ reciprocation and correspondence of behaviors is likely to occur in the field of play. However, the model does not explain when, how, and why these behaviors are likely to occur.

The salience, valence, and implications of interpersonal behaviors perceived and expressed by the coach and the athlete are also unknown.

2.7.2. Jowett's Conceptual Model

Jowett & Duda, 2006 developed and studied an integrated model of the coach–athlete relationship that is influenced by principles from social exchange theory. The integrated model includes established interpersonal psychological constructs, namely, closeness complementarity. In social psychology, these constructs have traditionally been studied independently from one another. The premise of the 3+1Cs conceptual model (Jowett, 2005; Jowett et al., 2005) is that coaches' and athletes' emotions, thoughts, and behaviors are causally and mutually interdependent.

According to the 3+1Cs,

- **Closeness** refers to the affective meanings that the athlete and coach ascribe to their relationship (e.g., trust, liking, respect),
- **Commitment** is defined as the athlete's and coach's intention to maintain the athletic relationship and therefore maximize its outcomes,
- **Complementarity** represents the athlete's and coach's corresponding behaviors of affiliation (e.g., athlete's friendly and responsive attitude is likely to elicit coach's friendly and responsive attitude), and reciprocal behaviors of dominance and submission (e.g., coach instructs and athlete executes), and
- **Co-orientation** includes the athlete's and coach's interpersonal perceptions and reflects the degree to which they have established a common ground in their relationship.

The content and significance of closeness, co orientation, and complementarity in the coach–athlete relationship have been extensively explored in qualitative research designs (see Jowett, 2003 & Cockerill, 2002;).

2.7.3. LaVoi's Conceptual Model

LaVoi (2004) attempts to depict in sport settings the manner to which the deep human need to belong and to feel close in relationships with others can result in personal gains. Her approach is based on psychological interpretations of relational-cultural theory (see ; Miller & Stiver, 1997). Evidence from developmental, educational, and social psychology that have used relational-cultural theory as an interpretive framework suggests that interpersonal relationships are formative in acquiring fundamental skills, qualities, and benefits such as language, motor

behaviors, self-esteem, and healthy lifestyles. In sharp contrast, deprivations in interpersonal contacts lead to emotional problems and other maladjustments.

The relational-cultural view in sport psychology offers a paradigm shift from traditional theories that view human development as a means for achieving individuation, separation, and independence (LaVoi, 2004). According to the relational-cultural approach, psychological development is facilitated by interdependence, connection, and participation in growth fostering relationships. When applied to coach–athlete relationships, this approach would focus on athletes achieving potentially higher levels of satisfaction and growth when optimally close or interdependent with their coach and their teammates. According to (IBD,2004,)closeness and interdependence in the context of sport can be studied in terms of four qualities:

- Authenticity (a person’s genuine self expression in the relationship that is respectful of the partner) .
 - Engagement (commitment and responsiveness)
 - Empowerment (being strengthened, encouraged, and inspired to be an active partner in the relationship)
 - Ability to deal with difference and conflict (embracing and building on diversity to enhance the relationship).
- LaVoi has further suggested a contextual approach that accounts for socio cultural norms and rules and has underlined the importance of studying both relationship members, thus both the coach and athlete are viewed as critical research considerations.

2.7.4. Poczwardowski’s Conceptual Model

Poczwardowski’s (1997) ; qualitative investigation of coach–athlete dyads in a gymnastics team centered on interpersonal dynamics in the context of both the athlete and coach as members of a dyadic relationship and as members of a team. Thus, coaches’ and athletes’ personality traits, interpersonal needs, acts, and activities, as well as interpretation of interpersonal behaviors and meaning attached to the relationship as a whole, were thoroughly examined. Interpersonal variables that emerged from this fieldwork included relationship role, interpersonal interaction, relationship in terms of rewarding outcomes, negotiation, shared meaning, and types of relationships. (see Poczwardowski, Barott, & Henschen, 2000). the coach– athlete relationship as a recurring pattern of mutual care between the athlete and coach. Relationship oriented activities and interactions were categorized as instructional or technical, including sport task and goals,

and social-psychological or affective, including human needs and emotions. As a result, both sport and non-sport-related issues within the dyad were postulated to be a subject of an ongoing, interrelated exchange in which behavioral (i.e., actions, interactions) and cognitive-affective (i.e., meaning and care) aspects were incorporated. Other findings included a strong influence of the context on dyadic relationships. In particular, group dynamics such as formal and informal roles that the coaches and athletes played on the team influenced the dynamics of dyadic coach–athlete relationships.

According to Poczwadowski’s Conceptual Model conducted interview and observational data collected allowed the identification of three phases in the coach–athlete relationship: the (a) pre relationship (or recruiting) phase; (b) the relationship phase consisting of the initial, transition, productive, concluding, and after-eligibility stages; and (c) the post relationship phase, which may be of two kinds, sentimental or extinct. Importantly, the study provided empirical evidence for the intuitive notion that coaches are influenced in the relationship as well as athletes, growing professionally and maturing personally.

2.7.5. Integrated Research Model

The sport-specific relationship models previously outlined have been offered as rudimentary frameworks to systematically study the interpersonal relationship that coaches and athletes develop in the course of their partnership. The conceptual models presented have derived deductively from well-established psychological theories, including interpersonal theory by Kiesler (1983, 1997), interdependence, and relational-cultural theory by Jordan and colleagues (1991). A close inspection of the coach–athlete conceptual models and their main assumptions reveals several similarities. For example, LaVoi’s (2004) application of relational-cultural theory to the coach–athlete relationship views closeness and connection as a major relationship quality for personal growth and development. In a similar vein, Jowett 2005; Jowett et al., 2005) . model includes care as one of the main components of coach–athlete relationships. Thus, despite the subtle conceptual differences between these models, both agree that a degree of interdependence (call it closeness, connectedness, or care) is important in the coach–athlete relationship. Furthermore, the conceptualizations put forward by Wylleman (2000) emphasize interpersonal behaviors of both reciprocity a coach’s friendly attitude attracts the athlete’s friendly attitude and correspondence, a coach’s directive style attracts the athlete’s accommodating style. Finally, another similarity can be located in the significance Poczwadowski et al.’s and Jowett et

al.'s models place on coaches' and athletes' interpretations of relationship quality through meanings (or subjective experience) and through interpersonal perceptions. Coach–athlete relationships as part of various social phenomena (e.g., communication, conflict, team cohesion, personality) and to map a pathway for research within the relational context of coach–athlete relationships. The athletes' and coaches' individual difference variables (e.g., age, gender, experience, personality), wider social-cultural context (e.g., culturally defined norms, roles, rules, customs, expectations, values), and relationship characteristics (e.g., relationship type, duration). These three classes of causal conditions are important because they determine the quality of the relationship. It is speculated that these variables are responsible for regularities in the interaction patterns of the coach–athlete relationship and the relationship's quality in general. The capacity to accurately and completely account for the causal antecedents of the coach–athlete relationship is a basic yet important task toward developing a coach–athlete relationship theory.

The model delineates the quality (nature or content, features or components) of the coach–athlete relationship. The main components of relationship quality include closeness (care or social emotional features), commitment (intention to maintain and maximize the effectiveness of the relationship), co-orientation (interpersonal perception and subjective meaning), and complementarity (behavioral interactions that are reciprocal and corresponding). In other words, communication is the process by which the distance between coaches and athletes broadens (coach and athlete become distant), narrows (they become close), and even merges (they become one). In effect, the quality and quantity of communication bring together or tear apart relationship members. Communication becomes the building block toward developing harmonious and stable coach–athlete relationships; in turn, the relationship affects the quality and quantity of communication. It is also postulated that the central layer of the model, which represents the quality of the coach–athlete relationship, affects consequent variables. Therefore, a coach and an athlete who have formed a relationship based on respect and trust are more likely to experience positive feelings such as satisfaction and happiness as opposed to despair and distress. Finally, the model postulates that the second and third layers are reciprocally related; as such, the quality of the relationship affects and is affected by intrapersonal, interpersonal, and group outcomes.

2.8. Understanding the Coach–Athlete Relationship

Coaches and athletes often form relationships, alliances, or partnerships through which instruction, guidance, and support are provided to the athlete. In reflecting on athletic success, sport directors and managers, the media, and coaches and athletes themselves have directed public attention to the significance of the coach–athlete relationship. Mutual trust, respect, belief, support, cooperation, communication, and understanding are considered among the most important relationship components that contribute to performance success and satisfaction (e.g., Jowett & Cockerill, 2003; Wylleman, 2000).

In contrast, lack of trust, lack of respect, excessive dominance, and blind obedience as well as verbal, physical, and sexual exploitation are considered to be components that undermine coaches' and athletes' welfare (Jowett, 2003; Nielsen, (2001)). Both *performance enhancement* as well as *psychological well-being* lie at the heart of the coach–athlete relationship. Well-being has generally been viewed from either its hedonic characteristics of pleasure attainment as opposed to pain avoidance or from its more subtle eudemonic characteristics of self-realization (e.g., experiencing personal growth and development). The manner in which either a sole focus on performance enhancement or a combined focus on sport performance and psychological well-being promotes or thwarts coaches' and athletes' development are areas that have been recently explored (e.g., Miller & Kerr, 2002). In order to develop a sound understanding of what makes coaches and athletes emphasize performance enhancement or psychological well-being in their partnership, scholars should attempt to fully understand the predictive and explanatory functions of the coach–athlete relationship.

2.9. Importance of Good Coach-Athlete Relationships

Good relations between coach and athlete are key for success (Seiler, & Valley, 1999). When a good relationship is formed it produces great fruits because of the synergy of experience and knowledge that is created and that synergy increases exponentially over time. The longer the coach and athlete work together the better they know each other and more in-depth they can understand how and what works best for the athlete in numerous scenarios and situations. Reaching your potential in distance running is much longer than a few month endeavors and so it helps greatly to work under the same general philosophy (even while the details are finely tuned) for a long period of time. The coach provides the expertise, experience and an impartial and often big picture prospective, while the athlete provide the in-action perspective and feedback

from training and racing, as well as the dreams and goals to be achieved. This is not a synergy that can be maximized in a short period, but one that needs to grow and blossom over time. As Deena and Galen (all Olympic medalists) have found out, that long term relationship can help them achieve new heights and realize dreams. Whenever an athlete is pushing their limits physically to improve, there will be minor set-backs and injuries along the way, this is an inevitable truth of sport. A good coach-athlete relationship should help minimize those occasions but cannot eliminate them all together. An athlete or coach should not jump ship on the relationship because a set-back happens but rather communicate and work with the other to determine why it happened and how to prevent it from happening again. Both the coach and athlete have to have a healthy level of flexibility in order for a good coach-athlete relationship to work long term. While there needs to be an over-all philosophy and structure that both parties buy into and believe in, there has to be flexibility in figuring out how that philosophy will best be implemented for that athlete. This is something that can change slightly and will be fine tuned through-out their time working together. Both the athlete and the coach need to view each other as a valuable and trusted partner in the relationship. They are working together as a team to get the athlete to their goals. The type of beneficial relationship requires good communication, openness, honesty and respect from both parties. Athletes need to be careful not to surround themselves or give undue influence to people (often athletes who have had bad coach athlete relationships in the past) who view coaches as people to blame when problems arise or who encourage them to defy or hide things from their coach. Coaches need to facilitate communications and remain as flexible as possible in order to help the athlete adapt to often less than ideal real world situations and scenarios. Coaches need to be sensitive to the athlete's personal situations and realize they are often dealing with many conflicting priorities in their life. Athletes need to realize that the coach is there to help them reach their stated goals, and are simply reminding and advising them what they think (from experience) it will take to realize those goals. The better they communicate the better partners they can be in fine tuning the program, and greater their chance of success. Neither the athlete nor the coach should enter a coach-athlete relationship lightly. The athlete needs to research the coach and understand their philosophy and ask questions first. The coach needs to talk with the athlete and understand them and their running goals and personal situation. Each needs to make sure that other is someone that they can work well with so that the potential is there for a longer term relationship. Kenny

(1995) stated that “society has an interest in preventing destructive relationships, and we [social scientists] are the people who are best equipped to assist society in this endeavor” (p. 598). Lafrenière et al [20], found that the coach’s passion is important in coach-athlete relationship. It seems that harmonious passion of coach matching with his obsessive passion leads to better relationship between coach and athlete. A coach who by introducing performance goals participate the athlete in coaching process, athletes considers athletes opinions, states expectations properly, show true passion to the lives of athletes raises intimacy and commitment of athletes to the coach and finally will improve the welfare of athletes.

2.10. Motivations for imitating and maintaining Coaches and Athletes relationship

We would like to argue that the motives for initiating and maintaining a coach athlete relationship include an attempt to achieve (a) athletic excellence on the part of the athlete and professional excellence on the part of the coach and (b) personal growth on the part of the athlete and coach (see Jowett, 2005). These motives or objectives shape the quality of the coach–athlete relationship and its outcomes, which might include stability and harmony. For Understanding the Coach–Athlete Relationship considers a coach athlete dyad that focuses primarily on achieving performance success. In this dyad, a harmonious coach–athlete partnership is based on whether the coach and athlete have reached a level of normative performance success (e.g., a gold medal in world championships). In contrast, another dyad may assess the outcomes of the athletic partnership based on whether it has met the coach’s and the athlete’s needs for personal growth and development, such as the needs for empathy, confidence, responsibility, and leadership development. This distinction is crucial in understanding how athletes and coaches define the quality of their relationship in terms of effectiveness or success. Jowett; (2005) has stated that coach–athlete relationships can be loosely described on two interrelated dimensions: (1) prizewinning relationships (with two sub dimensions, successful and unsuccessful), and (2) helpful, caring relationships (with two sub dimensions, effective and ineffective) .These characteristics are organized in a two taxonomy: (1) effective and successful relationships and effective and unsuccessful relationships (2) ineffective and successful relationships and ineffective and unsuccessful relationships.

