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**LEADERSHIP STYLE AFFECT THE PERFORMANCE OF  
FEMALE ATHLETES IN THE CASE OF GIBE WOREDA**

**SET BY:**

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE  
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Tesfaye Erkalo Setore

(The researcher)

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### **LIST OF ABBREVIATIONS**

- IAAF- international association of athletics federation
- CAA- confederation of African athletics.
- EAA- European athletics association.
- SNNP- southern nation nationality of people region.
- E.C- Ethiopian calendar.
- F-frequency.
- %- percentage.

## **Abstract**

This study was designed to examine the effect of leadership style on performance of female athletics in cases gibe woreda team with particular reference to megacho, homacho cluster. To desire objective team of the study a descriptive survey based on structured questionnaires was conducted with randomly sampled female athletics (n = 50) & coaches and managers (n = 6) in the two clusters. During December 2008 to February 2008 E.C. the sampling technique was purposive sampling techniques. In addition different participatory tools (questionnaire and interviewer) used to collect primary information. Official statics and published literature were intensively reviewed. Secondly some used data were analyzed with tools using absolute number. Frequently and percentage of the respondents and qualitative and quantitative analysis were one. The finding or revealed that the coaches and governing body experience to bring the better performance of an athletics in the cluster team's policy, resource material, sport mangers behavior, cooperation with others, limited finical sources and no more financial strategy as well as week fans mobilizing trend. Therefore this research study suggest with need of enabling management and leadership strategy related to coaching training for the coach, financial and fans support and training for athletics for competent as well as interaction among the stakeholders for the better athletics performance in the gibe woreda female athletics.

### **Key -word**

Leadership, management, performance, communication and team approach.



## **CHAPTER ONE**

### **INTRODUCTION**

This chapter deals with the back ground of the study, statement of the problem, the objective of the study, research questions, significance of the study, delimitation of the study, limitation of study, operational definition of the terms as used in the present research document.

#### **1.1. BACKGROUND OF THE STUDY**

Athlete is a person trained in or good at sports, games or exercise that require physical skill and strength. One who participate in physical exercise or sports. Especially in competitive events, two (2) one possessing the request.

An athlete is someone who trains for and competes in sporting events, as professional or just for fun, like an athlete who boluts on team, runs in local 5km races or win a gold medal at the Olympics.

The noun athlete comes from the Greek word athlete, meaning “contestant in the game” anyone who competes in the sporting competition can called an athlete, but usually the term is reserved for the people with high level of dedication, skill and fitness. If your income comes from participation in your sports, you are a professional athlete.

Leadership is a concept that allows for both horizontal and vertical applications to human behaviour. At young ages, individuals who exhibit leadership skills are often identified and encouraged to continue a path that may end in prominent potential, educational or business position. In addition individuals can apply their leadership during their life span, whether it be parentally, vocationally, recreationally and/or socially.

Consequently, the study of leadership has been conducted in many different contexts including but not limited to education (e.g. Brown, 1975; Rolling, 1971 ;)

The athlete leader style is unique because the position can be acquired through any of three distinct routes, appointment, selection or emergence. Therefore, it is difficult to define as one any consider that an athlete leader is the captain of the team, the most skilled athlete in the team or the athlete that provides the emotional support. In addition, depending on the team that the athlete is affiliated with, the individual may have been appointed by the coaches, been elected by team mates or emerged during the course of a season it to the position of the leader.

The athlete leader is subjected to direct influence of another's leader, the coach, whether other area of leadership with similar hierarchies (e.g. business managers under the supervision of general managers) cannot fully exemplify the coach/athlete leadership (e.g. both types of managers are paid to perform a duty and training performed by a general manager is often minimal, coach are paid in most cases and athlete leader are not or are not offered extra compensation for their leadership performance and lengthy training period are regularly present with sport teams (Zhang, Jensen, and Mann, 1997}). Therefore the direct application of leadership behaviours found with one well known leadership position alone most likely can clarify some elements associated with athlete leadership behaviours, such as varying views on leadership across gender and different racial/ethnic groups, but probably cannot completely explicate the athlete leadership style.

The present study was designed to define the athlete leader style, but to describe effectively the athlete leader behaviours more closely. The study also aimed to determine if any other leadership position in society, as examined by the four main approaches to studying leadership, the trait, behavioural, situational, and transformation approaches.

Each approach will be independently evaluated and examined for elements that can be used to measure effective athlete leader behaviours in the present investigation. In addition other factors that transcend any single approach, such as situational variables (i.e. sport type, gender, and race/ethnicity) and the relationship between leader and managers, will be reviewed.

The coach is primarily the central leader figure for sports teams and how the athletes view the coaching leader role should also help clarify their view of the athlete leader role.

In addition a coaches style may also influence how the athlete how the leader role is defined on the team. For example, autocratic coaches may not want an athlete leader to have much influence over team and in contrast, democratic coaches may want the athlete leader to have large role. Therefore, because of the ability of the multi-dimensional approach to leadership to effectively describe coaching leadership, which is an aspect that has direct influence over the athlete leader role.

A good sport manager should have thorough knowledge of sports, preferable in the area of sports administration, professional attitude and commitment, in addition to personal characteristic like personality intelligence, fairness leadership and sincere interest in the management of sports. Coaches are involved in much consideration, since they play an important style in team performance. However, this style can result in positive or negative influence in player (Schuman et al 2005).

## **1.2. Statement of the problem**

Even though there has been a good beginning of change while measured athlete effectiveness most of them have unsatisfactory result. The cause of these could be the internal and external management factors like, lack of proper leadership stroke shortage of resource (finance, materials) and inefficient training level. If the team fact with problem on these areas it should be difficult to establish team fact with better athletics performance and winning the championship.

Leadership has extended to include profession as sports facility leadership, even leadership and other areas. Some of the problems that effecting sport development in this study includes are poor administration of sport management and administrative structure of sport as well as in the leadership and membership of governing bodies. This study also focused on management skill, government policy and personal or professional preparation as management factors, in sport leadership and management, athletics competent and coaches' level of performance depends largely in cooperation of a team with better athletics performance and efficiency of the sport manager in attending to their needs. Therefore establishment of team with better female athletics performance and winning the championship for any team require the analysis and evaluation of the internal and external management and leadership factors that influence their work effectiveness throughout a year. Leadership factors that effect on performance of female athlete.

## **1.3. Research questions**

The research attempt to find out the effect of leadership style on performance of female athletes in case of gibe woreda team.

1. What are the management and leadership style effects on the female athlete's performance?
2. How national league policies affect the performance of female athlete's competition?
3. What is the role of sport managers in improving the performance of female athletics competitive?
4. How the finance shortage & training resources affect the performance offemale athletics competitive?
5. What are the possible strategies that applied to minimize manage mental factors affecting the performance of female athletics?
6. How to improve the athletics performance through manage mental factors?

#### **1.4. Objective of the study**

##### **1.4.1. General objective**

To examine the effect of leadership style on performance of female athletics in the gibeWoreda team.

##### **1.4.2. Specific objective**

1. To identify management and leadership style affect the athletics performance.
2. To assess how the policy affects the performance of athletics.
3. To find out the sport managers behaviours or attitudes towards the project training.
4. To identify how finance affects the performance of the athletics.
5. To assess how the training sources affect the performance of the athletics.
6. To find out possible alternative solution minimize the identified challenges and the improve the performance.

##### **1.5.1. Hypothesis**

The researcher hypothesis that the policy sport manager's behaviour, finance and resource Materials that factors will be significantly affect performance of athletics competitive.

#### **1.6. Significance of the study**

The significance of the study will be importance in following respect.

1. To help the sport managers to identify the effect of leadership style the performance of femaleathletics .
2. To help the sport manager and coaches to enhance the performance of the female athletics.
3. To inform the problem that affects the female athletics performance to concern body.
4. To the sport administration to give possible solution that effects leadership style on female athletics performance.

#### **1.7. Delimitation of the study**

1. The research was delimited to assess the leadership style that affects the female athletic

Performance of gibe Woreda athletics team.

2. The research delimiters to total 56(50-players,2 managers and 4 coacher) range from 20-40year's age group in gibe Woreda athletics team.
3. The research was delimited to selected variables such a policy sport managers, finance and resources materials.

### **1.8. Limitation of the study**

Conducting the research requires enough resource such as time, budget, materials and reference however, these is not always available due to number of factors , therefore the researcher faced the following limitation during conducting this study.

1. Financial shortage.
2. There was time constrains to touch up every source of data and information a research area.
3. Un willing in formats to give their response
4. Lack of awareness of some players to give full information needed.
5. Training and education level of respondents was low of give expected information

### **1.9. Definition of key term**

**Athletics performance:** - is function of physical and mental characteristics of the individual Garland and Barry, 1988, 1990.

**Finance:** -The financial means to which the organization has direct access e.g.equality capital, debit capital, retained earnings, (Grain blat, m and titman,s(1992). The persistence of mutual fund performance journal of finance 47, 1977-1984

**Manage mental factors:** - The give that bonds the various units the control, communication, motivation and leadership need to achieve design goal (William,j(ed) (1985) applied sport psychology).

**Performance:** - is the level of which player or athletes are carrying out their activity either in relation to other or in relation to personal goals or standards.

**Policy:** - has been defined as a definitive course of action selected from vision alternative to guide and determine present and future decisions (Parkhous, B,L, 1996). The management of sport).

**Resource materials:** - reserve supply of something such as money personal or equipment. (De cenzo,D.A and Robbing S.P(1999). Human resource management).

**Sport manager:** - resource for managing and organizing chelladuria(2005) managing and organizing for sport and physical activity).

### **1.10. Organization of study**

To successfully address the objective it is meant for this is organized under five chapters. The first chapter highlights the and why to start study and deals with background of study, statement of the problem, research questions, objectives of the study delimitation of the study and limitation the study.

Definition of the key terms and organization of the study, chapter two review related literature to distinguish previously discovered with area to cover the ground for what is to be obtained in this study. Chapter three deals with mythology, research design research study area, population of the study, sampling size and techniques, resource of data procedure of data collection, instrumentation of data and method of data analysis how to make the research, the target to short up on, and how the data to be analysed. Chapter four analyses data to different source and nature to achieve the objective of the study.The final chapter to summarizes, conclusion and forwarded suggestion and recommendations based on what is obtained in chapter four.

