

**LEADERSHIP STYLES ON SHORT DISTANCE TRAINEES PERFORMANCE IN
SOME SELECTED FIRST DIVISION ATHLETICS CLUB OF ADDIS ABABA CITY
ADMINISTRATION**



BY: - ABATE ENGDAYEHU TESFA

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF JIMMA
UNIVERSITY DEPARTMENT OF SPORT SCIENCE IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN
ATHLETICS COACHING SPECIALIZATION**

**OCTOBER, 2018
JIMMA, ETHIOPIA**

**JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE**

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**ADVISORS: -Dr. BABUL AKHTAR
Mr. BIRUK AMARE (Asst. Professor)**

DECLARATIONS

I declare that, this thesis is my original work and that all sources of materials used for this thesis have been duly acknowledged. This work has not been submitted to any other University for achieving any academic degree or diploma awards.

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JIMMA UNIVERSITY
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Title of the Thesis:

Leadership styles on short distance trainees' performance in some selected first division athletics club of Addis Ababa city administration.

Degree Awarded: MSc/PhD (Encircle one)

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BIOGRAPHY

The author was born in Amhara regional states, South Gondar Zone, Debretabor Town in 1981. When his age was reached for education he joined Gafat Elementary School. He attended High School and Preparatory Education at Thodros Secondary and Preparatory School in Debretabor Town. Then, he joined Kotebie metropolitan University in 2000 Gc and has been graduated in the department of Sport science 2002. He has been working at Gambella regional state. And he has joined the M.Sc. Program at Department of sport science at Jimma University in September, 2009.

Acknowledgment

First of all, I would like to express my deep and heartfelt thanks to God for his endless almighty and my advisor Dr. Babul Akhtar and Mr. Biruk Amare (Ass. Professor) for their immeasurably polite approach, knowledgeable advice and constructive comments that would shape my thesis.

I would like to thank Jimma University sport science department specifically for facilitating when I have done my thesis.

I am still indebted to my friends Abebe Birara, Adane Jihad K, San D. Eshetu G, Seid A. And all sport management specialization students. In addition to this I want to say thanks to Eyerusalem D. and Hana G. editing my thesis starting from the beginning up to the end. Besides, I am very much indebted to all concerned bodies such as Addis Ababa athletics federation officer, some selected First division athletics club coaches and trainees found in Addis Ababa city administration for their hospitality, cooperation and participation to provide the necessary information required for my study.

Finally, I am very much grateful to my wife Saba Abebe, my son Amanuel Abate, my father Engdayehu Tesfa, my mother Bosenä Wondie, my sisters (Askal E, Mekdes E,...), and my brothers (Alene E, Mezgebu E,...) support toward the completion of my study.

List of acronym

AAAF	Addis Ababa Athletics Federation
CAA	Confederation of African Athletics
CAC	Cuban Athletics Champions
CECS	Coaches Education and Certification System
EAFE	Ethiopian Athletics Federation
MYSC	Ministry of Youth, Sport and Culture of Ethiopia
NSYS	National Standards for Youth and sport
SPSS	Scientific package for social science
TGUST	Teaching Games for Understanding
UKA	United Kingdom Athletics

Abstract

The purpose of this study was investigating leadership style on short distance trainees' performance in some selected first division athletics club of Addis Ababa city administration.

The study design

Was cross sectional. The study included 42 total subjects were 2/two/ Addis Ababa athletic federation experts, 34 /thirty-four/ trainees from 3 /three/ first division athletic clubs and /6/ six coaches which were found in some selected first division athletics club of Addis Ababa city Administration. They were selected availablely. The data have been gathered through questionnaire and interviews. The data have been analyzed using both quantitative and qualitative methods. Quantitative data describing by, frequency, percentage, charts and person correlation calculated through the help of Statistical Package for Social Sciences (SPSS) version 21. Interview and open ended questioner was described by qualitative explanation methods. The findings indicated that, no abundant facilities and equipment, coach use mostly coach centered coaching philosophy (approach); each club have no their own training field and gymnasium and the respondent were disagreed on laissez-fair leadership style. finally the research recommendations on the basis of the study findings were: The club manager have to search a solution by giving high emphasis and designing new strategies to full fill (equip) the Athletics club with sufficient material and To be effective in short distance running or sprinting in the club, the researcher wants to indicate the government give field to the club to build gymnasium and mini stadium. The researcher advice the club manager also work jointly with athletics federation, private sport centers, sport Medias, governmental and non-governmental organization to get donations or generate incomes.

Keywords:-Availability, club, coach, performance, trainees.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Athletics is broadly divided into two categories track and field events (Jackson, 1986). Athletics is an exclusive collection of sporting events that involves competitive running, jumping, throwing and walking; the most common types of athletics competition are track and field, road running, cross country running and race walking.

Organized Athletics are traced back to the Ancient Olympic Games from 776 BC, and most modern events are conducted by the member clubs of the international Association of Athletics Federations. The word athletics is derived from the Greek word "Athol's" meaning "contest" or "task" initially.

(Williams, 1998) stated that, each athlete brings to the specific sport completion a set of physiological and psychological strategies. How the Athletes uses them or integrates them in a performance dictates the degree of success. Some attributes, such as height cannot be trained. Each sport has a specific set of demands for success based on the characteristics and rules of the game or competition. Sprinting was always an exciting event at the Olympics. It traces its roots back to the original Olympics in Greece. In Athens, the first modern 100-meter dash was held at the summer Olympics in 1896. At the professional level, sprinters begin the race by assuming a crouching position in the starting blocks before leaning forward and gradually moving into an upright position as the contest progresses and momentum is gained. Athletes remain in the same lane on the running track throughout all sprinting events, with the sole exception of the 400 m indoors. Races up to 100 m are largely focused upon acceleration to an athlete's maximum speed. All sprints beyond this distance increasingly incorporate an element of endurance. Human physiology dictates that a runner's near-top speed cannot be maintained for more than thirty seconds or so as lactic acid builds up, and leg muscles begin to be deprived of oxygen. The 60 meters is a common indoor event and it an indoor world championship event. The 150 meters, is rarely competed: Pietro Mennea set a world best in 1983, Olympic champions Michael Johnson and Donovan Bailey went head-to-head over the distance in 1997, and Usain Bolt improved Mennen's record in 2009. Indeed, for many sports activities, such as tennis, squash, and basketball, the athletes never attain maximum velocity during sprinting. Thus, the velocity over the first steps (first-step quickness) and the ability to rapidly increase velocity (acceleration) would be considered of greater importance to successful performance. During a soccer match, sprints most frequently occur over very short distances while standing, stopping and changing the direction of movement (Bradley, 2010).

1.2 Statement of the problem

Known Jamaican sprinters have dominated the world over the last few years. As (Hall, 2012) point out the following points which are :- transformation in global track and field, and cultural variables that make Jamaica a paradise for Afro-Caribbean people to run very fast, The Jamaican government has established an excellent system of primary, secondary and high schools where almost all children under 17 attend school are the basic point for their effectiveness. According to (Karkon,*et al*, 2013) the following 9 (nine) factors affect athletics in general. Which are Deficiency in the allocated budget to Athletics, Diminution of medias in paying enough attention to Athletics, Shortage of standard facilities and equipment's for Athletics, Improper methods for talent identification, Managerial disabilities in the National Athletics Federation and its branches, Deficiency in the number of national Athletic competitions , Shortage in the number of experts and professional coaches, Lack of having a systematic and well organized league of Athletics and Having shortage in the number of potential and intrinsic talented sportsman of Athletics. So In the fast change world, the increase in public expectation from sport sector creates changes in the sport policy. Consequently, these change will have effect in the overall sport fields. So, in order to keep with this abreast changes, the organized training centers in many sport activities have become the call of the day Ministry of Youth, Sport and Culture of Ethiopia/ MYSC/, 2004:4. A part from the above mentioned, the National Sport Policy of Ethiopia advocate and puts, "...organize special training and competition forums for talent youth in running types of sports and recruit the gifted ones by working in conjunction with sports clubs and federations."

According to MYSC, 2004 report further advocates and puts, "...register great achievements of international standard by tapping the overall sports activity within the community and in particular from among the youth by creating awareness and participation among them. Even if the program is forwarded to the Country, effective result is not recorded in sprinting. And also if we are compare our clubs best result with International world championship competition entry standard time it is less. For example our club 100m female sprinting result is 11''85 but the IAAF entry qualification standard is 11''26. In appropriate implementation of the program can influences the overall development of the country's sport in many aspects. (Sharkey, 1986) agreed that Expected talents identification, proper recruitment procedures, research, specific knowledge based training, setting within reachable goals, competent and effective organizational structure ...etc. are preconditions for athlete performance .On the other hand, studies by (Zegaw, 2012) came up with the finding of scarcity of facilities and equipment, shortage of incentives for coaches and athletes from sport administrators and problem of selecting athletes were enter

into club as a factors that affecting athletes. Even if Ethiopia designs project and club for athletics, it does not effective enough by Short distance (100m-400m) running in all African champion ship , all African games and Olympic as long distance events. In order to improve short distance running result clubs, Addis Ababa athletics federations and coaches give more emphases for trainees. In this study, the researcher needs to investigate leader ship style of the coach, motivational situations and current performance of short distance trainees. In line with these, the researcher would belief that this research is fulfilling the gap. To this end, the researcher found it timely and crucial question on sole leadership styles on short distance trainees performance in some selected first division athletics club of Addis Ababa city Administration. In order to achieve the solutions the following basic research questions are formulated.