2.11 Effective and Successful and Effective and Unsuccessful Relationships

A coach–athlete relationship that contains elements of success and effectiveness is the ideal athletic relationship because it includes both performance success, as reflected in improving skill

or achieving success, and personal growth, as reflected in experiencing a sense of maturity and satisfaction. Bowman began coaching Phelps in swimming when Phelps was 11 years old, and at the 2004 Olympic Games in Athens, he helped Phelps at age 19 to become the first American to win eight medals (six of which happened to be gold). Bowman, 39, has reported in the media that their partnership is a close one, and his role as a coach has extended to being a friend, confidant, counselor, and exemplar. This partnership can be described as exceptional because, according to Phelps, his coach knew him better than anyone aside from his mother, and it was his coach who has made him the swimmer he is. Bowman has made Phelps one of the most talked-about swimmers in a generation, carefully crafting the exquisite system that is Phelps' body and mind and overseeing the athlete's development from child to man. An effective yet unsuccessful (coach-athlete relationship, on the other hand, will invariably have some positive outcomes for the athlete and the coach in terms of psychological health and well-being, but these outcomes do not extend to performance. These relationships are often found in youth sport programs where the underlying philosophy is (or should be) to be the best that you can be—that is, to partake in sport for the pleasure it provides. Here, the emphasis is on personal growth and development.

2.12. Ineffective and Unsuccessful and Ineffective and Successful Relationships

Ineffective and unsuccessful relationships as well as ineffective yet successful relationships are psychologically unfavorable because the costs of dissatisfaction, disappointment, frustration, sadness, and loneliness outweigh the rewards even when the relationship is successful. The early stages of these athletic partnerships are often characterized by mutual positive regard, but this relationship quality is not enduring. Negative relational components such as conflict, tension, disagreement, and exploitation change its potentially positive character to a state of disregard, disrespect, and disintegration. Examples of successful yet ineffective relationships are not so difficult to uncover in the sport field. Consider the relationship between football (soccer) coach Alex Ferguson and one of his finest players, David Beckham. This successful but ineffective coach-athlete partnership went through a multiplicity of unpleasant events. Beckham reported in the media that he had grown out of the relationship originally established between him and his coach; he further reported that his coach failed to see him as a man who was strong enough to stand up and handle things (retrieved on September 16, 2003, from www.channel4.com/news/2003/04/week_3/24_beck.html). Ultimately, in such situations of conflict there are two routes: either repair the relationship or break it up. The latter was the

choice of this dyadic partnership, and they parted each other's company in spring of 2003. Another vivid example of this type of relationship is that between Renald Knysh and gymnast Olga Korbut. Their partnership started when Korbut was 11. Knysh has been described as a modest, quiet man and a boldly innovative coach. According to Knysh, relations with his athlete were not easy. Korbut had a stubborn streak, and Knysh had to keep convincing her that success only comes with a tremendous amount of hard work. Although Korbut had described her coach as a tough taskmaster who helped her achieve success, in 1999 she accused him of forcing her to have sex with him; Knysh denied the accusation (retrieved September 16, 2003, from http://news.bbc.co.uk/sport1/hi/other_sports/1512051.stm [television broadcast]). Such anecdotes underline the fact that the coach–athlete relationship has a unique nurturing role and any actions that exploit either member undermine the trust that is implicit in the relationship. The 2_2 taxonomy contains implicit interpersonal properties of the coach–athlete relationship, such as.

- Affective properties (e.g., trust vs. distrust, respect vs. disrespect, liking vs. Disliking), cognitive properties (e.g., expecting the relationship to last over time as opposed to terminating shortly), and behavioral properties (e.g., dominant vs. submissive, friendly vs. hostile). The content and quality of affective, cognitive, and behavioral interpersonal properties reflect on the overall quality of the coach–athlete relationship. An important aspect to consider is that although successful –athlete relationships may appear to be outstanding and admirable, closer inspection may reveal an adverse interpersonal profile. Athletic success should not be a measure of harmonious, stable, and satisfying relationships because unsuccessful coach–athlete relationships may prove more valuable than successful relationships when the unsuccessful relationships are effective.

2.13 .Value of an Effective Coach Athlete Relationship

Understanding the value of an effective coach-athlete relationship within the elite sport spectrum, and the use of efficient management within multidisciplinary teams Traditionally, a coach has a prescribed number of roles, which typically includes a planned, coordinated and integrated program of athlete preparation (Wilson & Wall, 2003), whilst ensuring that their own and the athlete's cognitions, feelings, and behaviors are mutually and casually interrelated (Jowett & Cockerill, 2002). However, the modern elite head coach must acknowledge the importance of his role from a business or financial perspective .

The role of a manager is to maximize the output of the organization by organizing, planning, staffing, directing and controlling; and that leadership is just one aspect of the directing function. This is in line with Lyles' (2002) more recent belief that, the role of the coach is to provide the direction & management necessary for the strategic overview of the design and implementation of the coaching process. Bureaucracy management orientation (Weber, 1974) refers to a preference for rules and regulation. Individuals who prefer this orientation value discipline, compliance to rules, and impersonal relationships. They believe that those in higher positions have the right to make decisions. They also emphasize organizational and loyalty. However, Wren (1972) states that 'bureaucracy was conceived as a blueprint for efficiency which would emphasize rules rather than men.' Therefore, although there may be uses for a bureaucracy orientation within a coaching environment when referring to job description and team meetings, it clearly neglects the interpersonal relationships between team coaches and athletes. The human relations movement (Barnard, 1938; Mayo, 1933) challenged long held theories such as bureaucracy. It recognized that an organization is made up of smaller groups, which were made up of individuals with personal motivations. (<http://www.ukessays.com/essays/psychology/value-of-an-effective-coach-athlete-relationship-psychology-essay>.)

2.14. Forming and Maintaining Relationships between coaches and athletes

Once you have reached your athletes, maintain good working relationships, using the principle of giving respect to get respect. The old model of “tear them down so you can build them up” no longer applies. It’s better to build them up so you can build them up more. You, your players and their parents endure less drama and enjoy a better youth sports experience, working towards your goals as their coach and in helping players develop beyond sports. That’s the basis of Filling Emotional Tanks. The right mix of praise and correction (five pieces of truthful, specific praise for each piece of specific, constructive criticism) brings about the best results in competition and keeps players open to learning from you and willing work for you. Occasionally, coaches will need to have even harder conversations than a simple correction. Coaches may need to tell players that they just are not learning fast enough or seem to be exerting less than maximum effort. Athletes may need to bench or cut players. All those conversations should be private and face-to-face. If the athletes’ objects, hear him or her out. Even if they are leaving your program, give them all the advice they can use in order to have better success at their next stop in sports or whatever else their next endeavor may be.

As respectful as the coach-player relationship may be, coaches still must ensure order, discipline and fairness. Coaches should be very open and up-front very early in their relationships with players as to the team rules and consequences for violating them. Be careful not to set rules and consequences that you can't live with, because as soon as you fail to deliver on a consequence, you lose respect, attachment, attention and all the other things you've worked with your players on. Conversely, if you impose the strong, fair, consistent discipline you promised, you'll nip most problems in the bud. While you seek to have positive, enduring relationships with your players, you also have to recognize and respect the boundaries that you must maintain in any relationship with children. We strongly recommend you not have players as part of your social media circle of friends. Strongly recommend that coaches not put himself in a situation where you are ever alone with a child. Strongly recommend coaches refrain from making jokes or comments that you might find funny but that an impressionable, sensitive young athlete might misinterpret. Your job as a coach is just that: a job. Maintain healthy space between your work life and your personal life. Being a great coach starts with forming positive relationships with your athletes. If coaches are curious, caring, honest and open, it is easier for athletes to connect with attach coaches. And having an authentic connection sets the foundation for getting and keeping players attention and respect, as well as setting the stage for openness to learning new skills, strategies and life lessons. Especially with kids, coaches will never get away with dishonesty or in-authenticity. If you are a gentle person, all the bluster in the world will not convince kids you are tough. If you are rough around the edges, no false affection can hide that.

www: https://playositive.libertymutual.com/common/cms/images/html/Coaches_Guide/Coaching_Philosophy.png.

2.15. How Coaches and athletes benefit from their Relationships

Beyond the obvious gains of on-field fun and success, coaches and athletes may enjoy long-term benefits from their relationships. For example, athletes later in life may make important decisions based on what they learned from their coach many years before. And they may stay in touch and continue to call on the coach for even more advice. Coaches, meanwhile, also learn from athletes', and certainly take a great delight in seeing past athletes' succeed. Along with the sheer joy of seeing youth develop to their potential, coaches get a separate special kick out of knowing they had a role in helping those kids along. Looking back on your coaching career, you should think of how many people you positively impacted, how deeply they were affected and

how many people they impacted. And the only thing that will make you happier is the next time you hear, “Hey, Coach...”([www.https://play-positive.libertymutual.com/coaching/coaching-guide/coach-athlete-relationship](https://play-positive.libertymutual.com/coaching/coaching-guide/coach-athlete-relationship))

2.16. Improving the Coach-Athlete Relationship

A few times every year, the sports world gets a wake-up call when the negative actions of a coach are publicized. Certainly, the videos released of Rutgers University basketball coach Mike Rice verbally and physically abusing his players has forced other schools, clubs and sporting organizations to examine their own programs to be sure that similar behavior was not being tolerated. It also provides an opportunity to learn more about the entire coach-athlete relationship and how to build a mutually rewarding partnership. Dr. Sophia Jowett of LaGrange University has developed and researched a model framework that helps improve the quality of this relationship.

Unfortunately, for every story like Rice’s that comes to light, there may be many similar situations that stay hidden as student athletes fear retaliation, loss of scholarships, playing time or even a place on the roster. Traditionally, the coach-athlete relationship has been one of coach authority and athlete obedience. However, research by sport psychologists like Jowett have emphasized how a healthy relationship and mutual understanding will benefit both sides with better athlete performances.

The coach–athlete relationship is not an add-on to, or by-product of, the coaching process, nor is it based on the athlete’s performance, age or gender – instead it is the foundation of coaching,” Jowett wrote in The Psychologist. “The coach and the athlete intentionally develop a relationship, which is characterized by a growing appreciation and respect for each other as individuals.” *“Ultimately, the generated knowledge and understanding will help coaches create a certain type of relationship that athletes can use toward becoming independent, self-reliant, disciplined and successful athletes and persons,” concluded(Jowett , 2009a, .)*

2.17. Creating the Relationship between coaches and athletes

The true nature of the coaching relationship is based on mutuality. Mutuality is a relation that is built upon respectful understanding and responsive listening and interacting with the coaches . To create such a relationship, the coach must be able to meet the coaches with attending, trustful,

and respectful behavior. Communication Attending Skills The ability to listen is a key technique in coaching (Whitmore, 2009). The coach's attending skills are supposed to give the coaches an impression that he or she has the coach's full attention and is seen, heard, and understood. Listening skills, both active and passive, are important as they enable the coaches to continue to discuss and explore the case in focus (Hargie, 2011). Therefore, a core competency for coaches is the ability to use attending skills in their dialogue with the coaches. Coaches have truly heard and understood the coaches' perspective; the coaches will be much more open and ready for change. The coach's influencing skills are supposed to influence the coaches' perspective in order to discover new perspectives. This is supposed to influence the coaches' motivation and behavior in order to achieve changes.

2.17.1. Making the coach, athlete relationship a positive experience for all.

Time is wasted in sports today in high school and middle schools solving problems with relationships between coaches, parents, and athletes. The purpose of this article is to discuss successful ways to create positive relationships between coaches, parents, and athletes so they understand their role.

The significance of this problem is coaches spend much of their coaching time solving off the field distractions. These distractions usually come in the form of relationships between the coach and the athlete, athlete and the coach. Researches show that athletes got involved and continue to participate. The top five reasons children participate in sports are fun, learn new skills, become physically fit, competition, and meeting new friends. When sports are no longer fun athletes will no longer choose to participate. Willie Stengel who is a member of Major League Baseball Hall of A Fame was quoted as saying, No body ever says work ball. They always say play bal. To me that mean having fun. If we can create good lines of communication and make sure coaches, and athletes understand their perspective roles; sports will be a positive experience for everyone.

2.18. Success and the Coach-Athlete Relationship

Coaching leadership and coach-athlete relationships have been shown to predict how a team members will interact with one another (Jowett & Chaundy, 2004), which can affect their team success. For example, a coach can influence the team's interaction or cohesion by using leadership that involves identifying clear meaningful team roles, revealing personal sacrifices team members make for their teammates, and developing both long and short term team goals

(Holt & Sparkes, 2001). Thus, positive coaching behaviors and increased team cohesion significantly contributed to team success (Ibd, 2004), while negative coaching behaviors, such as displaying inequality or treatment between players, embarrassment of athletes, and ridiculing athletes in the presence of their teammates, can lead to decreased team cohesion and failure (Turman, 2008). Høigaard et al. (2008) studied the behaviors that elite Norwegian soccer players prefer their coach to display during competition or practice and how preferences relate to success. Results indicated that they preferred coaches who gave positive feedback, displayed positive training instruction, and used a democratic decision-making style, and that they believed that effective coaches changed their leadership style depending on the team's periods of success and failure.

2.19. Types of interpersonal relationships

The researchers try to list types of interpersonal relationships in terms of relational contexts of interaction and the types of expectations that communicators have of one another.

Friendship: - the theories of friendship emphasize the concept of friendship as a freely chosen association. *Friendship* is defined as rule-governed relationship that parties enter into by choice. There are theories of friendship and the function of friendship at various stage of one's life.

Family:- Family communication patterns establish roles, identities and enable the growth of individuals – Family also be exhibited by communication patterns. - Communication issues are at the heart of health and successful family dynamics. To understand this more we need to explore how the structure of family relationships develops patters of communication.

Romantic:- Romantic relationships are defined in terms of concepts of passion, intimacy and commitment. Romantic relationships are often conceptualized as marked by passion, commitment and intimacy. This theories about love and romance and provides links to resources about committed relationships.

Professional Relationships = Professional communication encompasses small group communication and interviewing. We spend a large portion of our day at work. In today's information and service centered economics success in your career will be greatly affected by your abilities to relate to others interpersonally.

Interpersonal Competence = Assess interpersonal effectiveness in various types of relationships and contexts. Effective communicators are able to demonstrate flexibility and

appropriateness in adapting to a way of communication situations. Research about communication competence has assessed the knowledge to be a competent communicator. (*Interpersonal Relationship from Wikipedia's the free encyclopedia, Terrence A. Doyle, PhD, 2000/05*)

2.20. Coaching Turnover and the Coach-Athlete Relationship

A common reason behind coaching turnovers is the attempt to bring in a new leader in order to increase team success with the goal for the season following a coaching turnover to be more successful than the previous one because new coaches are most commonly hired after unsuccessful seasons. the hiring process can go one of two ways; an "in-house" coach can be hired or a coach from outside the program can be hired. Hiring an "in-house" coach, for example an assistant coach,(*Journal for the Study of Sports and Athletes in Education, Volume 1, Winter 2007*). The Impact of Season Success leads to an easier transition for the new coach and the team because the new coach already has experience working with that particular team (White et al., 2007). In the case of hiring an outside coach, this new coach does not have previous relationships with the athletes, raising questions about the time needed for effective coach-athlete relationships to develop during some competitive seasons, the head coach must leave a team and an interim coach is asked to take over the leadership role of head coach. Many times this interim coach is the assistant coach that worked under the previous head coach. A study conducted ibd; (2007) investigated the effects of coach turnover on the performance of four teams from the National Hockey League who experienced a coaching change mid-season. The researchers concluded that team performance improved the season following the coach turnover, regardless of the level of the coach's experience.

