

**THE RELATIONSHIP BETWEEN BASKETBALL FEDERATION
AND COACHES, COACHES AND PLAYERS AND; PLAYERS WITH
PLAYERS AND ITS CONTRIBUTION FOR BASKETBALL
DEVELOPMENT IN THE ADDIS ABABA CITY ADMINISTRATION**

BY: SAMUEL LAKEW=

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF
MASTERS OF SCIENCE IN SPORT SCIENCE**

APRIL, 2012

ADDIS ABABA

ETHIOPIA

**THE RELATIONSHIP BETWEEN BASKETBALL FEDERATION
AND COACHES, COACHES AND PLAYERS AND; PLAYERS WITH
PLAYERS AND ITS CONTRIBUTION FOR BASKETBALL
DEVELOPMENT IN ADDIS ABABA CITY ADMINISTRATION**

BY: SAMUEL LAKEW

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF
MASTERS OF SCIENCE IN SPORT SCIENCE**

APRIL, 2012

ADDIS ABABA

ETHIOPIA

**THE RELATIONSHIP BETWEEN BASKETBALL FEDERATION
AND COACHES, COACHES AND PLAYERS AND PLAYERS WITH
PLAYERS AND ITS CONTRIBUTION FOR BASKETBALL
DEVELOPMENT IN ADDIS ABABA CITY ADMINISTRATION**

By: Samuel Lakew

Approval Board of examiners

_____	_____
Chairman, department Graduate committee	Signature
_____	_____
Advisor	Signature
_____	_____
examiner	Signature

Acknowledgements

Above all thanks to God who helped me giving health and vigor to do what he wanted me to do.

I am deeply indebted to my advisors: Dr. Solomon Teka for his unreserved and invaluable all round support, including close supervision in the field, imparting his knowledge and experience right from the inception until the completion of my study.

I am also very much thankful to Basketball federation workers, especially to the head of the federation/Abebe, coaches and players of Basketball for their contribution of providing the necessary information and materials on the right time.

I would also like to thank Addis Ababa University for the financial support to undertake this study.

I would like to express my heartfelt thanks to my family for their consistent support and motivation to accomplish my task appropriately and on time.

Table of Contents

Content	Page
Acknowledgement.....	i
Table of content.....	ii
List of table	iii
Acronym	iv
Abstract	v
 Chapter one	
Introduction	
1.1 Back ground of the study.....	11
1.2 Statement of the problem.....	13
1.3 Research questions.....	14
1.4 Objective of the Study.....	14
1.5 Significance of the Study	15
1.6 Scopes the Study.....	15
1.7 Limitation of the Study	16
1.8 Organization of the Study	16
1.9 Operational Definition of Term	17
 Chapter Two	
Review of Related Literature	

2.1 The nature of Human Relationship	18
2.2 The Concept of Interpersonal Relationship	19
2.3 Interpersonal Communication.....	22
2.4 coach- Player Relationship.....	23
2.5 The Roles of Relationship between Coaches and Athletes	33
2.6 The nature of the Group and Team	34
2.6.1 Definition of Group.....	34
2.6.2 Team.....	35
2.6.3 Phases of Team Development.....	36
2.7 Teamwork and the Group Dynamics	37
2.8 Leadership and Coaching behaviour	41
2.9 Coaching and youth Behavior in Sport Psychology	44
2.10 The Role of Coaches.....	45
2.11 The Role of Players	46
2.12 Role federation workers	47
Chapter Three	48
Research Design and Methodology.....	48
3.1 Research Design.....	Error! Bookmark not defined.
3.2 Population and Sampling Method	48
3.3 Data Gathering Instruments	50
3.4 Methods of Data Analysis	39

Chapter Four

Presentation, Analysis and Interpretation of the Data

4.1 Presentation about back ground information	52
4.2 Presentation and analysis of Data	54

4.3 Presentation and analysis of data from Coaches'	67
---	----

Chapter Five

Summary, Conclusion and Recommendation

Summary.....	79
--------------	----

Conclusion.....	81
-----------------	----

BIBLIOGRAPHY

Appendices

Appendix A Players' questionnaire

Appendix B Coaches' questionnaire

Appendix C Federation administrators' questionnaire

Appendix D Observation checklist

Appendix E Interview to the head of basketball federation

List of Tables

Table1. Analysis back ground information of players	52
---	----

Table2. Analysis background information of coaches and f. administrators ...	53
--	----

Table 2 Analysis background information of coaches and F. administrators in terms of their sex, age, educational background.	53
---	----

Table 3. Relationship between players and coaches.....	54
--	----

Table4. Negative impact of coach-player less interaction on Bb dve.t.....	55
---	----

Table5. responsability of players for their club	56
--	----

Table6. cuases of coach-players negative interaction.....	57
---	----

Table7. players interaction among themselves (with one another).....	58
--	----

Table8. Communication of team members to their responsibilities	59
---	----

Table9.togethrness of team members	60
Table10.units of team members for common goal	61
Table11. Helping team members with one another	62
Table12. Team members' relationship outside the field	63
Table13. The interaction of coaches with their players	64
Table14. Leadership style of coaches	65
Table 15, coach and player relationship	67
Table16. Means of solving barriers with team members and coaches.....	68
Table17.suggetions of coaches when the players comment them	68
Table18. Players' friendly relationship with coaches	69
Table19. Coaches' encouragement for players to give suggestion in the ways of training	70
Table20. Coaches allow their players to do their own	71
Table21. Coach- Player mutual respect.....	72
Table22. Coaches put suggestions of team members in to operation	73
Table23. Appreciation of coaches to their players.....	74
Table24. Coaches blame the team members.....	75
Table25. Encouragement of close and informal relationship.....	76
Table26. Helping players with personal problems.....	77
Table27. Relationship between Coach and federation	Error! Bookmark not defined.
Table28.Relationship between Coach and federation	79
Table29.appropraite support and communication flow between federation and coaches	80
Table30. Interpersonal relationship and its effect on the development of Basketball.	81

Acronyms

F.administrators–federation administrators.....	41
Bbdev.t -Basketball development.....	43
Bbfederation-Basketball federation.....	7

Abstract

The purpose of this study was to assess and investigate the relationship between coaches and federation, coaches and players and among players and suggest how to develop interaction in between them and its importance for Basketball development in Addis Ababa city administration. The researcher motivates to conduct his study on Coach -Federation and coach-player relationship because relationship is considered as one of the main determinant factor for Basketball development. Coaches, federation workers and three clubs form female, four from first division men and two from second division men of each six players were the participants if the study. They were selected by using simple random and stratified sampling methods. The major instruments in this study were questionnaire, interview, document Analysis and field observation. The findings of the study related to the interpersonal relationships among players of the team indicated that, 52% of the players' responded that there is a mutual respect and were made freely communicate and take responsibilities about each other and with the coaches. 88% of the Federation workers replied that there is no smooth relationship in between Basketball Coaches and Basketball federation; because coaches don't have any benefit that provided from the federation except the upgrade training that is given by the help of the federation. In general, the study confirmed that 88%

of Basketball coaches have no good relationship with the Federation and; where as 58% of the Coaches have mutual respect with the players, which indicate that there is mutual respecting between majority of the coaches and players.

Key Words: Working jointly, Interpersonal relationships, Team cohesion, Role, Human relationship, Interaction and Closeness.

Chapter One

Introduction

1.1 Background of the Study

Now a day's basketball becomes a popular game all over the world. It is one of the best interesting game (sport) that needs high interaction among players, players to coaches, and coaches to federation. It creates interpersonal relationship among peoples through exchange of skill, knowledge, methods, and all other personalities.

In Ethiopia basketball was introduced by foreigners. It was played by Teachers, Soldieries, and Missionaries in Teferi Mekonnen (Entoto Comprehensive) and first Emperor Hailesilasse (Kokebe Tsebah) secondary schools. [Http://www.historyofbasketball](http://www.historyofbasketball) in Addis Ababa

Different scholars concerned with the human relationship value of relating in the physical, psychological, social developments youngsters in various ways.

According to Coppel T. (1995) argued that:-

“There are a number of important relationships in sport involving athletes, coaches, parents and partners but that our Knowledge of these relationships, both in theoretical and empirical terms, are limited.”

According to Mbaba D. (1992). “In a nutshell, human relation can be nourished and sustained through joints consultation, recognition, agreement, collective bargaining and conflict resolution.”

Basketball can contribute to the development of personal and social values that are very important in the interactional process of the coaches, athletes

and federation. The interaction creates commitment, perseverance, and personal responsibilities within the group, team work, respecting the rules, respecting others, and learning to compete. Playing basketball is good way of learning to respect others mates, opponents, coaches spectators, rules and regulations. In relation to the above point, it is important for federation and coaches to learn to work as a team to develop Basketball in Addis Ababa city administration. Basketball could be developed and expand further when government administrators, coaches, scholars official, community and other stakeholders work jointly.

This study attempts to suggest some attainable alternatives to develop basketball as a result of coach and federation relationship. It is expected that, the study will provide valuable support in improving the development of Basketball in Addis Ababa city administration.

1.2 Statement of the problem

The Interaction between Coaches, basketball players and federation has its own contribution for the development of Basketball in Addis Ababa city council administration.

Hence, interpersonal relationship is an association between two or more people as result this association may be based on love and liking, regular business interactions, or some other type of social commitment.

According to Jowett S., (2001); Lyle J., (1999) stated that:

In a sport context there are many personal relationships (e.g. coach-federation, athlete-athlete, and athlete-partner) that can impact on performance, but the coach-federation relationship is considered to be particularly crucial net to coach-federation relationship.

As can be understood from the above idea, the researcher observed different basketball teams in Addis Ababa during the game analysis session, and can be able to identify the effect of interpersonal relationship on the coaches and federations as well as coaches and players. It has been observed that one coach who was the coach for more than one clubs at the same time. This interpersonal relationship would have a great impact on the performance, self-worth, motivation and enjoyment of the members' of the teams, coaches and federation.

Based on the above fact the researcher motivated to investigate or to conduct research which is aimed at exploring the interpersonal relationships between coach and federation and coaches and players in Addis Ababa city administration.

1.3 Research questions

For this study the researcher formulated the following basic research questions to investigate the root cause of the problems.

1. What are the personal relationships of federation and coaches and coaches and players?
2. What are the major factors that hinder the relationship between federation and coaches and coaches and players as a result for the development of basketball in Addis Ababa city administration?
- 3 .Is there appropriate support and communication flow between federation administrators and coach?
- 4 .What looks like the interpersonal relationships among players of each team?
5. Does the interpersonal relationship of federation-coaches affect the development basketball?

1.4 Objective of the Study

General Objective

The main objective of this study is to assess and investigate the relationship between coaches and federation, coaches and players and among players and suggest how to develop interaction in between them and its importance for Basketball development in Addis Ababa city administration.

Specific Objectives

Specific objectives are:

1. To develop the habit of working together for common goals;
2. To develop peer group interaction;
3. To investigate the relationship in the federation that contributes better interactional process between coaches and federation.

4. To investigate the relationships among the coach and players of the team
5. To examine the interpersonal relationships among players of the team.

1.5 Significance of the Study

This study is believed to have the following significances

1. It tries to raise the awareness of all concerned bodies how to work with others.
2. Officials, coaches and other stakeholders will have better understanding of good relationship.
3. The study will provide more information to those interested group to take part the problem for further research.
4. Suggestion and recommendation will alleviate problems of relationship.
5. It is expected to provide a valuable resource to coaches, athletes, sport psychology consultants, researchers and other interested parties.

1.6 delimitation of the study

It is difficult and unmanageable to conduct research on the relationships among all clubs of players and coaches. Therefore, because of Constraints of time, material and money have delimited the researcher in conducting the study with federation workers, some selected clubs of the players and coaches.

The federation of basketball which is found in Addis Ababa is selected for this study. This study confined to those players, coaches, and federation workers which is located in Addis Ababa

1.7 Limitation of the Study

Constraints of time, material and money have restricted the researcher in conducting the study as it desired initially. There is also shortage of related literature and conducted study in the field of basketball sports.

It was difficult to come across to get all the sample populations that were design at the first time.

1.8 Organization of the Study

The study contains major chapters. The first chapter of the study is the introduction containing the background, statement of the problem, objective of the study significance of the study, delimitation (scope) of the study, limitation of the study and operation definition.

The second chapter of the study contains the review related literature. The third chapter is theoretical frame work of the research design and methodology. The fourth chapter is Analysis, interpretation and discussion of the data while chapter five is a summary, conclusions, and recommendation to the problems based on the findings.

1.9 Operational Definition of Terms

- **Cohesion**-define as “a dynamic process which is reflected in the tendency for a group to stick together and remain united in the pursuit of its goals and objectives.”
- **Group cohesion**- A process where the group stays together in pursuit of a goal.
- **Human relationship** –the social interaction which takes place among people and the influence which persons have on another (Good E., 1973:289).
- **Interaction**- a relation between more or less independent entities in which reciprocal influence of one up on the other (Good E., 1973:310).
- **Interpersonal relationship** - an interpersonal relationship as the situation in which two people’s emotions, thoughts and behaviors are interconnected.
- **Role**-the behavioral pattern of function expected carried out by an individual in given society context (Good E., 1973:502).