1.3. Research question:-

The study tried to find out answers for the following basic research questions:

1. What is the current status of short distance trainees' performance in some selected first division athletics club of Addis Ababa city Administration?
2. What is the leader ship style of coaches in some selected first division athletics club of Addis Ababa city Administration?
3. How much short distance trainees are motivated in some selected first division athletics club of Addis Ababa city Administration?

1.4. Objectives of the study

1.4.1. General objective of the study

The main purpose of the study was to investigate leadership style on short distance trainees' performance in some selected first division athletics club of Addis Ababa city Administration.

1.4.2. Specific objectives of the study

This study was intended:-

- 1) To find out current status of short distance trainees performance in some selected first division athletics club of Addis Ababa city Administration.
- 2) To identify the leader ship style of the coach coaching short distance trainees in some selected first division athletics club of Addis Ababa city Administration.
- 3) To describe motivation of short distance trainees in some selected first division athletics club of Addis Ababa city Administration.

1.5. Significance of the study

The primary interest of the research is to find out challenges of short distance trainees performance in some selected first division athletics club of Addis Ababa city Administration. The researcher believes that this research work is significant in the following ways: -help to identifying the current negative impact of applying leadership style in short distance trainees, assess motive of athletes to train in short distance disciplines and it may encourage others to study the problem in a wider scope and depth.

1.6. Delimitation of the study

Even though, it is possible to consider many things under this title with regard to athletics club, the researcher confine himself only on challenges of short distance trainees performance in some selected first division athletics of Addis Ababa city Administration.

1.7. Limitation of the study

In conducting the research, the limitation was encountered mostly related to financial problem and time constraints.

1.8. Operational definition of terms

The following are some words which need operational definitions.

Athletics - Athletics is broadly divided in to two categories track and field Events (Jackson, 1986).

Challenge - stimulating test of abilities or a situation that tests some body's abilities in a stimulating way (Encarta: 2009).

Club trainees -Elites who are taking training aimed in specific goals(Nin,2017).

Coach - Coach: is a person who trains on athlete to reach to performance (Thomson, 2000).

Sport Club - is a group of students, faculty, and/or staff at Western Kentucky University organized for the purpose of furthering their common interests in a sport and/or recreational activity through participation and competition (Laura, 2017).

Track and Field - Is collection of sport events that involve running, throwing and jumping events(Pedro, 2016).

Motivation - is the direction and intensity of one's effort (Gould, 1999).

CHAPTER TWO

2. REVIEW OF RELATED LITERATURES

2.1. Track and field events

Track and field events are divided into three broad categories: track events, field events, and combined events. The majority of athletes tend to specialize in just one event (or event type) with the aim of perfecting their performances, although the aim of combined events athletes is to become proficient in a number of disciplines. Track events involve running on a track over specified distances and—in the case of the hurdling and steeplechase events—obstacles may be placed on the track. There are also relay races in which teams of athletes run and pass on a baton to their team member at the end of a certain distance. There are two types of field events: jumps, and throws. In jumping competitions, athletes are judged on either the length or height of their jumps. The performances of jumping events for distance are measured from a board or marker, and any athlete overstepping this mark is judged to have fouled. In the jumps for height, an athlete must clear his or her body over a crossbar without knocking the bar off the supporting standards. The majority of jumping events are unaided, although athletes propel themselves vertically with purpose-built sticks in the pole vault. The throwing events involve hurling an implement (such as a heavy weight, javelin or discus) from a set point, with athletes being judged on the distance that the

object is thrown. Combined events involve the same group of athletes contesting a number of different track and field events. Points are given for their performance in each event and the athlete with the greatest points total at the end of all events is the winner.

2.2. History of Ethiopian athletics

Although the exact roots of Ethiopia Athletics cannot be traced accurately. It is widely believed that the sport was widely practiced in schools and military before 1897. The sport was limited to these parts of society only because others did not have access to equipment used for competition or was not organized in a manner that motivated progress. But after signs that the sport was increasing in popularity in many parts of society, a need to assemble these activities under one organizing umbrella quickly arose, it was in 1949 that the Ethiopian Athletics federation (EAF) was formal and soon become a member of the international Amateur Athletics federation (IAAF) since its inception. Much of the federations activities were carried with the help of amateurs the First executive committee was headed by ColonelGetahunTeklemariam, the man officially recognized as the first president of the EAF. This committee started a formalized programmer where athletes competed domestically and internationally. One of the first major competition on the federation's the Shaw championships, was organized in 1966 and was a competition among various divisions of the military, schools, and clubs, the first ever edition of Ethiopian championships were held in 1971.

In the late 70's a new committee, headed by chairman TesfayeSheferaw was formed to administer the federation the major achievement of this era were the staid of the first AbebeBikila marathon and the national cross country championships. Ethiopia also participated in the world cross country championships for the first time in 1984. This executive committee was also responsible for overseeing many developmental activities of the federation. Construction of the first athletics track, education and hiring of coaches, and major improvement in working procedures were all hall marks of the early 80 any years later, the EAF now has semi-professional organizational structures it is headed by a seven-member executive committee which includes a president, vice president and an Honorary Trueborn. A full time General Secretary takes care of the day-to day activities of the federation which now includes four departments' technical public relations, Development activities & Administration of finance. On a competitive side, Ethiopia started participation in international athletics competitions as early as the 1950. It was one of the first African countries to take part in the Olympics when participating in the 1956 Melbourne Games.

Ethiopia also become to first African country to win Olympic gold when Abebe Bikilla took victory in the 1960 Rome Olympics marathon. Since then Ethiopia has won a total of 30 Olympic medals. Le of him being gold the country's top athletes have also won 35 world championship medals and many more titles at the world indoor championships, the world cross country championships, and various medals global, continental, and regional athletics competitions.

2.3. Coaching Athletics

In regards to performance stressors, coaches can play a critical role in preparing athletes with the ability to overcome mental obstacles. Coaches have the greatest amount of influence and responsibility for every aspect of the athletic program (Johnson *et al.* 2011). Differences among coaching styles through the characteristics of personality, knowledge, experience, communication skills, team leadership, and motivation methodology, can directly influence the same characteristics in the athletes (Baric & Bucik, 2009). Coaches who show sufficient knowledge in the technical skills of sport movements are better able to teach athletes correctly and decrease the amount of injuries from improper form and technique (Johnson *et al.*, 2011). Another important factor in overall team performance is the ability of the coach to communicate. Coaches who do not communicate with the players, or who demonstrate poor communication skills, are more likely to mold athletes who feel less competent on the playing field. The athletes of these coaches also tend to maintain a business relationship rather than growing a personal, dynamic relationship with the coach (Baric & Bucik, 2009).

2.4. Coaching Styles

In the past the often accepted role of the coach was to be a dominant, authoritarian leader with the athletes a disciplined follower. In the modern world the athlete is exposed to wider views and his vocabulary has expanded to include the word "why?" This should not be seen as a challenge of the coach or his position, but a healthy curiosity and involvement with their learning on the part of the athlete. Most coaches, who were athletes, tend to coach in the style that they were coached themselves. This is sometimes effective. To become a better coach you should look carefully at the coaching or leadership style you use most of the time. A good leadership style comes from coaching philosophy and personality and allows communicating more effectively with athletes.

Coaching styles refers to the distinctive aggregations that characterize coaching practice. Coaching styles may be a useful mechanism for describing and analyzing coaching practice or it may be a superficial way of caricaturing the most obvious elements of the coach's behavior patterns.

2.5. Commonly known coaching styles/methods

Autocratic Behaviors that involves independent decision making and stress personal authority. In this philosophy the coach make all decision, task objective, one way communication, little trust for the athletes, inflexible training style and winning is judged by the coach. Democratic Behaviors that allows greater participation by the athlete's indecisions pertaining to group goals, practice methods, and game tactics and strategies(Chelladurai, 1980).The democratic style includes behaviors that encourage athlete's participation in decision making(Chelladurai, 1980).This philosophy of coaching is athlete centered and decisions are guided by coach but shared with athletes(Sagar& Jowett, 2012). There is trust in the athlete, flexible training structure and all athletes are motivated.Laissez Fair style- There is no emphasis and clear objective. Almost all decision is made by athletes, no clear training structure and motivation(Chelladurai, 1980).