Athlete performance is a function of physical and mental characteristics of the individual. In addition, peak performance is the product a careful preparation were the competitive peak is the result or a well-planned training program.(Garland & Barry, 1988,1990).

Hence, the researchers have conducted to assess how factors affect on performance of female athletics competitive in case of gibe worda.

## **Chapter two**

### **Review of related literature**

#### **2.1. Background of athletics from global perspective**

Athletics is the international Association of athletics federation was founded in 1912.

Athletics has been contests in some format at every edition of the Olympic game

Barrow (1977, p.232) defines leaderships as the behavioural process that influences individual and groups towards set goals. This defines an encompasses many definition of leadership in sport which includes decision-making processes, motivational techniques giving feedback, establishing interpersonal relationships and directing the group or team confidently (Weinberg and Gould, 2003).

According to Cole (1996) leader occurs when one individual in a group situation influences the other group members to contribute voluntarily in order to achieve group tasks in a given

situation. The coaches is placed in the role of a leader with many specific roles and parts of play(jones,wells, peters and Johnson, 1993) Regardless of what level or grade of sport an athlete is involved in, the coach can have a profound impact on the life of athlete (Baker Yardley, and cote, 2003).The coaching is now very popular in the business world, with many executives and those analogies to develop personally and enhance performance (jones, 2002)

The type of leadership styles and leadership responsibility are seen as crucial organizational success (jones, 2002.) A large body of literature from a number of diverse

areas including business and sports, have found that those occupying leadership position (e.g. Teachers, managers and athletes) can influence the performance of members (Brophy,1983; Eden, 1990; Eden&Sham, 1982; Horn &Cox, 1993)

## **2.2. Sport Management and Policy**

The relevance and importance of sports make sport management the bedrock for sports development in virtually all nations. This is the aspect that is responsible for the smooth-running of various sports in terms of planning, organizing, directing and controlling all essential input in Sport. Sports succeed or fail in direct proportion to the appropriate decisions and actions of these responsible for managing them ( Oloruntoba and A Chugubu., 2002). Management involves the interaction between those who administer and those who participate in sporting process. Massie and Douglass (1991) refer to management as the attainment of organizational goals in an efficient and effective manner through planning, organizing, leading and controlling organizational resources. Sport management has expanded to include professional sport, facility management, event management and other areas.

Management involves clear, definable functions, such as planning, organizing, staffing, leading, communicating and controlling. Massie and Douglass (1991) pointed out that management involves cooperation of individuals and thus deals with the behavioral components of how people in groups can best work together.

De Cenzo and Robbin (1999) defined management as working with and through individuals and groups to efficiently accomplish organizational goals. It is imperative therefore, that sport personnel thoroughly understand the importance of effective and efficient management. In sport management, athletes /players/ and coaches level of performance depends largely on the cooperation and efficiency of the sport manager in attending to their need. These entire



individual are regarded today, as practitioners in the field of sport management. Managers perform the same job and function regardless of the type of organization. However, the emphasis given to each function varies with the manager's position in the hierarchy. Most of the sports sometimes function on trial and error basis depending on their secretaries and coaches who sometimes are not competent enough in the area of sports administration. Policy has been defined as a definitive course of action selected from various alternatives to guide and determine present and future decisions (Parkhous., 1996). Policies are developed from mission statement, which should be the basis for establishing all aspects of the operational procedures.

Massie and Douglass (1981) revealed that policies are plan, in that they are general statements or understandings, which guide or thinking and action in decision-making. Formulation of policies is essential to the efficient administration of any sport organization without appropriate policies in place, there is little to guide the activity and conduct of the establishment in pursuit of its goals. Bucher and Krotee (2002) pointed out the efficient leadership of sport requires. The establishment sound policies if it to achieve its goals. Policies serve as a standing plan or guide in general terms of how sport organization will run and how its activities are to be conducted.

For a policy to be effective it must according to Donnelly, Gibson and Ivan cerich (1984), have the characteristics of flexibility, comprehensive, coordination, ethical and clarity, to attain set objectives, if the policy does not led to achieving set objectives, then it should be revised and in any case, policies should be reviewed periodically. A good sport manager should have a thorough knowledge of sports, possess educational degree preferably in the area of sport, administration, professional attitude and commitment, in addition to personal

characteristics like personality, intelligence, fairness's, flexibility, integrity, honesty, leadership and sincere interest in management of sports.

### **2.3. Leadership style of sport**

Robbins et al (2004), the right structure means one in which owners and managers can exert adequate control over employ activities without unduly affecting people's motivation and attitude to work. It also provides clear reporting and communication lines while trying to reduce unnecessary and costly layers of management. A managerial structure is important because it defense where stuffs and volunteers fit in with each other in terms work tasks.

Decision-making procedures, the need for collaboration, levels of responsibility and reporting mechanisms. In other word, the structure of management provide a road map for how positions within an organization are related and what tasks are performed by individual and work teams within an organization.

#### **2.3.1. Dimension of leadership structure of sport (athletics teams)**

Leadership structure refers to how structural elements are managed to create the governing body. There are several structural elements to be considered including complexity, formalization, centralization, specialization and standardization.

Complexity: - is the existent to which a sport leadership is horizontally, vertically, specially (Geographically) differentiated. Sport leaderships are horizontally differentiated when work is broken down in to narrowly defined tasks, when professionals or trained specialist are employed, and when the management is departmentalized. Vertical differentiation refers to the number of levels in the management and it represented by the `` hierarchy of authority ``. a tall structure is characterized by (small a) greater levels of hierarchy and ( small b) relatively

narrow span of control. Conversely, a flat structure is characterized by (small a) fewer levels of hierarchy and (small b) relatively wide span of control. Special differentiation may be vertical or horizontal. Vertical special differentiation occurs when different levels of the management are dispersed geographically.

Horizontal special differentiation is when the different function of the leadership takes place in different location (Slack and Parent. 2006). As differentiation increase in an organization, so does the complexity. In other words, complexity increases when a leadership have many departments multiple levels of authority, and physical separation between members. Full communication, coordination and supervision are a few of the problem's leadership face when they become too complex.

**Formalization:** - a means to control the amount of discretion individual of all group have when performing job function (Slack and Parent. 2006). Written documents, such as job description, code of conduct and policies and procedure manuals direct and control staff member behaviors. As Slack (1997) state formalization refers to the existent to which mechanism such as rules, regulation, procedures and strategies govern the operations of leadership.

Formalization reduces the uncertainty of individual by defining the task of a role and what a number of management is expected to do, but simultaneously they restrict individual's room to man oeuvre. Formalization clarifies the tasks of individual and the leadership becomes less dependent on key figures to maintain it operation. Off course it is not possible to develop formalized rules and procedures for every situation that may rise. However, some principle can be introduced as guidelines for the practice of an organization (Slack., 1997). Further

through formalization, many sport leaderships are characterized by the low level of formalization, providing individuals with a high degree of freedom to carry out their tasks.

**Centralization:** - centralization is concerned with who make decisions and at what levels. Mintzberg (1997) writes, “When all power for decision making rests at a single point in the leadership ultimately in the hands of a single individual we shall call the structure centralized; to the extent that the power is dispersed among many individuals we shall call the structure decentralization.” Generally speaking in a centralized governing body, decisions are made by a relatively small number of people at the top of the hierarchy.

**Specialization:** - specialization the concept that refers to the extent to which roles are differentiated according to a particular task or purpose and is related to increased differentiation of the leadership. Specialization also implies increased organization complexity so tasks means that there are more roles and position to manage, and a more comprehensive system for coordinating between different tasks and role must be introduced (Slack: 1997). Specialization implies that people become more skilful in their operation, since the task is frequently repeated. The chance of developing more efficient way operating is also improved and the specific skills of individuals are used in the most efficient way.

**Standardization:** - standardization refers to the development to procedures that are used repeatedly to handle selected tasks. As sport leaderships have become more complex, new oversight system that specify roles, plan work, and monitor activities have been introduced. Specifically, standardization refers to the extent to which work activities in different areas are performed in a uniformed in a uniform manner and the extent to which such uniformities are documented.

#### 2.4. Structural model of sportleadership and management

As slack (1997) state, that the type of structure adapted by sport organization can be categorized in to four common types simple structure, the bureaucracy, the matrix structure and the team structure.

**Simple structure:** -the simple structure has a low degree of departmentalization and formalization, wide span of control and would most likely have decision centralized to few people. There would be no need for department, as most decision and administrative task would be performed by the owner manager and all other staff. The advantages of structure in this case are obvious: decision can be made quickly; it insures a flexible work force to cater for seasonal need and busy period and accountability clearly reset with the owner/manager.

**Bureaucratic structure:** - The bureaucratic structure attempts to standardize the operation of an organization in order to maximize coordination and control of staff and activities. It relies on high levels of formalization, the use of departments to group people into discrete work team that deal with specific function or task, highly centralized decision making and clear chain of command.

**The matrix structure:** - The matrix structure reflects the organization of group of the people in to departments according to function and product. For example, an elite institute for sport might group specialist such as sport psychologist, biomechanics, and skill acquisition coaches and exercise physiologists into discrete team. At the same time, individual in this team might be involved in providing services to a range of different sporting group or athletes, effectively creating two bosses for them. The argument for this arrangement is that it is better to have the specialists to work as a team than to appoint individuals to work in isolation to provide a range

of services, it does increase the potential for function in regard to managing the demands from bosses, which in turn may lead to an increase in stress.

**Team structure:** - A relatively new structural design option is the team structure. The team structure requires decision making to be decentralized to work teams that are made up of people with skill to perform a variety of task.

## 2.5. Resource Strategic leadership and Management

Mintzberg ( cited in plan, 2005) defined management as the coordinated an integrated process of utilization resource (e.g. Human, financial, physical technical ----) to achieve specific objective that in for improving football team performance through the function of planning organizing leading and controlling.