Chapter Two

Review of Related Literature

The purpose of this chapter is to present a review of literature pertaining to the variables in this study. This literature review assists in giving a clear picture of what do expect in the investigation. The review has been presented in the following main sections:

2.1 The nature of Human Relationship

Man is social animal that live with his follow men to satisfy his need through interaction when he join other to perform certain activities in the organization. Organization is a social structure which is necessary to attain the intended goal that people as prefer. Human relationship is existed since, the origin of man. Because human behavior is difficult to predict, we need to consider human relationship that needs deep understanding and recognition (Haile B., 1970). Emphasizing this point Luthan K., (1985).states that:

Treat people as humane being (instead of machines in the productive process), a knowledge their needs to belong and to feel important by listening and hearing their complain where possible and by involving them in certain decisions. Concerning working conditions and other matters, then moral would surely improve and workers would cooperate with management in achieving good products.

This implies that human relationship may have a great impact in understanding of individuals in organization that may have various needs. Human being, even identical twins, to certain degree differs from each other in intelligence, attitude, values and knowledge. Harmonious relationships among

people can be developed when individuals understand their differences that are subjective to both natural endowment and environmental influences.

Human relation can be viewed from two directions: Mutual interest and respect on one hand, and satisfaction among the members of the organization on the other. Virtually on individual or organization in self sufficient therefore, there is interdependent among members of the organization. According to Mbaba D. (1992). "In a nutshell, human relation can be nourished and sustained through joints consultation, recognition, agreement, collective bargaining and conflict resolution."

Durand Bush, (1954) suggested that, the development of Basketball is affected by many factors like federation-coach relationship, coach-player interaction, player to player interaction and federation worker's interaction.

2.2 The Concept of Interpersonal Relationship

According to Kelley et al. (1983) define an interpersonal relationship as the situation in which two people's emotions, thoughts and behaviors are interconnected. Jowett S. and Meek J., (2005) applied this to a coach-athlete relationship by stating interdependent and that its main goal is to produce a combined outcome of an improved and high performance.

Following on from previous research, it is emphasized that due to the interpersonal nature of this relationship between the coach and the athlete, the quality of this relationship would have a great impact on the possible consequences for both the athlete and the coach, for example performance, Self-Worth, Motivation and Enjoyment.

Interpersonal Relationships in Sport

In 1995, It was argued that research in psychology concerning special populations and relationship issues has been almost non-existent (Coppel T., 1995) ascertained that relationship issues facing athletes is crucial yet

limited. Several years passed the relationship research in sport and exercise settings were still described as an uncharted territory (Wylleman P., 2000) and as a less travelled path (Smith,R.E, et al 1996).

In light of the concerns about relationship research in sport and exercise settings originally expressed a decade ago, the idea for a special issue grew out of an invited symposium on 'Relationships in Competitive Sports' held in 2003 FEPSAC XIth European Congress of Sport Psychology in Copenhagen. The central aim of this special issue is to draw attention to the extent to which interpersonal relationships in sport and exercise settings have gained momentum in current research whilst encouraging its further development. In 2004, a call for papers for this special issue was followed by a positive and enthusiastic response from established and young scholars working in the field. This special issue builds upon the 15% (19) of published articles in the six volumes of Psychology of Sport and Exercise (PSE) which were identified as being related to the general topic of relationships, interactions, and leadership.

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

The first article by Artur Poczwadowski, and Sophia Jowett (2002) present a methodological strategy for the exploration of the coach-athlete relationship. Although the article concentrates largely on the coach-athlete relationship, the discussion can easily be transpired to other interpersonal relationships in

sport and exercise. Among other important issues, Poczwardowski et al (2002) call for investigating relationships and their causal factors from different analytical levels. These levels include an investigation of the factors that primarily associate with the individual (e.g. athlete), the partner (e.g. coach), the interaction of both relationship members (e.g. coach-athlete), and the social context (e.g. level and type of sport) in which the coach-athlete relationship is embedded. They also argue that the employment of theoretical frameworks could help unravel the complexities by promoting a better understanding of coach-athlete relationships. They demonstrate through their own and others research the benefits that can be achieved by considering different levels or units of analysis (e.g. individual and inter-individual) and theoretical frameworks.

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

The remaining four articles and a brief report are empirical in their nature. Next, Douglas Coatsworth and David Conroy's study examines the efficacy of a psychosocial coach training intervention for enhancing the self-esteem of male and female swimmers aged 7-18 years over a 7-week summer season. The results from longitudinal growth modeling analysis indicate that although

young swimmers started the season with variable levels of self-esteem, on average they demonstrated small increases in self-esteem over the course of the season. Coaches' worth and Conroy reveal that the intervention was more successful in improving self-esteem for younger swimmers, and for girls with initially low levels of self-esteem.

Athletes' perceptions of interactions with peers and coaches from an achievement goal theory perspective. Additive and interactive influence of perceptions of the peer- and coach-created motivational climates on motivational indices such as physical self-worth, enjoyment, trait anxiety, and effort. Their results reveal that peers and coaches independently and together affect young athletes' motivation. Alan Smith explore the manner to which youth soccer players' perceptions of their relationships with peers (peer acceptance and friendship relations) and parents independently and in combination predict motivational outcomes in sport.

Smith's findings suggest that considering the combined influences of peer and parent relationships are important to fully understand the impact of relationships on motivation in youth sport.

2.3 Interpersonal Communication

Interpersonal communication is a dynamics, interdependent process between two persons (Gouran, et al, 1994). Three principles underlie interpersonal communication.

First, communication is an escapable .it is impossible not to communicate, even when an athlete does not actively response. To a coach's instructions or coach remains expressionless on the sidelines after an athlete's error, communication is occurring.

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

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

There are two prevailing definitions of interpersonal communication; one is *contextual* and the other is *developmental*.

The contextual definitions delineate how interpersonal communication differs from other communication context (e.g. small group, public or mass communication) and other communication processes (e.g. close proximity, immediate feedback). However, the contextual definition does not take into account the relationship between the interact ants.

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

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

The developmental definition specifies that communication is qualitatively different as the relationship develops (Martens R., 1997). This definition provides a nuanced and components of interpersonal communication.

2.4 Coach- Player Relationship

Basketball Coaches develop a Positive Player Coach Relationship Following Just One Simple rule. Coaches should have the potential to significantly

shape not only your players self-esteem but also how they view the world.
<http://www.jstinson.wrystuff.com/swa49912.htm>

In many cases, the player coach relationship is stronger than almost any other adult-child relationship. Coaches also have the privilege of leading one of the few activities where very often, both the adult and child are equally invested. Most kids don't care too much about what they learned in math, no matter how important the topic is to their math teacher.

Despite being aware of their potential impact, many coaches struggle to develop strong relationships with their players. They try to fit themselves into roles like disciplinarian, or buddy, or others. Often they're only hurting the situation.

“If you really want to make an impact in your player's lives, the best place to start is by dropping any preconceived ideas about what a ‘coach’ is if those ideas cause you to act in a way that is not responsive to your team.”

Stop following made-up rules about how a coach should act if they distract you from being a Teacher. Your first focus should always be on teaching basketball in a way that helps your team maximize on its potential.

The positive impact that you can make as a coach comes through the game of basketball, not the other way around. If you aren't concerned with teaching the game well and only focus on being a positive role model, eventually people are going to start to question your motives.

Again, the coach's primary role is teacher. Any other rules about who a coach is are only getting in the way influence you to act as anything other than a teacher. If you aren't getting the changes in behavior that you should be getting from your team (in terms of basketball development or behavior), then you need to evaluate and adjust.

If your team gives a horrible effort in a game, they need a lot more than encouragement. They need to be told that they gave a horrible effort in that game, and that they should hold themselves to an expectation of always working to reach their potential.

If you have done your job of teaching the game well, and if you have been flexible enough in your approach to align with them at the appropriate times, you'll usually be surprised to find that your team's most significant growth points occur after you confront them. <http://www.jstinson.wryteuff.com/saw479912htm>.

The relationship between coaches and players is extremely important. The coach is in a position of authority and responsibility. Players look up to their coaches.

“No written word or spoken plea can teach our youth what they should be. Not all the books on all the shelves. It’s what they teaches are themselves.” (Abraham A.et al. (1998)

Based on subsequent empirical findings, Jowett (2005) has developed the 3+1C conceptualization of the coach-athlete relationship. This operational the three key relationship elements using concepts which are well developed within the relationship literature; Closeness (Affective element), Commitment (Cognitive element) and Complementarities (Behavioral element). (Master’s thesis, 2010 AAU). These three key concepts are defined as:

- **Closeness** refers to the affective meanings that the coach and athlete associate with their relationship (e.g. liking, trust and respect),
- **Commitment** relates to the members’ intentions to maintain the relationship
- **Complementarities** concern the members’ co-operative and corresponding behaviors of affiliation (e.g. an athlete’s friendly and responsive behavior during training attracts friendly and responsive behavior from their

coach, within the general psychology literature these constructs have traditionally been studied independently. The 3+1C model integrates these three constructs to suggest that athletes and coaches emotions ('Closeness'), thoughts ('Commitment') and behavior ('Complementarities') are causally and mutually interacted.

According to Lyle J., (1999). Inter-perception method, co-orientation involves two sets of perspectives or perceptions: the direct perspective (direct perceptions) and the *meta-perspective* (meta-perceptions). In the coach-athlete relationship, an athlete's direct perspective is defined as his/her rating of closeness, commitment, and complementarities in relation to his/her coach. An athlete's meta-perspective refers to an athlete's perception or judgment of his/her coach's rating of closeness, commitment, and complementarities in relation to the athlete (e.g., my coach respects me–Closeness). Correspondingly, these interpersonal perspectives or inter-perceptions can be applied to the coach.

Lyle J., (1999) explained that there are *three dimensions* of co-orientation that can be assessed in two-person relationships. The dimensions of co-orientation can be assessed by simply comparing relationship members' direct and meta-perspectives. More specifically,

1. A comparison between one person's direct perspective (e.g., I trust my coach) and the other person's direct perspective (e.g., I trust my athlete) on the same issue (e.g., trust– Closeness) yields agreement or disagreement (co-orientation dimension: *Agreement or Actual Similarity*).
2. A comparison between one person's meta-perspective (e.g., my coach understands me) and the other person's direct perspective (e.g., I understand my athlete) on the same issue (e.g., understanding–commitment) yields accuracy or a level of understanding or misunderstanding (co-orientation dimension: *Empathic Accuracy or Understanding*).

3. A comparison between one person's direct perspective (e.g., when I am coached by my coach, I am at ease) and meta-perspective (e.g., my coach believes that when he/she coaches me, I am at ease) on the same issue (being at ease–Complementarities) yields congruence (co-orientation dimension: *Assumed Similarity or Congruence*).

The inclusion of co-orientation and its three dimensions (empathic accuracy, actual and assumed similarity) extends the 3 Cs model of the coach-athlete relationship. The extended conceptual model of “3 + 1 Cs” (Closeness, Commitment, Complementarities, and Co-orientation) effectively defines the quality of the coach-athlete relationship and presents the coach-athlete relationship phenomenon in an organized and systematic way by delineating four interpersonal and interrelated constructs. In effect, the extended conceptualization of the coach-athlete relationship aims to unravel the complexity of relationships by allowing access to their dynamic and bi-directional nature.

In a sport context there are many personal relationships (e.g. coach–parent, athlete–athlete, and athlete–partner) that can impact on performance, but the coach–athlete relationship is considered to be particularly crucial (Jowett et al, 2002).

The coach–athlete relationship is not an add-on to, or by-product of, the coaching process, nor is it based on the athlete's performance, age or gender – instead it is the foundation of coaching. The coach and the athlete intentionally develop a relationship, which is characterised by a growing appreciation and respect for each other as individuals. Overall, the coach–athlete relationship is embedded in the dynamic and complex coaching process and provides the means by which coaches' and athletes' needs are expressed and fulfilled (Jowett & Cockerill, 2002). It is at the heart of achievement and the mastery of personal qualities such as leadership, determination, confidence and self-reliance. This article aims to offer a

perspective on the coach–athlete relationship and show how sport psychology can contribute to the study of relationships whilst learning from, and building on, the work of scholars in social and relationship psychology.

The nature of the coach is important to consider when examining the intricacies of the coach-athlete relationship and how coaching leader behaviors are significantly related to team outcomes (Carron & Dennis, 2001). Some reasons for this are that providing contingent positive feedback and reinforcement along with socially supportive behaviors have been associated with satisfied athletes (Weiss & Friedrichs, 1986). Further, the way a coach behaves affects how an athlete will perceive and recall these behaviors at some point and then eventually how they will come to recognize their coach's behaviors, whether it be positive or negative (Smith, Smoll et al, 1996). Finally, there are the fundamental needs for competence, autonomy, and relatedness, and if these needs are not properly met, that can impact an individual's intrinsic motivation.