Many times, new coaches are hired in the collegiate setting during what is referred to as the off-season, but the team is still practicing for several hours a week and competing against teams they do not play during their conference season. Therefore, the stated previous research might reveal that hiring a coach in the off-season might be beneficial to the competitive season (White et al., 2007). Since teams were found to be more successful the season following when the coach was hired, having a coach instruct a team in the off-season and compete might allow a coach more success during their first competitive seasons.

2.21. Factors that affect the relationship between coaches and athletes

2.21.1. Interaction processes between athletes and coaches

According to Serpa (1999), and the trends from the literature, the coaches, -athlete relationship is an important factor affecting sport performance. The coach-athlete relationship is defined by the interdependence and influence between coaches' and athletes' thoughts, feelings and behaviours (Jowett & Cockerill, 2002). Inadequate relationships can develop and conflict can occur. Conflict is defined as the experience of incompatibility between people (Ibd2002). The 3 C's model can be used to identify problem areas and assess relationship issues between the coach and athlete. Having adequate conflict management skills allow for coaches and athletes to remain focused in high pressure competition and training. Therefore, it is important that we have an understanding of effective relationships and ways to resolve conflicts.

Gould, Lauer, Collins, and Chung (2007) examined the coach-athlete relationship by interviewing ten American football coaches who all received awards for their abilities to facilitate their athletes' personal development.. the coaches avoided using punishment or criticisms that were directed towards their players' characters or personalities, and showed that they cared, trusted, and respected their players as people. . This supportive coaching was particularly effective when their athletes were less confident about themselves (Smith & Smoll, 1990). Thus, the use of maintenance strategies in sport has been indirectly associated with positive outcomes. in the inquiry to French football coaches, found three trends regarding the opinions on the coach-athlete relationship: (1) they must be intense, beyond professional issues, and mainly oriented towards human relations; (2) they must be distant and limited, mainly oriented towards the task; and (3) they must be frequent, depending on the players' needs and characteristics. On the other hand, he also found that a number of subjects consider authoritarianism as a need, in a type of relationship where players are considered to be workers who must follow the higher competence of their coaches.

2.21.2. Coaches -Athletes communication in professional sports

The relation with the coach is an important factor for the athlete's success in professional sports. The athlete needs to gain knowledge and experience from the coach, whose role is even to communicate knowledge and experience to the athlete (Philippe, 2006). The athlete and the

coach are entering a relationship and, if they really want success in sport, then they both have to invest in it. The simplest way to describe a relation would be to say that coach and athlete come and work together. Their interdependence makes them want to invest in the relation. A coach wouldn't achieve success without the athlete who participates in competition (in this case, the athlete is the driver through which the coaches reaches sporting success, because it is the athlete who directly competes on the field against other athletes in search for glory, not the coach), as well as the athlete would find it hard to be successful without having a coach to send him knowledge and to advise him. The more serious the two are and the better the invitation which comes from both parties, the higher are the chances for success.

In order to improve the relation with the athlete and to raise the chances of maximum sporting achievement, the coach can use four anchors of communication.

2.21.3. Communication Between Coach And Athlete

(Poczwardowski, 2006) identifies six types of communication between coach and athlete, of which four will be presented as anchors in the relation the two social actors build in professional sports. In order to better understand the four anchors of communication, it is good to say that the coach communicates in three ways with his athletes: (a) as an instructor, (b) as a mentor and (c) as a manager. The coach must not be just an instructor, he has to be a leader and a manager as well, so that he can motivate and organize his athletes.

Instructive (behaviorist) communication means that the coach sends information regarding the physical and tactical behavior of the athlete. Types of such information can be: The way how the athlete has to performed a training exercise or how he has to performed in competition; The coach is a mentor (or a leader) when he has a socio-psychological communication with the athlete. The physical movement of the athlete is not important any more, but that what counts in this type of communication is the mental wellness of the athlete. Just as Muhammad Ali, one of the biggest sportsmen of all times, said, you have to have the skill and the will, but the will must be stronger than the skill in order to be successful. So, even though the coach communicates all the tactical aspects of the game to the athlete, the two may find out they are not successful, because the athlete isn't mentally strong enough to perform well. This is why the coach mustn't be just an instructor, but a leader as well. He has to use the dyads of communication in order to

socio-psychologically influence the athlete, to prepare not just his body for the competition, but also his mind and his soul.

As a manager, the coach has the role to make the best use of the resources he has in order to obtain success. This means the coach has to use communication to send the values and the norms of the sports team/club to the athlete, to help him integrate and feel good in the team, so that the athlete can perform well.

Instructive, psychological and managerial communication being presented, the four anchors of coach-athlete communication can be explained.

2.21.4..Individual communication

Individual communication is the direct communication between coach and athlete. the coach is sending information just to a single person, without any intermediaries. He is not communicating to the team, but to the individual athlete, trying to manipulate his perceptions, his motives or his needs, in order to make him perform better. Individual communication is less present in team sports as in individual sports.

2.21.5. Group communication

When communicating to the group, the coach is transferring knowledge and information upon the whole team of athletes. His goal is to communicate principles which are general to all the athletes in the team, like for example how the team has to perform in a match. In some sports, like ice-hockey, rugby or American football, the coach also uses to split the team into different groups, depending on the roles each group has in the game. For example, in rugby often communicates separate to the forwards³, because the some of the instructions he has to give to them are different from the ones of the rest of the team.

2.21.6. Institutional communication

The coach communicates institutionally when he transfers the values, the norms and the rules of the sport club or team to his athletes, as individuals or as a group. So, the coach plays the real of a manager, to whom athlete is a human resource he has to integrate as good as he can in the club or in team in order to raise its sporting performance. The coach has to communicate and make the athlete identify himself with the club he is representing.

2.21.7. Cultural communication

Because the culture – whichever its type, be it local, regional, national, international or organizational – is the foundation of success, the coach has to make the athlete understand it. The coach and the athlete have to adapt the communication so that their relationship will be based on the same culture, to be precise the organizational culture of the team or the club they are part of. For example, when an athlete moves from a sport team to another, the new coach has to integrate him in the team by communicating the values, the principles and the norms that form organizational culture of the team.

The process of communicating the culture can take place intentionally or involuntarily. The coach communicates intentionally when he transmits elaborated information to the athlete, with the purpose to persuade him and make him think within the boundaries of the culture of the sports club/team. The athlete is conscious that the coach wants to make him change his point of view and to switch to a specific culture. Often, coaches are the ones who decisively influence the culture of the team through the vision they have.

On the other hand side, there is an involuntary communication, in which the simple existence of objects and human beings sends information to the athlete. For example, the architecture of a stadium can tell much about the culture of the owner club and, by simply practicing in that stadium, the athlete unconsciously assimilates some norms and values which he also unconsciously tries to respect, so that his behavior adapts to what he assimilates.

Involuntary communication can improve the relationship between coach and athlete, because it keeps a secret that coaches should use in order to bring sporting success closer: it may sound funny, but involuntary communication can be done intentionally. Coaches can act in such a way that they influence the athlete without letting him know that. For example, a coach demands to his athlete to repeat the same exercise for many times, telling him he has to do it for improving his practice in competition. This may be true, but what the coach also wants is to make the athlete understand that in that sport team, seniority and hard-work are within the cultural values. If the athlete doesn't respect them, he won't be successful. By continuously repeating the exercise, the athlete assimilates the values in his unconsciousness. There will be a moment when the athlete will realize that he has to work hard and seriously if he wants to be successful. That moment, the unconscious will transform into counselors and the athlete will finally receive the message the coach has intended to send to him through involuntary communication.

Coaches have to intentionally use involuntary communication if they want to influence the athletes, but they have to bear in mind that the results won't come out soon. The athlete needs time to interpret the messages the coach sends to him through signs – not through words -, so the transition of the idea from the unconsciousness to consciousness of the athlete is a long term process.

2.21.8. The coaching-performance is the influence of relationship

An athlete's environment is a multidimensional, dynamic component of the athletic experience that is highly influenced by significant individuals in the athletes' life, including parents. Of particular interest is the influence of the coach, as the coach plays a crucial role in level competition, where the athlete is submerged into a new environment void of many significant others (Miller & Kerr, 2002). The coaches' role entails structuring practice, team and position selections, establishing goals, game tactics and plays, providing feedback, and teaching skills which can be influential in the cognitive, affective, and physical domain of the athlete. (Amorose, 2007). Competitive sport requires performance coaches which are characterized by high levels of commitment, more stable coach-athlete relationships and greater focus on medium to long term planning, monitoring, decision making and management skills to facilitate control of performance (Lyle, 2002). Since performance coaches are often held responsible for competition results a clear understanding of the potential paths through which coaches can, or do effect performance, is essential.

2.21.9. Impact of an Athlete's Performance and relationships

The extensive evidence from research that study expert performers both in sport and in the field of expertise in general, claims that the conclusion can be put very simply: deliberate practice makes all the difference between expert performers and normal performers (Ericsson & Krampe 1993).

➤ Motivation

First of all, an athlete's motivation must be high to offer the amount of time spent on deliberate practice to develop a high level of performance. This reflects a life-long period of deliberate effort to improve performances in specific domains (the ten-year rule). An athlete's motivation must be high in order to carry out the extensive amount of time that needs to be completed to

develop own performances for such a long period (the ten year rule). Thus, motivation is one important variable in the process of developing an athlete's performances in sport .

➤ **Focus**

A second important feature in deliberate practice is the importance of concentrated attention towards a well defined task with an adequate difficulty level (Ericsson, 2006). Focused attention during the execution of tasks that are aimed at increasing own levels of performance is an important difference between expert performers and normal performers in sport.

➤ **Emotions**

A third important variable that is found to influence the development of expertise is emotions. The amount of exercise needed for improving own levels of performance is not purely a playful enjoyment.(Ericsson, 2006). To the contrary, developing own performance is an effortful endeavor that takes attention focus from an athlete. It is rather emotions such as engagement and inspiration that seems to stimulate the development of own levels of performance. Emotions such as engagement, curiosity and inspiration are therefore a third important variable in order to achieve successful achievements in sport.

➤ **Coach Behavior**

The multidimensional model of leadership in sport is one of the most used models to investigate coach behavior and the Leadership Scale for Sports is measuring a coach's decision making style, motivational tendencies and instructional behavior. The multidimensional model of leadership in sport claims that coaches' leadership effectiveness is a function of three interacting aspects of coach behavior: actual, preferred, and required behavior. The context constantly shapes the interaction between coaches and athletes and coaching is a complex Endeavour that requires both interpersonal and intrapersonal knowledge from the coach (Jowett & Cockerill, 2003). When these three aspects are congruent, desirable performance outcomes and athlete satisfaction are supposed to be the result.

2.22. Role of the coach in the coach-athlete relationship

The relationship that exists between a coach and an athlete has been extensively researched, and can be both extreme and powerful (panel). A coach has tremendous influence on the physical and psychological development of their athletes. The main responsibility of the coach is to enable their athletes to attain levels of performance not otherwise achievable. Coaches therefore need to motivate athletes and establish the right conditions for learning. Effective coaches have many

skills. They should, for instance, be good communicators and have a working knowledge of the learning processes, and of the teaching methods, training principles, and assessment procedures associated with their sport. These skills enable a coach to fulfill five defined roles—those of teacher, organizer, competitor, learner, and friend and mentor.

Teacher—This role is the most immediately recognizable function of a coach. Quality training or practicing provide opportunities for coaches to display their knowledge and skills to help prepare athletes for competition. Training involves the provision of tuition about physical, tactical, technical, and mental aspects of the sport. Although some coaches also teach their athletes psychological skills (such as mental imagery or relaxation techniques) to help them learn and perform new skills, and effective strategies to improve their self-confidence and regulate arousal and anxiety levels, many hire psychologists to work with their teams on these aspects of mental training.

Organizer—typically the least enjoyable or rewarding part of being a coach involves the work that is done behind the scenes—the organization of practices and Competitions, and the scheduling, planning, and transportation of athletes—that makes for a successful season. Organization, however, helps a coach to prepare for training and for competition, and is a crucial variable for success in all sports. A coach must have an explicit plan or vision, especially in team sports. It is vital for a coach to begin every season by outlining the steps necessary to achieve success. Related to the role of the coach as an organizer is the recognition that they often have to work within certain constraints. There are issues specific to places and contextual factors like scholarship allotment and budgets that can affect a coach's win-loss record.

Adviser – advising players on aspects of training, game plan, preparation, etc

Assessor – assessing players performance in training and in games

Counselor - resolving emotional problems, whether it be personal or rugby/sport related – sharing can be both relieving and reassuring

Demonstrator – demonstrate the skills required

Fountain of knowledge – this could be in a specialist area or have the ability to refer the player to someone that can assist

Motivator – although we cannot motivate someone, we can certainly influence to motivate them selves.

Role model – a person who serves as a model in a particular behavioral or social role for another person to emulate. The way you conduct yourself whilst in the presence of players provides an example of how they should behave – this is perhaps one of the most important roles of a coach

Competitor—Throughout the day of competition, the coach must attend to various tasks. These tasks differ from sport to sport. Coaches of teams play a more active part in competitions than do coaches who work in individual sports; having to make athlete substitutions, call time-outs, and interact with officials. Individual sport coaches are often passive observers during competitions. Coaches in team sports also tend to be more emotional than those in individual sports, in that they are more likely to experience the same emotions as many of their athletes. This emotional response, coupled with perceptions of how the team played and the outcome of the contest, interact to affect the content and focus of the post competition meeting with athletes.

Learner—A coach should be continually learning about their sport and improving their abilities as a trainer.