2.6. Roles and Responsibilities of a Coach

Manager: Managers are viewed as an integral piece to the success of a person and/or an organization. Appointing the right manager is crucial, and research indicates that there is a direct link between manager/coach behavior and an athlete's performance (Crust 2006). A manager is charged with the responsibility of making decisions for the team or athlete and plays a fundamental role in the operation of a team. Managers also handle personnel matters, institute policy, and are responsible for skill development, fitness preparation, and public relations (Crust 2006).

Friend: Coaches also work to build rapport with their athletes, sometimes befriending them. They may lend support to their athletes and provide them someone to confide in. Relationships shared among coaches and athletes will be further discussed in this work.

Planner: Coaches develop strategies to achieve desired results. They assess talent, organize and develop the content of practices and specific drills (Crust 2006), and in the case of strength and conditioning and fitness coaches, design and implement per iodized exercise programs to elicit continuous results (Baechle 2008).

Motivator: Coaches also serve as motivators to maximize an athlete's full potential. Coaches utilize supportive behaviors such as providing choices within specific rules within the sport, providing a rationale for tasks and limits, and acknowledging their athletes' feelings (Mageau 2003). These coaches

impart their passion and energy for the sport in the athlete. Motivators have a strong drive to achieve and remain optimistic in the face of adversity (Goleman 1998). This attitude is contagious, as research has shown that these behaviors improve an athlete's intrinsic motivation and self-determined types of extrinsic motivation (Mageau 2003).

2.7. Characteristics of a Good Leader or coach

Chelladurai (2007) developed the working model of coaching effectiveness based on factors that could possibly affect or determine the coach's behavior and how it affects performance, growth, and the development of the athletes. Transformational leadership is at the top of Chelladurai's Multidimensional Model of leadership. "The leader's personal characteristics are the focus of leadership training and development intended to optimize the impact of leader behavior. Transformational leadership focuses mainly on the relationship dynamic between the coach and athlete. It is intended for the leader to push their participants to seek higher levels of performance to better the organization as a whole" (Doherty, 1997).

The coach must also consider the characteristics of the athlete (e.g., skill level, age) and the preferred behaviors the athletes would like to see demonstrated by the coach. The coach's behaviors will also be influenced by the situational demand, and what is required by the organization that the coach and athletes are participating. If the coach is consistent with the preferred and required behaviors, then athletes will tend to be more satisfied and perform better.

If it is not consistent, then athletes will be less satisfied and less likely to perform well. John Wooden describes success as, "A peace of mind which is a direct result of self-satisfaction in knowing you made the effort to become the best you are capable of becoming" (Wooden, 2016). The leader must be capable to perform given the situation. "Leaders are made, they are not born; and they are made just like anything else in this country-by hard effort" (Dowling, 1970).

2.8. The coaches coaching philosophy

2.8.1. Coach centered coaching philosophy

In the professional era, the performance objectives of many coaches depend on winning. For coaches like these, the pressure in this must-win environment becomes so great that coaches may exploit their power by taking the choice and control away from the athlete in an attempt to ensure their athletes are winning. When a coach takes total control and athletes have basically no say in the decision-making, the approach is called coach centered coaching. This disempowering form of coach control actually contradicts to why many athletes participate in sport. (Mirtens *et al.*, 2005). This coaching style includes a prescriptive

method where the choice and control is taken away from the athlete. This coach-centered approach drills specific knowledge in athletes limiting them to a form of learning that emphasizes memorizing rather than understanding or solving problems. This limited approach encourages athletes to be robotic in their actions and thinking. In such environment, the players do not feel like they have an active role in contributing to or being a part of their learning (Mirtens,*etal*, 2005).

2.8.1.1. Practices that characterize coach-centered philosophy

Provides an environment of dependency expects the team to conform to his/her ways of doing speaks to rather than listens to the athletes. He tells athletes only what he/she thinks they need to know to suit his/her needs expects athletes to conform to values established by him/her has a ‘winning at all costs’ attitude, which promotes unfair or illegal practices does not actively discourage acts of cheating or unprofessional ways of seeking an advantage. Treats the team as one, rather than as individuals does not accept athletes’ opinions.

2.8.2. Athlete centered coaching style

Oppositely to the coach centered coaching, if athletes truly learn and take ownership of the direction of the team or competition, success is more likely. From the athlete’s perspective, the meaning of success is rarely winning.(Lynn, 2005) compliments this by mentioning that when it comes to success, striving to win is more important than winning itself. “A basic tenet of the athlete-centered sports model is the enhancement of the holistic health and well-being of the athlete through the pursuit of excellence in sport” (Miller & Kerr 2002). This can be achieved through the following eight characteristics of athlete-centered coaching:Understanding that sport is an important part, but not the entirety of the athlete’s life experience.

Recognition of the athletes as a whole and developing peoples who need support in all aspects of their health (i.e., physical, psychological and social).Athletes are empowered by being active, informed participants in their program design and policy development (i.e., goal setting, training). Clearly defining, agreeing upon and following the athletes’ and coaches’ rights and responsibilities. Development of athletes’ leadership, teamwork and decision making skills. Furthering of athletes’ self-knowledge, self-esteem and moral integrity. The building and maintenance of a partnership style coach-athlete relationship(Clarke *etal.*, 2005). In athlete centered coaching, an atmosphere is created where continuous player growth is ensured with every practice and game (Mitchell 2013).At a general level, athlete centered approach describes a process by which people gain control over the decisions affecting their lives. When a coach considers athletes first and gives them choice and control, the athletes become

empowered. In other words, through training, empowered athletes and teams gain some control over what happens in their sporting life and general lifestyle. This is possible because through athlete centered leadership the power is shared with the players. An empowered athlete has authority and is able to engage actively and fully in shaping and defining his own direction. Therefore, it is important to mention that a relevant part of athlete-centered coaching is ensuring that athletes take ownership of their own learning and direction.(Whitmore, 2002)says that” when a coach uses the athlete centered Coaching Approach, an athlete has the opportunity to function as a complete, integrated, human being and this experience fosters the recognition that when performing, all aspects of the individual – physical, emotional, social and cognitive are engaged.

”According to(Thomson, 2000), coaches are not true to themselves for many reasons. These include the goal of winning at all costs, bowing to pressures from parents and other outsiders, or even attempting to mimic the supposed successful methods of other coaches. Because of this they are no give chance to the athlete shows their internal ability.(McGuire, 2015) say that taking root in humanistic psychology, athlete-centered coaching emphasizes coaching that addresses not only the physical requirements of sport, but also addresses the needs of the mind and spirit. Coaching philosophies are generally promoted as able to improve effectiveness within an athletic program (Martens, 2012).Côté and colleagues (2007) identify that success in coaching is rooted in the coach’s ability to align competencies in coaching with the needs of the athletes.

This is accomplished by clarifying the Coach’s mind on many aspects of the coaching process, which in turn helps him or her make decisions with certainty (Hogg,*etal.*,2006) found concurrent results with 80.9% of Albanian athletes preferring democratic coaching philosophies across multiple sports and among both males and females.

2.8.2.1. Practices that characterize athlete-centered coaches

Provides a safe and confirming environment:-Encourages Wairau (a spirituality Maori term encompassing all aspects of ensuring oneness within a team), is empathetic and caring towards his/her athletes, listens to athletes and takes them seriously is honest and open, reinforces values and morals through facilitation of teams’ goals and the coach’s own actions (role model), values all athletes contributions equally, but accepts each athlete as a unique individual, gives athletes responsibility to encourage accountability for their actions, is purposeful and provides meaning to learning, accepts athletes’ opinions, makes each athlete feel capable of succeeding, through athlete responsibility,

establishes reasonable limits for behavior organizes and plans training sessions , is flexible and open-ended , provides athletes with appropriate choices and opportunities for decision making assists athletes in establishing team and individual goals and values; goals should be multiple (outcome goals should not be the only ones) , asks questions of his/her players; encourages problem solving and critical thinking , provides information to players about their performance and other matters related to the team , answers questions, encourages players to ask questions and seek knowledge , assists players in analyzing their individual and the team actions and feelings, learns about his/her athletes, takes a personal interest in each one and “gets to know them”, recognizes the role of sport in a larger society, which should be democratic and egalitarian(Clark, 2009)

2.9. Coaching Skills

As a coach you will initially need to develop the skills of: organizing, safety, building rapport, providing instruction and explanation, demonstrating, observing, analyzing, questioning and providing feedback.

The United Kingdom Coaching Strategy describes the role of the sports coach as one that "enables the athlete to achieve levels of performance to a degree that may not have been possible if left to his/her own endeavors". Dyson speaking to the 19th session of the International Olympic Academy, widened the horizon when he said that "the wise coach develops not only the fullest physical potential in his charges, but also those capacities and habits of mind and body which will enrich and ennoble their later years(Greece 1979).

2.10. Coaching Roles

The roles that you will find you undertake as a coach will be many and varied and you will find at some stage in your coaching career that you will be, but not limited to:

Advisor - Advising athletes on the training to be conducted and suitable kit and equipment.