If the athlete's goals, personality, and beliefs are consistent with those of their coach, the interaction of the individuals will likely be satisfactory to both parties, therein producing a positive interpersonal atmosphere. Conversely, a downbeat interaction between the coach and the athlete can also create a negative interpersonal atmosphere, which fosters the likelihood of their being an unproductive and unbeneficial, negative self-fulfilling prophesy. When comparing a coach's perceptions of their behaviors and the athlete's perceptions of the coach's behaviors, there are often times discrepancies. With regards to the leadership style, coaches have typically scored themselves higher than the athletes do on training and instruction, democratic, social support, and positive feedback/rewards (Smith, Smoll et al, 1977; Percival, 1976). Horn and Carron (1985) said coaches typically evaluated themselves in a more positive way than their athletes since there is a tendency to overestimate socially desirable traits while underestimating the socially

undesirable characteristics. Even more specific when considering coaching behaviors and the coach-athlete relationship is that in some cases coaches are more inclined to select an autocratic style over a democratic one based upon the environment. For example, athletes have favored a more autocratic decision making process when problems are more complex and when the team has not been integrated very well. Therefore, in a situation such as this, the athletes may typically favor a democratic style but in this situation they would accept a more autocratic style. Overall, a large body of literature reveals that the majority of the time athletes prefer a democratic coaching style to an autocratic one (Fuller et al, 2000).

Males are more likely to select an autocratic leadership style than females, who have been found to have a significant preference for democratic leadership behavior where coaches allow more participation in decision-making. Both males and females, however, have a high preference for training and instruction leader behaviors (Beam et al., 2004). Yet, just because males have more consistently shown to have a higher preference than female athletes for autocratic behavior does not mean they inherently favor autocratic over democratic leadership styles. In fact, it has been found that coaches who are excessively high in autocratic behavior would be expected to undermine athletes' intrinsic motivation. The primary reason for this is that this sort of coaching style is not conducive to facilitating athletes' perceptions of self-determination and can affect to some degree, intrinsic motivation. These findings relate to the team building/team cohesion responsibilities of the athletic coach. When dealing with team building and team cohesion, the coaches need to consider both the environment and each athlete individually. It has been suggested that coaches' behaviors and leadership styles need to change from situation to situation as well as from athlete to athlete (DiMarco et al, 1998).

There is a necessary harmonic component within the coach-athlete relationship.

Poczwardowski, Barott al, (2002) reported that

“The coach-athlete relationship as a recurring pattern of three parts: (1) mutual care between the athletes, (2) the presence of relationship oriented interactions and activities, and (3) specific meanings which the athletes and coaches attach to their relationship.”

Their findings also found the more positive, compatible, and strong the coach-athlete relationship, the more beneficial experience the athletes will have in their respective sport (Poczwardowski et al., 2002).

In cases where this has not existed, where the coach-athlete relationship has been negative, incompatible, and weak, there is typically decreased athlete satisfaction, performance, and enjoyment of their respective sport (Price & Weiss, 2000). Previous findings suggest the importance of understanding the many facets of the coach-athlete relationship, yet for strength and conditioning coaches there is a void in the literature that examines the coach-athlete relationship with respect to the Multidimensional Model. This model places an equal emphasis on the leader, the group members, and the situations, where in athletic performance and satisfaction are the two main consequences of interaction between the required behavior, actual behavior, and preferred behavior of the athlete (Chelladurai et al 1990;). Considering how important the agreement of these aspects has been shown to be in leading to optimal performance and group satisfaction with athletic coaches in practice and in competition (Chelladurai, 1990), it should be more than enough to warrant examining the uniqueness of the strength coach-athlete relationship and how group satisfaction and effective training when performing strength and conditioning could carry over to more effective athletic practices and competitions.

The Coach-Athlete Relationship and Performance

Researchers, such as Poczwadowski, Barott et al (2002), and Wylleman (2000), have highlighted that the coach-athlete relationship has not been clearly defined in the sport psychology literature and has been narrowed to athlete-coach interpersonal interactions.

In particular, Wylleman (2000), and Poczwadowski et al (2002) have suggested that the specific focus on coaching behavior or coaching knowledge has resulted in the intricacies and the dynamics of the relationship between coach and athlete being largely ignored. Interpersonal relationships in sport as extensive, but fragmented. They argued that it does not yet constitute an integrated body of knowledge. Wylleman,(2000) suggested that more research on the coach athlete relationship is required to further elucidate our understanding of how coaches and athletes combine to succeed in elite sport.

Athletes develop many interpersonal relationships over the course of their careers, but none is closer than that formed with the coach and/or teammates (Poczwadowski, Barott et. al 2002). Researchers have shown that the between coach and athlete forms an integral part of the path to successful performance and interpersonal satisfaction in modern sport. Jowett & Meek, 2005 found that the interpersonal relationship formed with the coach had a great influence on athletes' training processes, performance outcomes, and aspects of their private lives.

The exact nature of coach-athlete interactions can be varied, as a study with a French female judo team showed. The study by d'Arripe-Longueville, et al (2001) showed that interactions between judo coaches and athletes bypassed conventional psychological beliefs. Specifically, the interactions were often authoritarian and controlling, had rigid discipline, and involved negative feedback. Despite the negative and authoritarian climate, the athletes succeeded in becoming world champions. D'Arripe- Longueville et al (2001) concluded that these highly successful athletes effectively used coping strategies to counteract the authoritarian climate and did not seem to be

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

The coach-athlete relationship has been shown to be important in determining the quality and success of an athlete's sporting experience and can be perceived as a positive or negative influence on athletes' careers, performances, preparations, and training processes (Martens, 1997; Poczwadowski, Barott, et al 2002). For example, research by Durand-Bush et al (2002) showed that the coach was an influential element in the development of athletes' careers from the initial years to the career defining moments.

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

The quality of a coach-athlete relationship has been found to influence the quality of athletic performance. For example, Jowett (2003) conducted a case study with a coach athlete relationship in crisis and found that the conflict

between coach and athlete had a detrimental effect on the athlete's performance. In contrast, the importance of a quality relationship between coach and athlete was reflected in Jowett et al (2003) study on successful elite athletes. Jowett et al highlighted that a trust, support, respect, and common goals were all aspects of positive relationships and facilitated athletic performance.

2.5 The Roles of Relationship between Coaches and Athletes

According to Berscheid, E. et al. (1989): Being a part of an athletic program is not easy; the athlete's must have a great amount of self discipline. We believe that when a teenage player grows into adulthood, he/she will use what he/she learns here to meet the expectations and responsibilities placed on them. Living up to these high standards, we feel, will better prepare our athletes for life ahead of them. Knowing the roles of the three main elements in an athletic program, coach, parent, and athlete, is vital in the success of the athlete.

Coaches and Sport Administrators

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

It has been said that the more sports administrators can nourish and develop the training environment, the more successful they are in performing their essential tasks.

If administrators and clubs officials can provide good facilities and equipment, organize good competitions, raise funds, secure assistance or expertise and assist in promoting success, then they are contributing to the athletes and coaches.

The coach must constantly strive to work cooperatively with parents, club officials and so on. Often establishing good and productive relationships

requires a considerable amount of effort, patience and cooperation. <http://www.Jsasonline.org/home/v1n1/articles/vlil-phillips-article.pdf>

2.6 The Nature of the Group and Team

2.6.1 Definition of Group

A number of different definitions have been presented for the social psychological construct of group. Thus, it might be beneficial to initially present a representative sample of some of these definitions.

In his classic book, *The Human Group*, Homans (1950) described a group as:

“...a numbers of persons who communicate with one another often over a span of time, and who are few enough so that each person is able to communicate with all the others, not a second hand through other people, but face-to-face”.

In a definition which has particular relevance to sport and physical activity, Newcomb (1951) highlighted the normative nature of the interaction and communication which occurs within groups for social psychological purpose, at least, the distinctive thing about a group is that its members share norms about something. The range covered by shared norms may be great or small, but at the very least they include whatever it is that distinctive about the common interests of the group members- whether it be politics or pokers. They also include, necessarily the role group of members- roles which are interlocking, being defined in reciprocal terms....these distinctive feature of a group –shared norms and interlocking roles- presupposed a more than transitory relationship of interaction and communication.

In a similar vein et al (1968) proposed that:

A group is a collection of individuals who have relations to one another that make them interdependent to some significant degree. As so defined, the term

group refers to a class of social entities having in common the property of interdependence among the constituent members.

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

1. Group members are sharing common needs or objectives
2. There is a strong interpersonal communication component within the group
3. There is a minimal or even absent hierarchy within the group.

2.6.2 Team

Teams are groups of people with predetermined purpose of achieving a goal or set of goals, through the use of collective efforts, resources and collective responsibility for the results achieved. Teams have been used since time immemorial by common men to achieve uncommon results. Teams are formed for challenges (objectives/goals) especially to compete with another team or teams either for award/s, for leisure and for vocation or a combination of these.

According to Smith (2003):-

“A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable”.

A Team is a group in which members working together intensively to achieve a common group goal" (Lewis-McClear and Taylor, 1998). A team is "a group that works towards a single, common, objective"

Before team-building, effective team leaders must realise that no member of the team is 'useless'. He or she must be able to identify the stages of team formation so as to be able to cope with the challenges of each stage. (Tuchman, 1965) identified these stages to include 'forming', 'norming',

'storming', 'performing', and 'adjourning'. All teams naturally pass through these five stages and there are characters and performance expectations for each stage.

2.6.3 Phases of Team Development

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

1. Forming: This is the *initial orientation period*. The team is unsure about what it is supposed to do; members do not know each other well or are not yet familiar with the way the team leader and the other members function. This stage is complete when the members begin to see themselves as a part of the group.

2. Storming: This is a *sorting out period* where members begin to find their place as team members. The team members now feel more comfortable giving their opinion and challenging the team leader's authority and recommendations. Some members may become dissatisfied and challenge not only the tasks of the team and how these will be carried out, but also the leader's role and style of leadership. This is the start of intra-group conflicts.

3. Norming: Team members begin to use their past experiences to solve their problems and pull together as a cohesive group. This process should result in the team establishing procedures for handling conflicts, decisions, and methods to accomplish the team projects.

4. Performing: In this phase the team has achieved harmony, defined its tasks, worked out its relationships, and has started producing results. Leadership is provided by the team members' best suited for the task at hand. Members have learned how to work together, manage conflict and contribute their resources to meet the team's purposes.

2.7 Teamwork and the Group Dynamics

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

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

Group is a general word in the research literature which includes all forms of teams and work group (Guzzo & Dickson, 1996). On the other side, according to researchers, project teams are time limited; in general, they produce one-time outputs, such as a new products or service to be marketed by the company, a new information system, or a new plant (Cohen & Bailey, 1997, p. 242).

Cohen and Bailey (1997) classified effectiveness of teams into three major facets from 54 journal articles between 1990 and 1996: quality of products (performance), member attitudes (employee satisfaction, commitment, and trust), and behaviour outcomes (absenteeism, turnover, and safety). In order to assist and guide management, this study focused on the individual or group levels of the member attitudes in the real software industry. In actual fact, team members might have different individual qualifications, skills and objectives, but those qualities contribute to the overall objectives of the team. Good team managers take full responsibilities for the mistakes of their teams and do not blame or apportion blames for any erring team member unless where the mistake is glaring and to correct others.

For example, in a football team, one person might be a keeper, one is a right full back, one is a point man (goal getter) etc. We may also divide a football team into sub-teams and say that the keeper and the defenders are all a sub-team making sure that goals are not scored in their home. The strikers and midfielders are also a sub-team making sure that goals are scored against the opponents. These midfielders are to ensure that balls are linked from the defenders to the attackers. All these team members are working towards making sure that the opponents are beaten. Before a group can be referred to as a team, the following conditions must be present:

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

Team Building

Team building is developing the cohesion of a team by fostering trust, communication and cooperation among members to make it more efficient and improve its performance. *Team building* is also the system of developing or promoting the dynamics of a team. Without dynamism in a team, a team cannot succeed. *Dynamism* is the cohesiveness in a team that determines how easy a team goes along. It refers to the selection, development, and collective motivation of result-oriented teams in order for them to make impressive results. Team-building is based on the fact that good relationship among individuals can be learnt, fostered and developed. The result of effective team building is "team dynamism". Teamwork exists as a result of cohesiveness in a team. Teamwork can be described as the ability to work together towards a common vision. It is the ability to direct individual accomplishment toward organizational objectives. It is the fuel that allows common people to achieve uncommon results. A team leader must appreciate the individual team

member's skill which will be different from others and exploit this to achieve results. The most important thing in team members are their team spirit.