In the resource based view, the organization is viewed as a blend of resources that enable certain capabilities, options and accomplishments. The internal capacities organizations are linked with the success. In this inside-approach, competitiveness is viewed as a function of the exploitation and leveraging of internal resources. Internal capabilities enable an organization to reach to its goal. The resources from the basis of unique value-creating strategies and related activity systems that address specific value in distinctive ways, which lead an organization to competitive advantage (Collis and Montgomery cited in Palm, 2005).

Existing literature on strategy offers kaleidoscopes of insights perspective and assumptions. Besides the more well-known classification of schools of thought in strategic management Fegenbaum et al (1996) provided a classification of strategic management thinking based on the assumption that are leading in daily corporate behavior.

Concerning the time orientation, two basic explanations of the performance heterogeneity organization have been proposed, as the strategic management field of inquiry evolved. One is

based primarily up on economic tradition, emphasizing the importance of external factors in determining management success. The second explanation of performance heterogeneity builds on a variety of research traditions in management theory and focuses on internal attributes or resources of management. This second approach has come to be known as the resource-based view of the management Barney(1991).

Resources strategic management includes all tangible and intangible assets that enable the firm to conceive of develop and implement strategies that improve its efficiency and effectiveness. These management resources have been conveniently in to three categories (Barney. 1991).

1. **Financial resources** :- the financial means to which the management has direct access, e.g. equity capital, debt capital, retained earnings
2. **Physical resources**: - the physical technology used in management and equipment.
3. **Human resources**: - the combination of knowledge, skill, creativity and capacities with which the individual employers perform their tasks is refers as human resource in the management.

## 2.6. Role of Coach

The coach of an athlete team also has to fulfil various functions: - in the first place, a coach is responsible for the team in its day-to-day business. He is in charge of coaching, guiding, motivating the team and deciding about the starting formation each match day. How well these activities and decisions are made, determines the performance of the team on the field (Koning., 2003). Coach is centered on unlocking a person's potential to maximize his or her own performance. A focus on improving performance and the development of skills is the key to an effective coaching relationship. There are generally two accepted forms of coaching:

directive and non-directive. Directive is a form of coaching whereby the coach teaches and provides feedback and advice. In contrast, non-directive coaching requires the coach to listen, ask questions, explore and probe and allows the person coached to find solutions to problems. In practice, this means that some coaches merely assert their expertise; whereas effective coaches enable individuals to go beyond their previous boundaries. Coaching can be applied to a variety of areas; such as motivating staff, delegating, problem solving, relationship issues, team building, and staff development. It focuses on what people being coached want, what their goal is and how they can achieve it. Coaching is a collaborative relationship which encourages people to know their values and live them while achieving their goals. Effective coaches challenge limiting beliefs and reinforce positive beliefs by providing tasks followed by feedback. The coaches' influence on the team's performance depends mainly on the coaches' ability. Through team selection as well as choice of strategy to produce positive game outcomes. For this staffing decisions to make, a coach must have an understanding of the game. Moreover, the coach has also an important leadership impact on team performance, through the strategic of team composition. Coaches actively take part in the decision-making process about player transfers. Furthermore, in the long term a coach is responsible for forming a real team out of various individuals, their skills, personalities and perspectives, which must be to compete successfully, (Dawson, et al., 2000).

#### **2.6.1. Coaching competences**

Coaching competence can be separated in to five stages development. Being able to assist coaches during training sessions characterize the first stage where as a complete mastery of the scientific basics of football coaching characterizes the fifth stage. This classification highlights a progressive pathway towards coaching expertise. The successful navigation of



this pathway requires the potential football coach to develop a vast array of coaching attributes. Coaching practitioners require not only an extensive technical knowledge of their sport, but also the pedagogical skills of a teacher, the counseling wisdom of a psychologist, the training expertise of a sociologist and the administrative leadership of a business executive. Moreover, successful coaches have a detailed knowledge of desirable coaching behaviors deemed effective for enhancing player performance. The development of coaching attributing of planner, administrator, performer, psychologist, sociologist, physiologist, sport physician, development list and teacher who is able to develop individuals and teams in youth football is an awesome task.

### **2.6.2. Coaching experience**

Coaching experience can be compared to those of managerial experience in the football industry. The roles that have to be fulfilled by a coach are planning, guiding the team in its day-to-day activities, and determining the game formation each match day. Furthermore, there are also strategic activities to be performed, consisting of forming a team out of individuals with a long term orientation. Prior coaching experiences in different teams reflect known-how developed over years of experiences in each of the expected roles a coach has to fulfill. The more experiences a coach has gathered, the more contact a coach has had to a variety of cultures and perspectives as well as sufficient in coaching practices from different teams, the better he will be able to implement a successful strategy and to work with his team. Hence, this research expects prior coaching experience to positively affect team performance.

### **2.6.3. Coaching Approaches**

### 2.6.3.1. Individual Approaches

**Goal oriented coaching:** - coaching is an important tool to support organizational change.

When developing strategies to lead changes, coaching is now viewed alongside facilitation and training implementation. Many organizations still believe that coaching is really counseling within the work place, although there are many fundamental differences between counseling and coaching. One of the main differences is the use of goal setting within coaching. Within goal oriented coaching there are fundamental questions that need to be addressed, such as who is setting the goals, what type of goals are of most value, how the goals can be achieved and how feedback can be incorporated.

Executive coaching is centered on developing fast-track and high performing leaders and focuses on technical issues and psychological considerations. It is based on the dynamics of being near or at the top of an organization and fully recognizing the need for constant improvement. It is important that executives have a neutral, objective individual with whom they can discuss opportunities and challenges.

**Self-coaching:-** self-observation is a fundamental aspect of self-coaching. It is necessary for coaches to ask themselves questions regarding their experience, views, opinions and beliefs regarding coaching.

### 2.6.3.2. Team approaches

During times of organizational change, coaching can provide the impetus for building and motivating teams. Team coaching establishes a group on individual into a functioning business network. It is essential that the team coach sets the coaching within the context of the organizations circumstances, agenda needs and available resources. To do so, they must establish with the leadership team a number of factors: is team coaching an appropriate format,

are there sufficient resources to support this approach, and is the organization able to support this approach. The coach should provide feedback from assessment, and review and encourage the commitment of the team to the agreed vision and goals and explore any resistance to proposed goals.

#### **2.6.4. Forms of coaching delivery**

**Face-to-face coaching:** - This is the traditional form of coaching delivery, reminding both parties that words are only one aspect of communication. Unspoken issues can be accessed through a face-to-face encounter, for example through body language. However, there can be disadvantages. This form of coaching can be immensely impractical when considering busy schedules and locations.

**Telephone Coaching:** - telephone coaching is now used extensively. It is more cost effective for the client/coached as they only have to pay for the focused coaching session and not for travelling. However, there is a loss of appearance, facial expressions and gesticulation when conducting telephone coaching. One researcher believes individuals communicate at about 40 per cent of their ability when on the telephone because facial expression and gesticulation cannot be seen. However, anecdotal evidence has suggested that people find other ways of communicating effectively, for example by using vivid descriptive language. Telephone coaching also enables individuals to become much more effective listeners.

**Online coaching:** - there are many advantages to online coaching, such as cost and time saving and increased flexibility when choosing the time for learning. It can all be organized through email, discussion groups, chat room and visual tutorials. It is essential that organizations have a strategy for learning to ensure that online coaching is effectively implemented. Creating a learning environment is important. Many organizations find the best

way to motivate employees and achieve the best results is by enabling learners to choose where and how they learn. Programmers such as coaching are more widely accepted when the organization has a culture of trust and empowerment. In a command and control style culture, managers do not feel comfortable allowing employees to use the internet freely and organize their own work schedules, responsibilities, learning and development.

#### **2.6.5. The coaching Relationship**

**The coaching structure:** -A coaching structure has been developed that demonstrates how the coach and coaches work together throughout the coaching process, exploring not only tasks but attitudes and behaviors. The use of a structure provides a clear direction for the coaching relationship and the various tasks and objectives which need to be achieved by each distinct stage.

**The coaching framework:** -A framework has developed which further explains the various elements of the coaching process and coaching relationship. The model is primarily non-directive, where by the coaches/client has the potential to achieve more and takes responsibility for their own actions. It provides the coach and coaches with a toolkit and structure which can be applied to any individual coaching relationship. The framework can be found in the full report.

The phases, structure and framework provide the coach and coaches with direction to insure that the coaching relationship is both effective and efficient. Ensuring that the coaching relationship is based on effective communication and commitment will help the two parties to understand the key objectives of the relationship. It is important to understand the need of both individual in the coaching relationship before it begins.

#### **2.6.6. Unsuccessful Coaching**

An effective coach draws on his/her experience to accelerate individual learning and development. A coach can help unlock potential and maximize performance. The person being coached may define success by : how he is stimulated to think, feel and explore new attitudes; whether the coach provides a supportive relationship ; the coach's ability to provide resources and expertise from industry experience ; the coach's skill in encouraging a resistance to change; and how the coach deals with paradox and contradictions. People being coached may have major interpersonal difficulties. The coach may fail to through on monitoring. It is vital that the monitoring process is established at the start of the process. It is also important to review goals and development during each session. To overcome this, the coach must clearly related the outcome of coaching to job performance. The coach may respond to self-imposed pressure or perceived pressure from the person being coached and his/her organization to achieve quick results, and outcome will be superficial rather than sustained behavioural change.

## **2.7. Factors that Influences Structure of Sport leadership and Management**

The structure of sport organization should be affected by some factors.Among the factors that influence structure of sport organization the following are evident in football.

**Organization Strategy:** -Das (Cited in Slack., 1997) state that, an organizational strategy to the game plan developed by a sport team. Before a team enters the field an effective coach looks at the team's strength and weakness and also these of its competitors. The coach carefully studies the two teams past success, failures and behavior on the field. The obvious objectives to win the game with minimal risk and personal injuries to the players. Thus, a coach may not use the entire teams best player if it is not warranted (they may kept in reverse

for future games or to maintain an element of surprise). The key goal is to win the game, and the game plan itself might be modified to recognize the emerging realities.