Friend and mentor—Coaches have the opportunity to develop strong relationships with their athletes and to take on the role of friend and mentor. This process involves being a positive role model, discussing problems, sharing successes, offering support when needed, and even providing counseling when necessary. This aspect of coaching can have a strong positive or negative effect on the athlete and affects their feelings of satisfaction with the coach-athlete relationship..(Sandra E Short, Martin W Short. *www.thelancet.com Medicine and Sport Vol 366 December 2005* & MACKENZIE, B. (2005) *Coaching Roles and Skills*)

2.23. Coach-Practitioner Multiple Role Relationship

The sport psychology literature is the coach-practitioner multiple role relationship. In fact, a great deal of debate occurred in the literature during the 1980s and 1990s on this topic when it was perceived that sport psychology consultants and students in training were getting involved in these multiple role relationships at a high rate. However, since the 1990s, the literature related to ethical issues and specifically multiple role relationships has decreased dramatically.

Individuals taking part in coach-practitioner multiple role relationships are often thought to be qualified coaches with some basic background in the area of sport psychology via readings or courses. In other situations, head coaches hire assistant coaches who are also experienced sport psychology practitioners and ask them to work with the team in the role of consultant. A typical example of a coach-practitioner multiple role is a coach or assistant coach serving as his/her team's sport psychology consultant. Serving in both of these roles at the same time could have several advantages and disadvantages.

2.24. Team

Teams are groups of people with predetermined purpose of achieving a goal or set of goals, through the use of collective efforts, resources and collective responsibility for the results achieved. Teams have been used since time immemorial by common men to achieve uncommon results. Teams are formed for challenges (objectives/goals) especially to compete with another team or teams either for award/s, for leisure and for vocation or a combination of these. According to Katzenbach and Smith (2003):- “A team is a small number of people with complementary skills who are committed to common purpose performance goals, and approach for which they are mutually accountable.

2.24.1. Phases of Team Development

A team **is** a living and dynamic entity. It could progress from an early to a mature phase, independent of the nature of the team or the task it must perform.(Franklin, R. 2003) model proposed the following typical phases in team development:

- I. Forming:** this is the initial orientation period. The team is unsure about what it is supposed to do; members do not know each other well or are not yet familiar with the way the team leader and the other members function. This stage is complete when the members begin to see themselves as a part of the group.
- II. Storming:** during this stage members begin to find their place as team members. The team members now feel more comfortable giving their opinion and challenging the team leader's authority and recommendations. Some members may become dissatisfied and challenge not only the tasks of the team and how these will be carried out, but also the leader's role and style of leadership. This is the start of intra- group conflicts.

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

2.24.2. Team Building

Team building is developing the cohesion of a team by fostering trust, communication and cooperation among members to make it more efficient and improve its performance. Team building is also the system of developing or promoting the dynamics of a team. Without dynamism in a team, a team cannot succeed. Dynamism is the cohesiveness in a team that determines how easy a team goes along. It refers to the selection, development, and collection of result-oriented teams in order for them to make impressive results. Team-building is based on the fact that good relationship among individuals can be learnt, fostered and developed. The result of effective team building is "team dynamism". Teamwork exists as a result of cohesiveness in a team. Teamwork can be described as the ability to work together towards a common vision. It is the ability to direct individual accomplishment toward organizational objectives. It is the fuel that allows common people to achieve uncommon results. A team leader must appreciate the individual team member's skill which will be different from others and exploit this to achieve results. The most important thing in team members are their team spirit. Team members are expected to be 'sizing-up' (each other at the forming stage when they are first constituted and the team is not expected to do much at this stage. It is mostly at the performing stage that teams perform task at their full capacity before they 'adjourn' after tasks-completion or due to inefficiency of team.

2.24.3. Team cohesion

A cohesive team works together to achieve a purpose or mission. Adie, J.W., & Jowett, S. (2010), Adie believes that if a team that wants to achieve greatness they must follow his rule of

the heart. Every team must decide, very consciously, to uphold covenant terms that represent the best of values-voluntary cooperation, love, hard work, and concentration, for the good of the team. The greatness flowing through the heart of the team must be pumped out to all the extremities. In order to develop a cohesive team, a coach must have ability to get a group of individuals to play their best for the good of the team. In promoting team cohesion it is important to ensure that each player feel as if they have a part or role in the mission of the team.

Rusbult, & Buunk, (1993). In his book entitled the winner within, quoted Abraham Lincoln as saying that "A house divided against itself cannot stand" (P. 60). Riley believes that a team consisting of me individuals that are looking out for their personal gains is a team that will not prosper. In addition, Riley notes that cliques within a team will pull the mission or goals of the team apart.

2.25. Coaching Styles

There are perhaps three coaching styles - autocratic (do as I say), democratic (involve the athletes in decision making) and laissez faire. The autocratic style could be broken into two types - telling and selling and the democratic style into sharing and allowing. There is little direction from a "Laissez fair" coaching style as this style allows the group to do what they want to. Coaches will use a variety of coaching styles depending on the coaching situation.

2.25.1. Autocratic Style - Telling

- ❖ When using the Telling style the coach:
 - ✓ decides on what is to be done
 - ✓ defines what to do and how to do its

On a circuit training session, the athletes are told the exercises in the circuit.

- ❖ When using the Selling style the coach:
 - ✓ decides on what is to be done
 - ✓ explains what is required and the objectives
 - ✓ ask the athlete questions to confirm understanding
 - ✓ defines what to do and how to do it

On a circuit training session, the athletes are informed of the exercises in the circuit. The coach explains the object of circuit training and the purpose of each exercise. Athletes can ask questions to clarify any points.

2.25.2. Democratic Style - Sharing

- ❖ When using the Sharing style the coach:
 - ✓ outlines the training requirements to the athletes
 - ✓ invites ideas/suggestions from the athletes
 - ✓ makes the decision based on the athletes' suggestions
 - ✓ defines what to do and how to do it

The coach identifies a circuit training session. Athletes identify possible Exercises for the circuit. The coach selects from the suggestions a set of Exercises.

❖ When using the Allowing style the coach:-

- ✓ The coach outlines the training requirements to the athletes
- ✓ The coach defines the training conditions
- ✓ The athletes brainstorm to explore possible solutions
- ✓ The athletes make the decision
- ✓ The athletes define what to do and how to do it

The coach identifies a circuit training session. the coach defines the conditions of the circuit to ensure it is safe and meets the overall objectives of the session. Athletes identify possible exercises for the circuit and then select a set of exercises that meet the coach's conditions.

2.25.3 The behaviorist style.

This style of leadership is a style that is based on shaping behavior based on consequences. The behavior of the kids is determined by how the coach responds to the way the kids behave. For instance, if you make a big play your soccer game and the coach yells out, "way to go, Jessie!" then .Your coach is reinforcing your behavior of making a big play. More than likely you will want to make another big play so that you get more praise from your coach. Another example would be if you were saying bad things about a teammate. But the coach, your team, and your family would not listen to anything thing you had to say that was negative about this teammate. By ignoring your behavior of gossiping, you would probably stop because no one likes to be ignored. You would probably say nothing or say good things about teammates.

2.25.4. The humanist style

Humanist style is another style of leadership in this way the coach tries to treat players like he or she would like to be treated if he or she were a player. In most cases, this would mean sensitivity. Each person on the team is thought of as a unique individual who is part of team.

2.26. The Roles of in the Relationship between club members

Being a part of an athletic program is not easy; the athlete's must have a great amount of self discipline. We believe that when a teenage player grows into adulthood, he/she will use what he/she learns here to meet the expectations and responsibilities placed on them. Living up to these high standards, we feel, will better prepare our athletes for life ahead of them. Knowing the roles of the three main elements in an athletic program, coach, and athlete, is vital in the success of the athlete.

2.26.1 The role of coaches

Coaches can have a great influence on their athletes. The type and amount of influence you will have on your players is determined by your personal skills. You significantly affect your athletes' motivation to achieve and the enjoyment they receive from participation in hockey. Mutual respect for each other and the longer you are together with your players will increase the influence you have on them.

- Set a good example for players and fans to follow.
- Be positive, fair, and consistent with the players.
- Making playing time and strategy decisions with thought and care.
- Establish and organize practice for the team on a daily basis.
- Be a good communicator with parents and players.
- Protect the safety of all athletes.
- Know and employ injury prevention procedures.
- Make sure all athletes know the expectations, procedures and rules for the program.
- Make sure everyone has practice and game schedules.
- Be a professional practitioner in dealing with situations in the sport and stay current with the X's and O's.
- Keep inventory of equipment.
- Work to help assistants improve.
- Keep track of academic progress of athletes.
- Be available to talk with players and parents.

In general, to have a positive and lasting impact on the athletes you coach, you need to be effective as a leader, teacher, and organizer; encourage and support your players; coach enthusiastically, and express genuine concern for the athletes' total well-being.

2.26.2. The Role of the athlete's

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

CHAPTER THREE

METHODOLOGY OF THE STUDY

This part of the study consists of methods and research design, sampling and sampling techniques, instruments and procedures of data collection and methods of data analysis.

3.1 Research design

As it has been mentioned earlier, the main objective of this study was to investigate and examine the factor affect the relationship between coaches and athletes in the case of oromia region athletics clubs .

Therefore, in order to find out the attitudes, opinions and ideas of the target audiences as well as to make more specific the researcher employed both qualitative and quantitative research design . It also allows collection of the data using tools and document analysis describes and interpreteds

According to Cohen, Anion & Morrison (2005), descriptive research design used to collect numerical data from large population. In addition to this by using descriptive research design it is easy to use various forms of data as well as incorporating human experience which enabled the researcher to look the study in so various aspects and can provide bigger overview about the subject matter. It also gives room to use both quantitative and qualitative data in order to find solution to the specific study. This in turn can help to describe and give an answer to certain life experiences.

3.1.1 Quantitative Research Methods

Quantitative research method is a numerical measurement of specific aspects of phenomena (Miller and brewer 2003). It is designed to produce the statistically reliable data that tells us how many people do or think something. This approach of research is more of objective and helps to collect, analyze and displays data in mathematical form rather than interpretive form.

3.1.2 Qualitative Research Methods

Qualitative research method was developed to explain and interpret the real world or social phenomena based on different perspectives and points of view Haneock et al (2006).

Qualitative research is more of descriptive that focus on exploring meanings by interpreting and explaining experiences and understanding of people. As stated by Windridge et al (2009), it is conducted to find out how people behave the way they do; how opinions and attitudes are formed; how people are affected by the events that go on around them; and how and why cultures and practices have developed in the way they have.

3.1.3. Source of data

In this study both secondary and primary data were collected. Primary data was gathered from coaches, athletes and administrative body in some selected athletics clubs in Oromiya region through questionnaire, interview and observation. The selected clubs were requested to fill the designed open and close ended questionnaire. The questionnaire was first prepared in English and later translated to “Amharic and Orominga” for athletes and English for coaches and administrative body for purpose of clarity and convenience. These methods of data collection helped the researcher to triangulate the data gathered from questionnaire with the data collected from the interview and focus group observation.

On the other hand the secondary data were the researcher assesses from different sources such as from internet, from relevant books, IAAF manuals that are relevant to the topic of the study.

3.3 population and sample size

From more than 20 (twenty) athletics clubs in Oromiya region, the participants of this study were some selected Oromia Athletics clubs, Galan athletics club, Sululta athletics club, Sabata athletics club, Burayu athletics club and Oromya water work athletics clubs which are surrounding Finfe zone and used by simple random sampling method. This method was used to give equal chance to the population to make sure the representativeness of the data and also to ensure the representative of all characteristics of the population which it was not considered by the researcher. By considering the sampling method from the whole population of all the clubs 6 coach's, 114 athletes and 3 administrative staff including both sexes were taken as a sample to fill the designed questionnaire.

Table 1:-Sample selected from athletics club in Oromia region surrounding Finfine special zone

| No | Name of the clubs | Total population(N) | | | | | | Sample selected (n) | | | | | |
|----|------------------------------|---------------------|---|-------|---------|----|-------|---------------------|---|-------|---------|----|-------|
| | | Coach | | | Athlete | | | Coach | | | Athlete | | |
| | | M | F | Total | M | F | Total | M | F | Total | M | F | Total |
| 1 | Sululta athletics Club | 2 | - | 2 | 17 | 16 | 33 | 1 | - | 2 | 20 | 8 | 28 |
| 2 | Sabata athletics Club | 2 | - | 2 | 25 | 25 | 50 | 1 | - | 1 | 15 | 13 | 28 |
| 3 | Burayu athletics' clubs | 4 | - | 4 | 35 | 33 | 68 | 1 | - | 2 | 16 | 14 | 30 |
| 4 | Galan athelaticsa club | 2 | - | 2 | 19 | 6 | 25 | 1 | - | 1 | 8 | 9 | 17 |
| 5 | Oromiya water athletics club | 2 | - | - | 27 | 18 | 45 | 2 | - | - | 11 | 10 | 21 |
| | Total | 12 | - | 12 | 123 | 98 | 221 | 6 | - | 6 | 60 | 54 | 114 |

Source: - Oromia region athletics federation and each athletics clubs documents

Remark:- Of the total population of athletes from selected athletics clubs 114 and 6 respective coaches' were considered in filling out the questionnaires.

➤ out of sample selected about 3 of administrative body participated in the interview

3.4. Instruments of data collection

In order to achieve the intended objectives the data collection instruments are very important. the researcher used the following data collection instruments used . questionnaire, interview, and observations checklist with regard to documents athletes and coaches were implemented.

3.4.1 Questionnaire

Questionnaire was used to collect the data from coaches and athletes. Cohen, H., Amarine-Dickens, M., & Smith, T. (2006). argue that questionnaires encourage the respondents to be honest since they are answered anonymously, and they are more economical than interviews. Moreover it has the ability to solicit information from several respondents within short period of time. There was one type of questionnaire for two groups of respondents (the coaches and athletes) based on the basic questions and the review of the related literature. The questioners were carefully designed to generate information of factors affect the relation between coach and athlete's in the studied area.

Two sets of questionnaires were developed in English to obtain information from selected athletes and coaches and the items of the questionnaire were mixed, both closed and open types this was constructed in keeping with the main themes of research guiding questions as well.

3.4.2 Interview

An interview is a type of survey where questions are delivered in a face-to-face encounter by the interviewer. The interview is like a conversation and has the purpose of obtaining information relevant to a particular research topic (Kumar, 1999). Face to face interviews were carried out in addition to the questionnaire information was obtain from semi-structure interview with the with three administrative body .

3.4 .3 Observation Checklists

The researcher developed the observation checklist before the fieldwork during the main study .One set of observational checklist was designed and developed to determine to what is the factor affects the relationship between coach and athlete in the selected clubs for research conducted.