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

Team Cohesion

A cohesive team works together to achieve a purpose or mission. Riley (1994) refers to team cohesiveness as a covenant between people. "A Covenant is an agreement that binds people together. Sometimes a Covenant is written out in great detail. Sometimes it is unspoken, completely expressed through action or trust" Riley, 1994, p. 57). Pat Riley believes that

"If a team that wants to achieve greatness they must follow his rule of the heart. Every team must decide, very consciously, to uphold covenant terms that represent the best of values-voluntary cooperation, love, hard work, and concentration, for the good of the team. The greatness flowing through the heart of the team must be pumped out to all the extremities."

In order to develop a cohesive team, a coach must have the ability to get a group of individuals to play their best for the good of the team. In promoting team cohesion it is important to ensure that each player feels as if they have a part or role in the mission of the team.

Pat Riley (1994), in his book entitled *The Winner Within*, quoted Abraham Lincoln as saying that "A house divided against itself cannot stand" (p. 60). Riley believes that a team consisting of individuals that are looking out for their personal gains is a team that will not prosper.

In addition, Riley notes that cliques within a team will pull the mission or goals of the team apart.

Enhancing Team Cohesion

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

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

Gardner, Shields, Bredemeier, and Bostrom's (1996) study showed that

"... coaches who were perceived as high in training and instruction, democratic behaviour, social support, and positive feedback, and low in autocratic behaviour, had teams that were more cohesive" (1996, p. 367).

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

Effects of Team Cohesion

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

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

2.8 Leadership and Coaching behaviour

Leadership

Barrow (1977, p.232).Defined leadership as:-

“It is the behavioural process of influencing individuals and groups towards set goals”.

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

allowing a group to operate at, or close to its Potential. Indeed, Carron and Chelladurai (1981) found that cohesion was dependent upon player and coach relationships. Loehr (2005) stressed that the common theme of effective leadership is the “positive impact that individuals can have on group dynamics relative to a team objective” (p.155).

The act of leadership attempts to influence and convert others into ‘followers’ (Tannenbaum, Weschler, & Massarik, 1961) and may be achieved through a variety of mechanisms such as coercion, persuasion and manipulation. Leadership requires an understanding or respect for the power dynamic between the influencer and the follower. The relationship recognizes that every act between the two parties is a ‘political act’ with potential for coercion (Miller, 1985).

Managers unable to communicate Researchers have suggested that the interpersonal dynamics at play between player and coach are complex (Bloom, Schinke, & Salmela, 1998; Martens, 1990) and this complexity is also likely to extend to player and manager relations.

Effectively with their players may inadvertently exacerbate problems due to a lack of understanding from their perspective. Perceptions and interpretation of information conveyed by the manager may have its origins in the formative stage of an individual’s development (Seligman, 1991). To improve the intellectual exchange between player and manager it may be necessary to integrate specialist sports psychology consultants into the team to facilitate reflection from both parties.

To understand leadership it is important to transcend the superficial and retrospective lay perspective which tends to define success in terms of winning. For some football clubs with limited resources, success might be defined in terms of maintaining their status (i.e. avoiding relegation to a lower division).

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

(i) To ensure the demands of the organization (club) are satisfied by the group effectively meeting its targets and

(ii) To ensure the needs of group members are satisfied. Clearly, those individuals who are responsible for appointing leaders / managers need to ensure that the visions and targets of both the club and potential leader are compatible and that the qualities of the leader and group members (players) are not incongruent.

Coaching Leadership Styles

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

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

2. **The behaviorist style.** This style of leadership is a style that is based on shaping behavior based on consequences. The behavior of the kids is determined by how the coach responds to the way the kids behave. For instance, if you make a big play in your soccer game and the coach yells out, "Way to go, Jessie!" then your coach is reinforcing your behavior of making a big play. More than likely you will want to make another big play so that you get more praise from your coach. Another example would be if you were saying bad things about a teammate, but the coach, your team, and your family would not listen to anything thing you had to say that was negative about this teammate. By ignoring your behaviour of gossiping, you would probably stop

because no one likes to be ignored. You would probably say nothing or say good things about teammates.

3. **The humanist style is another style of leadership.** In this way the coach tries to treat players like he or she would like to be treated if he or she were a player. In most cases, this would mean that coaches would treat their players with fairness, respect, and sensitivity. Each person on the team is thought of as a unique individual who is part of the team.

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

2.9 Coaching and youth Behavior in Sport Psychology

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

In this sense, coaching effectiveness refers to a coach's ability to react to the characteristics and needs of players'.

Douge and Hastie (Douge & Hastie, 1993) stated that:-

"Effective coaches must provide feedback frequently, show high levels of correction and reinstruction, use high levels of questioning and clarifying, predominantly be engaged in instruction, and manage the training environment. The assessment of coaching behavior has been wide and varied with the dominant method being systematic observation or questionnaire administration with a recent increase in the application of multi-method studies and qualitative methods."

Coaching Behavior and Youth Sports

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

The findings from the CBAS studies led Smith et al. (1983) to conclude that coaching behaviors are highly related to young athletes' perceptions of their coach, suggesting that coaches' behavior can affect a child's enjoyment of sport. Black and Weiss (1992) supported these conclusions in a study on swimmers. Black and Weiss found that coaches were perceived more favorably, if they provided information more frequently after a desirable performance. Black and Weiss concluded that young athletes' perceptions of themselves and their motivation are significantly related to the quantity and quality of coach feedback received on performance and errors.

2.10 The Role of Coaches

- Be a good communicator with parents and players.
- Protect the safety of all athletes.
- Know and employ injury prevention procedures.
- Set a good example for players and fans to follow.
- Be positive, fair, and consistent with the players.

- Making playing time and strategy decisions with thought and care.
- Establish and organize practice for the team on a daily basis.
- Make sure all players know the expectations, procedures and rules for the program.
- Make sure everyone has practice and game schedules.
- Be available to talk with players and parents.(unpublished federation's manual)
- Be a professional practitioner in dealing with situations in the sport.

2.11 The Role of Players

- Support your team mates.
- Know and follow school and team rules.
- Challenge themselves as a student, person and athlete.
- Meet everyday classroom expectations.
- Notify the coach of any scheduling conflicts in advance.
- Play for fun, win is second
- Always work hard
- Be positive and have a good attitude.
- If they have any questions, asks the coach

- Talk to the coach about any special concerns. (unpublished federation's manual)

2.12 Role federation workers

Technical committee: improve the training situations for clubs and teams, facilitate the coaches to upgrade their level, and develop training manuals with the federation.

Referee committee: announce rules of the game and make decisions, approve symbols for rules of the game, establish the level of referee, develop manuals for referee and prepare and give exams to first and second level coach.

Competition and ethicise Committees: develop the regional champion competitions and its strategies, develop the competition rules, decide the competition program, day, time and place of competition and follow the preparation of the field based on the rules and regulations of the game.

Sponsor shish and finance committee: create conducive environment to get finance by making relationships with outside voluntary companies, agencies, and donors, develop the manual budget plan and decide the field entry price.

The personal committee: carryout the federation agenda and propaganda and notice to the people, develop brochures and posters, assign persons in the competition session to announce important messages to the audience and provide incentives for those who show sportsmanship behaviour of the players, coaches, referee and team leaders etc at the end of the year. (Unpublished federation's manual, 2002)

Chapter Three

Research Design and Methodology

The design that was employed is both qualitative and quantitative approaches particularly to a descriptive survey.

3.1 study area, climate and temperature

this research was conducted in Addis Ababa city administration. Addis Ababa lies at an altitude of 7,546 feet (2,300 meters) above sea level and located at 9°1'48"n 38°44'24"e/ 9.03°n 38.74°e. the city lies at the foot of mount Entoto. from its lowest point, around bole international airport, at 2,326 meters

(7,631 ft) above sea level in the southern periphery and the city rises to over 3,000 meters (9,800 ft) in the Entoto mountains to the north.

Addis Ababa has a subtropical highland climate. the city possesses a complex mix of highland climate zones, with temperature differences of up to 10 °c, depending on elevation and prevailing wind patterns.

Mid-November to January is the winter season in Addis Ababa. The Highland Climate regions are characterized by dry winters; therefore that is the dry season in Addis Ababa. During these seasons the daily highs will reach up to 23c, the night time lows can get to freezing and range of temperatures can be felt between the highs and the lows in one day. The short rain season is from February to May. This time of the year temperature differences between the day time highs and the night time lows are not as high as the other seasons because the night time lows might come up to 10-15c. This time of the year the city experiences warm temperature and a pleasant rainfall. The long wet season is from June to mid-September. This season is also summer season in the city but the temperatures in this season are much more lower that the other seasons as it will be raining and hailing a lot and there will be a high amount of cloud cover causing less hours of sunshine. This time of the year is characterized by dark, chilly and wet days and nights. After that comes the 'spring season'. This time of the year is the time when the rainfall diminishes and the dry season comes. [http://www.maplandia .com](http://www.maplandia.com)

3.2 Population and Sampling Method

The research population included a range of respondents, namely Basketball coaches, Addis Ababa basketball federation, and Basketball players from some selected clubs.

In order to select sample from the target population, the researcher adapted convenience volunteer and purposive sampling methods. Volunteer sampling

method was employed in order to select basketball coach respondents who participated in the interview and questionnaire response.

There were eighteen basket ball clubs in Addis Ababa city administration. Of them eight were first division men, six first division women and the remaining four were second division men. Each club was consist twelve players, totally 218 players, thirteen coaches and thirteen numbers of workers in the federation including all stakeholders were thirteen.

Target populations of the study were two hundred forty six (246). The researcher took all coaches and federation workers but eight sample clubs i.e. three clubs form female, four from first division men and two from second division men of each six players by using simple random and stratified methods , totally seventy-four (74) population as a sample size.

3.3 Data Gathering Instruments

There was a deep conviction that there was merit in using more than one instrument as they supplement each other to generate credible data. Both primary and secondary sources of data were employed. Accordingly, the researcher employed questionnaires, interview, field observation and document analysis as tools of requisite information source.

Questionnaire

Investigated the interpersonal relationships of Addis Ababa city basketball federation, coach and players set of questionnaire had developed based on the review literature and research questions. Sixty five (65) questionnaires were dispatch and 55(88%) returned. Questionnaires were closed-ended and open-ended items.

Interview

In addition to the questionnaire information was obtain from semi-structure interview with the some coaches and basketball federation administrators /head of the federation.

Document Analysis

Document that supposed to provide the necessary information about the roles of player, coach and federation workers, duties and responsibility of federation officers, and number of trained man power were refer from print materials like the federation manual, magazines and brochures were supplemented to main data.

Field Observation:

The field observation was take place to see what is actually happening in the interpersonal relationship of the team in the practical training session and competition. The researcher of this paper was observe the interpersonal relationships of the team during competition and practical training session for four sessions to further enrich the information obtained through the other instruments.

3.4 Methods of Data Analysis

As far as data analysis is concerned, both qualitative and quantitative approaches were employed. Qualitative method was used to provide detailed description of the data to help the researcher explore and dicover inherent facts, while quantitative approach was meant for quantifying date generated in terms of frequencies,numbers and percentages.

Chapter Four

Presentation, Analysis and Interpretation of the Data

This chapter deals with the presentation analysis and interpretation of the data gathered through questionnaire, observation and interview. In an

attempt to answer the basic questions raised at the study, it is believed to be the data obtained from Basketball players, coaches and Basketball federation Administrators would give sufficient ground to conclude about the interpersonal relationships between federation and coaches, coaches and players and among players. The analysis is done both quantitatively and qualitatively. The qualitative part is done as follows:

Part I analysis of closed ended questionnaires

4.1 Presentation about back ground information of players, coaches and f. administrators

Table1. Analysis back ground information of players

Items	Players	
	No	%
Sex:		
Male	32	73
Female	12	27
Age :		
below 20	18	41
21-25	24	54
26-30	2	5
Above 31	-	-
Level of education		
Student	37	84
Certificate	2	5
Diploma	5	11
Degree	-	-
Master	-	-

Table 1 represents basic or background information about the respondents of the study in terms of their sex, age, educational background.

Concerning the sex of respondents 32(73%) of them are males and 12(27%) are females. Regarding to age of the players 18(41%) of them are below twenty, 24(54%) are between twenty one to twenty five and the rest 2(5%) are twenty

six to thirty. When we come to their educational level 37(84%) of them are students, 2(5%) of the players are certificate holder and 5(11%) of them are diploma holder.

As we understand from the above table, we can conclude that majority of the players are male, young and students.

Table2. Analysis background information of coaches and f. administrators

Items	Coaches		f. administrators	
	No	%	No	%
Sex: Male	11	92	8	100
Female	1	8	-	-
Age : below 25	-	-	-	-
25-30	7	58	-	-
31-35	4	33	1	12
36-45	1	9	5	63
Above 46	-	-	2	25
Level of education:				
certificate	2	16	2	25
diploma	5	42	1	12
degree	5	42	5	63
master	-	-		

Table 2 represents basic or background information about the coaches and F. administrators in terms of their sex, age, educational background.