Das goes on, however, to point out that while any team has a game plan for each game and each opponent, an organization strategy is more long term and must detail with a number of issue internal, and external to the organization, in addition as he suggest that organizational strategy as the determination of the basic long term goals and objective of an enterprise and the adaptation of course of action and the allocation of resources necessary for carrying out these goal.

Australian sports commission (2004) suggests that strategic plan is a document that is designed to give the sporting organization some direction over a desired period (for example four years). Strategic planning is, therefore, maculation of strategy to assist management in planning to take advantage of long-range organizational goals. In general a strategic plan incorporates the following areas:-

1. Vision, mission and values
2. Key stakeholders
3. Key result areas
4. Long-term objectives and rationale
5. Strategic priorities
6. Key performance indicators
7. Multi-year summary of strategic priorities
8. Implementation framework.

All sport organizations formulate strategies: - they may be deliberate or emergent. Deliberate strategies are intended course of action that becomes realized. In contrast, emergent strategies

those that are realized but not necessary intended. In this course, possible that deliberate strategies, as they become realized may become in part emergent strategies in time get formalized as deliberate.

In summary, strategy may then be planned and deliberate, it may emerge as a stream of significant decision or it may then be some combination of both. In any of these situation organizations decision makers base their choice of strategy on their perception of the opportunities and threats in the environment, and the internal strengths and weakness of their organization.

**Environment:** -A dominant theme in the study of organization is that the environment in which an organization operates influences its structure and processes. To be effective, an organization must adapt to the demands of its environment. According to Slack (1997) organizational structure divided in to two types of environment: general environment and task environment.

**A. General environment:** - It includes those sectors which, though they may not have a direct impact on the operations of sport organization can influence the sport industry in general ways that ultimately have an impact on the organization. The general environment of sport organization include as :-

**Economic factors;** the general economic conditions in which a sport organization operates.

**Political situation:** -The prevailing political situations, the existent to which political power is concentrated, the ideology of the party in power are all factors which can influence a sport organization.

**Socio-culture:** -Socio-culture factors that influence a sport organization include the class structure of the social system, the culture in which the sport organization exists, traditions of the area in which the organization is situated.

**B. Task environment:** -A sport organization's task environment is made up of those aspects of its general environment that can impact upon its ability to achieve its goals. Typically included in a sport organization's task environment are such group members, fan, staff, suppliers, competitor's and regulatory agencies. In contrast to the general environment, which is more removed from the sport organization, the task environment is of more immediate concern to the sport manager, because it contains those constituents that can strongly impact the success of the organization.

As the author of this study trust, success of athletic teams as an organization should be influenced on task environmental factors like group members cohesion and fan identification.

As caron (1982)

State that group cohesion is a dynamic process which is reflected in the tendency for a group to stick together and remain united in the pursuit of goal and objective. It is the elusive ingredient that changes a disorganized collection of individual in to a team.

According to William (1985) team cohesion in an organization makes: -

1. To have personal contact between team members that facilitates interaction.
2. To understands a team members themselves as a unit and as a unit and as different from others outside the crew.
3. To accepts team members themselves as having similar attitude, aspirations, commitment and abilities.



4. Individual should understand, accept and enthusiastically undertake their role in the team and be aware and conform to team norms (acceptable behaviors).

According to the Krohanetal (cited in Kyaw, 2007) there are three types of sport fan. First type is that some sport fan like to attain sporting event not only to witness an event, but also to be part of the group and to be included in the overall atmosphere of game. The others two type of fans are fans which are attending to enjoy the excitement of athletic competition. As fan identification and belongingness with a team increase, the collective self-concept or group esteem tends to be higher among groups with strong attainment to a team

## **2.8. Concept of factors affect theathlete performance**

### 2.8.1. Athletics Performance

As Wondimu and Damene (2004) state that, athletic performance is a function of physical and mental characteristic of the individual. In addition, peak performance is the product of a careful preparation where the competitive peak is the result or a well-planned training program. Kchany (cited in Wondimu and Damene, 2004) athletic performance is regardless as an actual

Manifestation of the efficiency of the player, it is a purposeful activity directed to the solution of a task determined by the principle of training and estimable achievement is a complex mixture of environmental influences and training.

At a general level, Wondimu and Damene (2004) say it possible to demonstrate that, athletics performance is influenced by specific physical characteristic, which can be measured and scribed. These include variable such as strength mobility and endurance, which are classified as component of physical fitness. This as well, is a useful way of analyzing athletics performance.

For expected improvement, coach and players should set a goals together agreeing on rate. The key to goal setting should always remain realistic. If players constantly face goals that are unattainable, instead of stimulating greater effort, they become discouraged and quickly lose interest. Such loss of interest negatively contributed toward the development of performance. Helping players set short and long term goal, the coach can keep a written record of player's progress and see if the goals may still be attainable. If they are attainable, they definitely contribute positively toward performance development. In this sense, athletics performance constitutes an integral system with a structure of its own (Wondimu and Damene, 2004). This structural form of athletics performance contains physical, psychological, technical, tactical and nutritional factors.

It is perhaps not surprising that high level of training or practices are required to attain expertise. Simon and chase, 1973) and (newell and rosenbloum, 1981) conducted research on skill development clearly supports the relationship between training and skill acquisition. Moreover, previous research has identified general rules that outline the progression from novice to expert in a given domain.

(Abernethy and Russell, 1984) on their studies examining the visual cues used by expert cricket, badminton (Abernethy, 1991; Abernethy and Russell, 1987), soccer (William and Burluizt, 1993), have indicated the experts use body position cues obtained from their opponents per-contact (i.e. before the bowl or before they strike the birdie or ball) to provide information about how best respond

Physical factors; Rees (cited in Wondimu and Damene, 2004) state that if a athlete player is not physically fit, his technique will suffer, especially late in the match. Physical fitness has

Play combination, cooperation of individual in play activities. The climax of tactical preparation is the practice and perfection of play system. The play system represents action at high level by the players as adapted to the needs and abilities of the entire team.

Psychological factor; this is a length, complex process and must be realized in the conjunction with good physical education and emphasize the view varied and philosophical basis of the training process. The basis for influence on the player is philosophical, moral and willpower training (Wondimu and Damene, 2004) as regarding to player's personality Kacany (cited in Wondimu and Damene, 2004) note the following, ideological preparation must mould the player so that they achieve a broad overview, thereby enabling them to arrive at the right assessment of the aim of athletics activities. At the same time it forms an important component in the regulation of the player's motivation, which in turn forms the basis for growth in football performance. Kacany state continuously moral preparation is direct to the development of characteristic such as the relationship to collective value, to work with fellow players, the coach and football activities in general. The level of moral characteristic is expressed in honest behavior, responsibility with respect to training and match maintenance of a disciplined life style and consciousness performance of daily duties.

Nutritional factor; Good nutrition is the function for physical performance and one of the most important variables in attaining a high level of fitness. Food fuels our systems and forms new tissue. Continuing state professional male soccer players must consume 3000-3600 calories to meet the energy demand of the sport. Upper level female players might need up to 2500 calories. The recommended ration is 60-70 percent carbohydrate, 15-20 percent fat source. In addition sufficient source of water, vitamin and minerals must be part of the everyday diet.

McEachen (2004) carbohydrate is an important source of energy for aerobic exercise. They also provide the fuel used during intense anaerobic exercise. Athletes with diets high in carbohydrates perform significantly better than those with low-carbohydrate during the late stage of competition. Players who consume lower level of carbohydrate have lower glycogen levels and become stale and unable to perform. Increasing carbohydrate intake to 75-85 percent a few days before competition has been shown to improve performance. In soccer journal (2002) write that the importance of taking a six to eight percent carbohydrate drink just before competition and at half time to enhance performance. The carbohydrate-protein drink replenished energy electrolytes (Potassium, sodium and fluids; reduce muscle damage after competition and increased endurance at the next work out. As McEachen (2004) state carbohydrate loading, which increases glycogen reserves, is a method intended to improve performance on game day. One method is a six day program in which players consume 50 percent of calories as carbohydrate for the first three days and 70 percent that last three days. A 90 minute workout decreases in intensity each day leading up to competition. Pre competition meals should be eaten three to four before the game and should contain protein to prevent large swings in insulin or glucose.

Protein has been considered a key nutrient for sporting success by athletes of all eras in all sports. Whereas ancient Olympians were reported to eat unusually large amount of meat, today's players are provided with a vast collection of protein and amino acid supplements to increase their protein intakes. Protein plays an important role in the response to exercise. Amino acids from proteins form building blocks for the manufacture of new tissue and including muscle, and the repair of old tissue. They are also the building blocks of hormones

and enzymes that regulate metabolism and other body function protein provides a small source of fuel for the exercising muscle (Socer journal, 2004).

Strenuous or prolonged exercise and heavy training. Particularly aerobic exercise, stress the body. Adequate intake of iron, copper, manganese, magnesium, selenium, sodium, zinc and vitamins A, C, E, B6 and B12 are

Particularly important to health and performance. These, as well as other, are best when obtained from varied diet based largely (soccer journal, 2004). Water is the most important fluid the human being put into his system. It accounts for 40 to 60 percent of human body mass. Hydration is an everyday function that critical for optimal performance. Most people should drink to six glasses of water to maintain fluid balance, and athletes who lose fluids through sweat should consume more water (McEachen, 2004).

## **Chapter three**

### **Material and methods**

This chapter describes the way in which the research was designed and conducted in the selected sample at gibe woreda athletics team. It includes researcher design or methods, research study area, population of the study, sample size and sampling techniques, source of data, procedure of data collection, instrumentation of data and method of data analysis.

#### **3.1. Research Design**

Descriptive research design has been employed to explore the problem. This approach enable the researcher to identify, describe, understand and define the status in order to have a clear picture about the trend and existing nature of gibe woreda athletics management and teams performance around the field. The field descriptive survey method is found to be relevant and convenient together data at a particular time and to assess the athletics leadership and team performance by analysis the relationship among player coaches and team leadership body by using the descriptive research method. The researcher used qualitative and quantitative analysis.

#### **3.2. Research study area**

The research was conducted in S.N.N.P.R in hadiya zone gibe woreda administration. The administration centre of gibe woreda .