3.5 Procedures for data collection

The researcher generally employing three types of data gathering information. these was questioners, interview and check list. Questionnaires prepared in clear and unambiguous way in English ,Amharic and Oromnga language than distributed for 114 athletes, 6 coaches and 3

administrative body were collected back. Interview was held at the respondent's offices. This was done intentionally if there was need for additional explanation on how to respond and get back many questioners as much as possible. In order to observation check lists, it was filled during the time in which the researcher was in each athletics club selected for this research.

3.6.Method of data analysis and interpretations

As it has been mentioned earlier, the required data had been collected through both qualitative and quantitative techniques. Therefore, the researcher analyzed the data qualitatively and quantitatively by categorizing it based on their qualitative and quantitative nature. The research questions, and related literature have been also critically reviewed throughout the data analysis process. The data analysis method used in this research is descriptive statistics. Data collected through questionnaires and interviews was structured, organized and presented in frequency and percentage by using SPSS (version 16.0) to suit analysis and conclude.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with data analysis and interpretation which gathered by using questionnaires, interview and observational checklists; by frequency counts, percentage, were statistical methods employed to present and analyze the structured items of the questionnaire quantitatively and qualitative measures (questionnaires and interviews). 114 questionnaires distributed to the athletes; 6 questionnaires were distributed to coaches and 3 interview designed to the administrative bodies. Among the distributed questionnaire, all have been collected.

This chapter also consists two parts. The first part is dealing with the general characteristics of the respondents. The second section also deals with analysis and interpretation of the data obtained from questionnaire, interview and observation.

4.1. Analysis of the General Information

The main sources of the data for the study were some selected athletics club in Oromia region at surrounding Finfine special zone.. Grouping the characteristics of the respondents is very essential to analyze the collected data and it is also important for the readers to know from whom data was collected.

Therefore, the following table shows background characteristics of the sample Respondents.

Table 2. Demographic Characteristics of the Respondents

| No | Vriables | Athletes | | | Coaches | | |
|----|----------|-----------------|-----|-------|-----------------|----|------|
| | | Characteristics | No | % | Characteristics | No | % |
| 1 | Sex | Male | 60 | 52.6% | Male | 6 | 100 |
| | | Female | 54 | 47.4% | Female | | |
| | | Total | 114 | 100% | Total | | 100 |
| | | | | | | | |
| 2 | Age | 13-16 | 2 | 1.8 | 21-25 | - | - |
| | | 17-21 | 89 | 78.1 | 26-30 | 1 | 16.7 |
| | | 22-24 | 16 | 14.8 | 31-35 | 3 | 50 |
| | | 25-28 | 7 | 6.1 | 36-40 | 1 | 16.7 |

| | | | | | | | |
|-------|--|--------------------------|-------|------|--------------------------|---|------|
| | | ≥ 29 | - | - | ≥ 40 | 1 | 16.7 |
| | | Total | 114 | 100 | Total | | 100 |
| 3 | Educational background | 1-6 | - | - | 12 | - | |
| | | 7-8 | 9 | 7.8 | 12+1 | - | |
| | | 9-10 | 74 | 64.9 | Diploma | 2 | 33.3 |
| | | 11-12 | 23 | 20.2 | BA | 3 | 50 |
| | | > 12 | 8 | 7.0 | MA | 1 | 16.7 |
| | | | | | PHD | - | - |
| | | | | | Any other | - | - |
| Total | 114 | 100 | Total | 6 | 100 | | |
| 4 | Training years/service of coaching | 1yrs | 17 | 14.9 | 1yrs | - | - |
| | | 2yrs | 31 | 27.2 | 2yrs | - | - |
| | | 3yrs | 36 | 31.6 | 3yrs | 2 | 33.3 |
| | | 4yrs | 30 | 26.3 | 4yrs | - | - |
| | | >4yrs | - | - | >4yrs | 4 | 66.7 |
| | | Total | 114 | 100 | Total | 6 | 100 |
| 5 | Types of event participating/ coaching | Short distance | 22 | 19.3 | Short distance | 1 | 16.7 |
| | | Meddle distance | 29 | 25.4 | Meddle distance | 1 | 16.7 |
| | | Long distance | 34 | 29.8 | Long distance | 2 | 33.2 |
| | | Race walking | 2 | 1.8 | Race walking | - | - |
| | | Half marathon & marathon | 17 | 14.9 | half marathon & marathon | 1 | 16.7 |

| | | | | | | | |
|---|---------------------------------------|-------------|-----|-----|-----------------------------------|---|------|
| | | Field event | 10 | 8.8 | Field event | 1 | 16.7 |
| | | Total | 114 | 100 | total | 6 | 100 |
| 6 | Level of coaching for only coaches | - | | | 1 st level | - | - |
| | | - | | | 2 nd level national | 3 | 50 |
| | | - | | | 2 nd level IAAF | 2 | 33.3 |
| | | - | | | 3 rd level IAAF | 1 | 16.7 |
| | | - | | | Total | 6 | 100 |

The first background information of the respondents was about their sex, in both case athletes and coaches males constitute an over covering majority 60 (52.6%) and 6 (100%) respectively. At the same time, however the finding shows that there are 54 (47.4%) female respondents of Athletes . so that the respondents from the sample coaches were all (100%) males ; which means there is gender imbalance in the sample clubs. Similarly, the distribution of the respondents across age groups show that Athletes respondents with varying age groups were proportionally represented, that is, those from 13-16 (N = 2, 1.8%), 17-21 (N = 89, 78.1%), 21-24(N = 16, 14.8%), and ≥ 29 (N = 7, 6.1%) years. Regarding to age of the coaches those from 26-30(N=1, 16.7%),31-35(N = 3, 50%), 36-40(N = 1, 16.7%)and ≥ 4 (N = 1, 16.7%) years . This shows that the majority of the athletes in the sample population belongs to the youngest age groups and coaches in the sample population belongs to the Adult age groups.

Again the respondents' distribution across educational level show that; from the total number of athletes respondents 74(64.9%) of athletes were categorized to junior secondary high school level,23(20.2%) of athletes were high school level, 9(7.9%) and 8(7%) of athletes were elementary school level and ≥ 12 grade level. As far as Educational level of the coaches: 2(33.3%) of the coaches have diploma , 3(50%) were B.A holders and 1(16.7%) of them were M.A holder. The fact that almost all of the respondents being educated in different levels it is believed that they can easily understand the questionnaire as desired by the researcher.

As it can see in the table, reveals the experience of athletes and coaches in the club. Most of the athletes are with the experience of two and above years in the club . Similarly, majority (N=2,

33.3%) and (N=4,66.7%) of coaches respondents have three and more than four coaching experience. This shows that the majority of the respondents are well experienced that the information they provided is believed to be reliable.

Concerning the type of event they participated of the respondents, 22(19.3%) are participating short distance event, 29(25.4%) are training with middle distance event, 34(29.8%) are participating long distance event 17(14.9%) specialize half marathon and marathon and the remains 10(8.8%) and 2(1.8%) training with field events and race walking respectively. There for most of the participant athletes are track event athletes the remains are field event athletes. And concerning of the coaches specialization 1(16.7%) are coaching short distance events, 1(16.7%) are coaching with middle distance event, 2(33.3%) are coaching long distance events 1(16.7%) specialize half marathon and marathon and 1(16.7%) coaching with field events. From this we conclude most of coaches are specialized with long distance events.

Finally data on level of the coaching show that the majority of the coaches have 2^{ed} level national (N = 3, 50.%) , 2nd level IAAF (N = 2, 33.3%) while those 3rd level IAAF (N = 1, 16.7%). From this it understand, the most coaches full fill the minimum require to be a coach.

4.2 Presentation and analysis of Data from the Athletes ' questionnaire response

Table 3: The experience of training before you join this club.

| Respondents | Items | Responses | |
|-------------|--------------|-----------|---------------|
| | | Frequency | Percentage(%) |
| Athletes | A. Yes | 35 | 30.7 |
| | B. No | 79 | 69.3 |
| | C. Undecided | - | - |
| | Total | 114 | 100% |

Table 3 indicates that the respondents were asked their experience before joined current club. For the item 35(30.7%) of the total respondents had experience , 79(69.3%) of them didn't have training experiences . So, it is possible to conclude that the majority of athletes' didn't have training experience.

Table 4: About the training in this Club.

| Respondents | Items | Responses | |
|-------------|-----------------|-----------|---------------|
| | | Frequency | Percentage(%) |
| Athletes | A)Very good | 20 | 15.5 |
| | B) Good | 60 | 52.6 |
| | C) satisfactory | 34 | 29.8 |
| | D,)poor | | |
| | Total | 114 | 100.0 |

As table 4 revealed that 20(15.5%) of the participant said that the training in their club are very good 60(52.6%) of athletes' replied that good training in the club , 34 (29.8%) of the respondent athletes said that satisfactory" for the question . From the above responses, t is possible to conclude that majority of the respondents agreed that the training at the sample the club are indicated more than satisfactory.

Table 5: Selected by the club to be the athlete of this club.

| Respondents | Items | Responses | |
|-------------|---|-----------|----------------|
| | | Frequency | Percentage (%) |
| Athletes | A, by results of one competition | 41 | 36.0 |
| | B, taking previous year's average performance | 58 | 50.9 |
| | C, by interest | 15 | 13.2 |
| | D ,taking iterance exam | – | – |
| | Total | 114 | 100.0 |

As the above table 5 results revealed that 41(36%) of the athletes were selected by the club results of one competition, 58(50.9%) of them respond that the by taking previous year's average performance were selected by the club and the remaining 15(13.2%) of athletes were selected by interest. Therefore, it is possible to that the majority of the athletes were selected by taking previous year's average performance .

Table 6 Evaluate the relationship between athletes and coaches.

| Respondents | Items | Responses Frequency | Percentage(%) |
|-------------|--------------|------------------------|---------------|
| Athlete | A, excellent | 6 | 5.3 |
| | B, very good | 65 | 57 |
| | C ,Good | 41 | 36 |
| | D, Average | 2 | 1.8 |
| | E ,poor | - | - |
| | Total | 114 | 100 |

Table 6 shows that 6(5.3%) of the respondents sated that the coach and athletes have excellent relationship and 65(57%) of athletes' showed that the coaches and athletes have very good relationship where as 41 (36%) athletes replied 'coach and Athletes have good relationship and 2(1.8) athletes 'answered coaches and athletes have average relationship . From the above responses, it is possible to conclude that most of the coaches and athletes' have good relationship each others.

Table 7: Do you believe the relationship between Athletes and coaches influence Athletes performance.

| Respondents | Items | Responses | |
|-------------|--------------|-----------|-------------|
| | | Frequency | Percentage |
| Athletes | A. Yes | 97 | (%) 85.1 |
| | B. No | 14 | 11.3 |
| | C. Undecided | 3 | 2.6 |
| | Total | 114 | 100. |

As it can be seen from table 7 from athletes of selected athletics clubs respondents 97(85.1%) said that both athletes' and coaches behaviors affect on athletes performance. However 14(11.3%) responded that coaches and athletes' no behaviors' affects on athletes performance and 3s(2.6) undecided

Table 8: The coaches - Athletes behaviors affects on the athlete's performance.

| Respondents | Items | Responses | |
|-------------|--------------|-----------|-------------|
| | | Frequency | Percentage |
| Athletes | A. Yes | 103 | (%) 90.4 |
| | B. No | 11 | 9.6 |
| | C. Undecided | - | - |
| | Total | 114 | 100. |

As shown in the above table 103(90.4) athletes responded that their behaviors affect athlete's performance. And in the item 11(9.6%) the indicated behaviors no affect on the athlete's performance. According to the above table, the researcher conclude that, respondents of the athletes give suggestion about coaches and athletes behavior affects on the athletes performance.

Table 9 The factors exist which affect the relationship of Athletes and coaches.

| Respondents | Items | Responses | |
|-------------|--------------|-----------|----------------|
| | | Frequency | Percentage (%) |
| Athletes | A. Yes | 82 | 79.9 |
| | B. No | 32 | 28.1 |
| | C. Undecided | - | - |
| | Total | 114 | 100. |

According to table 9 about 82(71.9%) of the respondent athletes indicated that there are factor that affects the relationship between athletes and coaches , & 32(28.1%) of the athletes replied there are no so much factor that affects the relationship between athletes and coaches . If your answer for question is “yes” please explain how factors exist affects the relationship between coaches and athletes asked the sampled athletes by open ended equation? It Considering from this result that the respondents could be said coaching competence with sport, lack of interest, emotional than making the training, sometimes lack of motivation and lack clear responsibilities between coach and athletes are some of exist factor that affect the relationship. From the above responses, the researcher conclude that most of the respondents answered there are some factors affect the relationship between coaches and athletes.

Table 10 The relationship between athletes and coaches matter for a better working environments

| Respondents | Items | Responses | |
|-------------|--------------|-----------|----------------|
| | | Frequency | Percentage (%) |
| Athletes | A. Yes | 86 | 75.4 |
| | B. No | 21 | 18.4 |
| | C. Undecided | 7 | 6.1 |
| | Total | 114 | 100. |

Table 10 ,Respondents of the study were also asked about the relationship between athletes and coaches matter for a better working environments. Accordingly, majority of the respondents which are 86 (75.4%) replied the relationship between athletes and coaches depended on a matter for a better working environments ,about 21(18.4%) respondents relationship is not the matter for a better esvironments and a few of about 7 (6.1%) respondents said that undecided the relationship between coaches and athletes a mater or not a batter working environments. From the above data it is possible to conclude the majority of the athletes good working environment impotents for relationship.

Table 11 The major important element of Coach’s and Athlete’s relationships. Mark X from the following list.

| Respondent | Items | Responses | |
|------------|---|-----------|----------------|
| | | Frequency | Percentage (%) |
| Athletes | A ,Closeness of each anther | 28 | 24.6 |
| | B, Feedback is open and clear | 19 | 16.7 |
| | C, Respecting each anther | 46 | 40.4 |
| | D, Focused only technical and professional | 5 | 4.4 |
| | E, Building a friendly environment | 16 | 14 |
| | F, Making training fun | - | - |
| | G, Taking action before things to go wrong way | - | - |
| | F, Makes a quack decision when the problem occurs | - | - |
| | Total | 114 | 100. |

As it can be seen from the table 11, the Closeness of each anther, Feedback is open and clear , , Respecting each other and Building a friendly environment replied about 28(24.6)%, 19(24.6%),46(40.4%)and 16(14%) are the important element of Coaches and Athletes relationship

respectively. About 5(4.4%) of sampled athletes said that Focused only technical and professional. Therefore the study concluded that most of the athletes agreed that they Respecting each other the main important for athletes and coaches relationship

Table 12 The relationship that exists between athletes and Coaches' affect athletes' and coaches motivation during the training period.

| Respondents | Items | Responses | |
|-------------|--------------|-----------|----------------|
| | | Frequency | Percentage (%) |
| Athletes | A. Yes | 96 | 84.2 |
| | B. No | 15 | 13.2 |
| | C. Undecided | 3 | 2.6 |
| | Total | 114 | 100. |

As table 12, shows 96(84.2%) of the athletes respondent the relationship that exists between athletes and Coaches' affect athletes' and coaches motivation during the training period And 15(13.2%) of the respondent replied the relationship that exists between athletes and coaches no effect on the motivation during training period, whereas 3(2.6%) of the respondent said undecided for the item. Therefore, the researcher conclude that the majority of the participant athletes the relationship affect on the motivation during training seasons.