Assessor - Assessing athletes performance in training and in competition

Counselor - Resolving emotional problems on the basis that sharing anxieties can be both relieving and reassuring.

Demonstrator - Demonstrate to the athletes the skill you require them to perform.

Friend - Over the years of working with an athlete a personal relationship is built up where as well as providing coaching advice you also become someone, a friend, who they can discuss their problems or share their success with. It is important to keep personal information confidential because if you do not then all respect the athlete had for you as a friend and coach will be lost.

Facilitator - Identify suitable competitions for them to compete in to help them achieve their overall objectives for the year. Fact finder - Gathering data of national and international results and to keep abreast of current training techniques.

Fountain of knowledge - This may be part of the advisor role in that you will often be asked questions on any sporting event, events that were on the television, diet, sports injuries and topics unrelated to their sport.

Instructor - Instructing athletes in the skills of their sport. Mentor - When athletes attend training sessions you are responsible, to their parents and family, for ensuring that they are safe and secure. You have to monitor their health and safety whilst training and support them should they have any problems or sustain any injuries.

Motivator - Maintain the motivation of all the athletes the whole year round.

Organizer and planner - Preparation of training plans for each athlete and organize attendance at meetings and coaching clinics. Role model - A person who serves as a model in a particular behavioral or social role for another person to emulate.

Supporter - Competition can be a very nerve racking experience for some athletes and often they like you to be around to help support them through the pressures. Role of a 'Friend' and perhaps 'Counsel or' come in here to (Shambrook, 2010).

2.11. Coach/Athlete Training Roles

The roles of the coach and athlete in determining training requirements will change over the time an athlete is with a coach. When an athlete first starts in a sport/event (cognitive stage) the coach's role is to direct the athlete in all aspects of training (telling or showing coaching style).

As the athlete develops and demonstrates a sound technical understanding (associative stage) of the sport/event then gradually the coach's role changes to one where the coach and athlete discuss and agree appropriate training requirements (involving coaching style). As the athlete matures and demonstrates a sound understanding of training principals (autonomous stage) then the athlete will determine the training requirements. The coach's role becomes one of a mentor providing advice and support as and when required (Lombardo, 1999).

2.12. Training Principles

Periodization principle: Periodization is the all-encompassing theory of how to combine the theory of adaptation, progressive overload, diminishing returns, rest and recovery, into one year long schedule. Overload principle: The human body is involved in a constant process of adapting to stresses or

lack of stresses placed upon it. When you stress the body in a manner it's unaccustomed to (overload), the body will react by causing physiological changes (adaptation) to be able to handle that stress in a better way the next time it occurs.

Variations principle: The Principle of Variation promotes more consistent improvements overtime because it prohibits boredom through variation of program. Repetitions, sets, exercise order, speed of execution, and much more can be varied in training time.

Overload principle: States that a greater than normal amount of stress or load on the body is required for training adaptation to occur. Once overload has been achieved, the body will adapt to this stimulus, which requires you the trainer to change the stimulus yet again in order to progress to the desired training goals, which could be an increase in endurance strength or size.

Progressions principle: Training intensity should increase over time. One of the four principals of weight training, progression is the act of gradually adding to the amount or type of stimulus applied to the muscle during each exercise (Dias-Johnson, 2011).

2.13. Motivation in Sport

Sport psychology provides information that coaches need to help athletes build mental toughness and achieve excellence in sport and in life. As a coach, you'll gain a big-picture perspective on the mental side of sport by examining how athletes act, think, and feel when they practice and compete. You'll also see how assisting your athletes in developing mental skills such as motivation, energy management, focus, stress management, and self-confidence leads to increased enjoyment, improved life skills, and enhanced performance (Burton & Raedeke, 2008).

Since motivation in sports can be described in many different ways, it can be confusing. To put it simply, motivation includes all causes of behavior. Understanding and enhancing motivation is one of the most popular areas of research in psychology, as well as sport and exercise psychology. In psychology and sport psychology, this research has primarily addressed the role of motivation in individual lives, especially when addressing motivation in achievement contexts (Glynet *al*, 2007). Keeping players motivated and focused throughout an entire season can be a very challenging task for a coach. Indeed successfully keeping players motivated throughout the season can make the difference between winning and losing (Neil, 2013). A motivational sequences are coaches' personal orientation towards coaching, the context within which they operate, and their perceptions of their athletes' behavior and motivation influence their coaching behaviors. In turn, coaches' behaviors in the form of autonomy-supportive behaviors, provision of structure and involvement have a beneficial impact on athletes' needs for autonomy, competence and relatedness (Schunk & Pajares, 2009).

Without motivation athletes would not desire to excel in their sport, coaches would no longer strive to unify the team, and a player's drive to set and reach goals would end. Motivation is an internal energy force that determinates all aspects of our behavior, it also impacts on how we think, feel and interact with others. In sport, high motivation is widely accepted as an essential prerequisite in getting athletes to fulfill their potential. However, given its inherently abstract nature, it is a force that is often difficult to explain fully(Jowett and Ntoumanis, 2001).

Some coaches, appear to have a "magic touch" being able to get a great deal more out of a team than the sum of it individual parts; others find motivation to be an elusive concept they are forever struggling tomaster. Motivation is a dynamic and multifaceted phenomenon that can be manipulated, to some degree at least in the pursuit of superior sporting performance(Moran, 2014). The coach-athlete relationship is a reciprocal process where both coach and athlete influence one another Coaches do not behave in the exact same way with all athletes. Instead, theyreact to each athlete's perceived and actual motivation and behaviors. Athletes' individual difference is thus greatly influences coaches' behaviors (Jowett and Ntoumanis, 2001).

2.14. Theories of Motivation

Specific motivational theories exist that apply psychological concepts to sports for increased drive and performance. The study of motivation in physical activity and sport has played an important role among researchers in the field of sport psychology, since it represents the force that determines whether a person starts and commits themselves to a specific activity, as well as the effort invested in it(D. Ryan, 1985).Motivation theories may be viewed as being on a continuum ranging from deterministic to mechanistic to organism to cognitive,(Schunk, 2009).

Deterministic and mechanistic theories view humans as passive and driven by psychological needs or drives. Organism theories acknowledge innate needs but also recognize that dialectic occursbetween the organism and the social context. Cognitive theories view humans as active and initiating action through subjective interpretation of the achievement context.Contemporary theories tend to be organism or social-cognitive and are based on more dynamic and sophisticated conceptions that assume the human is an active participant indecision making and in planning achievement behavior.Alarge number of investigations have supported two important motivation theories: the achievement goal theory (Nicholls, 1989) and the self-determination theory (Ryan, 1997), with the aim of finding motivational strategies focused onthe achievement of more positive consequences in the sport environment.

2.15. Self-Determination Theory

The concept of motivation can be defined as “the hypothetical construct used to describe then internal and/or Self-determination theory (D. Ryan, 1985). The origin of motivation is a has pursued the work of early need theorists. It posits that competence, autonomy, and relatedness are universally essential for optimal human development, motivation, and integrity. That is, a need serves the function of promoting psychological health; conversely, when needs are not met, psychological health is undermined. Research supports this crucial hypothesis with students (Bargman,*etal* 2003) in different cultures (Sheldon, 2001). Thus, clearly needs do matter with respect to people’s wellbeing and motivation. However, needs matter for at least two other reasons. First, from a motivational perspective, needs represent the energy underlying people’s behavior. That is, people engage in certain activities in order to satisfy their needs. To the extent that their needs are satisfied, people will be motivated to engage in such activities out of their own choosing without any prodding (self-determined motivation). person's attitude that enforces that person into action (D. Ryan, 1985). The Self-determination Theory of Motivation in sport has focused on two general types of motivation, namely, intrinsic and extrinsic motivation, (D. Ryan, 1985).

2.16. Intrinsic Motivation

(Seifert, 2012) stated, “Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure”. In other words, this is motivation that is triggered by personal interests. Intrinsic motivation refers to doing an activity for the pleasure and satisfaction derived from engaging in the activity (D. Ryan, 1985). Because the activity is pleasant, intrinsically motivated athletes will engage in sport with a strong sense of volition (Ntoumanis, 2004).

2.17. Extrinsic Motivation

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is genera extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives (Seifert, 2012).

2.17.1. Types of Extrinsic Motivation in Self-determination

External regulation:-Behavior that is regulated through positive external outcomes and avoiding constraints. Example; Rugby player goes to training, so the coach does not bench him for the weekend's game.

Integrated regulation Participating in a task from an extrinsic view, therefore it's a matter of choice. For example: Rugby player decides to stay at home the night before the game the next day, instead of going to the pub with his mates.

Interjected regulation A person starts to internalize reason for their action, although reflecting on reasons does not replace extrinsic motivators. Example; Rugby player goes to practice otherwise he would feel guilty for not attending.