#### **3.3. Population of the study**

In this research 50 female athletics players and gibe woreda athletics team, 2 coaches, 2 assistant coaches and 2 managers are population in the study. Relevant reference materials were used. Totally, 56 populations have been included in this research study.

### **3.4. Sampling size and sampling techniques.**

The research was conducted in gibe woreda female athletics teams selected with purposive sampling techniques. The sample size of the study totally 56 participants. Among these 50-players, 2-coaches, 2-assistant coaches and 2-administrative staffs were purposively selected. Purposive sampling techniques would be employed.

### **3.5. Source of data.**

In order to get detail information about existing nature of female athlete team leadership style and team performance in gibe woreda athletics players, coaches and administrators were used as primary data source, different available written materials, books, journals, website on the issue was intensively reviewed by secondary data source.

### **3.6 procedure of data collection.**

The following procedures were taken to assess the leadership style and management factors that affect on performance of female athletics in gibe woreda.

Relevant literatures were assessed and reviewed from hard and soft copies to get adequate information with issue under consideration. Basic research question was formulated which help to show the direction of the study. The questionnaires and interview were administered for athlete coaches and administrator selected from each team members. The observation check list was designed to examine the extent of management approach and team performance.

**First:** - relevant literature were assessed and reviewed from hard and soft copies to get adequate information with the issue under consideration.

**Second:** - basic research question were formulated which helped to show the direction of the study.

**Third:** - appropriate data gathering tools were prepared and the necessary questions had been set and the questionnaire was administered for players', coaches, assistant coaches and sport commission officer selected from each sampled team members. The players English variation of the questionnaires was translated to Amharic to make smooth communication. And to make it easier for understanding.

**Fourth:** - the observation check list was designed to examine the extent of management approach and team performance.

### **3.7. Instrument of data collection**

The instruments used for data collection to conduct this research were questionnaires, interview and field observation, in addition to these different participatory approach were used to insure the appropriateness of the data.

#### **3.7.1. Questionnaire**

Questionnaires were used as the major instrument to collect sufficient information from the data source of the study. Questionnaires for both groups of respondents were designed in order to elicit their view concerning leadership style affect in performance of athletics team. The questionnaires were both close and open ended items.

#### **3.7.2. Interview**

Interviews were employed to supplement the information to be gathered through questionnaire. The interview was conducted with each informants providing with the trader to choose convenient times, which united them.

### **3.8. Method of data analysis.**

Both qualitative and quantitative data analysis method were employed in order to answer the research questions and to achieve the objective of the study. Therefore, the data that was



collected through close ended question were analysed quantitatively. Accordingly, the table, frequency counts and percentages of responses were used to analyse the data. In addition, the data collected through interview and open ended questions were analysed qualitatively using narrative form to substantiate the result that was obtained from quantitative analysis.

## Chapter four

### Presentation, analysis and interpretation of the data

**4.1.Presentation:**The purpose of this study was to examine organizational and leadership factor that affect the athletics performance of gibe woreda athletics team accordingly, sampled respondent those involves in data analyses were,

- A. Player teams,
- B. Main and assistant coaches,
- C. Woreda's sport managers (Administrators).

The data gathered through the questionnaires were tallied, tabulated and quantified; along with absolute number frequency of respondents has been used to indicate the characteristics of the study population. Percentage was used to indicate the magnitude each scores possesses besides it was used to determine factors with unique characteristic in the analyses.

### 4.2. Analysis of occupational and characteristics of respondents

Table 4.2.1.The background characteristics of the respondents to the self-administrator questionnaires.

No	Characteristics of the respondents	Athletics		Coaches		Ass. Coaches		Administrative staff		Total	
		F	%	F	%	F	%	F	%	F	%
1.	18-25 years	4	8%	-	-	-	-	-	-	4	7.1%
	26-30 years	32	64%	-	-	-	-	-	-	32	57.1%
	31-35 years	12	24%	-	-	-	-	-	-	12	21.4%
	36-40 years	2	4%	2	100%	2	100%	-	-	6	10.8%

	41 and above							2	100%	2	3.7%
	Total	50	100%	2	100%	2	100%	2	100%	56	100%
2.	Sex										
	F	50	100%	2	100%	2	100%	2	100%	56	100%
	M										
	Total	50	100%	2	100%	2	100%	2	100%	56	100%
3.	Marital Status										
	Married	10	20%	2	100%	2	100%	2	100%	16	28.6%
	Unmarried	40	80%							40	71.4%
	Total	50	100%	2	100%	2	100%	2	100%	56	100%
4.	Occupation										
	athletics	50	100%							50	89%
	Coach			2	100%					2	3.7%
	Assistant coach					2	100%			2	3.7%
	Sport managers							2	100%	2	3.7%
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

Table 4.2.1. Shows the background characteristics of respondents to self-administered questionnaire according to the table mentioned 4 (7.1%) of the respondents are between the ages of 18-25 years old and all of them were players, 32(57.1%) of respondents are 26-30 years of age all of them were players, 12 (21.4%) are 31-35 years old and all of them were players, 6(10.8%) 36-40 years old from those 2(4%) were players, 2(100%) were coaches 2(100%) were assistant coaches and 2(3.7%) were 41 and above years old and they were administrative staffs. Regarding sex, 56(100%) of the respondents were male from those 50(100%) were administrative staffs. In addition, 16 (28.6%) of the respondents were married from those 10(20%) were players, 2(100%) were coach's, 2(100%) were assistant coaches and 2(100%) were administrative staffs. And 40 (71.4%) were unmarried and all of them were players. From the occupation of respondents 50 (89%) players, 2(3.7%) coaches, 2 (3.7%) assistance coaches and 2 (3.7%) were sport managers

Table 4.2.2. The educational background of the respondents

No	Characteristics of the respondents	Athletics		Coaches		Ass. Coaches		Administrative staff		Total	
		F	%	F	%	F	%	F	%	F	%
	Educational background of Athletics, coaches, assistance coaches and sport managers										
	Primary school	-	-	-	-	-	-	-	-	-	-
	Secondary school	-	-	-	-	-	-	-	-	-	-
	Certificate	22	44%	-	-	-	-	-	-	22	39.3%

	Diploma	18	36%			1	50%	-	-	19	33.9%
	BA	10	20%	2	100%	1	50%	2	100%	15	26.8%
	M.A/MSc			-	-	-	-	-	-	-	-
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

Educational background of players, coaches, assistance coaches and sport managers, 2239.3%) certificate from those all of them were players, 19(33.9%) diploma from those 18(36%) were players, 1(50%) were assistant coach and 15 (26.8%) were BA degree holders from those 10(20%) were players, 2(100%) were coaches, 1(50%) was assistant coach and 2(100%) were administrative staffs.

Table 4.2.3. The year of service in plying, coaching and managing of the respondents

No	Characteristics of the respondents	athletics		Coaches		Ass. Coaches		Administrative staff		Total		
		F	%	F	%	F	%	F	%	F	%	
	Years of service in playing coaching and managing sport teams											
	1-3 years	8	16%	-	-	1	50%	-	-	9	16.1%	
	4-8 years	29	58%	-	-	1	50%	-	-	30	53.6%	
	9-15 years	13	26%	-	-	-	-	-	-	13	23.21%	
	Above 15 years			2	100%		-	2	100%	4	7.14%	
	Total	50	100%	2	100%	2	100%	2	100%	56	100%	

Years of service in playing, coaching and managing sport clubs, the respondents have 9(16.1%) 1-3 years' service from those 8(16%) were players and 1(50%) was assistant coach, 30(53.6%) 4-8 years from those 29(58%) were players and 1(50%) was assistant coach, 13(23.21%) 9-15 years and all of them were players and 4 (7.14%) above 15 years of service from those 2(100%) were coaches and 2(100%) were administrative staff. Based on the above analysis result indicated that majority of respondents have responsible age, educational background and years of service.

### 4.3. Interpretation of the result

In this part of the study major variable are interpreted analyzed on the base of collected data about the function of management, the internal resource, financial problems, the Ethiopian National League athletics Competition Policies, the source of financial and material support, the teams' insurance guarantee, fan's participation in the clubs, coaching experience, the cohesion of the team and the supporters of the community.

Table 4.3.1. Managerial factors affecting athletics' performance.

No	Item	athletics		Coaches		Ass. Coaches		Administrative staff		Total	
		F	%	F	%	F	%	F	%	F	%
	Managerial factors affecting athletics' performance										
	Policy problem	-		-	-	-	-	-	-	-	-
	Sport managerial factor	10	20%	-	-	-	-	-	-	10	17.9%
	Material supply	7	14%	-	-	-	-	-	-	7	12.5%

	Staff support	3	6%	-	-	-	-	-	-	3	5.36%
	Finance	13	26%	-	-	-	-	-	-	13	23.2%
	Material supply, staff support and finance	12	24%	1	50%	1	50%	2	100%	16	28.57%
	Staff support and finance	-		1	50%	1	50%	-	-	2	3.57%
	All	5	10%	-		-	-	-	-	5	8.93%
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

The result of respondents were asked about which managerial factors affecting athletics' performance shows that, from athletics 10(20%) of the respondents responded that sport managerial factors, 7(14%) of the respondents responded that material supply, 3 (6%) of the respondents responded that staff support, 13(26%) of the respondents responded that financial problem, 12(24%) of the respondents responded that Material Supply. Staff support and finance and 5 (10%) of the respondents responded that all the factors mentioned above managerial factors affecting the athletics' performance. From coach 1(50%) of the respondents responded that material supply, staff support and finance, 1(50%) of the respondents responded that staff support and finance. From assistant coaches 1(50%) of the respondents that material supply, staff support and finance, 1(50%) of the respondents responded that staff support and finance. From administrative staff 2(100%) of the respondents that material supply, staff support and finance. Totally, 10(17.9%) of respondents responded that sport managerial factors, 7(12.5%) of the respondents responded that material supply 3(5.36%) of the respondents responded that staff support 13 (23.3%) of the respondents responded that financial problem, 16(28.57) of the respondents responded that material supply, staff support and finance, 2(3.57%) of the respondents responded that staff

support and finance. and 5(8.93%) of the respondents responded that all the factors mentioned above managerial factors affecting the athletics’ performance. This result indicates that financial problem and material supply mostly affecting the team (Table 4.3.1.)