Concerning the sex of coaches 12(92%) of them are males and only 1(8) is females. Regarding to age of the coaches 7(58%) of them are between twenty

five and thirty, 4(33%) are found between thirty one and thirty five and the rest 1(9%) is between thirty six and forty five.

Educational level of the coaches: 2(16%) of the coaches have certificate, 5(42%) are diploma holder and 5(42%) of them are degree holder.

From table 2 we can conclude that almost all coaches are adult males and they are qualified in diploma and degree.

When we come to the f. administrators 8(100%) of them are males. Regarding to their age 1(12%) is between thirty one and thirty five, 5(63%) of them are between thirty six and forty five and 2(25%) are above forty six.

Regarding to educational level of f. administrators 2(25%) have certificate, 1(12%) of them have diploma and 5(63%) of them are degree holder.

As we understand from the above table2, we can conclude that all federation administrators are males. Majority of them are found in the age adolescence and they are well qualified in degree.

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

Table 3. Relationship between players and coaches

Items	Players responses	
	No	%
What is your understanding to coach-player relationship in your club?		
Very good	9	20
Good	32	73
Medium	3	7
Low	-	-

Very low	-	-
----------	---	---

Table 3 shows that 9(20%) of the respondents stated that the coach and player have a very good relationship and 32(73%) of players showed that the coach 'coach and player have good relationship where as 3 (7%) players replied 'coach and player have medium relationship.

From the above responses, we can conclude that most of the coaches have good relationship with the players.

Table4. Negative impact of coach-player less interaction on Bb dve.t

Items	Players responses	
	No	%
Do you believe that barriers of interaction between coaches and players have a negative impact for the development of basketball in your club?		
I believe	44	100
I don't believe	-	-
Did you quarrel with your coach in the previous time?		
Yes	-	-
No	44	100

As can be seen in the above table 4, all of the players 44 (100%) are responded *that they* believe barriers of interaction between coaches and players have a negative impact for the development of basketball. All 44(100%) of players respond that they did never quarrel with their coach at any time in the past.

Therefore, we can conclude that almost all players are well discipline and if there is barrier between coach and player interaction, it will bring negative consequences for the development of Basketball.

Table5.responsibility of players for their club

Items	Players responses	
	No	%
In addition to playing basketball what responsibility do you have for your club?		
Give advice to misbehave players	12	27
Respect coach's instruction	32	73
I don't have any responsibility	-	-
If there is any other----- -----	-	-

According to table 5, (27%) of the player respondents replied that they give advice to misbehave players. 32(73%) of them replied that they are responsible in respecting the coach's instruction.

As the above table shows that majority of the players respect their coaches and they feel responsible.

Table6.cuases of coach-players negative interaction

Items	Players responses	
	No	%
Put in order that you think of causes for the coach- player negative interaction by writing number 1 up to 5 in the box.		
Coaches have no enough knowledge to their jobs	15	34
Players are not punctual during training and completion session	4	9
Players are not well to listen what the coach told to them	3	7
A Coach cannot understand his/her players	6	14
Unfair Selection of players droning completion	16	36

From table 6, 15(34%) of the respondents responded that coaches did have sufficient knowledge to their job, 4(9%) of players replied that the cause for negative interaction between coach and player is that of Players are not

punctual during training and completion session. 3(7%) of them replied that players unwillingness to listen what the coach told them to do is the cause for less interaction between coach and players and 6(14%) of them replied that the cause for coach-player interaction is that of Coach cannot understand his/her players whereas 16(36%) of the respondents responded that Unfair Selection of players droning completion is the cause for negative interaction between coach and players.

As the information shown from table 6, majority of the respondent responded that the coaches' Unfair Selection of players droning completion is the cause for negative interaction between coach and players; this shows that majority of the coach biases during selection of players.

Table7.players interaction among themselves (with one another)

Items	Players responses	
	No	%
In our club there is a mutual interaction among players of one another		
Strongly agree	21	48
Agree	23	52
Neutral	-	-
Disagree	-	-
strongly disagree	-	-

Table 7, indicates that 21(48%) of the respondents sated that they strongly agree player have mutual interaction among them themselves and 23(52%) of players showed that they agree as there is mutual interaction among the players of one another.

Therefore we can conclude that there is mutual interaction among players of one another.

Table8. Communication of team members to their responsibilities

Items	Players responses	
	No.	%
Our team members did not communicate freely about each player' responsibilities during competition or training session.		
Strongly agree	13	29
Agree	9	20
Neutral	-	-
Disagree	17	39
strongly disagree	5	12

Table 8, shows that 13(29%) of the respondents stated that they strongly agree that the team members don't communicate freely to their responsibility during training and competition session and 9(20%) of them respond that as they agree there is no communication among team members to their responsibility Whereas 17(39%) of players showed that as they disagree the idea team members don't communicate with one another to their responsibility and 5(12%) players replied they strongly disagree, players don't communicate freely to their responsibility.

As majority of the respondent replied that there is communications flow among team members to their responsibility during the training and competition session.

Table9.Togethrness of team members

Items	Players responses	
	No	%
Members of our team would rather go out on their own than get together as a team.		
Strongly agree	-	-
Agree	7	16
Neutral	-	-
Disagree	24	54

strongly disagree	13	30
-------------------	----	----

The above table 9, shows that 7(16%) of the respondents respond that they agree that the team members go out to their own than get together as a team whereas 24(54%) and 13(30%) of the respondents responded frequently that they disagree and strongly disagree team members go out to their own than get together as a team.

From the above table we can conclude that majority of the team members are responsible for their team to stay together for the common goals.

Table10.Units of team members for common goal

Items	Players responses	
	No	%
Our team is united in trying to reach its goals for maximum performance.		
Strongly agree	18	41
Agree	26	59
Neutral	-	-

Disagree	-	-
strongly disagree	-	-

The above table 10, shows that 18(41%) of the respondents responded that they strongly agree that the team unit to develop their performance and 26(59%) of them replied as they agree that the team unit for the development of their pick performance.

Therefore, we can conclude that majority the team members unit to work for the team development.

Table 11. Helping team members with one another

Items	Players responses	
	No	%
If our team member have got problems, everyone wanted to help them so that, the problem can easily solved.		
Strongly agree	14	32
Agree	30	68
Neutral	-	-

Disagree	-	-
strongly disagree	-	-

Table 11, shows that 14(32%) of the respondents sated that they strongly agree that the team members help if any one of the team members come upon problems so that the problem can be easily solved whereas 30(68%) of them responded that they agree the team members help if any one of the team members come upon problems so that the problem can be easily solved.

As majority of the respondent replied that team members have a habit of helping each other whenever one the tem member encounters problems.

Table12. Team members' relationship outside the field

Items	Players responses	
	No	%
Members of our team do not stick together outside of training and competitions.		
Strongly agree	-	-
Agree	-	-

Neutral	-	-
Disagree	34	77
strongly disagree	10	23

The above table 12, shows that 34(77%) of the respondents respond that they disagree that the team members don't stick together outside training and competition and 10(23%) of them responded that they strongly disagree with the idea which says team members don't stick together outside training and completion session.

From the above point of view we can conclude that majority of the team members stick together not only in training and competition sessions but also in anywhere outside the court.

Table 13. The interaction of coaches with their players

Items	Players responses	
	No	%
Are you satisfied by the training which is given by the coach?		
Yes	44	100
No	-	-

No		
Is there appropriate communication flow between coaches and players?	32	73
Yes	12	27
No		
Do the coach and player have strong relationship?	36	82
Yes	8	18
No		

As can be seen in the above table 13, all of the players 44 (100%) responded *that they* satisfied by the training which is given by the coach. Concerning to communication flow between coaches and players 32(73%) of the respondents responded that as there is appropriate communication flow coaches and players whereas 12(27%) of them replied there is no appropriate communication flow between coaches and players. and regarding the relationship 36(82%) of them replied that coaches and players have strong relationship and only 8(18%) of them replied that as there is no strong relationship between coaches and players.

From the above table we can conclude that coaches are dedicated to the profession, majority of the coaches set appropriate communication flow and have strong relationship with their players.

Table 14. Leadership style of coaches

Items	Players responses
-------	-------------------

What is the leadership style that your coach follows?	No	%
Autocratic	2	5
Democratic	13	29
He/she uses both autocratic and democratic in different situation	29	66

As table 14 shows 2(5%) of the respondents responded that the coach follows autocratic leadership style and 13(29%) of them responded that the coach follows democratic way of leadership style whereas 29(66%) of the players replied that the coach follows both autocratic and democratic way of leadership style according to the situation.

From table 14, we can conclude that majority of the coaches follow different ways of leadership styles in different situations.

4.3 Presentation and analysis of data from Coaches' questionnaire responses

Table 15, coach and player relationship

Items	Coaches' responses	
	No	%
Do the coach and player have strong relationship?		
Yes	7	58
No	5	42
Is there appropriate communication flow between coaches and players?		
Yes	9	75
No	3	25

The above table 15, indicates that 7(58%) of the respondents responded that coach and player have strong relationship, whereas 5(42%) of them replied that coach and player have no strong relationship when we come to the communication flow 9(75%) of the coaches replied that there is appropriate communication flow between coaches and players.

For table 15, we can sum up that majority of the coaches are communicated and interacted with their players well.

Table16. Means of solving barriers with team members and coaches

Items	Coaches' responses	
	No	%
How do you solve the barriers /conflicts that might occur in your team members and with you?		
By the discipline committee	-	-
By discussion	12	100
By the decision of the coach	-	-
By team leaders	-	-

As shown from the above table16, all 12(100%) respondents responded that the conflicts that may occur among team members and with coaches are solved by the discussion.

Therefore we can conclude that discussion is the means of avoiding barriers among team members and coaches.

Table17.Suggetions of coaches when the players comment them

Items	Coaches' responses	
	No	%
What will be your suggestion if your players comment you?		
Strongly agree	-	-
Agree	11	92
Neutral	-	-

Disagree	1	8
Strongly Disagree		

As have been seen the above table 11(92%) of the respondents responded that they agree if their players comment them whereas 1(8%) of them replied that they disagree if their players comment them.

From the table we can conclude that almost all coaches are interested to comment by their players.

Table 18. Players' friendly relationship with coaches

As you are a basketball coach on this team, do Players adopt a friendly stance with the player?

Rating	Coaches' Responses	
	Frequency	%
Always	3	25
Usually	7	58
Sometimes	2	17
Rarely	-	-
Never	-	-
Total	12	100

According to the above table 18 revealed that, 3 (25%) of respondent coaches rated 'Always' to the item while 7 (58%) of coaches rated 'Usually' and the remaining 2 (17%) coaches responded 'Sometimes' to the question.

According to the above table, we can conclude that majority of the coaches usually adopt a friendly stance with the players.

Table19. Coaches' encouragement for players to give suggestion in the ways of training

As you are a basketball coach on this team, do you encourage the players to make suggestions for ways to conduct training		
Rating	Coaches' Responses	
	Frequency	%
Always	1	8
Usually	9	75
Some-times	2	17
Rarely	-	-
Never	-	-
Total	12	100

As has been seen from table19 1 (8%) of respondent coaches rated 'Always' to the item which asked the coaches how they encourage the players to suggest the way of training while 9 (75%) of coaches rated 'Usually' and the rest 2 (17%) coaches responded 'Sometimes'.

According to the above table, we can conclude that majority of the coaches usually encourage the players to give suggestion on the way of conducting training.

Table20. Coaches allow their players to do their own

As you are a basketball coach on this team, do you let the players to try their own way even if they make mistakes

Rating	Coaches' Responses	
	Frequency	%
Always	-	-
Usually	-	-
Some-times	5	42
Rarely	4	33
Never	3	25
Total	12	100

According to the above table 20 revealed that, 5(42%) of respondent coaches rated 'Some-times' to the item while 4 (33%) of the respondent in the rate that 'rarely' the remaining 3 (25%) participant responded '*never*'.

As shown in table 20, majority of respondent coaches responded that the coach sometimes let players to do on their own way even if they make mistakes. From this we can conclude that majority of the coaches sometimes allow their players to do their own.

Table21. Coach- Player mutual respect

Is there mutual respecting between Players and Coaches?		
Rating	Coaches' Responses	
	Frequency	%
Always	2	17
Usually	7	58
Some-times	3	25
Rarely	-	-
Never	-	-
Total	-	-

As we can see from table 21 revealed that, 2(17%) of respondent coaches rated 'Always' to the item while 7 (58%) of the respondent in the rate that 'Usually' the remaining 3 (25%) participant rated 'Some-times'.

As shown in table 21, majority of respondent responded that the coach Usually have mutual respect with the players, therefore we can generalized that there is mutual respecting between majority of the coaches and players.