Identified regulation Is behavior that is valued and important for the individual? Example; Rugby player goes to practice as he feels that his performance will be better in the next game (Pajares, *etal.* 2009).

2.18. Achievement Goal Theory

Specifically, the motivation theory that has emerged as the most popular in sport and physical activity contexts is achievement goal theory. In social cognitive perspective achievement may be defined as the attainment of a personally or socially valued achievement goal that has meaning for the person in a physical activity context (e.g., losing weight, improving a skill, defeating an opponent) (Seifert, 2012).

The Achievement Goal Theory is one of the main approaches among the social cognitive theories that offer an explanation for the motivation for success in sports and physical exercise environments (Gould, 1999). The Achievement Goal theory approach emphasizes the importance of examining the fundamental goals of success in determining the behavior of the individual. The achievement goal determines the integrated pattern of beliefs that undergird approach and avoidance strategies, the differing engagement levels, and the differing responses to achievement outcomes. The overall goal of action in achievement goal theory, thereby becoming the conceptual energizing force, is assumed to be the desire to develop and demonstrate competence and to avoid demonstrating incompetence. The demonstration and development of competence is the energizing construct of the motivational processes of achievement goal theory.

The adopted personal theory of achievement affects one's beliefs about how to achieve success and avoid failure at the activity. Therefore, people will differ in which of the conceptions of ability and criteria of success and failure they use, and in how they use them, based on their personal theory of achievement. The two conceptions of ability thereby become the source of the criteria by which individuals assess success and failure (Nicholls, 1992).

2.19. Classifications of Achievements Goal Theory

According to the Achievement Goal Theory approach there are two fundamental styles of goal achievement and success as Motivational climate & Goal orientation (Nicholls, 1992). The environments in which the sportsmen learn, develops skills and evaluate their activities must be taken up. Related research studies show that although the individual and situational factors have been examined separately, strong ties have been observed between the two areas and both of these factors had a significant influence on motivation (Toro's, 2004). Salmon (1996) has stated that the perceived motivational climate is a factor in explaining the goal orientation of the sportsman. According to the two factors theory about the form in which the sportsman defines and perceives success, a sportsman achieves success either by comparing his/her abilities with those of other sportsmen or by comparing his/her actual performance with his past performance.

In the first case the sportsman uses the sportsmen who are his/her equivalent as a criterion of comparison while in the second case his/her own past performance values are used as a criterion of comparison. Parallel features are apparent between the variables of goal orientation and perceived motivational climate. As an individual feature, task oriented goal orientation shall be best realized in the task oriented motivational climate. Again as an individual feature, goalorientation related to the ego is in harmony with performance oriented motivational climate

(Toro's, 2004). While goal orientation for success is related to irregular features, perceived motivational climate which is the second dimension of goal orientation for success is a situational phenomenal (Toro's, 2004).

Researchers suggest that social situations created by significant others (such as teachers, coaches, parents) can impact the probability of whether an athlete will be task-or ego involved when she participates in sport. To achieve success; one must match the motivational climate to that of his or her achievement goal-orientation (Duda *et al*, 2007). Again, this climate can be task, ego approach, or ego-avoidance in nature. As with achievement goal orientations, motivational climate is bi-directional and can change depending on the situations. If an individual is more of a task-orientated athlete, he or she is

going to prefer to be in a climate that is more tasks focused. This climate is one that encourages self-improvement, task-mastery, and exhibiting maximum effort and dedication (Bortoliet *al*, 2011).

The difference between an ego-approach and ego-avoidance environment can be explained when considering an athlete's perceived competence. If the ego-goal oriented athlete is more performance-approach, he or she will view the environment as challenging and as an opportunity to produce success; whereas a performance-avoidance athlete will potentially view challenges as a threat and therefore reduce their efforts.

Susan, (1995) was reported a moderately strong positive relationship between performance climate and ego orientation. These constructs were found to be positively associated, thereby suggesting that performance climate strongly contributed to an ego orientation. A performance climate was described as a perceived environment where ego-involved goals were the norm. In contrast, an ego orientation referred to the individual's proneness or tendency to be ego-involved. These results clearly suggest that a performance climate is linked to an ego orientation.

2.19.1. Goal Orientation

Goal orientation is another concept of achievement goal theory. It focuses on task and ego orientation. This two goal orientations are related to the self-judgment of individuals in terms of their level of abilities. Goal orientation in athletes is an effective variable for their performance of tasks and sport assignments. The types of goals an athlete selects as valuable are the evidence of his goal orientation. Goal orientation indicates the rate of an athlete's concentration on learning skills or task performance (or on achieving the most ideal personal performance (ego orientation), (Pauson, 1989).

Two independent dimensions of goal orientation exist in every sportsman and the degree to which every dimension shows itself is the goal orientation of the sportsman. In these two independent dimensions such combinations may exist as task/high ego/high, task/high ego/low, task/low-ego/high and task/low-ego/low. The degree to which the sportsman has goal orientations in the form of ego orientation and task orientation requires the evaluation and judgment of a form of life (Toro's, 2004).

A teacher, parent or coach motivates the sportsman towards goal orientation by letting him/her feel definite hints and rewards. Such questions as "How was your performance?" and "Did you win?" asked by family members to a child upon his return to home after the game are hints for the value attributed by the sportsman to definite purpose (Toro's, 2004).

2.19.2. Task Oriented Goals Vs Ego Oriented Goals

An individual who has task-oriented goals focuses on such factors as development of skills, learning new skills, demonstrating one's mastery in performing his/her task and working hard while ego oriented individual focuses on demonstrating his/her superior abilities and wants to defeat his/her rivals with a less degree of effort. Task orientation is focused on personal success and improvement through effort, while ego orientation is focused on outperforming others and on reaching better results than the rest.

(Hodge & Petlichkoff, 2000). A task-oriented athlete attempts hard to dominate skills and correct performance, while ego-oriented athlete attempts to compete with others and dominate other players. Task-oriented athlete focuses on performing correct skills apart from the result and ego-oriented athlete focuses on the result of a competition and performance, (Boyd, *etal*, 1999).

Sportsmen who adopt task-oriented goals attribute priority to the development of skills, learning, gaining mastery in the performance of tasks, team harmony and cooperation. Some researchers have stated that task related goal orientation has a positive relationship with the sense of satisfaction, enjoyment and being internally interested in sports (Duda, 1989). Not the process itself but the result of the process is important for individuals who attribute priority to the goals directed towards ego (Toro's, 2004). Among these goal orientations, those sportsmen who have task oriented goals consider the competitions as a chance factor to develop their sportive skills, if their task orientation is high. The better the competitor, the more the performance of the sportsman shows (Duda, 1989).

As has been shown by different studies (Hodge & Petlichk off, 2000), people can have the two goal orientations simultaneously. Athletes who simultaneously have a high task and ego orientation, or athletes who simultaneously have a high task orientation but low ego orientation, show the highest levels of adaptive motivational patterns than those with a low task orientation (Roberts, *etal*, 2002).

2.20. Motivational Climate

The motivational climate is another interesting concept that the above mentioned theory establishes. Motivational climate is a set of implicit and/or explicit signals, perceived in the environment, by which the keys to success and failure are defined. A sports environment does not only mean different coaching and coaching behavior. At the same time, coaches, managers, families and spectators form such a climate by means of explicit and implicit reinforcements.

Motivational climate contains various features like level of competition, styles of directives, and the influence of prominent persons on the team culture. Motivational climate in teams is the environment and climate excited enough to affect athletes' goal orientation. Coaches may also influence their athletes

indirectly through the type of motivational climate they help to create. The motivational climate refers to the general ambience that exists in a team or club and the message it conveys to athletes (Duda, 1989).

It is a feature which is to be examined from the point of view of the perceived motivational climate whether the character and structural characteristics of the team experiences are effective in structuring the motivation of the sportsman. The environments in which the sportsmen learn, develops skills and evaluate their activities must be taken up. Related research studies show that although the individual and situational factors have been examined separately, strong ties have been observed between the two areas and both of these factors had a significant influence on motivation (Toro's, 2004).

Research from an achievement goal perspective has examined how the structure of the environment can make it more or less likely that achievement, behaviors, thoughts, and feelings associated with a particular achievement goal are adopted. The premise of this line of research is that the nature of an individual's experience influences the degree to which task and ego criteria are perceived as salient in the context (Schunk, 2009). The motivational climate transmitted by the coach can be of two types: a task-involving motivational climate and ego involving motivational climate (Duda, 1989).

2.20.1. Mastery Climates Vs Performance Climates

Mastery (task-involving) climates, in which effort, self-referenced personal improvement and the development of self-comparative skills are fundamental. Performance ego-involving climates, in which the most important aspects are victory and demonstration of having higher ability and performance than others (Roberts, Ommundsen, 1996).