Table 4.3.2. The support of Ethiopian National League athletics Competition Policies

No	Item	athletics		Coaches		Ass. Coaches		Administrative staff		Total	
		F	%	F	%	F	%	F	%	F	%
The support of Ethiopia National League athletics competition policies											
	Very low	-	-	-	-	-	-	-	-	-	-
	Low	22	44%	-	-	-	-	-	-	22	39.3%
	Medium	28	56%	2	100%	2	100%	2	100%	34	60.7%
	High	-	-	-	-	-	-	-	-	-	-
	Very high	-	-	-	-	-	-	-	-	-	-
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

The result of the respondents were asked about the support of Ethiopian National League of athletics competition Policies for the team shows Totally, 22 ( 39.3%) of the respondents responded that the support was low and most respondents wereathletics (22(44%). While 34(60.7%) of the respondents responded medium 28(56%) athletics, 2(100%) coaches, 2(100%) assistant coaches and 2(100%) administrative staffs respectively. This result indicated that the support of Ethiopian National League of athletics Competition Policies for the teams was medium (Table 4.3.2.)



Table 4.3.3. Responsibility of managerial body for poor performance

No	Item	athletics		Coaches		Ass. Coaches		Administrative staff		Total	
		F	%	F	%	F	%	F	%	F	%
	Managerial body takes responsibility for any poor performance										
	Very low	7	14%	-	-	-	-	-	-	7	12.5%
	Low	-	-	-	-	-	-	-	-	-	-
	Medium	34	68%	2	100%	2	100%	-	-	38	67.86%
	High	9	18%	-	-	-	-	-	-	9	16.1%
	Very high	-	-	-	-	-	-	2	100%	2	3.57%
	Total	50	100%	2	100%	2	100%	-	-	56	100%

The result shows that totally, the response of 7(12.5%) indicates very low and all of them were athletics, 38(67.86%) medium, from respondents 34(68%) were athletics, 2(100%) were coaches, 2(100%) were assistant coaches and 2(100%) were administrative staffs respectively. 9(16.1%) high they were all athletics and 2(3.57%) very high they were all administrative staff. This shows managerial body takes responsibility for any poor performance (Table 4.3.3).

Table 4.3.4. The management respect for the female athletics

No	Item	athletics		Coaches		Ass. Coaches		Administrative staff		Total	
		F	%	F	%	F	%	F	%	F	%
	The team leadership gives good respect for the female athletics										
	Yes	6	12%	2	100%	2	100%	2	100%	12	21.4%
	No	44	88%	-	-	-	-	-	-	44	78.6%
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

No	Item	athletics		Coaches		Ass. Coaches		Administrative staff		Total	
		F	%	F	%	F	%	F	%	F	%
	The administrators take care of the injured female athletics during the practice and completion session										
	Yes	36	72%	2	100%	2	100%	2	100%	42	75%
	No	14	28%	-	-	-	-	-	-	14	25%
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

Regarding the administrators take care of the injured female athletics during the practice and competition session the result shows that 42(75%) of the respondents responded “Yes” from those 36(72%) were female athletics 2(100%) were coach’s 2(100%) were assistant coaches and 2(100%) were administrative staffs. Whereas 14(25%) of the respondent all were female athletics responded “No”. This shows us that the administrators take care of the injured female athletics during the practice and competition session (Table 4.3.5)

Table 4.3.5. The administration allow for more competition in a year

No	Item	athletics		Coaches		Ass. Coaches		Administrative staff		Total	
		F	%	F	%	F	%	F	%	F	%
Administration allows taking part more number of competitions in a year											
	Yes	-		2	100%	2	100%	2	100%	6	10.8%
	No	50	100%	-	-	-	-	-	-	50	89.2%
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

The result of whether administration allows taking part a number of competitions for practice in a year or not shows that accordingly, 6(10.8%) respondents responded “Yes” 2(100%) were coach’s 2(100%) were assistant coach’s and 2(100%) were administrative staffs and 50 (89.2%) responded “No” all were athletics. This shows us that administration doesn’t allow taking part number of competitions in a year (Table 4.3.6).

Table 4.3.6.Opportunity for practice matches with neighboring teams

No	Item	athletics		Coaches		Ass. Coaches		Administrative staff		Total	
		F	%	F	%	F	%	F	%	F	%
Administration creating the opportunity for practice matches with neighboring teams											
	Yes	-	-	2	100%	2	100%	2	100%	6	10.8%
	No	50	100%	-	-	-	-	-	-	50	89.2%
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

The result of whether administration creating the opportunity for practice matches with neighbouring teams shows that accordingly, all the respondents i.e. 56(100%) responded “No” and from those 50(100%) were female athletics, 2(100%) were coach’s 2(100%) were assistant coaches and 2(100%) were administrative staffs. All of them mentioned the shortage of finance as a reason. This shows us that administration doesn’t create the opportunity for practice matches (Table 4.3.6.)

Table 4.3.7. The level of moral participation of the players’ for team improvement

No	Item	athletics		Coaches		Ass. Coaches		Administrative staff		Total	
		F	%	F	%	F	%	F	%	F	%
	The level of female athletics participation moral on the team’s improvement										
	Very low	6	12%	-		-	-	-	-	6	10.7%
	Low	-	-	1	50%	2	100%	2	100%	5	8.9%
	Medium	6	12%	1	50%	-	-	-	-	7	12.5%
	High	8	16%	-	-	-	-	-	-	8	14.3%
	Very high	30	60%	-	-	-	-	-	-	30	53.6%
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

The result regarding the level of female athletics participation moral on the team’s improvement shows that 6(10.7%) very low all were female athletics, 5(8.9%) responded low from those respondents 1(50%) was coach, 2(100%) were assistant coaches and 2(100%) were administrative staffs, 7 (12.5%) medium from those 6 were players and 1 was coach, 8(14.3%) high all of them were female athletics and 30(53.6%) very high on the given option were

allfemale athletics respectively. This shows us the level of athletics participation moral on the club's improvement (Table 4.3.7)

Table 4.3.8. The relationship between coach and female athletics

No	Item	athletics		Coaches		Ass. Coaches		Administrati ve staff		Total	
		F	%	F	%	F	%	F	%	F	%
	The relationship between with coach and athletics.										
	Very low	6	12%	-	-	-	-	-	-	6	10.7%
	Low	6	12%	-	-	-	-	-	-	6	
	Medium	30	60%	-	-	-	-	-	-	30	53.6%
	High	8	16%	-	-	-	-	-	-	8	14.3%
	Very high	-	-	2	100%	2	-	-	-	6	10.7%
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

Result regarding the relationship between with coach and athletics shows that 6(10.7%) of the respondents responded low and all wereathletics, 6(10.7%) very low and all were players, 30(53.6%) medium and all were players, 8 (14.2%) high and all wereathletics and 6(10.7%) very high on the given option 2(100%) were coach's 2(100%) were assistant coaches and 2(100%) were administrative staffs. This result shows us that the relationship between with coaches andathletics is medium (Table 4.3.8.)

Table 4.3.9.the level of coordination of teams managers with coaches and female athletics

No	Item	athletics		Coaches		Ass. Coaches		Administrative staff		Total	
		F	%	F	%	F	%	F	%	F	%
	The level of coordination of team managers with trainers and female athletics										
	Very low	29	58%	-	-	-	-	-	-	29	51.7%
	Low	9	18%	-	-	-	-	-	-	9	16.1%
	Medium	10	20%	-	-	-	-	-	-	10	17.9%
	High	2	4%	2	100%	2	100%	2	100%	8	14.3%
	Very high	-	-	-	-	-	-	-	-	-	-
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

The result of the respondents asked about the level of coordination of team managers with trainers and athletics shows that accordingly, 29(51.7%) of the respondents responded very low and all of them were female athletics, 9(16.1%) low and all of them were female athletics, 10(17.9%) medium and all of them were female athletics and 8(14.2%) high and from those 2(4%) of them were female athletics, 2(100%) were coach's 2(100%) were assistant coach's and 2(100%) were administrative staffs. This result shows us that level of coordination of team managers with trainers and athletics was very low (Table 4.3.9)

Table 4.3.10. The finance support of teams

No	Item	athletics		Coaches		Ass. Coaches		Sport manager		Total	
		F	%	F	%	F	%	F	%	F	%
	Financial support										
	Very low	8	16%	-	-	-	-	-	-	8	14.3%
	Low	32	64%	-	-	-	-	-	-	32	57.1%
	Medium	10	20%	2	100%	2	100%	2	100%	16	28.6%
	High	-	-	-	-	-	-	-	-	-	-
	Very high	-	-	-	-	-	-	-	-	-	-
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

The result regarding the financial support shows that 8(14.3%) of the respondents responded low and all of them were , 32(57female athletics.1%) very low and all of them were female athletics, and 16(28.6%) medium on the given option and from those 10(20%) were female athletics, 2(100%) were coach's 2(100%) were assistant coach's 2(100%) were administrative staffs. Based on this result the financial support in the team is very low (Table 4.3.10)

Table 4.3.11. The finance strategies of the teams

No	Item	athletics		Coaches		Ass. Coaches		Sport manager		Total	
		F	%	F	%	F	%	F	%	F	%
	Financial strategies										
	Very low	8	16%	-	-	-	-	-	-	8	14.3%
	Low	32	64%	-	-	-	-	-	-	32	57.1%
	Medium	10	20%	2	100%	2	100%	2	100%	16	28.6%
	High	-	-	-	-	-	-	-	-	-	-
	Very high	-	-	-	-	-	-	-	-	-	-
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

The result about financial strategies shows that 8(14.3%) of the respondents responded low and all of them were female athletics, 32(57.1%) very low and all of them were female athletics, and 16(28.6%) medium on the given option and from those 10(20%) were female athletics, 2(100%) were coach's 2(100%) were assistant coach's 2(100%) were administrative staffs. Based on this result the financial support in the team is very low (Table 4.3.11)



Table 4.3.12. The source of financial & material support

No	Item	athletics		Coaches		Ass. Coaches		Sport manager		Total	
		F	%	F	%	F	%	F	%	F	%
	The source of financial & material support										
	Government	42	84%	-	-	-	-	-	-	42	75%
	Community	8	16%	2	100%	2	100%	2	100%	14	25%
	NGOs	-	-	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-	-	-
	<b>Total</b>	<b>50</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>56</b>	<b>100%</b>

The result regarding the source of financial & material support shows 42(75%) of the respondents responded most of the source of financial and material support is from government, all of them were female athletics and the rest 14(25%) responded from community, from those 8(16%) were female athletics, 2(100%) were coach's 2(100%) were assistant coach's and 2(100%) were administrative staffs respectively on the given option (Table 4.3.12).