Table22. Coaches put suggestions of team members in to operation

Rating	Coaches' Responses	
	Frequency	%
Always	1	8
Usually	7	58
Some-times	4	34
Rarely	-	-
Never	-	-
Total	12	100

As we can see from table 22, 1(8%) of respondents rated 'Always' to the item while 7 (58%) of the respondents rated that 'Usually' the rest 4(34%) participant rated 'Some-times'.

From table 22, majority of respondent responded that the coach usually put the suggestion made by the team members in to operations, therefore we can generalized that majority of the coaches are forbearing to learn from their players.

Table23. Appreciation of coaches to their players.

As you are a basketball coach on this team, do you appreciate your players when they perform well?		
Rating	Coaches' Responses	
	Frequency	%
Always	11	92
Usually	1	8
Some-times	-	-
Rarely	-	-
Never	-	-
Total	12	100

According to table 23, 11(92%) of respondents rated 'Always' to appreciate players when they perform well and the rest 1(8%) of the respondents rated 'Usually'.

From table 23, almost all of respondent responded that the coaches always appreciate their players when they perform well, therefore we can conclude that almost all coaches appreciate their players when they perform better.

Table24. Coaches blame the team members

As you are a basketball coach on this team, do you blame players as a team rather than individually when they lose performance in the competition?

Rating	Coaches' Responses	
	Frequency	%
Always	3	25
Usually	8	67
Some-times	1	8
Rarely	-	-
Never	-	-
Total	12	100

The above table 24, shows 3(25%) of respondents rated 'Always' to blame players as a team rather than individually when they lose performance in the

competition and 8(67%) of the respondents rated 'Usually' whereas 1(8%) of the coach responded as sometimes.

From table 24, majority of respondent responded that the coaches usually blame players as a team rather than individually when they lose performance, therefore we can conclude that majority of the coaches blame players as a team rather than individually when they lose performance.

Table25. Encouragement of close and informal relationship

As you are a basketball coach on this team, do you encourage close and informal relationships with the players?		
Rating	Coaches' Responses	
	Frequency	%
Always	9	75
Usually	2	17
Some-times	1	8
Rarely	-	-
Never	-	-

Total	12	100
-------	----	-----

The above table 25, shows 3(75%) of respondents rated ‘Always’ to encourage close and informal relationships with the players and 2(17%) of the respondents rated ‘Usually’ whereas 1(8%) of the coach responded as sometimes to encourage close and informal relationships with the players.

From table 25, majority of respondent responded that the coaches Always’ encourage close and informal relationships with the players, therefore we can conclude that majority of the coaches encourage close relationship with their players both in the training and anywhere outside the training.

Table26. Helping players with personal problems

As you are a basketball coach on this team, do you help the players with personal problems?

Rating	Coaches’ Responses	
	Frequency	%
Always	12	100
Usually		
Some-times		

Rarely	-	-
Never	-	-
Total	12	100

Table 26, shows that 12(100%) of respondents rated ‘Always’ to help the players with personal problems.

Therefore we can conclude that almost all coaches help their players to whom with personal problems.

4.4 Presentation and analysis of data from the federation administrations’ questionnaire responses

Table27. Relationship between Coach and federation

Items	f.administrators’ response	
	No	%
Does the coach run his/her responsibility smoothly with the federation?		

Yes all coaches are responsible	2	25
Only some coaches are responsible	6	75
No coaches are responsible	-	-

From table 27, above 2(25%) of the respondent responded that all coaches are responsible to run his or her task, where as 6(75%) of the respondents replied that only some coaches are responsible to carry out his her responsibility.

Therefore as majority of the respondents replied, we can conclude that only some coaches are responsible to run his or her responsibility smoothly with the federation

Table28.Relationship between Coach and federation

Items	f.administrators' response	
	No	%
Do the coaches and federation have strong relationship in Addis Ababa city administration?		

Yes	1	12
No	7	88

The above table 28 shows 1(12%) of the respondents responded that coaches and federation in Addis Ababa city administration have strong relationships, where as 7(88%) of them replied that coaches and the federation have no strong relationship in Addis Ababa city administration.

For table 28, majority of the respondents replied that coaches and federation have no strong relationship in Addis Ababa city administration.

Therefore we can conclude that coach-federation is not stick together and maintain strong relationship in Addis Ababa city administration.

Table 29. appropriate support and communication flow between federation and coaches

Items	f.administrators' response	
	No	%

Is there appropriate support and communication flow between Basketball federation and coaches?		
Yes	6	75
No	2	25

From table 29, above 6(75%) of the respondent responded that there is appropriate support and communication flow between Basketball federation and coaches, where as 2(25%) of them replied that there is no appropriate support and communication flow between Basketball federation and coaches

Majority of the respondents replied that there is appropriate support and communication flow between Basketball federation and coaches.

Therefore we can conclude that there is appropriate communication flow between federation and coaches.

Table30. Interpersonal relationship and its effect on the development of Basketball.

Items	f.administrators' response	
	No	%
Do you think the interpersonal relationship between federation and coaches affect the development of Basketball?		
Yes	8	100
No	-	-

Form table30, all the respondents responded that the interpersonal relationship between federation and coaches affect the development of Basketball.

From this we can conclude that the development of Basketball is directly affected by the interpersonal relationship between federation and coaches.

Part II analysis and interpretation of open ended questionnaires response

1. Analysis and interpretation of Players' response

Five open-ended questions were prepared for players. They were designed to ask players to motion the mechanisms of avoiding barriers between coach and players, the training method that the coach used, the role coach to develop good interaction among players, major factors that hinder Bb development and the contribution of coach-player relationship for Bb development. Below are the questions and some excerpt from some of the most frequently given responses:

In item No9, required the players to reveal the mechanisms to avoid barriers of coach and player less interaction. According to this open ended question, all players responded that to develop good coach-player interaction the coach should develop positive attitude towards the player and the players should respect their coaches as a result Bb will develop in Addis Ababa city.

From the above point we can conclude that all players have a good understanding how to interact with coaches and play crucial roles for Basketball development.

For item 19, the players were asked to express the training method that the coach employ in the training session. Almost all players respond that they didn't know the training method that the coach used but, they respond as they are doing well in training session with the help of the coach.

From the above point of view we can conclude that almost players have lack knowledge in the theoretical part.

For item No 20, players were asked about the role coach to develop good interaction among team members. They responded that the coach is the back bone of the team not only in developing good interaction among team members but also to have good relationship with any other outside the team. This shows that players are well discipline.

For item 25, the players asked about the contribution of coach-player interaction for Bb development. Almost all players replied similarly to this question. They responded that if there is no a good relationship between players and coaches Basketball will decline in general.

From this we can understand that players have a good perception to the importance of relationship between players and coaches and its role for the development of Basketball.

2. Analysis and interpretation of Coaches' response

Five open-ended questions were disseminated to the coaches. They were designed to ask coaches to mention the causes of coach-player less interaction, major factors that hindered the relationship between coaches and players, whether appropriate communication flow is there or not between coaches and players, possible means to develop coach and player relationship and the positive outcome of Bb federation and coaches relationship for the development of Basketball in Addis Ababa city administration.

In item No 2 & 3, coaches were asked to raise the causes of coach-player less interaction and major factors that hinder coach-player relationship. For these questions, 7 coaches replied that there is no problem in coach-player interaction but 5 respondents responded that the causes for coach and player less interaction are: coaches limited time to stay with one club; the team and coaches have no any income from the federation, limited time of contact with players due to lack of court or due to fee for gymnasium in general the state doesn't pay attention for this sport as a result the Bb federation have no income so that coaches haven't get anything from the federation.

From the above point we can conclude that majority of coaches don't have long term relationship with the players of one team (club) due to several factors.

For item No 5 & 6, required the coaches to reveal whether there is communication flow between coaches and players or not with some explanations. 9 of them responded that as there is appropriate communication flow between coaches and players by creating awareness to the players that every one of them has equal responsibility to the team whereas 3 coaches replied that there is no appropriate communication flow between coaches and players because of coaches are working seasonally in

one team will change for the next season to another team and players and coaches have been seen on and off in different times.

According to the above point we can deduced that majority of the coaches are communicated well with their players.

Item No 25, coaches were asked to explain the possible means of developing coach-player relationship. All of them respond similarly as players and coaches must understand each other, both coaches and players should know their duties and responsibilities, they should cooperate for common goods, players have to accept what the coach told them to do and the coaches have to respect the players need in developing new skills, methods and strategies beside coaches.

Therefore we can generalize that coaches know the means and methods of developing sensible relationship with their team members.

In item 26 & 27, the respondent asked that, if federation and coaches interact well, then will Basketball grow well, if it is so how mention the reasons. Their response was 'yes' followed by when the federation supports the coach by incentives, accessories like Ball, Courts, Books and giving T-shirts, shoes and transportations to the players Basketball will flourish in Addis Ababa city administration.

From this idea we can conclude that if the federation supports the coach, work cooperatively with the coach and motivate the coach without any question Basketball will flourish in Addis Ababa city administration.

3. Analysis and interpretation of Federation workers' responses

Four open-ended questions were disseminated to the federation workers. They were designed to ask the federation workers to mention the causes of coach-federation workers less interaction, major factors that hindered the relationship between coaches and federation, whether appropriate communication flow and support are there or not between coaches and federation, and the positive outcome of Bb federation and coaches relationship for the development of Basketball in Addis Ababa city administration.

In item No 3 & 4, federation workers asked to raise the causes of coach-federation less interaction if there is no good interaction in between them. For these questions, 6 federation workers replied that there is problem in coach – federation interaction and the cause for their less interaction is that of both federation and coaches don't give attention for the development of Basketball development which directly creates a gap between them and only two federation workers responded that as there no problem of interaction between them.

As majority of the federation workers responded that there is a gap between federation and coaches and the cause for this gap is due to their less attention towards the development of Basketball in Addis Ababa city administration.

From this we can conclude that there is no appropriate interaction between Bb. federation and Bb. Coaches.

For item No 6, required the federation workers to reveal whether there is communication flow and appropriate support between federation and coaches or not with some explanations. All of them responded that as there is appropriate communication flow and support between federation and coaches, but the support is limited on only giving internal and external/foreign upgrade trainings.

Based on the above point we can deduce that the support of the federation to the coaches is not beyond giving upgrade trainings.

In item 12, the respondents asked that, if federation and coaches interact well, then will Basketball grow well, if it is so how mention the reasons. Their response was 'yes' followed by when the federation supports the coach by giving upgrade trainings, incentives (financial and motivational) then they will committed to shoulder their responsibility in cooperating with the federation.

Therefore we can conclude that is the federation initiates the coaches through different motives and feedbacks with no doubt Basketball will grow well in Addis Ababa city administration.

For item No. 19, that asked the federation workers to reply weather the coaches' salary is satisfactory or not and its contribution for the interaction between federation and coaches. Instantaneously all the federation workers replied that as the salary is not satisfactory and even there are coaches who don't paid from the federation because of the federation doesn't have enough budgets to assign for. This directly creates less interaction between the federation and coaches and gives less attention for development of Basketball. If the coaches don't pay salary immediately they will do their own task and don't bother the development of Basketball in their clubs as well as in the city.

Based on the above respond, we can conclude that coaches don't pay enough roles for their profession; this directly leads to the decline of Basketball.

4. Analysis and interpretation of the interview responses

Due to time constraints and unavailability of the coaches to stay with them for a moment the interview was conducted with only the head of Basketball federation.

In the first question (1-3) the head was asked to tell his background information; regarding to his level of education, work experience and the place where he is working.

He responded that he has BED in Physical Education and sports and worked for four years in Addis Ababa sport commission.

For question number five, six and seven the head asked to describe that how many Basketball clubs and coaches are there in Addis Ababa city administration and how many coaches are interacted well with the federation.

He responded that the number of first division men clubs are six, second division men eight and first division women four, totally there are eighteen Basketball clubs in Addis Ababa city administration.

We can conclude that there is no second division women clubs in the city. This shows that there is no attention given towards female clubs.

When we come to the number of coaches; there are three women and twelve men totally fifteen coaches who are working currently. From fifteen coaches three coaches are highly interacted with the federation even beyond their responsibility, however all coaches are shouldering their responsibility.

Therefore we can conclude that the participation of female coaches in coaching Basketball is not developed.

For question number eight the head was asked to explain the reason behind why one coach can be assign for more than a club. He mentioned that “there are a lot of coaches who took the coaching training and certified, but the

federation don't know where they are going. Due to this reason one coach is responsible for more than a club, but the clubs bust in different division.”

From this we can conclude that majority of the coaches are not voluntary in coaching and one coach can be coaching more than a club in different divisions.

For question number 10 that asked to the head regarding to coach-federation relationship. From this question, as he said that theoretically Coach-federation relationship is the most important for the development of Basketball, but practically coaches are not active enough to participate beyond duties.

Therefore, from the above responses we conclude that the coach-federation relationship is not smooth and well developed.