Table 13 Types of relationship expect between athletes and coaches in your club? Mark from the following list?

| Respondents | Items | Responses | |
|-------------|---------------|-----------|---------------|
| | | Frequency | Percentage(%) |
| Athletes | Friendships | 73 | 64.0 |
| | Family | 16 | 14.0 |
| | Professional | 25 | 21.9 |
| | relation ship | | |

| | | | |
|--|----------|-----|-------|
| | | | |
| | Romantic | - | - |
| | Total | 114 | 100.0 |

Table above shows that 73(64) of the athletes revealed that ‘Friendships’ to the statement 16(14) of the athletes stated ‘Family’ 25(21.9%) of the athletes have decided the types of Professional relationship between athletes and coaches. From the above responses, it is possible to conclude that most of participant sample athletes are friendship expected among of both athletes’ and coaches

Table 14.In mutual interaction among athletes and coaches .

| Respondents | Items | Responses | |
|-------------|--------------|-----------|----------------|
| | | Frequency | Percentage (%) |
| Athletes | A. Yes | 26 | 22.8 |
| | B. No | 88 | 77.2 |
| | C. Undecided | - | - |
| | Total | 114 | 100. |

According to the above table 14,revealed that, 26 (22.8%) of respondent athletes’ stated the ‘Yes’ to the item while 88 (77.8%) of Athletes there is no a mutual interaction among athletes and coaches responded the question. According to the above table, we can conclude that majority of the athletes’ and coaches not develop mutual interaction in their clubs.

Table 15,The communication between coaches and athletes in your club is honest, clear and effective.

| Respondents | Items | Responses | |
|-------------|--------------|-----------|----------------|
| | | Frequency | Percentage (%) |
| Athletes | A. Yes | 49 | 43.0 |
| | B. No | 62 | 54.4 |
| | C. Undecided | 3 | 2.6 |
| | Total | 114 | 100. |
| | | | |

Table 15, shows that 49(43%) of the respondents stated that their communication depended on honest, clear and effective and the most 62 (54.4%) of them respond that as the communication among coaches and athletes in the club is no honest, clear and effective. Whereas 3(2.6%) of athletes' showed that undecided to about issue. As majority of the respondent replied that the communications flow among coaches and athletes were not clear , honest and effective .

4.3 Presentation and analysis of data from Coaches' questionnaire responses

Table 16 experience of coaching before you join this club

| Respondents | Items | Responses | |
|-------------|--------------|-----------|---------------|
| | | Frequency | Percentage(%) |
| Coaches | A. Yes | 6 | 100 |
| | B. No | | |
| | C. Undecided | - | - |
| | Total | 6 | 100% |

As shown in the above table 16 about 6(100%) of athletes had experience coaching before join their clubs. . From this it is possible to conclude that all the respondents of responded that had experience of training before join their new clubs.

Table 17 How does you see the coaching in this Club.

| Respondents | Items | Responses | |
|-------------|-----------------|-----------|----------------|
| | | Frequency | Percentage (%) |
| Coaches | A, Very good | 2 | 33.3 |
| | B, Good | 2 | 33.3 |
| | C, satisfactory | 2s | 33.3 |
| | D, poor | - | - |
| | Total | 6 | 99.9 |

Table 17, according to the participant responded 2 (33.3%) of the coaches respond their opinion that they have very good 2(33.3%) of the respondent replied that good for the statement. Whereas 2(33.3%) satisfactory responded for the sample item. As can be seen on the above table that the participant coaches indicate that they understand the coaching in the club very good , good and satisfactory

Table 18 How you were selected by the club to be the coach of this club.

| Respondents | Items | Responses | |
|-------------|---|-----------|----------------|
| | | Frequency | Percentage (%) |
| Coache | A, by results of one competition | 4 | 66.7 |
| | B, taking previous year's average performance | 1 | 16.7 |

| | | | |
|--|--------------------|---|------|
| | C, by interest | 1 | 16.7 |
| | D ,taking iterance | – | –. |
| | Exam | | |
| | Total | 6 | 100. |

According to the above table 18 revealed that, 4 (66.7%) of respondent coaches selected to be a coaches by results of one competition while 1(16.7%) of coaches selected taking previous year’s average performance and the remaining 1 (16.7%) coaches responded selected by interest to the question. According to the above table, the study conclude that majority of the coaches to be a coach of the sampled club by results of one competition

Table 19:Evaluate the relationship between athletes and coaches.

| Respondents | Items | Responses Frequency | Percentage(%) |
|-------------|--------------|---------------------|---------------|
| Coaches | A, excellent | - | - |
| | B, very good | | |
| | C ,Good | 4 | 66.7 |
| | D, Average | 2 | 33.3 |
| | E ,poor | - | - |
| | Total | 6 | 100 |

Table 19; shows that 4(66.7%) of the respondents sated that the coaches and athletes have a good relationship and 2(33.3%) of coaches showed that the ‘coach and athletes relationship were “average”. From the above responses, it is possible concluded that most of the coaches have good relationship with the Athletes.

Table 20 The relationship between Athletes and coaches influence Athletes performance.

| Respondents | Items | Responses | |
|-------------|--------------|-----------|---------------|
| | | Frequency | Percentage(%) |
| Coaches | A. Yes | 5 | 83.3 |
| | B. No | 1 | 16.7 |
| | C. Undecided | - | - |
| | Total | 6 | 100. |

As the data provided Table 20 indicates that around 5(83.3%)of coaches respond that relationship between Athletes and coaches influence Athletes performance, but around 1(16.7%) coaches respond that no influences the relationship between athletes' and coaches on the athletes performance. Based on the data show that, almost all of the respondent coaches relationships are influence on athletes' performance.

Table 21 Coaches/ Athletes behaviors affects on the athlete's performance.

| Respondents | Items | Responses | |
|-------------|--------------|-----------|----------------|
| | | Frequency | Percentage (%) |
| Coaches | A. Yes | 3 | 50. |
| | B. No | 3 | 50. |
| | C. Undecided | | |
| | Total | 6 | 100. |

As shown in the above table 21; 3(50%) coaches responded that there are behaviors were affects on athlete's performance. And in the item 3(50%) coaches indicted behaviors no affects on the athlete's performance. According to the above table, it is possible to conclude that equal percents of respondents of the coaches give suggestion about coaches and athletes behavior affects on the athletes performance.

Table 22 Factors affect the relationship between Athletes and coaches.

| Respondents | Items | Responses | |
|-------------|--------------|-----------|----------------|
| | | Frequency | Percentage (%) |
| Coaches | A. Yes | 3 | 50. |
| | B. No | 1 | 16.7 |
| | C. Undecided | 2 | 33.3 |
| | Total | 6 | 100. |

Concerning the item on Table 22, majority 3(50%) of coach respondents confirmed that there are factors that exist which affect the relationship between of Athletes and coaches 1(16.7%) coach respondents responded there are no exist factors that affect the relationship between coaches and athletes' in the club and also there are the respondents that 2(33.3%)of them undecided about the question asked. If your answer for question is “yes” please explain how factors exist affects the relationship between coaches and athletes asked the sampled athletes by open ended equation? As the sample, coaches it was revealed by the vast majority respondents - a coach’s decision-making style in the relationship with an athlete will clearly affect the adaption of his or her behavior towards this particular athlete

-Receive feedback from coaches one of the factors

-Mutual respect between athletes and coaches,

-experience of coaches and athletes affect the quality of the relationship affecting which is some factors affects the relationship

The result indicates that most of the coaches accept, that the factors that exist which affect the relationship between coach s and Athletes but some of the respondents did not decided to the factors that affects relationship.

Table 23 The relationship between athletes and coaches matter for a better working environments.

| Respondents | Items | Responses | |
|-------------|--------------|-----------|----------------|
| | | Frequency | Percentage (%) |
| Coaches | A. Yes | 5 | 83.3 |
| | B. No | 1 | 16.7 |
| | C. Undecided | | . |
| | Total | 6 | 100. |

As table 23,in the above item shown (83.3%) coaches responded that the relationship between coach and athletes matter for a better working environments and 1(16.7%) coaches indicated the relationship between athletes and coaches were did not matter for a better working environments. The result shows that Almost all respondent coaches agreed with the better working environments .

Table 24 The major important element of Coach’s and Athlete’s relationships. Mark X from the following list?

| Respondent | Items | Responses | |
|------------|--|-----------|----------------|
| | | Frequency | Percentage (%) |
| Coaches | A , Closeness of each anther | 3 | 50. |
| | B, Feedback is open and clear | - | - |
| | C, Respecting each anther | 3 | 50.0 |
| | D, Focused only technical and professional | - | - |
| | E, Building a friendly | - | - |

| | | | |
|--|---|---|------|
| | Environment | | |
| | F, Making training fun | - | - |
| | | | |
| | G, Taking action before things to go wrong way | - | - |
| | F, Makes a quack decision when the problem occurs | - | - |
| | Total | 6 | 100. |

Coaches were also asked about what are the major important elements of Coach's and Athlete's relationships from list in table 24. Accordingly, 3 (50%) of them responded that respecting each another the element of the impotents of the relationship for both, In the same way 3(50%) of coaches respondents have the same stand to that , Closeness of each another was the most important elements of coach athletes relationship. The researcher conclude that the developing a close coach-athlete and Respecting each anther relationship is an important factor in athletic success

Table 25 The relationship that exists between athletes and Coaches' affect athletes' and coaches motivation during the training period.

| Respondents | Items | Responses | |
|-------------|--------------|-----------|----------------|
| | | Frequency | Percentage (%) |
| Coaches | A. Yes | 6 | 100 |
| | B. No | - | - |
| | C. Undecided | | . |
| | Total | 6 | 100. |

As shown from the above table 25, all 6(100%) respondents responded that the relationship that exists between athletes and Coaches' affect athletes' and coaches motivation during the training period. Therefore the researcher conclude that motivation is concerned bout personal well-being

Table 26 Types of relationship expect between athletes and coaches in your club. Mark from the following list?

| Respondents | Items | Responses | |
|-------------|----------------------------|-----------|---------------|
| | | Frequency | Percentage(%) |
| Coaches | Friendships | 2 | 33.3 |
| | Family | - | |
| | Professional relation ship | 4 | 66.7 |
| | Romantic | - | - |
| | Total | 6 | 100.0 |

According to the above table 26 revealed that, 2(33.3%) of respondent coaches said that 'Friendships' to the item while 6 (66.7%) of coaches respondents Professional relationship to the question. According to the above table, it is possible to conclude that majority of the coaches and exacted usually adopt a friendly and Professional relationship with each other

Table 27. Mutual interaction among athletes and coaches .

| Respondents | Items | Responses | |
|-------------|--------|-----------|----------------|
| | | Frequency | Percentage (%) |
| Coaches | A. Yes | 4 | 66.7 |
| | B. No | 2 | 33.3 |

| | | | |
|--|--------------|---|------|
| | C. Undecided | - | - |
| | Total | 6 | 100. |

Table 27, indicates that 2(33.3%) of the respondents sated that the athletes and coaches have mutual interaction among them themselves and 4(66.7%) of coaches showed that there are no mutual interaction among between athletes and coaches the of one another. Therefore the researcher concludes that there is no mutual interaction among between coaches and athletes of one another.

Table 28 do you think the communication between coaches and athletes in your club is honest, clear and effective?

| Respondents | Items | Responses | |
|-------------|--------------|-----------|----------------|
| | | Frequency | Percentage (%) |
| Coaches | A. Yes | 3 | 50.0 |
| | B. No | 1 | 16.7 |
| | C. Undecided | 2 | 33.3 |
| | Total | 6 | 100. |

Table 28, shows that 3(50%) of the respondents sated that they the communication between coaches and athletes in the sampled club were honest, clear and effective communicate about 1(16.7%) of them respond that no communication among between coaches and athletes Whereas 2(33.3%) of coaches showed that as they undecided the idea club members communicate honestly ,clear and effective .As majority of the respondent replied that there is communications flow among athletes and coaches .

4.3 Analysis and interpretation of Athletics and coach's response to the open-ended question

- 1 In what way the coaches and athletes relationship influences the athletes performance?

Almost all coaches and athletes replied similarly to this question. They responded that if there is no a good relationship between the athletes must be lost interests, Commitment, trust and unity decreases.

- 2 How the relationship between athletes and coaches matter for a better working Environments?

In response to this question, most coaches and athletes suggested that by developing a healthy environment by promoting humor and entertainment sessions coaches and athletes relationship unless there Close relationship between coach and athlete by creating a friendly and safe environment can avert their minds of worries and mental discomfort that may be created by the coach and focus on the exercise and lead to strong and successful performance of Individual or team.

- 3 How the relationship that exists between athletes and coaches affected athletes and coaches motivation during the training period /session?

As it has been revealed by athletes and coaches regarding to this question were, achievement motivation is also one of the factors that can change depending on the behaviors of the sport coach athletes. And also athletes interact with their coach in every training session and competition however some individuals are motivated to avoid failure instead of trying to succeed in a given task.

- 4 Please mention other major challenges and factor that exist between coaches and athletes which affect the relationship between them?

Regarding to this question the respondents said that when I summarized their suggestions that, coach - athlete relationship quality can be affected by many factors. These factors include: physical factors in relation to performance, psychology in relation to motivation, social in relation to "significant others" and environmental in relation to culture. Although several aspects influence on coach – athlete relationship but the psychological aspect is very import.

4.4 .Interview responses, Interpretation and discussion

Due to time constraints the student researcher conducted structured interview the interview was made with face to face manner with the three person of regional athletics federation experts in different time and Place in order to get additional information about factors affects that the relationship between athletes and coaches which same selected athletics clubs in oromia region surrounding finfne special zone .