Table 4.3.13 adequacy of team's equipment

No	Item	athletics		Coaches		Ass. Coaches		Sport manager		Total	
		F	%	F	%	F	%	F	%	F	%
	The teams have adequate equipment										
	Yes	-	-	-	-	-	-	-	-	-	-
	No	50	100%	2	100%	2	100%	2	100%	56	100%
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

The respondents have been asked whether the teams have adequate equipment's or not.

Accordingly, 56(100%) of the respondents responded "No" and from those 50(100%) were , 2(100%female athletics) were coach's 2(100%) were assistant coaches and 2(100%) were administrative staffs. Based on these findings the teams have no adequate equipment's (Table 4.3.13).

Table 4.3.14. Yearly financial problems of the teams

No	Item	athletics		Coaches		Ass. Coaches		Sport managers		Total	
		F	%	F	%	F	%	F	%	F	%
	The teams have yearly financial problem										
	Yes	50	100%	-	-	-	-	-	-	50	89.3%
	No	-	-	2	100%	2	100%	2	100%	6	10.7%

	Total	50	100%	2	100%	2	100%	2	100%	56	100%
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The result regarding about the teams yearly financial problem shows 56(100%) of the respondents responded “Yes” and from those 50(100%) were players, 2(100%) were coach’s 2(100%) were assistant coaches and 2(100%) were administrative staffs. Based on this result the teams have yearly financial problem (Table 4.3.14).

Table 4.3.15 Effects of shortage of athletics material

No	Item	athletics		Coaches		Ass. Coaches		Sport managers		Total	
		F	%	F	%	F	%	F	%	F	%
	The shortage of athletics materials affect the performance of the players										
	Yes	50	100%	2	100%	2	100%	2	100%	56	100%
	No	-	-	-	-	-	-	-	-	-	-
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

The respondents have been asked whether the shortage of athletics materials affect the performance of the female athletics or not. All the respondents i.e. 56(100%) responded “Yes” and from those 50(100%) were female athletics 2(100%) were coach’s 2(100%) were assistant coach’s and 2(100%) were administrative staff. Based on this result, the shortage of athletics materials affects the performance of the players (Table 4.3.15)

Table 4.3.16. Relationship of salary and female athletics performance

No	Item	athletics		Coaches		Ass. Coaches		Sport managers		Total	
		F	%	F	%	F	%	F	%	F	%
	The salary has relationship with female athletics performance										
	Positive relation	50	100%	2	100%	2	100%	2	100%	56	100%
	Negative relation	-	-	-	-	-	-	-	-	-	-
	It has not related	-	-	-	-	-	-	-	-	-	-
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

As the respondents have been asked whether the salary has relationship with female athletics performance or not. All the respondents i.e. 56 (100%) responded “positive relation” and from those 50(100%) were female athletics, 2(100%) were coach’s 2(100%) were assistant coach’s and 2(100%) were administrative staffs. As the finding shown us, the salary has direct relationship with female athletics performance (Table 4.3.16).

Tables 4.3.17. Communication skills of coaches

No	Item	athletics		Coaches		Ass. Coaches		Sport managers		Total	
		F	%	F	%	F	%	F	%	F	%
	Communication skills of coaches										
	Low	8	16%	-	-	-	-	-	-	8	14.3%
	Very low	32	64%	-	-	-	-	-	-	32	57.1%
	Medium	10	20%	-	-	-	-	-	-	10	17.8%
	High	-	-	2	100%	2	100%	2	100%	6	10.7%
	Very high	-	-	-	-	-	-	-	-	-	-
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

The result about the communication skills of coach shows that 8(14.3%) of the respondents responded scale up it low and all were athletics 32(57.1%) scale up it is very low all were players, 10 (17.9%) medium and all were athletics, the remaining 6(10.7%) responded high and those 2(100%) were coach's 2(100%) were assistant coaches and 2(100%) were administrative staffs. As analyze about much the respondents scaled up the communication skills of a coach with his or her players and other team members are very low. Communication is the key for the coach as leader and manager of the team (Table 4.3.17).

Table 4.3.18.Coaches plan

No	Item	athletics		Coaches		Ass. Coaches		Sport managers		Total	
		F	%	F	%	F	%	F	%	F	%
	Coaches have plan										
	Yes	50	100%	2	100%	2	100%	2	100%	56	100%
	No	-	-	-	-	-	-	-	-	-	-
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

The respondents have been asked if the coaches have their own plan. The result shows that all the respondents i.e. 56(100%) of the respondents responded “Yes and from those 50(100%) were players 2(100%) were coach’s 2(100%) were assistant coaches and 2(100%) were administrative staffs. Based on the responses the coaches had plan (Table 4.3.18)

Table 4.3.19. Unity of the team to reach its goal

No	Item	athletics		Coaches		Ass. Coaches		Sport managers		Total	
		F	%	F	%	F	%	F	%	F	%
	Teams’ unity in trying to reach its goal										
	Low	-		1	50%	2	100%	2	100%	5	8.9%
	Very low	6	12%	-	-	-	-	-	-	6	10.7%
	Medium	6	12%	1	50%	-	-	-	-	7	12.5%
	High	8	16%	-	-	-	-	-	-	8	14.3%

	Very high	30	60%	-	-	-	-	-	-	30	53.6%
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

The result shown in the table 4.3.24 indicates that 5(8.9%) of the respondents responded low and from those 1(50%) was coach, 2(100%) were assistant coach's and 2(100%) were administrative staffs. 6(10.7%) very low and all of them wereathletics 7(12.5%) medium and from those 6(12%) were players, 1(50%) was coach. 8(14.3%) high for the team unity in trying to reach the goal while the rest of 30(53.6%) of the respondents rank as it is very high respectively and all of them wereathletics. As indicated by most respondents the team unity in trying to rich the goal of the team require more attention to improve it.

Table 4.3.20. The extent of enough opportunity to improve personal performance

No	Item	athletics		Coaches		Ass. Coaches		Sport managers		Total	
		F	%	F	%	F	%	F	%	F	%
	The team gives enough opportunity to improve personal performance										
	Low	8	18%	-	-	-	-	-	-	8	14.3%
	Very low	32	64%	-	-	2	100%	-	-	34	60.7%
	Medium	10	20%	2	100%	-	-	-	-	12	21.4%
	High	-	-	-	-	-	-	2	100%	2	3.6%
	Very high	-	-	-	-	-	-	-	-	-	-
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

The result of the respondents have been asked if the team gives enough opportunity to improve personal performance shows that 8(14.3%) of the respondents responded low

34(60.7%) very low and from those 32(64%) wereathletics 2(100%) were assistant coach's 12(21.4%) medium, and from those 10(20%) were athletics 2(100%) were coach's. And 2(3.6%) high on the given option and they were sport managers. Based on the result of above information the teams give on enough opportunity to improve personal performance though giving enough opportunity to improve personal performance (table 4.3.25)

Table 4.3.21. The team members want to discuss one another on their problems

No	Item	athletics		Coaches		Ass. Coaches		Sport manager		Total	
		F	%	F	%	F	%	F	%	F	%
	The team members want to discuss one another on their problems										
	Low	7	14%							7	12.5%
	Very Low	30	60%	2	100%	2	100%	2	100%	36	64.3%
	Medium	11	22%	-	-	-	-	-	-	11	19.6%
	High	2	4%	-	-	-	-	-	-	2	3.6%
	Very high	-	-	-	-	-	-	-	-	-	-
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

According to the information from the above table of the responses indicate that 7(12.5%) of the respondents responded low about the needs of them members to discuss together on their problem and they were allathletics, 36(64.3%) responded very low and from those 30(60%) wereathletics 2(100%) were coach's 2(100%) were assistant coaches and 2(100%) were administrative staffs. 11(1.6%) medium and they were all athletics, whereas the remaining respondents 2(3.6%) responded high for the same item and all wereathletics. For the team



members to be united to implement their goal and make discussion among on another is needed Table 4.3.21).

As also the interview presented by sampled respondent addressed that there are medium team unity in trying toward its goal, furthermore opportunity to improve personal performance and taking responsibility in the team is very low. Thus based on the results improvement in all of in the above areas in the team is necessary.

Table 4.3.22.Fans’ Participation in the teams.

No	Item	athletics		Coaches		Ass. Coaches		Sport manager		Total	
		F	%	F	%	F	%	F	%	F	%
	Fans’ Participation in the teams										
	low	-	-	-	-	-	-	-	-	-	-
	Very Low	-	-	-	-	-	-	-	-	-	-
	Medium	-	-	-	-	-	-	-	-	-	-
	High	-	-	-	-	-	-	-	-	-	-
	Very high	50	100%	2	100%	2	100%	2	100%	56	100%
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

As it is shown in the table 4.3.22 the respondents have been asked about the fans’ participation in the clubs. All the respondents i.e. 56(100%) responded the participation very high and from those 50(100%) wereathletics, 2(100%) were coach’s 2(100%) were assistant coach’s and 2(100%) were administrative staffs. Therefore, the fans had highly participated in the teams activity.