Mastery (or task-involving) climates refer to structures that support effort, cooperation, and an emphasis on learning and task master. Conversely, performance (or ego-involving) climates refer to situations that foster normative comparisons, intra team competition, and a punitive approach by teachers and coaches to mistakes committed by participants. Mastery climate emphasizes skill development, knowing capacity and ability of all players, meanwhile; in performance climate, personal function is compared with others and the skillful player is the most important member in the team. In this climate, players know that weak function is accompanied by punishment and competition is encouraged by the coach (Pauson, 1989).

2.20.2. Effects of Goal Orientation and Motivational Climate on Sport Setting

The motivational climate is closely related to a person's goal orientation, and has a strong influence on a person's cognitions and behaviors. Given the importance of the coach player relationship and the effects of both goal orientations and the motivational climate, it is important to understand the relationship of these issues within a team sport setting. The effects of goal orientations and motivational climates in both

academic and sport settings have been discussed at some length; however, there is always room for more inquiry into the relationship between the two in a sport setting and their effects on the participants. The coach is responsible for instructing the players, helping them improve their skills, and preparing them for competition, as well as a host of other issues. The players perceive everything the coach says and does in one way or another. Because the relationship between the coach and the players is vital to team sports, it is certainly important to understand how the participants in this relationship interact and influence each other. With a better understanding of how the players adapt coaching behaviors and how those perceptions influence the players' thoughts and actions, it may be possible to develop a more productive and efficient relationship between coach and player, (Miller, *etal*, 2005).

2.20.3. Effects of on Goal Orientation Sport

The effects of task and ego goal orientations have been popular subjects of study in the research pertaining to the sport setting. Numerous studies have been performed to examine the effects of the different goal orientations on cognitive and behavioral constructs associated with achievement and performance in sport. It was noted in (Duda, 1989) study of high school athletes that task orientation is related to “positive achievement behaviors “and an increased likelihood that the person would be competent in their abilities, while maladaptive behaviors tend to present themselves when a person adopts an ego orientation. This study shed some light on the different type of beliefs and behaviors that can be expected when a person adopts a certain goal orientation.

It was demonstrated that when an athlete is more task oriented, the person tends to believe that it is important for sport to place value on an athlete trying his or her best, cooperating with teammates and coaches, and being “honest, respectful, and concerned citizens in society at large”. Conversely, it was shown that an ego orientation leads people to believe that extrinsic benefits and personal gains are what determine the meaning of sport, and also believe that bending the rules in order to succeed was acceptable(Duda, 1989).

In general, coaches and players have goal orientations that influence how they feel about playing sports and what they believe is important within the team setting. The influence of a person's goal orientation cannot be overstated. The goal orientation influences nearly every facet of a person's cognitions and behaviors (Miller, *etal*, 2005).

2.20.4. Effects of Motivational Climate on Sport

Coaches reinforcing improvement and hard work created the mastery climate that was described as working together, while a performance-based climate was described as a setting where punishment for failure could be expected and competition between players on the team was encouraged ((Duda, 1989).

Other studies have provided information regarding the effect of motivational climate on a variety of aspects of sport performance. Numerous studies have been performed to determine the effects of performing in one motivational climate versus the other. Ames (1981) performed a study to determine the effects of the two different reward structures that are present in either a competitive (ego) climate or cooperative (mastery) climate. Enhanced social comparison and ego driven motives have been commonly associated with a competitive climate, while cooperative climates tend to promote more achievement, higher levels of self-esteem, and positive attitudes toward other people. The results of this study illustrate the importance of winning or losing in each setting. Winning in a competitive setting appeared to enhance the feelings of outperforming other people while those in a cooperative structure tended to have the same evaluations of on another regardless of the outcome. It was shown that in performance-based climates, social comparisons are at the heart of the matter.

If a person is successful, positive results in affect can occur, however, if the person fails in a competitive setting, feelings of inferiority are likely to result. In a mastery climate, the effect is not so drastic when success is not met. It was shown that even though players differed in performance in a cooperative setting, their evaluations of each other tend to converge (Dudan&Ntoumanis 2003)

In a similar study, it was shown that the “presence of a team relationship in cooperative structures may contribute to a perception of similarity, creating a norm for more equality in reward allocation”. Coaches who were mastery-focused tended to have players that felt more competent, more in control of their performance, and stronger feelings of connection to the team.

CHAPTER THREE

3. THE RESEARCH DESIGN AND METHODOLOGY

3.1. The Study Design

The study was focus on investigate leadership style on short distance trainees’ performance in some selected athletics club of Addis Ababa city Administration. In this research cross sectional study design was used.

3.2. Description of the study area

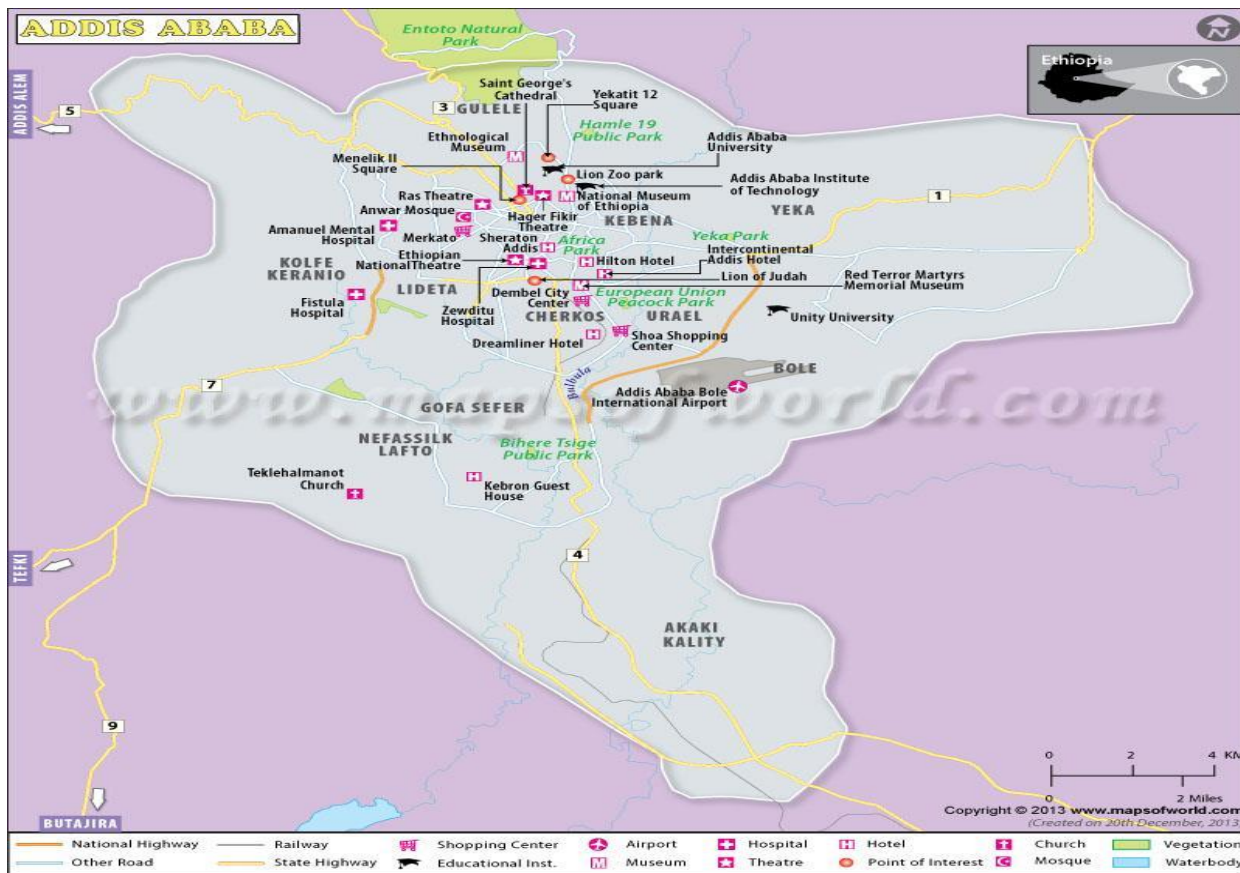


Fig 1.

Map of Addis Ababa

The study area was focus on the site of Addis Ababa which lies at an elevation of 2,200 meters (7,200 ft) and is a grassland biome, located at $9^{\circ}1'48''N$ $38^{\circ}44'24''E$ Coordinates: $9^{\circ}1'48''N$ $38^{\circ}44'24''E$.The city lies at the foot of Mount Entoto and forms part of the watershed for the Awash.

3.3. Target Population of the study

Target Population of the study was include short distance trainees and coaches which were found in 3/ three/ first division athletics club(Mekelakya/16/, Federal Maremia /10/, Ethio electric/8/, 6 Coaches and two /2/ Addis Ababa athletics federation experts airport were found in Addis Ababa City Administration.

3.4. Sample Size and Sampling Technique

This study was conduct on 42 total samples which are 2 /two/ Addis Ababa athletics federation expert,34 /thirty four/athletes'(trainees), and /6/ six coaches which are found in some selected first division athletics club of Addis Ababa city Administration selected Availability.