4.5. The following texts are the extract of from the response given by the federation experts

- In the first question the experts was asked to tell, Is there your office the relationship with athletics clubs in the region As they said that the “ yes “ we have close relationship with all athletics which found in our region and we have to exchange the information at any time , if any problem faced the clubs we have to solve by discussing with coaches and athletes and also with the concerned body.
- They were asked again about numbers of athletics clubs , athletics coaches and athletes in oromia region, they replied 20 clubs , 477 male and 45 female from 1st level to 3rd IAAF coaches and ,471 male and 348 female athletes there in the regional clubs .
- The other questions asked is there professional expert who follows and give support for athletics club in the office, they replied “Yes “about these questions, according to the rule and the regulation each and every clubs have the boards of members which are the highest administrative body but our office give supports with the boards, conducting evaluation the effectiveness of the clubs, depend on the rule and the regulation give the direction
- They were asked again about what the role of administrative body in the relationship between athletes and coaches and what measures does the administration take if the coaches or athletes misbehaves the rule of training; they responded as advising athletes and coaches on aspects of training, game plan, preparation and Clubs coaches, athletes and concerned bodies as the whole should have their own contribution for the effectiveness of their clubs by taking their responsibility on relating each other discussing each other on the vision, mission, objective and goal of their clubs when it summarized the interviews equations.

- Finally they were interviewed that are there visit athletics when they are training? Shortly Then most of them replied that, according to on our memorandum within every 3 months there are a visiting time but still now we didn't visit his, is our weakens as they said to question.

4.6 Observational checklist Analysis and Interpretation of athletics clubs

Table 29: Table Showing the Summarized The field observation check list were made during training

N.B. Always = 4 Often = 3 occasional = 2 Never at all = 1

| | Activists | 4 | 3 | 2 | 1 |
|----|--|---|---|---|---|
| 1 | Establish goals | ✓ | | | |
| 2 | Punctuality of the coach and athlete while training | ✓ | | | |
| 3 | Use a democratic coaching style | | ✓ | | |
| 4 | good role model | | | ✓ | |
| 5 | Performance feed back | ✓ | | | |
| 6 | Have a positive relationship with Athletes | | ✓ | | |
| 7 | Interact effectively with Athletes | | ✓ | | |
| 8 | Help athletes maximize their potential | | ✓ | | |
| 9 | Suitability of the clubs environment, instructional materials and facilities | | ✓ | | |
| 10 | Shared responsibility | ✓ | | | |
| 11 | All team members (Athlete) and coach effectively Communicate each other | ✓ | | | |
| 12 | The coach has a good , professional relationship with all players | | ✓ | | |

| | | | | | |
|----|---|--|---|---|--|
| 13 | The coach treats all athlete equally and fairly | | ✓ | | |
| 14 | The coach are punished when athletes make mistake | | | ✓ | |

As indicated table above, 29, always they were Punctuality of the coach and athlete while training, establish goals, there Performance feedbacks, Shared responsibility and all team members (Athlete) and coach effectively Communicate each other. were as often Use a democratic coaching style, Suitability of the clubs environment, instructional materials and facilities there are positive relation , the coaches treated all players equally and fairly ,interacted effectively each anther, coaches helps athletes to maximize their potential and they shard responsibility. However, to be good role model, and the coach are punished when athletes make mistake were occasional according to the observation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Summary

The objective of this paper was to study the factors that affects the relationship between athletes and coaches in the case of some selected athletics clubs in oromia which surrounding finfine zone, In order to achieve the objective 114 athletes, 6 coaches, and three regional athletics federation administrative bodies' were participated. The required data were gathered through questionnaire, interview and field observation. Quantitative and qualitative data analyses were employed to analyze the acquired data.

In the second chapter of the study the review of related literatures and related works were presented to get basis for the discussion of the findings. They deal with the concepts of coaches and athletes relationship in sports and recent conceptualization of coaches and athletes relationship understanding of the coach athletes relationship, importance of good coaches and athletes relationship, value of effective coaches- athletes relationship ,how coaches and athletes benefit from their relationship, improve the coach athletes relationship types interpersonal relationship, factors the affects the relationship between coach and athletes ,team, team cohesion, coaching styles, the role of the coach in the coaches athletes relationship , role of the coach and Role of the athletes

In the third chapter the collected data was presented and analyzed. The results from questionnaires were tabulated and frequency and percentages were calculated with spss 16.0 soft war. Finally the findings are presented as follows

1. Regarding to sex and educational background, age the coaches: -about 84% of them were male above diploma holder and adult.
2. The study revealed that, 84.5% of the athletes and coaches have more than two and above coaching and training experiences before they join the clubs.
3. About 99% of participants responded the training and coaching in the clubs are satisfied.

4. About 50% of athletes that, taking the previous years average performance to be the members of the club. Whereas 66% of the coaches selected to be the coaches of the club by result of the competition.
5. 64.6% of athletes and coaches point out that, they have good relationships
6. Both athletes and coaches revealed that, the relationship between coaches and athletes influences on the athletes' performance.
7. About 90.41% of athletes suggested that, the coaches and athletes behaviors affects the athletes performance but more than of the coach respondents suggests to the question, behaviors is not affects the relationship
8. The huge number of respondents point out that, caches competence, lack of interest, emotional taking the training, lack of motivation, lack of clear responsibly among athletes and coaches, coaching decision style and lack of mutual respect were list as the major factors exist affect the relationship between coaches and athletes.
9. As it expressed with 79.35% of respondents relationship deepened on a better working environments
10. The study found out closeness of each other, feedback is open and clear and respecting each other are the most important for athletes and coaches relationship , the male number of respondents point out focusing only technical and professional and building a friendly are vital .
11. About 92.1% of the respondents indicated that, the relationship exist during the training/ session training were affect the motivation of caches and athletes .in addition to that the respondents said if the motivation affected the are the lack of interests
12. Professional relationship, family relationship and frindly relationship are the types expected in the relationship.
13. 55.25s% of respondents indicated that, there are no mutual interaction among each other in the clubs
14. The highest number of athletes point out that, coach and athletes in the clubs were depend on honest, clear and effective relationship, where as the most coaches indicated that, communication follows between coaches and athletes not depend on honest, clear and effective.

5.2 Conclusion

In this study, an attempt has been made to examine the factors that affect the relationship between coaches and athletes relationships among some selected athletics clubs in oromia region which are surrounding finfine zone. Based on the findings of the investigation, the following conclusions are made.

- The study confirmed that there is a good relationship between coaches and athletes but there is no good interaction between athletes and Coaches. The study also showed that almost all athletes are respectful to their coaches and coaches have friendly stance relationship with their athletes. Almost all respondent also replied that if the relationships between coaches and athletes are terrible it influences on the athletes performance.
- The finding of the investigation revealed that, more than half number of athletes said the behaviors of coaches or athletes affects the athletes performance in other side the coaches point out the behavior may or may not be affect on the performance .
- In addition to this the study indicate ,sharing responsibility, all team members effectively communicate each other coaching style sustainability of the clubs environments, psychological factor and respecting each other and sometimes emotionality and lack motivation are the factors exist which affect the relationship.
- As indicated the data analyzed, relationship is the matter of a better working environments.
- Regarding to the importance of coaches and athletes relationship togetherness each other, the given feedback to be open and clear, respecting one another are one of the major elements of the relationship and building friendly environments and focusing only technical and professional same times significant.
- In general speaking we can conclude that, the majority of suggest that the continuation of relationship at the training sessions they are the trouble of motivation.
- As professional relationship , family relationship and acting as friendly are what the expected relationship between coaches and athletes in the clubs .
- The finding of the investigation show that, relationships the finding from the communication between coaches and athletes state by athletes but the greater part of the coaches respondents they don't pleased in terms of the issue communication.

5.3. Recommendation

Depending upon the findings of the study, the following recommendation were drawn.

1. As is evident from the analyzed which show female participants as coaches compared to male no any female coaches , so that gender affects the qualities and intensity of relationship therefore for the effective work the region should be motive, train, support and encourage talented female coaches .
2. The true nature of relationship is based on mutuality , the fore coaches and athletes mutuality are a relationship should be built up on respectful understanding and respective listing and interacting each other.
3. Being clear the responsibilities of athletes and coaches should be value in order to successful relationship.
4. The overall relationship between coaches and athletes should have depend on cooperative ,friendly and respective each other
5. Regional athletics federation should be visiting the athletes and coaches at least ones at three a months according to they agreements on sign on memorandums.
6. Psychologist, philologists and the concerned body develop athletes and coaches knowledge to protect the factors that affects of the relationship. and also they must attempt to established a sort of friendship each other as well as provide psychological sport and give motivation.
7. With proper communication and understanding each anther a strong relationship can be building between coach's athletes, leading to b empathic accuracy, coach and athletes satisfactions and performance successes the communication should be honest, clear and effective.
8. Working environments are same factors which have led to amateur for coaches athletes relationship, there for to advocating for the clubs with those who affect list environments.

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APPENDIX- I

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF SPORT SCIENCE

QUESTIONERS TO BE FILLED BY ATHLETES

Hello, my name is Lemessa Weyuma and I am a master's candidate for the department of sport science at Addis Ababa University .The Objective of this questioners is to collect the information about the study of factors that affect the relationship between coach and athlete in the case of some selected athletes clubs in oromia region surrounding finfine special zone .Hince your respective club is selected as one of the sample areas. Your response to be the questions will not create any harm, but it is purely used for academic purpose. There for; you are kindly requested to response the questions genuinely .I strongly assure you for the confidential treatment of your Answers . I would to like to thank you voluntary participation for the success of my research study. If you have any questions, please contact me by phone (0913333870) or by e-mail wlemmessa@yahoo.com

General Direction

1. No need to write your name
2. Try to answer every question according to the instruction provided.

Part one: General information

Please circle your Reponses

1. Zone_____ Wored_____
2. Name of the club_____
3. Sex A, male B, female

4. Age A,13-16 B, 17-20 C, 21-24 D, 25-28 E, 29 & above

5. Educational back ground in grade level

A, 1-6 B, 7-8 C, 9-10 D, 11-12 E, above grade 12

6. Training years in the club (years involve in training)

A, 1 B, 2 C, 3 D, 4 E, above 4 years

7. Type of event you are participating now:

A. short distance B. medium distance C. Long distance

D. half marathon & marathon E, field event

Part two: main information

Instruction

The following are issues about factors that affect the relationship between coach and athlete of the Oromia region Finfine special Zone Athletics' clubs. Please, circle the letter of your choice and give your reason on the space provided.

8. Do you have any experience of training before you join this club?

A, yes B, No C, un decided

9. If your response for question No 8 “yes” how does you see the training in this

Club? A, very good B, good C, satisfactory D, poor

10. How were you selected by this club to be an athlete .?

A, by results of one competition B, by taking previous year's average

Performance C, by interest D, by taking entrance exam

11. How do you evaluate the relationship between athlete and coaches?

A. Excellent B. Very good C. Good D. Average E. poor

12. Does the relationship between athletes and coaches influences athletes

Performance? A, yes B, No C, undecided

13 If your answer of question No 12 is “yes” in what way it influences ?

14. Do you think, the coach /athletes behavior affects on the athlete

Performance? A, Yes B, No C, undecided

15.If your answer to question No14 is “yes how?

16. are there factors exist which affect the relationships of athletes and coaches?

A, Yes B, No C, undecided

17. If your answer for question No 16 is “yes” please explain how ?-----

18. Does the relationship between athletes and coaches matter for a better working

Environments?.

A, Yes B, No C, undecided

19, If your answer of question No 18 is “yes” please explain the reason. ?-----

20, what are the major important element of coach and athlete relationship? Pleas X mark from the following List?

| | Items | |
|---|--|--|
| A | Closeness of each anther | |
| B | Feed back is open and clear | |
| C | Respecting each anther | |
| D | Focused only technical and professional | |
| E | Building a friendly environment | |
| F | Making training fun | |
| G | Taking action before things to go wrong way | |
| H | Makes a quick decision when the problem occurs | |

21. Dose the relationship that exist between athletes and coaches affect athletes and coaches

Motivation during the training period / sessions?

A, Yes B, No C, undecided

22. If your answer to question No 21 is “yes” please explain the reason. ?-----

23, What types of relationship expect between athletes and coaches in your club? ? Pleas X mark
 from the following List?

| | Items | |
|---|----------------------------|--|
| A | Friendship | |
| B | Family | |
| C | Professional relation ship | |
| D | Romantic | |

24. In your club is there a mutual interaction among Athletes and coaches?

A, yes B, No C, undecided

25, If your answer of question 24 is No why?-----

26. Do you think the communication between coaches and athletes in your club is honest, clear and Effective?

A, yes B. No C, Undecided

27. If your answer of question 26 is “ No why?-----

28. Please mention other major challenges and factor that exist between coaches and athletes which affect the relationship between them?-----

Thank You!!!

APPENDIX- II
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPORT SCIENCE
QUESTIONERS TO BE FILLED BY COACH'S

Hello, my name is Lemessa Weyuma and I am a master's candidate for the department of sport science at Addis Ababa University .the objective of this questioners is to collect the information about the study of factors that affect the relationship between coach and athlete in the case of some selected athletes clubs in oromia region surrounding finfine special zone .Hince your respective club is selected as one of the sample areas. Your response to be the questions will not create any harm, but it is purely used for academic purpose. There for ; you are kindly requested to response the questions genuinely .I strongly assure you for the confidential treatment of your Answers . I would to like to thank you voluntary participation for the success of my research study. If you have any questions, please contact me by phone (0913333870) or by e-mail wlemmessa@yahoo. com

General Direction

1. No need to write your name
2. Try to answer every question according to the instruction provided.

Part one: General information

Please circle your Reponses

1. Zone_____ Wored_____
2. Name of the club_____
3. Sex A, male B, female
4. Age A, 21-25 B, 26-30 C, 31-35 D, 36-40 E, 41 & above

5. Educational back ground= A, Grade12 complete B, 12⁺ C, diploma
D, BA E, MA F, PHD G, any other-----

6. Level of coaching you has: A, first level B, second level national
C, second level IAAF D, third level IAAF E, any other-----

7. Service years in coaching: A, 1 year B, 2 years C, 3 years D, 4 years E, above 4 year

8. Type of event you are coaching now: A. short distance b. medium distance
C. Long distance D. Race walking E, half marathon & marathon
F, field event

Part two: main information

Instruction

The following are issues about factors that affect the relationship between coach and athlete of the Oromia region Finfine special Zone Athletics' clubs. Please, circle the letter of your choice and give your reason on the space provided.