For question number 11 and 12 that asked the head to describe if there is any type of support to the coaches which is given by the federation. He responded that “the only support that the federation provides to the coaches is that of ‘yearly training’ but financially even the federation doesn't have enough budgets.”

From this we can conclude that coaches get up grade training in each year. The federation has no enough budgets to provide financial support for the coaches.

For question number 13 that asked the head to explain the role as the head in coach-federation relationship. He responded that as he facilitates second level coaching trainings and built teams in the city.

Therefore we can conclude that head of the Basketball federation is responsible to facilitate trainings which are given to upgrade the level of the coaches.

For question number 14, that asked to the head to evaluate interpersonal relationship among federation workers. He responded that the federation amateur workers have their own duties and responsibilities to do on it however they don't have their own bureaus. Based on this there are five main committees that play a significant role for the inter-personal relationship.

Technical committee: improve the training situations for clubs and teams, facilitate the coaches to upgrade their level, and develop training manuals with the federation.

Referee committee: announce rules of the game and decisions, approve symbols for rules the game, establish the level of referee, develop manuals for referee and prepare and give exams to first and second level coach.

Competition and ethicise Committees: develop the regional champion competitions and its strategies, develop the competition rules, decide the competition program, day, time and place of competition and follow the preparation of the field based on the rules and regulations of the game.

Sponsor shish and finance committee: create conducive environment to get finance by making relationships with outside voluntary companies, agencies, and donors, develop the manual budget plan and decide the field entry price.

The personal committee: carryout the federation agenda and propaganda and notice to the people, develop brochures and posters, assign persons in the competition session to announce important messages to the audience and provide incentives for those who show sportsmanship behavior of the players, coaches, referee and team leaders etc at the end of the year.

Therefore we can conclude that federation workers have their own duties responsibilities that enhance the development of Basketball in Addis Ababa

city administration. Their relationships are guided by the responsibilities of the workers.

For question number 15, asked the head to describe the measures that the federation take for misbehave coaches. He side that there are five committees in the federation (referee, completion and ethics, sponsorship, and technical committee). When the coaches misbehave they discus with him/her and with the federation and punishment is given according to the seriousness of the problem.

This show that misbehaves that night happen within the coaches gets absolution with the discussion of the whole workers.

For question number 16, that asked the head to explain the contribution of coach-federation positive interaction for the development of Basketball in Addis Ababa city administration. He responded that to start on a federation at least there must be five clubs and ten coaches, this shows that coaches have the greatest value even to built a federation. Therefore Coach and federation relationship plays a significant role on Basketball development in the city.

5. Analysis and interpretation of the field observations

The field observation was made at Arat kilo youth sport gymnasium and tinshua stadium during training and competition sessions. The researcher observed the interpersonal relationships of the players, player with coach, and coaches with players. During practical and competition session the researcher observed the following points.

- Majority of the coaches treated all players equally and fairly almost all times.
- Almost all the times the coach contributes positive moral and courage to their team.

- Sometimes the goals of training which was given for each session were realistic and achievable.
- The coach sometimes used regular coaching methods to improve the performance of the team.
- Almost all the times the coaches had good professional relationships with all players.
- Some coaches sometimes got nutty when players made a mistake.
- Majority of the coaches encouraged their players to help one another almost all times.
- Some coaches sometimes punished their players when they made a mistake.

In general form the observation it is possible to say that more or less there is a conducive working environment between coaches and players.

Chapter Five

Summary, Conclusions and Recommendation

5.1. Summary

This study attempted to assess the relationship between players with players, coaches with players and coaches with Basketball Federation in Addis Ababa city council administration. In order to achieve the objective forty four players, twelve coaches and eight federation workers including the head of the federation were participated. The required data were gathered through questionnaire, interview and filed observation. Quantitative and qualitative data analyses were employed to analyze and interpret the acquire data.

In chapter two of this paper the review of related literatures / related works was presented to get root of the findings. It compact with in the nature of human relationship, the Concept of Interpersonal Relationship, interpersonal relations in sport, coach- Player relationship, the roles of relationship of coach-players, the nature of team and groups in sport, leadership and coaching behavior, role of the coach and Role of the players.

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

1. Regarding to sex and educational back ground of basketball players in Addis Ababa city administration majority of them are male, young and students.
2. Educational back ground, age and sex of the coaches: almost all of them are degree holder, adult and male.
3. The participation of femal coaches is very low, there are only three female Basketball coaches in the city and only one female coach is active curntly.

4. No female federation workers in of Addis Ababa Basketball federation admnistration.
5. Federation workes don't have their own office.
6. Majority of the federation workers are well qualified in first degree.
7. Most of the coaches have good relationship and adopt a friendly stance with the players and players are respectful to their coaches and feel responsible.
8. There is mutual interaction among the players with one another for the common goals.
9. Players don't know the training mehtod, since coaches give only the pracical sesion
10. Majority of the coaches follow different wass of leadership styles in different situtaions /both autocratic and democratic in different situation
11. Barriers among team members and with coaches are solved by discussions.
12. One coach don't sty for long period of time within one club
13. One coach can be responsible for more than one clubs in different division.
14. The federation don't have enough bedget, so that coaches don't get incintive (money) from the federation.
15. Basketball federation esblished within the interaction of coaches and clubs /aminimum of five clubs and ten coaches.
16. Coaches and Basketball federation have no smooth relationship in Addis Ababa city administration, becuase coaches dont have any benifit that provided from the federation except the upgrade training that is given by the help of the federation.

5.2 Conclusion

Based on the findings of the study, the following conclusions are drawn.

The study confirmed that there is a good relationship among each player of the team and between coaches and players, but there is no good interaction between Federation and Coaches. The study also showed that almost all players are respectful to their coaches and coaches have friendly stance relationship with their players

As the study shown that majority participant of players responded that as they interacted well mutually among themselves with one another for the common goals. Moreover, almost all respondent of the players replied that they respect their coaches and feel responsible for the development of Basketball.

Therefore, it is possible to conclude that majority of the players were interacted freely and took responsibilities within each other for the development of Basketball in the city. That means most of the players were united together and trying to reach its goals and helps each other for performance of the team.

As majority of the coaches replied that they usually encourage the players to give suggestion on the way of conducting training and sometimes they let the players to do on their own way even if they make mistakes. Majority of coaches responded that the coaches usually blame players as a team rather than individually when they lose performance.

In general speaking we can conclude that majority of the coaches have been encouraged their players to give suggestion and sometimes allow them to do their own. Even majority of the coaches blame players as a team rather than individually when they lose performance.

As the findings of the study shown coaches have mutual respect with the players, which indicates that as there is mutual respecting between majority of the coaches and players. As the findings shown coaches help their players to whom with personal problems.

Concerning the findings from relationship between coaches and federation worker, only some coaches are responsible to run his or her responsibility smoothly with the federation. They did not have a good interpersonal relation with the federation. This because of the federation didn't give attention and provide incentives beyond giving upgrade training, this is again because of the federation don't have enough budget to pay. As the finding shown the only thing that the federation provides to the coaches is up grade training which is given in each year.

In general, it is possible to conclude that coaches don't get monthly salary form the federation because of the federation have no budget. As a result there is no strong relationship between coaches and federation in Addis Ababa city administration.

Almost all the coaches and federation workers responded that the development of Basketball is directly affected by the interpersonal relationship between federation and coaches. This shows that the relationship between coaches and federation is crucial for the development of Basketball in the city.

5.3 Recommendation

Based on the findings and conclusion of the study following recommendations were forwarded;

- Relationships among players within the team are the indicator of their responsibility for the development of Basketball. Therefore Players should encourage accepting responsibility for their own behaviour and performance in training, competition, and in their social life.
- In order to develop and expand basketball throw out the city the relationship of qualified coaches and federation are very crucial. Therefore,

coaches and federation should work jointly in order to develop Basketball in the Addis Ababa city administration.

- The overall relationship between coach and player should be openly and freely. In addition, the coach must treat equally and fairly to all players of the team.
- Coaches should not have only practical session, he /she should also have theoretical session as well which helps the player to know the methods of training, rule and regulations of the game and make them to attract and love the game more.
- Coaches must not encourage players to violate the laws of the game and should actively seek to discourage such action. Furthermore, coaches should encourage players to obey the spirit of such laws.
- Coaches must accept responsibility for the conduct of their players insofar as they will undertake to discourage inappropriate behaviour.
- Federation should provide good facilities and equipment, initiate coaches, formulate proposal to the concerned donor to get funds, and mobilize, promote and advertise the importance of sport to the government in order to get manual budget.
- In order to flourish Basketball in the city, government and non-government organization should give attention to basketball sport.
- The concerned body should allocate budget to the federation and so that coaches should be paid.

BIBLIOGRAPHY

- Abraham, A., & Collins, D. (1998a). Assessment and development of coaching expertise: A need to change the direction of research. *Journal of Sports Sciences*, 16(1), 69-70.
- Baker, J., Cote, J., & Hawes, R. (2000). The relationship between coaching behaviors and sport anxiety in athletes. *Journal of Science and Medicine in Sport*, 3, 110-119.
- Beam et al, (2004) The Democratic leadership and behavior of coach. Singapore: Allyn and Bacon.
- Berscheid, E., Snyder, M., & Omoto, A.M. (1989). The relationship closeness inventory: Assessing the closeness of interpersonal relationships. *Journal of Personality and Social Psychology*, 57, 5, 792-807.
- Betancourt, H., & Lopez, S.R. (1993). The study of culture, ethnicity and race in American psychology. *American Psychologist*, 48, 629-637.
- Bush D. & Salmela, (1954 and 2002). Coach-player interaction and the role coach in developing Athletes. Australia: Jossy Bass Inc. Pp 4-6.

- Carron & Dennis,(2001). The nature coach and Athlete relationship. New York long man press ICC.
- Chelladurai et al, (1999). Preferred behavior of coach in leading optimal performance of athlete. Gaborone, Botswana.
- Coppel T. (1995). *Relationships in sport involving athletes and coaches*. NewYork: Macmillan publishing company.
- D'Arripe-Longueville F. et al, (2001). Coach-athlete interaction during elite archery competitions: An application of methodological frameworks used in ergonomics research to sport psychology. *Journal of Applied Sport Psychology*, 13, 275-299.
- Dimarco et al, (1998). Coaches' behavior and leadership styles. Nambibia: oka Handja.
- Fuller et al, (2000). Democratic styles of coaching. Washington Dc, George: Washington University.
- Good E., (1973). The nature of human relationship. London Rutledge press. P 289.
- Haile B., (1970:4). Human relationship and its nature. London:Methus.
- Hinde, R.A. (1997). *Relationships: A dialectical perspective*. London: Psychology Press.
- Horne, T., & Carron, A.V. (1985). Compatibility in coach-athlete relationships. *Journal of Sport Psychology*, 7, 137-149.
- Humans, (1950). Group dynamics in social psychology. America:APA.
- Jones R.L. et al, (2003). Authoritarian coaching style of a coach. San Francisco josses. Base

- Jowett, S. (2001). *When the honeymoon is over: A case study of a coach – athlete dyad in crisis*. Manuscript submitted for publication.
- Jowett, S., & Cockerill, I.M. (2002). Incompatibility in the coach – athlete relationship. In I.M. Cockerill (Ed.), *Solutions in Sport Psychology*. London: Thompson Learning.
- Jowett, S., & Meek, G. (2005). The coach - athlete relationship in married couples: An exploratory content analysis. *The Sport Psychologist*, 14, 157-175.
- Jowett, S., & Ntoumanis, N. (2003). *The Coach - Athlete Relationship* Manuscript submitted for publication.
- Jowett, S., & Pearce, J. (2001, May). An exploration into the nature of the coach – athlete relationship in swimming. In A. Papaioannou, Y. Theodorakis, & M. Goudas (Eds.), *Proceedings of the 10th World Congress of Sport Psychology* (Part 3, pp. 227-229). Skiathos, Greece.
- Kelley, H.H. Christensen, et al(1983). *The impact of Close Relationships*. New York: Freeman
- Laing, R.D., Phillipson, H., & Lee, A.R. (1966). *Interpersonal perception: A theory and a method of research*. New York: Harper & Row.
- Lyle, J. (1999). Coaching philosophy and coaching behaviour. In N.Cross & J.Lyle (Eds.) *the coaching process: Principles and practice for sport* (pp. 25–46). Oxford: Butterworth-Heinemann.
- LUthens K., (1985:8).how to develop relationship? 5thEd. Institute of international determinate.

Mageau, G.A. & Vallerand, R.J. (2003). The coach–athlete relationship: A motivational model. *Journal of Sports Sciences*, 21, 883–904.

Martens, R. (1997). Successful coaching (3rd ed). Champaign, IL: Human Kinetics.

Mbaba D., (1992:42-3). Human relationship and its nourished. London:UNISCCO.

Newcomb, (1951). The nature group dynamics in sport psychology. America: new Delhi.