Table 1 Summary of sample size and sampling technique:

	Discipline	Study Population						Sampling technique
		Athletes /trainees/			Coach			
		Male	Female	Total	Male	Female	Total	
Mekelakya Club	Short distance	9	7	16	1	1	2	Availability /census/
Federal Maremia Club	Short distance	6	4	10	1	1	2	
Ethio electric Club	Short distance	5	3	8	1	1	2	
Sub total	3	18	22	34	3	3	6	
A/A athletics federation experts	Sport experts	2	-	2				
Total sample size	42							

3.5. Dependent variables

In this study short distance trainees/athletes' performance is taken as dependent variable. In the study, the researcher made use of athlete`s best sprinting results to compare it with the international world championship competition entry standard time.

3.6. Independent variables

In this study the researcher was focused on coaching leader ship style and trainees motivation as challenging /independent/ variables. In fact, it is possible to mention so many independent variables that are supposed to have challenges on the performance of short distance trainees in that of first division athletics clubs of Addis Ababa city administration.

3.7. Sources of data

For this study primary data was used collected from coaches, trainees and Addis Ababa Athletics federation expert.

3.8. Data Gathering method

Collection of data through questionnaires is quite popular, particularly in case of big enquiries.

Questionnaire was employed to generate both qualitative and quantitative data relevant to the sample

population prepared by using modified standard questions for sport motivation and leadership(coaching) style questioner(Luc, 1995).This questioner was both open ended and closed ended questions to the target population 34 athletes and 6 coaches which were found in first division athletics club of Addis Ababa city administration and also semi structured interview was given for 2 Addis Ababa athletics Federation staff members.

3.9. Data collection Procedure

First of all the researcher was introducing himself. After getting the willingness of the respondents the researcher was describe the objective of the study to the respondents. Then the questionnaire was given to the respondents. After the respondents were completing the questionnaire the researcher was collected from the respondents. Interview was performed in a patient manner.

3.10. Method of Data analysis

The aim of this research was to investigate leadership style on short distance trainees' performance in some selected athletics club of Addis Ababa city Administration. In this study both qualitative and quantitative analysis procedures were employed. The process of analysis was involve editing, coding, tabulating, classifying and feeding in computer software packages Microsoft Excel 2007 and SPSS (Statistical Package for Social Science) 21 versions. The closed ended questionnaire was analyzed by using descriptive statistics such as frequencies and percentage by using bar graph and pie chart also used for analysis of demographic information of the respondents in addition to these Pearson correlation was done to examine the relationship between the dependent variable (performance of short distance trainees) and independent variable (trainees motivation and the coaches coaching style). Qualitative data were analyzed by summarizing narrating the response the words of open ended items of questionnaire and interview.

3.11. Ethical Consideration

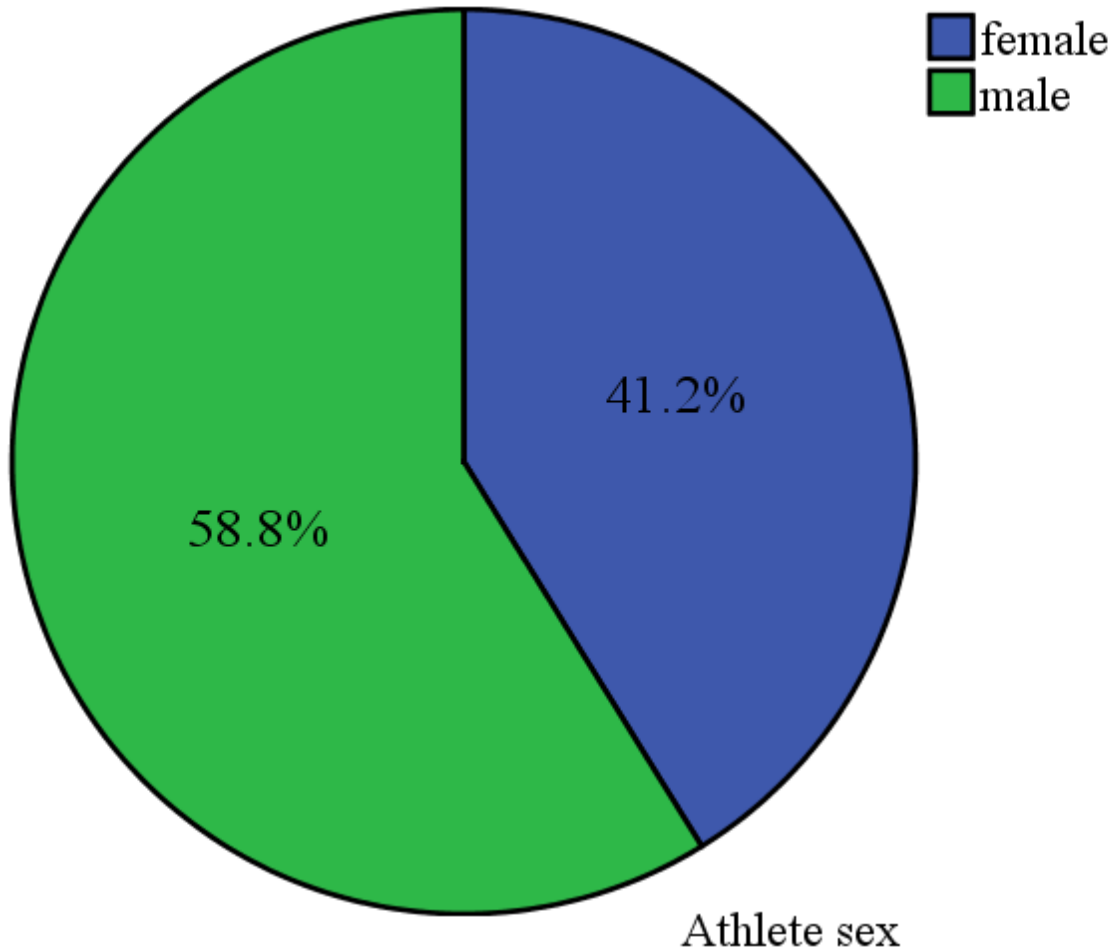
Official letter was written to Addis Ababa Athletics Federation which is managing first division athletics club found Addis Ababa city administration from Jimma University. Informed consent was obtained from each athlete, coach and Addis Ababa Athletics Federation expert. The researcher used the information from his participants only for the study purpose and the culture and values of each individual were respected.

CHAPTER FOUR

4. RESULT AND DISCUSSION

4.1 Result and discussion of demographic information

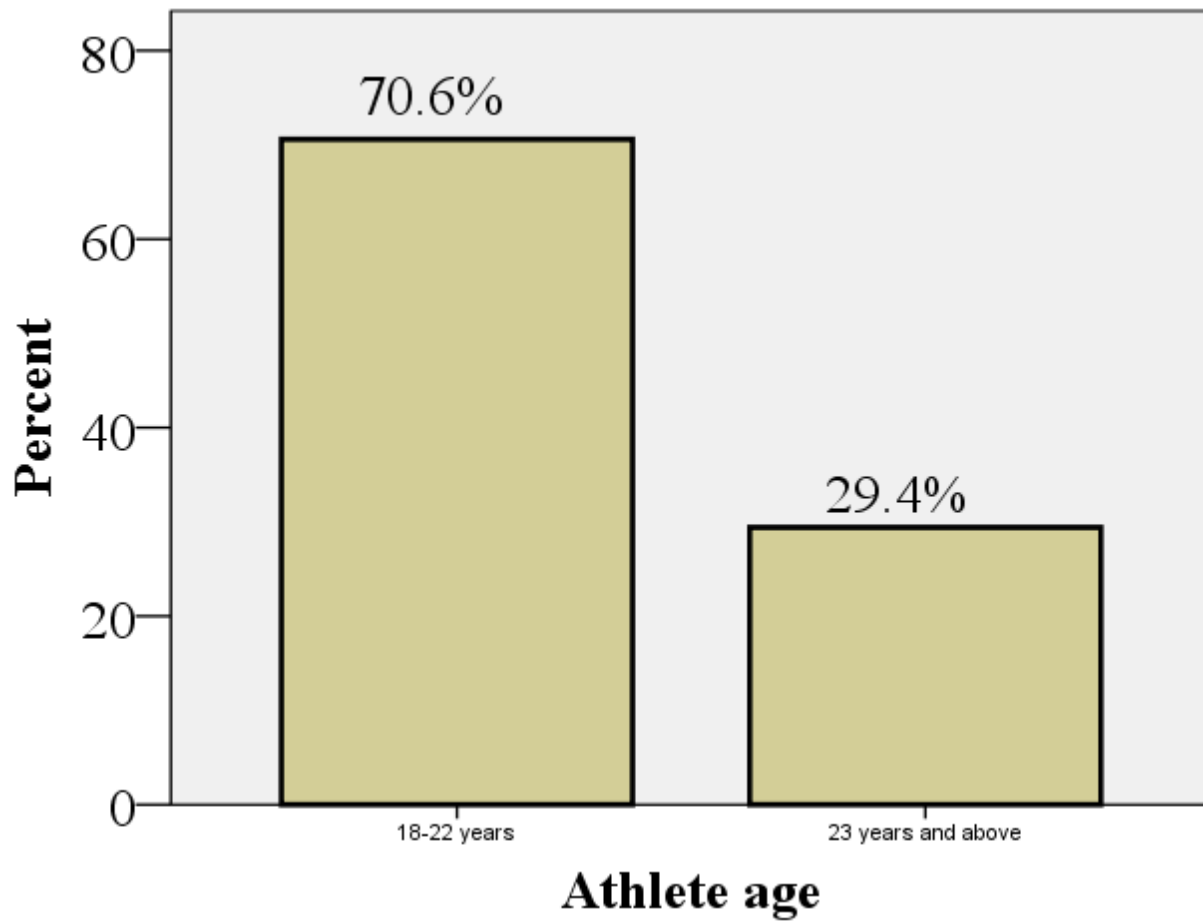
4.1.1. General Characteristics of Athletes Respondent