8. Do you have any experience of coaching before you join this club?

A, yes B, No C, un decided

9. If your response for question No 8 "yes" how does you see the training in this

Club? A, very good B, good C, satisfactory D, poor

10. How were you selected by this club to be a coach .?

A, by results of one competition B, by taking previous year's average

Performance C, by interest D, by taking entrance exam

11. How do you evaluate the relationship between athlete and coaches?

A. Excellent B. Very good C. Good

D. Average E. poor

12. Does the relationship between athletes and coaches influences athletes

Performance? A, yes B, No C, undecided

13 If your answer of question No 12 is “yes” in what way it influences ? -----

14. Do you think, the coach /athletes behavior affects on the athlete

Performance? A, Yes B, No C, undecided

15.If your answer to question No14 is “yes how?-----

16. are there factors exist which affect the relationships of athletes and coaches?

A, Yes B, No C, undecided

17. If your answer for question No 16 is “yes” please explain how ?-----

18. Does the relationship between athletes and coaches matter for a better working

Environments?.

A, Yes B, No C, undecided

19, If your answer of question No 18 is “yes” please explain the reason. ?-----

20, what are the major important element of coach and athlete relationship? Pleas X mark from the following List?

| | Items | |
|---|--|--|
| A | Closeness of each anther | |
| B | Feed back is open and clear | |
| C | Respecting each anther | |
| D | Focused only technical and professional | |
| E | Building a friendly environment | |
| F | Making training fun | |
| G | Taking action before things to go wrong way | |
| H | Makes a quick decision when the problem occurs | |

21. Dose the relationship that exist between athletes and coaches affect athletes and coaches

Motivation during the training period / sessions?

A, Yes B, No C, undecided

22. If your answer to question No 21 is “yes” please explain the reason. ?-----

23, What types of relationship expect between athletes and coaches in your club? ? Pleas X mark from the following List?

| | Items | |
|---|----------------------------|--|
| A | Friendships | |
| B | Family | |
| C | Professional relation ship | |
| D | Romantic | |

24. In your club is there a mutual interaction among Athletes and coaches?

A, yes B, No C, undecided

25, If your answer of question 24 is No why?-----

26. Do you think the communication between coaches and athletes in your club is honest, clear and Effective?

A, yes B. No C, Undecided

27. If your answer of question 26 is “ No why?-----

28. Please mention other major challenges and factor that exist between coaches and athletes which affect the relationship between them ?-----

Thank You!!!

Appendix- III

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Appendix- IV
Addis Ababa University
School of Graduate studies
Dipartment sayiinsii sport

Gaafileewaan Atletootaan guutaamuu

Halloo!! Ani maqaan koo Lammessa wayyumaa jedhama yeroo amma kan Univarsitii Finfinee Mumees Syinisii sportiitii kadhimamma digrii lamafattii . kanafuu Gfiiwaan Rakoowaan walittii dhufenya Lenjissa fi Atletii kilabii Ailetikis oromiyaa zonii addaa nanowaa finfinee muraassa irrattii dhibaa ta,ee qoranoo gagesuufii gafiilee Harman gadiitti argamuu kan qopheseen jiraa . kanafii imoo kilabii kessan kan akka sampliitii fudheraa . kanafuu gafiin kun dhimma barufi barumissati ittii fayyadamuf malee wanitaa birootif akka hin tanee wadan isiinf gala . eгаа kabajabmitoota gafiinaan kanaf deebii kessan halaa gariif ittii yadan akkaa nafii laatan kabajaan isiin gafadhaa. Akkasumaa gafiwani kanana fedhii keessanni irrattii hunda. ee halaa gariin guttann nadeebisuun kessaanfii qoranoni koo kun guttuu wanii ta,uufi waan galimaa gahufii galataa gudaan

isiinfi galaichaa galatoomaa. Dhimaa kan ilalaichisee gaffii adda kan qabdani yoo ta,ee karaa bilibila koo 0913333870 ykn kara e-mailii koo wlamnessa@yahoo. Com . nadubsuu dandeesu-----\\-----

Galatooma!!

QAJELIFAAMA WALIGALA

1.Maqaa bareesuun hin barbachisuu

2.Gafiwaan dhihatan kan akkataa qajelafaattin debii ittii kenaa

Kutaa 1^{ffaa} Odeefanoo waligalaa :-Gaaffiiwan Harman gaditii dhihatanfi deebiidhaa ta,aa jetanii kan yadaanitii maraa bakka duwaa jiru moo sabaaba issaa bareessa

1. zoonii_____ Aanaa_____
2. Maqaa kilabichaaa amaa keessatti lenji,amaa jirtuu-----

3. Saala A,dhiira B, dhalaa
4. Uumurii A,13-16 B,17- 20 C,21-24 D,25- 28 E, 29 Oli
5. Sadarkaa barumssaa A, 1- 6 B, 7-8 C, 9-10 D,11 -12 E,12 Oli
6. Kilaabii ama keessaatti lenji,aa jirtuu kaan keessaa wagaa meeqaa turtee?
 A,1 B,2 C,3 D,4 E,5 F,5 oli
7. Gosaa Atileetikisii kami iraattii hirmachaa jirtaa ?;- A,Gossaa figichaa gababa
 B,Gossaa giduu galeessaa C, Gossaa figichaa dheeraa E,Gossaa Maratoon walakaafi
 guutuu F, Gossaa sporttii Diree .

Kutaa 2^{ffaa}

Qajeelfamaa;- Gaaffiiwaan armaan gaditi tareefaaman kun haala walitii dhufeenyaa leenjissaa fi Atileetii giduu jiru ilalichisee irrattii dhibaa geessisuu iraatii qoraanoo gagessuf gafiilee kilalabootaa attileetiiksii murasaa zonii Addaa

nanowaa finifinettii argamin irrattii kan qopha,ee yoo tu,uu. Filanoo jiraan keessa debii kan jetan filadhaa akkasumasii bakka duwaa jiruu iraatii debii keessan gutaa.

8. Kilaabii amaa kessaa jirtuu kan osoo hin makamin muxaanoo lenjii qabdaa?

A, Eeyoo B, Lakkii C, debii hin keenuu

9. Lakkosaa 8 irraattii kan caqafamee Eeyoo kan jetuu yoo ta,ee kilabii ama keessa jirtuu kana akkamittii ilaaltaa? A, Bayyee gariidhaa B, Gariidha C, Gahaadhaa D, Gadheedhaa

10. Kilaabii keessatti amaa lenji,aa jirtuu kanatii akkamitii filamtee?

A, Qapxii Dorgomittin B, Gahumissaa duraan qabduu irrattii hunda,uudhan C,Fedhii keettiin D, Qormaataa seensaa qoramudhaan

11.Walittii dhufenyaa Lenjiistootaa fi Atiiletootaa akkamitii madalita?

A, bayee bayee gariidhaa B, Bayee gariidaa C, Gariidhaa

D, giduu galeessa E,gadii bu,aadhaa

12.Walittii dhufenyi Lenjissitootaa fi Atiiletootaa giduu giruu gahumsaa Atiiletootaa

irraattii dhibaa qabaa? A, Eeyoo B, Lakkii C, debii hin keenuu

13. Lakkosaa 12 irraattii kan caqafamee deebiin kee ‘‘Lakkii’’ kan jetuu yoo ta,ee ,

malifii akka ta’ee ibsii-----

14.Amaali Lenjissitootaa ykn Atiiletootaa gahumssa Atiiletootaa irraati dhibaa fidaa?

A, Eeyoo B, Lakkii C, debii hin keenuu

15 .Lakkosaa 14 irraattii kan caqafamee deebiin kee Eeyoo kan jetuu yoo ta,ee akkamittii?

Sababii ia isaa ibsii?-----

16. Walitti dhufeenya lenjistootaa fi Atileetotaa giduutii wanitotiin dhibaa ykn rakoo umaan

jiruu ? A, Eeyoo B, Lakkii C, debii hin keenuu

17. Lakkosaa 16 irraattii kan caqafamee deebiin kee “Eeyoo” kan jetuu yoo ta,ee

akkamittii? Sababii ia isaa ibsii?-----

18. Walittii dhufeenyii leenjisotoon fi Atileetoon qaban halaa mijaataa naanoo hojii irraattii

hunda,aa/ walittii hidhamissaa qabaa? A, Eeyoo B, Lakkii C, debii hin keenuu

19 Lakkosaa 18 irraattii kan caqafamee deebiin kee “Eeyoo” kan jetuu yoo ta,ee

akkamittii? Sababii ia isaa ibsii?-----

20. Walittii dhufenyaa lenjisitootaa fi Atileetootaa gidutti bayyee barbachisoo kan ta’aan

kan armaan gadii keessaa malatoo” x” kaa.aa

| | Bifaa walittii dhufeenyaa | |
|---|---|--|
| A | Halaan walittii dhufuu | |
| B | Deebiin yeroo keenammuu iftoomaa irraattii kan hunda’e eta’uu | |
| | | |

| | | |
|---|---|--|
| C | Walikabajuu | |
| D | Ogumaafii hojii qofaa iraatii kan hunda'ee | |
| E | Halaa hiriyyuuma iraatii kan hunda.ee uumuu | |
| F | Halaa leenjiiwaanii biffaa hin nufisiifineen gochuu | |
| G | Wanitoon garaa badaatii osoo hin jijjiramin dhamsuu | |
| j | Rokkoleen yeroo Umaman daafaanii murttii rawaachuu | |

21.Waqitoolee/ yeeroo/ Lenjiin gageefaamuu hali walittii dhufeenyaa lenjistotaafii Atileetotaa iraatii rakkon kaka'umssa ilaalichisee dhibaan jiraa?

22 Lakkosaa 21 irraattii kan caqafamee deebiin kee “Eeyooo” kan jetuu yoo ta,ee

akkamittii? Sababii ia isaa ibsii?-

23.Kilaabii amaa keessaa jirtuu kaanaa keesaaattii haalii walittii dhufeenyaa Lenjisstoo fii

Atiileetotaa akkam ta,uu qabaa?kan arman gadii irrattii malatoo “x” ka'ii

| | | | |
|---|---------------------------------------|--|--|
| A | Biffaa walitii dhufeenyaa | | |
| | Haala hiriyyuumaattin waliitti dhufuu | | |

| | | | |
|---|---|--|---|
| B | Haalaa maattiittin walittii dhufuu | | S |
| C | Haalaa ogumaan walittii dhufuu | | |
| D | Haalaa barbachisuu olii walittii dhihachuu / Romantic relationship | | |

24. Walitii dhufeenyii Lenjistootafii Atileetootaa faayeedaab walin walinii iraattii hunda'uu qabaa ? A, Eeyoo B, Lakkii C, debii hin keenuu

25. Lakkosaa 24 irraattii kan caqafamee deebiin kee “ Eeyooo ” kan jetuu yoo ta,ee

akkamittii? Sababii ia isaa ibsii?-----

-

26. Comminikeshiniin Lenjistootaafi Atileetootaa jiduu jiruu haalaan iftoomaa,haala amantuumaafi haala bu'aa qabeessa qabuu irrattii kan hunda,ee ta'uu qabaa jettee yaadaa?

27. Lakkosaa 26 irraattii kan caqafamee deebiin kee “ Eeyoo” kan jetuu yoo ta,ee

akkamittii? Sababii ia isaa ibsii?-

28. Walittii dhufeenyaa lenjistootaafii Atileetootaa jiduuttii rakoowwanii gurguudoo umuu danda'uu jiraa yoo jettee ibisii?-----

Galatoomaa !!

Appendix- V

Interview Guide for Oromia youth and sport Bureau Athletes federation expert/ Administration body .

- 1.How many Athletics clubs are there in oromiya region?-----

2. How many athletics coaches are there in oromiya ? -----

- 3.How many Athletes are there in oromiya ?-----
4. Does your office have close relationship with athletics club-----

- 5.Is there a professional expert who follows and gives support for athletics club in
Your office?-----

6. What are the factors that affect the relationship between coach and athlete in the clubs?-----

8. What looks like the coach- athlete relationship in your oromiya region athletes club which are surrounding finfine special zone ?-----

9. How the coach and Athletes interact with one another ? -----

10. How do you solve the problem if might occur between coach and athlete?-----

-----.

11. As a Administrative body what is your role in the coach- Athletes relationship?-----

12. What measures does the administration take if the coach or Athletes misbehaves the rule of Training ? -----

13. How do evaluate the relation ship between coach and athlete?-----

14. Is there appropriate support and communication coaches and Athlete in the club ? If No , WHY?-----

15. Do you visit athletes when they have training ?-----

Appendix- V

Observation on Checklist

Name of the club _____

Region _____ Zone _____ Woreda _____

Date _____

Date _____

Time _____

N.B. Always = 4 Often = 3 occasional = 2 Never at all = 1

| | Activists | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1 | Establish goals | | | | |
| 2 | Punctuality of the coach and athlete while training | | | | |
| 3 | Use a democratic coaching style | | | | |
| 4 | good role model | | | | |
| 5 | Performance feed back | | | | |
| 6 | Have a positive relationship with Athletes | | | | |
| 7 | Interact effectively with Athletes | | | | |
| 8 | Help athletes maximize their potential | | | | |

| | | | | | |
|----|---|--|--|--|--|
| 9 | Suitability of the clubs environment, instructional materials and facilities | | | | |
| 10 | Shared responsibility | | | | |
| 11 | All team members (Athlete) and coach effectively Communicate each other | | | | |
| 12 | The coach has a good , professional relationship with all players | | | | |
| 13 | The coach treats all athlete equally and fairly | | | | |
| 14 | The coach are punished when athletes make mistake | | | | |

Appendix- VI

Observation on Checklist

Name of the club _____

Region _____ Zone _____ Woreda _____

Date _____

Date _____

Time _____

N.B. Always = 4 Often = 3 occasional = 2 Never at all = 1

| | Activists | 4 | 3 | 2 | 1 |
|----|--|---|---|---|---|
| 1 | Establish goals | | | | |
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| 5 | Performance feed back | | | | |
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| 7 | Interact effectively with Athletes | | | | |
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| 12 | The coach has a good , professional relationship with all players | | | | |
| 13 | The coach treats all athlete equally and fairly | | | | |
| 14 | The coach are punished when athletes make mistake | | | | |

DECLARATION

I declare that this thesis is my own original work and has not been presented for any other degree and that all sources of materials used for the study have been duly acknowledged.

Name _____

Signature _____

Date _____

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

Name _____

Signature _____

Date _____