Table 4.3.23. Fans' financial support

No	Item	athletics		Coaches		Ass. Coaches		Sport manager		Total	
		F	%	F	%	F	%	F	%	F	%
	Level of fans' financial support										
	Low	8	16%	-	-	-	-	-	-	8	14.3%
	Very Low	10	20%	-	-	-	-	-	-	10	17.8%
	Medium	32	64%	2	100%	2	100%	2	100%	38	67.95%
	High	-	-	-	-	-	-	-	-	-	-
	Very high	-	-	-	-	-	-	-	-	-	%
	Total	50	100%	2	100%	2	100%	2	100%	56	100%

The result shows about level of fans' financial support 814.3%) of the respondents responded low and all were athletics. 10(17.8%) responded very low and all were athletics. 38(67.95%) medium on the given options respectively and from those 32(64%) were athletics, 2(100%) were coach's 2(100%) were assistant coaches and 2(100%) were administrative staffs.

Understand that bringing better improvement in the area is also required for the purpose to achieve better performance in the area is also required for the purpose to achieve better performance in the team.

#### 4.4. Discussion of findings

1. The leadership and management factors affecting athletic's performance.

✚ As a table 4.3.1, indicates that 10 (17.9%) of the respondents responded that sport managerial factor, 7(12.5%) of the respondents responded that material supply, 13 (23.3%) of the respondents responded that financial problem, 16(28.57) of the respondents responded that material supply, staff support and finance. This result indicates that financial problem and material supply mostly affecting the teams.

1. The support of Ethiopian national league athlete competition policies.

✚ As a table 4.3.2, indicates that 22 (39.3%) of the respondents responded that the support was low and all respondents were players. While 34 (60.7%) of the respondents responded medium. This result indicates that the support of Ethiopian national league athlete competition policies for the teams was medium.

1. The responsibility of managerial body for poor performance.

✚ As the table 4.3.3, the responses of 7 (12.5%) indicates very low and all of them were players, 38(67.86%) medium, from those respondents 34(68%) were players, 2(100%) were coaches 2(100%) were assistant coachs and 2(100%) were administrative staffs respectively. This show managerial body takes responsibility for any poor performance.

2. The team's management give good respect for theathletics.

✚ As the table 4.3.4, indicates that 44 (78.6%) most were athletics responded "NO." This result shows us that the team management give no good respect for the athletics.

3. Administration allows taking part number off competitions in a year.

✚ As the table 4.3.6, indicates the result of whether administration allows taking part a number of competitions for practice in a year or not shows that accordingly, 50 (89.2%)

responded “N0” all were athletics. This shows us that administration doesn’t allow taking part number of competitions in a year.

4. The level of player’s participation moral on the team’s improvement.

✚ As the table 4.3.8, indicates the result regarding the level of athletics’s participation moral on the team’s improvement show 7(12.5%) medium from those 6 were athletics and 1 was coach, 8 (14.3%) high all of them were athletics and 30 (53.6%) very high on the give option were all athletics respectively. This shows us level of athletic’s participation moral on the team’s improvement.

5. The level of coordination of team managers with coaches and athletics.

✚ As the table 4.3.10, indicates the result of the respondents asked about the level of coordination of club managers with trainers and athletics athletics shows that accordingly, 29 (51.7%) of the respondents responded very low and all of them were athletics. This result shows us that the level of coordination of team managers with trainers and athleticsathletics was very low.

6. The financial support of the teams.

✚ As the table 4.3.11, indicates that the result regarding the financial support shows that 32 ( 57.1%) very low and all of them were athletics, and 16(28.6%) of the respondent responded medium. Based on this result the financial support in the team is very low.

7. The source of financial and material support

✚ As the table 4.3.13, indicates that regarding the source of financial and material support shows 42(75%) of the respondent responded most of the source of financial and material support is from government, all of them were players and the rest 14(25%) responded from community.

8. The shortages of athletics materials affect the performance of the athletics.

✚ As the table 4.3.16, indicates that the respondents have been asked whether the shortage of athletics materials affect the performance of the athletics or not. All the respondents i.e. 56 (100%) responded “Yes.” Based on this result the shortage of athletics materials affects the performance of the athletics.

9. The teams have insurance guarantee.

✚ As the table 4.3.18, indicates that all the respondents i.e., 56 (100%) all the responded “No.” Based on this result, the teams have no insurance guarantee.

10. The team gives enough opportunity to improve personal performance.

✚ As the table 4.3.25, indicates the result of the respondents have been asked if the team gives enough opportunity to improve personal performance shows that 34(64.7%) of the respondents responded very low. Based on the result of above information, the teams give no enough opportunity to improve personal performance though, giving enough opportunity to improve personal performance.

11. The teams take responsibility for the less or poor performance.

✚ As the table 4.3.26, response indicates that 12 (21.4%) of the respondents responded the teams’ responsibility for the loss or poor performance in the team is low and 28 (50%) very low and they were all players. Based on this findings, the result shown as that the teams’ taking responsibility for the less or poor performance is very low. As a result, all team members are expected to take responsibility for loss or poor performance in the team.

12. The team members want to discuss one another on their problems.

✚ According to the table 4.3.27, the responses indicate that 7 (12.5%) of the respondents responded low about the needs of team members to discuss together on their problem and

they were allathletics and 336(64.3%) of the respondents responded very low. For the team members to be united to implement their goal and make discussion among on another is needed.

#### 13. The level of fans' financial support.

✚ The result shows about level of fans' financial support, 38 (67.95%) of the respondents responded medium on the given option and from those 32(64%) were athletics, 2(100%) were coach's, 2(100%) were assistant coaches and 2(100%) were administrative staffs. Understand that bringing better improvement in the area is also required for the purpose to achieve better performance in the team.

#### **4.5. Result of structured interview**

There were two key informants (from gibe woreda). Both informants were male i.e. 2(100%) the age of the 2(100%) informants were 35-40 and both of them were married. Regarding educational background 2(100%) was degree holder.

The interviewee for the question 1 is leadership and managerial factors affect the result of the teams? 2(100%) responded that managerial factors highly affect the result of the team. For the question 2 what is the advantages of the athletics in relation to the foundation of the team. 2(100%) responded that it create job opportunity for the athletics and they get income from the team and also they have healthy appreance. In relation to the question3, is the town administration having relation with the team. 2(100%) responded there were poor relation b/n the team town administration. For the question 4, is the town administration support the team. 2(100%) responded there were a support but it is poor. For the question 5, is the town administration support enough to team. 2(100%) responded it is not enough. Regarding the question 6, is the national league of Ethiopia policy help to improve the athletic's performance.

2(100%) responded medium; it helps to improve the athletics performance. For question 7, is the financial problem affects the performance of the teams. 2 (100%) were responded 'yes.' For question 8, is the material supply affect the player's performance. 2(100%) were responded 'yes'. For question 9, does you have plant to improve the teams? 2(100%) were responded yes. Therefore, the above mentioned factors were highly affecting the overall performance of the teams.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

#### 5.1. Summary

This study was designed to assess and examine leadership and management factors that affect the performance of Gibe Woreda athletics teams. To attain the desired objective of the study, a descriptive survey design has been used as a method. The source of data was Gibe Woreda athlete teams, coaches, assistant coaches, and sport managers. The total 56 target population were selected with descriptive survey method sampling technique; out of these 50 respondents were from athletics and 4 from coaches and assistant coaches, 2 sport managers. To collect accurate and valid data in survey, triangulated information using various means.

Based on the result of analysis, the given summary of the athletics performance of Gibe Woreda athletics teams were:

1. Weak managerial performance in supply of materials, staff support;
2. Partial support of the Ethiopian league athletics competition policies;
3. Having motivating experience of the coaches in the teams: on planning ;
4. Having no encouraging experience of governing body to create influence working spirit, for the ultimate benefit of the athletics of the team, toward analyzing the problem of the team as well as promote consistently public r/n of the team;
5. Having no motivating experience of the coach in the club on guidance team performance and essential elements of communication;
6. Weak team organizing ability of the management to unite the athletics toward set goal and lack of accountability as well:



7. Limited source of finance and lack of further financial support strategy to compensate in adequate equipment;
8. Lack of enough opportunity in the team to improve personal performance;
9. Absence of medical doctors in the teams:
10. Lack of insurance guarantee;
11. Low knowledge the coaches for the subject coaching, managing and organizing the team
12. Low level of coordination of team managers with trainers and athletics.
13. Weak relationship between coaches and athletics.
14. Teams' weak responsibility for the less or poor performance.

## **5.2. Conclusion**

This study elicited the main factors that what leadership style became affecting with in the team questionnaire and personal interview where done to collect relevant information about the leadership style factors that affect the team performance. Therewere, a number of leadership and management factors that affect the teams overall performance furthermore the financial problem and materials supply highly affecting the teams. The support of Ethiopian national league of athletics competition policy for the team was medium. The managerial body were responsible for poor performance of the team. The team leadership gives no good respect for player at all. The administrators take care of the injuredathletics during practice and competition season, but administration does not allow a number of competitions in a year. The relationship between coaches and athletes and the of level of coordination of team manager with trainers and athletics players were poor. The team give no enough opportunity to improve personal performance. Theshould all team members are respected to take responsibility for poor performance in the team. The fans were high participation and had

somewhat moral support for the team. Absence of first aid providers in the team. Moreover the leadership style and managerial factors were highly affecting the overall performance of team.

### **5.3. Recommendations**

Based on the identified problem and gathered data of the study the following suggestive ideas have been recommended.

1. The teams should search for financial sources in order to avoid financial problem and material supply that highly affecting the team and the athlete should increasing sources of finance, further financial strategies, material support to compensate inadequate equipment facility of the team.
2. The leadership body should properly work their responsibility to avoid poor performance of the team.
3. The management and leadership should give good respect for the female athlete.
4. The team should improve the relationship between coaches and athlete and the level of coordination of team manager with trainers and athletics competitive.
5. The team should give enough opportunity to improve personal performance through sport managers of gibe woreda athlete team adopt multiple strategies related to provide satisfactory result in organizational context.
6. The sport managers of gibe woreda athlete team give priority for the benefit of his organization team through smooth relationship among the team members, community and governmental body.
7. Team governing bodies should try their best for searching supporters groups from the fans and community.

8. The team should have first aid for the security and benefit of the team.
9. All sport managers, coaches and athlete should be creating strong relationship coordination among them to maximize their team performance.