Newsron,(1989:12).Individual difference for the use of various instructions. Geneva

Olympiou, A.et al (2005, March). Psychological needs as mediators of social contexts and role ambiguity. Symposium on interpersonal relationships in sport and exercise. *Annual Conference of the British Psychological Society, Manchester.*

Poczwardowski, A. Peregoy J.J et al, (2002). The athlete and coach: Their relationships and its meaning – Methodological concerns and

research process. *International Journal of Sport Psychology*, 33, 98–115.

Retrieved Nov.16/2011at 4:46 Am from:
<http://www.jsasonline.org/home/v1i1-Phillips-article.pdf>.

Retrieved Nov.25/ 2011 at4:35pm from: <http://www.jstison.wrystuff.com/swa49912>

Retrieved Nov. 25/2011 at 5:35 pm from: <http://www.jstinson.wryteuff.com/saw479912htm>

Retrieved, March 28/2012 at 9:34 Am from: <http://www.maplandia.com>
Ethiopia/Oromiya/West-Shewa/Addis-Ababa.

Retrieved April 8 2012at 7:47 Am from <Http://www.historyofbasketball.in>
Addis +Ababa

Rosenblatt, P.C. (1977). Needed research on commitment in marriage. In G. Levinger & H.L. Rausch (Eds.), *Close relationships: Perspectives on the meaning of intimacy*. Amhurst, MA: University of Massachusetts Press.

Rusbult, C.E., Buunk, B.P. (1993). Commitment processes in close relationships: An interdependence analysis. *Journal of Personality and Social Psychology*, 50, 744-753. Sarantakos, S. (1998). *Social Research* (2nd ed.). London: Sage.

Smith, R.E., & Smoll, F.L. (1996). coach as a focus of research and intervention in youth sports. In F.L. Smoll, & R.E. Smith (Eds.), *Children and youth in sport: A biopsysocial perspective* (pp. 125-141). Dubugue, IA: McGraw-Hill.

Smith, (2003). The role of team members and group dynamics in sport. London Kogan press.

Tewodro, (2010). Interpersonal relationship between coaches and players.AAU: MA thesis

Triandis, H.C. (1975). Cultural training, cognitive complexity, and interpersonal attitudes. In R.W. Brislin, S. Bochner, and W.J.Lonner

(Eds.). *Cross cultural perspectives on learning*. Beverly Hills, CA: Sage.

Tuchman et al, (1965 and 1998). Phases of team development and team building. Collectivism individualism in everyday life: The Middle Kingdom and the melting pot. *Journal of Personality and Social Psychology*, 56, 45-65.

Vein et al, (1968). Relationship among group members and group cohesion. New Delhi Yikas pvt. Lted.

Vergeer I. et al, (2000). Interpersonal relationships in sport: From nomology to idiography. *International Journal of Sport Psychology*, 31, 578-583.

Weiss and frierichs, (1986). Social supportive behavior of coach. *International Journal of Sport Psychology*, 2, 56-87.

Wheeler, L., Reis, H.T., & Bond, M.H. (1989). Collectivism individualism in everyday life: The Middle Kingdom and the melting pot. *Journal of Personality and Social Psychology*, 57, 79-86.

Wylleman, P. (2000). Interpersonal relationships in sport: Uncharted territory in sport psychology research. *International Journal of Sport Psychology*, 31, 555-572

Appendix A
Addis Ababa University
School of Graduate Study
Faculty of Life Science
Department of Sport Science

Questionnaire to be filled by the players

This questionnaire is designed for the purpose of research study. You are being invited to participate in a research study about the relationships between coaches and players of your club. The objective of this research is to assess the interaction among the players and coaches and to indicate directions of the problem's solution.

General directions

1. You are not expecting to write your name
2. Tick '✓' in One Box for your answers
3. Please write your answer in full sentence when you are requested to write.

Part one

Background information

1. Your age

Below 20 26- 30

21 - 25 Above 36

2. Sex

Male: female:

3. Level of education

Student Certificate

Diploma master Degree

4. Name of your club-----

Part two

Coach and players interaction

5. As a player what is your understanding to coach-player relationship in your club?

Very good medium very low

Good low

6. Did you quarrel with your coach in the previous time?

Yes no

7. If your answer for question number '2' is yes what was the cause to quarrel with your coach? -----

8. Do you believe that barriers of interaction between coaches and players have a negative impact for the development of basketball in your club?

I believe I don't believe

9. If your answer for question number '4' I believe, then what are the mechanisms do you think to avoid barriers?-----

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

Strongly agree Neutral
Agree Disagree strongly disagree

15. Our team is united in trying to reach its goals for maximum performance.

Strongly agree Neutral
Agree Disagree strongly disagree

16. If our team member have got problems, everyone wanted to help them so that, the problem can easily solved.

Strongly agree Neutral
Agree Disagree strongly disagree

17. Members of our team do not stick together outside of training and competitions.

Strong agree Neutral
Agree Disagree Strong disagree

18. Are you satisfied by the training which is given by the coach?

Yes: No:

19. If your answer for question no 18 is yes what is the training method that he /she used?

20. What is the of role coach do you think to develop good interaction among team members ?-----

21. What is the leadership style that your coach follows?

Autocratic

Democratic

He/she uses both autocratic and democratic in different situation

22. What are the major factors that hinder the relationship between coaches and players as a result for the development of basketball in Addis Ababa city administration?

23. Is there appropriate communication flow between coach and players?

Yes

No

24. Do the coach and player have strong relationship?

Yes

No

25. What contribution do you think coach and player relationship has for the development of Basketball in Addis Ababa city administration? __

Appendix B

Addis Ababa University

School of Graduate Study

Faculty of Life Science

Department of sport science

Questionnaire to be filled by the coach

This questionnaire is designed for the purpose of research study and the Objective of this research is to assess the interaction between players and coaches, and to indicate possible solutions of the problem.

General directions

1. You are not expecting to write your name
2. Tick in One Box for your answers
3. Please write your answer in full sentence when you are requested to write.

Part-1

Background information

1- Age

Below 25 31 – 35 Above 46
25 – 30 36 - 45

2- Sex

Male Female

3-level of education

Certificate Degree Diploma Master

Part-2

Relationship between Coach and Players

1. Do the coach and player have strong relationship?

Yes no

2. If your answer for question number '1' is no, what is the main cause do you think? -----

3. What are the major factors that hinder the relationship between player and coaches in Addis Ababa city administration? -

4. Is there appropriate communication flow between Basketball coaches and players?

Yes no

5. If your answer for question no.4 is yes please explain? _____

6. If your answer is no, why? Pleas mention the factors_____

7. How do you solve the barriers /conflicts that might occur in your team members and with you?

By the dicepline commetee

by discustion

By the dicision of the coach

by team leadres

8. What will be your suggestion if your players comment you?

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Please evaluate your relationships with players of your team by tick ‘✓’ in the column bellow that indicates the degree and frequency of relationship. For example if your answer for question No. 6 is ‘Usually’ put the ‘✓’ sign under the column ‘usually’. The degree of interaction for always is 100%, usually 75%, sometimes 50%, rarely 25% and never 0%.

No	As you is a basketball coach on this team.	Alwa ys	Usual ly	Some - times	rarely	Never
9	Players adopts a friendly stance with the coach					
10	I encourage the players to make suggestions for ways to conduct training					
11	I let the players try their own way even if they make mistakes					
12	There is mutual respect					

	between the Players and the Coach					
13	I let the players share in decision making and policy formation for the club.					
14	I put the suggestion made by the team members in to operation					
15	I appreciation my players when they performs well					
16	I give corrections when the players make mistakes in performance					
17	I Belem players as a team rather than individually when they lose performance in the competition					
18	I compliment the player for good performance in front of others					
19	I clap hands when a players do well					

20	I reward a player as long as the player make an effort hard to the team					
21	I encourage close and informal relationships with the players					
22	I encourage the players to disclose in the coach					
23	I give personal positive discrimination for the players					
24	I help the players with their personal problems					

25. What are the possible means do you think to develop coach and player relation?-----

-----.

26. do you think that if the federation and coach are interacted well, basketball will grow well in Addis Ababa city administration?-----

27. If your answer for question no. 25 is yes how and why?-----

-----.

Appendix C

Addis Ababa University

School of Graduate Study

Faculty of Life Science

Department of Sport Science

Questionnaires to be filled by the federation administrators

The objective of this research is to assess the interaction between federation and coaches, and to indicate possible solutions for the problems of interaction.

General directions

- 1.** You are not expecting to write your name
- 2.** Tick in One Box for your answers
- 3.** Please write your answer in full sentence when you are requested to write.

Part-1

Background information

1- Age

20- 28 36 – 40 Above 46
29 – 35 41 - 45

2- Sex

Male Female

3-level of education

- Certificate Degree
Diploma Master

Part-2

Relationship between Coach and federation

1. Does the coach run his/her responsibility smoothly with the federation?

Yes all coaches are responsible

Only some coaches are responsible

No coaches are responsible

If there are any other-----
-----.

2. Do the coaches and federation have strong relationship in Addis Ababa city administration?

yes no

3. If your answer for question number '2' is no, what is the main cause do you think? -----

4. What are the major factors that hinder the relationship between federation and coaches in Addis Ababa city administration? -

-----.

5. Is there appropriate support and communication flow between Basketball federation and coaches?

Yes no

6. If your answer for question no.5 is yes please explain? _____

7. If your answer is no, why? _____

8. Do you think the interpersonal relationship between federation and coaches affect the development of Basketball?

Yes

No

9. How do you solve the barriers /conflicts that might occur between coach and federation?

By the dicepline commetee

By the dissension of the federation

by dissection

10. There are some coaches who are responsible for more than one clubs. How it could be?

Due to shortage of coaches

Because their dedication to the work

Because of their smoth relationship with federation

11. Do you think that if the federation and coach are interacted well, basketball will grow well in Addis Ababa city administration?-----

12. If your answer for question no. '11' is yes please explaining how? _____

13. A federation helps coaches who are with personal problems.

Always Usually sometimes never

14. How many basketball clubs are existed currently in Addis Ababa city administration? -----

15. How many workers are there in the federation? Would you mention with their passions /responsibilities? -----
-----.

16. To whom the federation gives more attention of having relationships?

To female coaches to male coaches

To both

17. Why? -----
-----.

18. Do think that; is the salary satisfactory for coaches?

Yes No

19. If your answer for question NO. '18' is no, does it bring less interaction between federation and coach? Would you mention please-----
-----.

20. What is the contribution of coach-federation relationship for the development of Basketball in Addis Ababa city administration?
-----.

Appendix D

School of Graduate Study

Faculty of Life Science

Department of sport science

Checklist for observations of coach and player interaction

Name the club-----

The place where training and competitions takes place -----

Name of the coach-----

The numbers that are indicating in the table bellow shows that how many times the coach interact with his /her players during training. i.e. 5=fully interact, 4= almost all times, 3 = sometimes, 2=rarely interact, and 1=they never interact at all.

	Activities	1	2	3	4	5
1	The Coach treats all players equally and					

	fairly.					
2	The Coach contributes positively morale and courage team					
3	The Coach finds ways to make all team members feel good about themselves					
4	The goals of the day's training which is set by the Coach are realistic and achievable					

5	The Coach uses regulatory Coaching methods to improve team performance					
6	The Coach has a good, professional relationship with all players					
7	The coach gets nutty when a player makes a mistake.					
8	The coach encourages players to help each other					

9	The coach makes the player that they think they are best players.					
10	The Coach communicates well with the team					
11	Players are punished when they make a mistake					

Appendix E

School of Graduate Study

Faculty of Life Science

Department of Sport Science

Interview to the head of basketball federation

The objective of this interview is to gather information on the relationship between federation and coach, and coach and player and give possible direction of solutions.

1. Level of Education -----
2. Work experience-----
3. Place of work-----
4. Year of expriance_____
5. How many basketball clubs are thetre in Addis Ababa city administration ?-----
6. How many coaches are registerd and avaiable in federation? -----

7. How many of them are interacted well with the federation positively and do coopertivly?-----

8. Therer are some coaches who give traing for more than one clubs.what is the reason?-----

9. What are the factors, if there is a promlem of relationship between federation and coach?-----

10. What looks like the coach-federation relationship in general?-----

11. Does the federation give special support for the coaches who are in problem? -----
-----.
12. If your answer for the above question is yes what kind of support? ---

-----.
13. As a head what is your role in the coach-federation relationship?
14. How do evaluate the interpersonal relationship among members of federation workers? -----

15. What measures does the federation take if the coach misbehaves the rule of coaching? -----

16. What is the positive contribution of interaction between federation and coach for the development of basketball in Addis Ababa city administration? -----

Declaration

I the under signed, declare that this is my original work, has not been presented for any other degree. All relevant source of materials used for the thesis has been fully acknowledged.

Name _____

Signature _____

Date of submission _____

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

Name_____

Signature _____

Date of submission _____