Chart

1. Athlete sex distribution

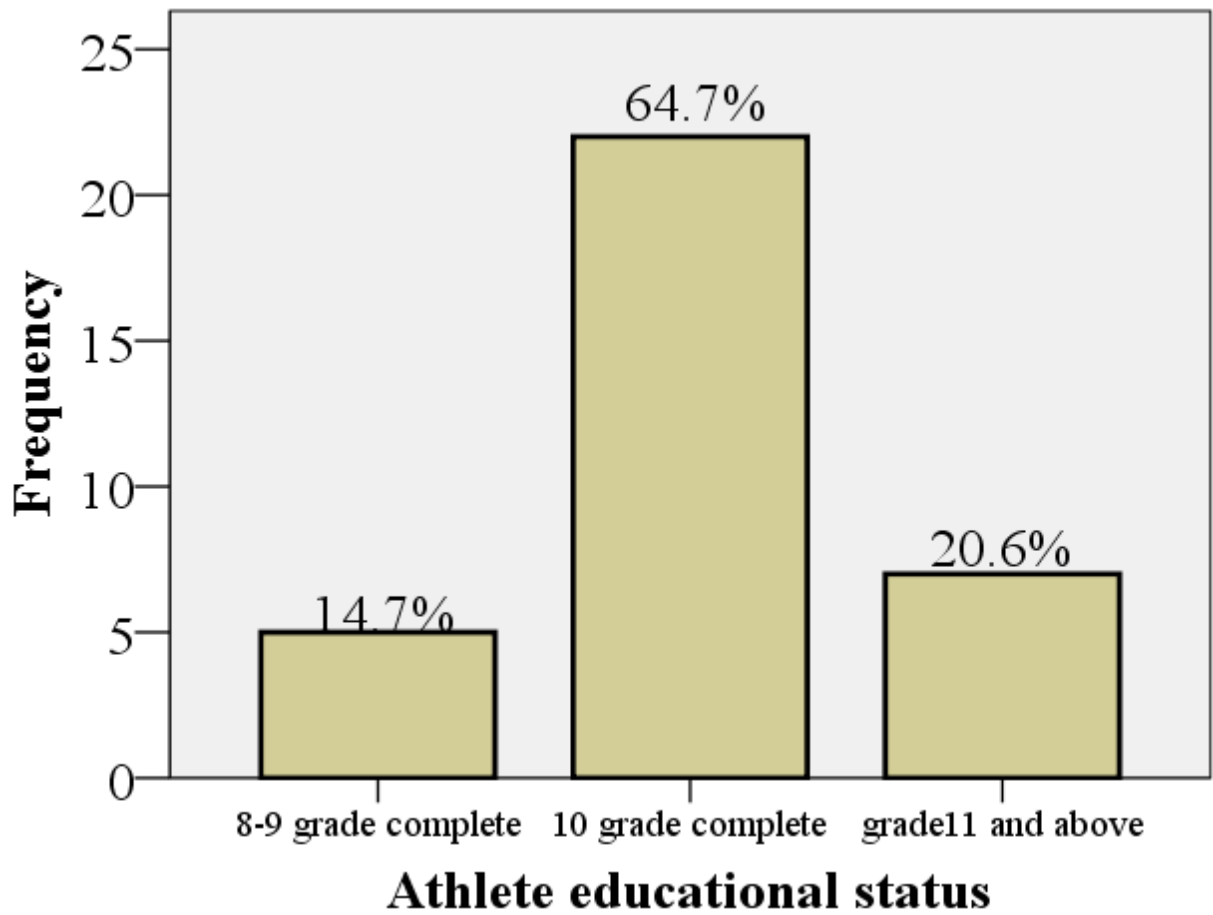
Regards to sex, as shown in the above chart 1 out of 34(100%) trainees (athletes) 20 (58.8%) of them were male and 14(42.2%) of trainees (athletes) were female. This indicates that, there is less involvement of female trainees (athletes) in athletics sport in the club.



Charts

2. Athlete age

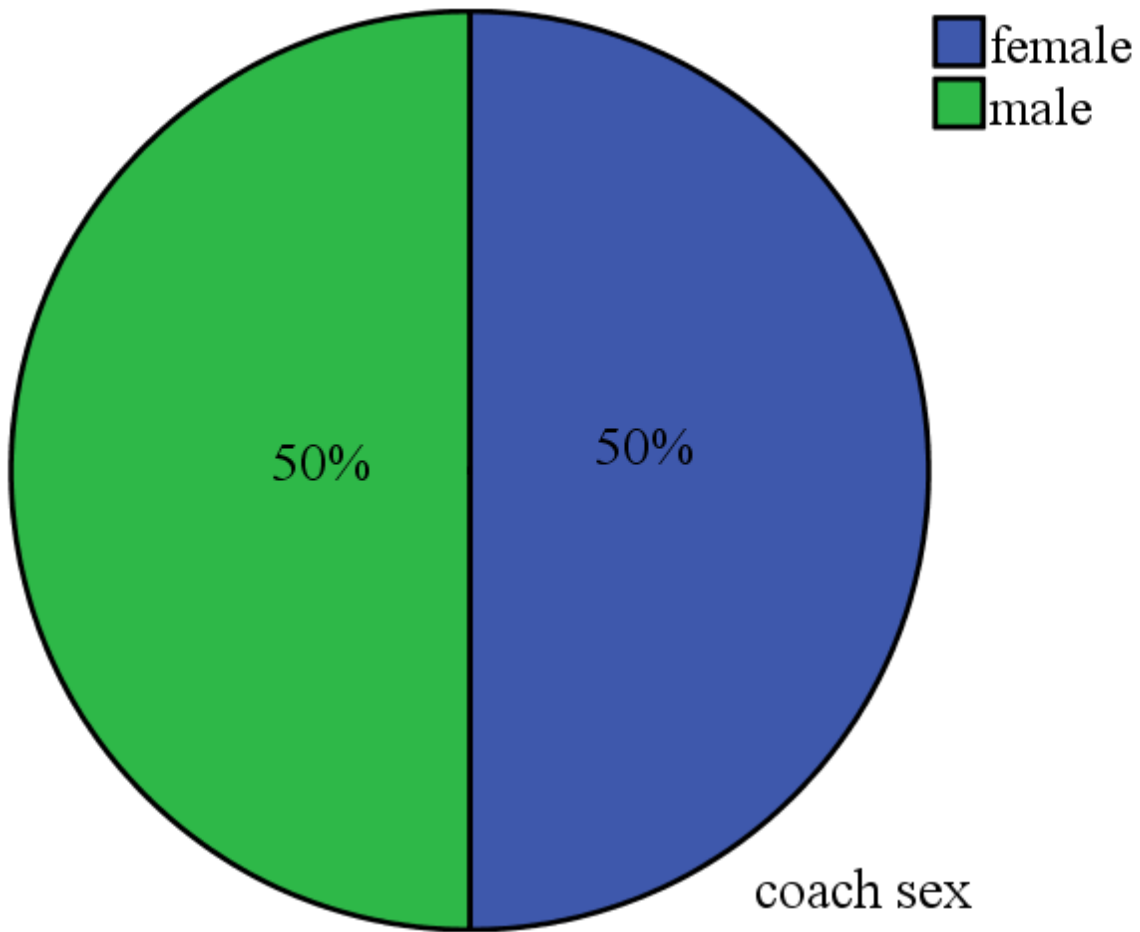
Regarding the athlete respondents age as shown in the bar charts above out of 34(100%) trainees (athletes), 24(70.6%) trainees (athletes) were 18-22 years of age and 10(29.4%) of respondents were 23 years and above of age category.



Charts3. Trainees' educational status

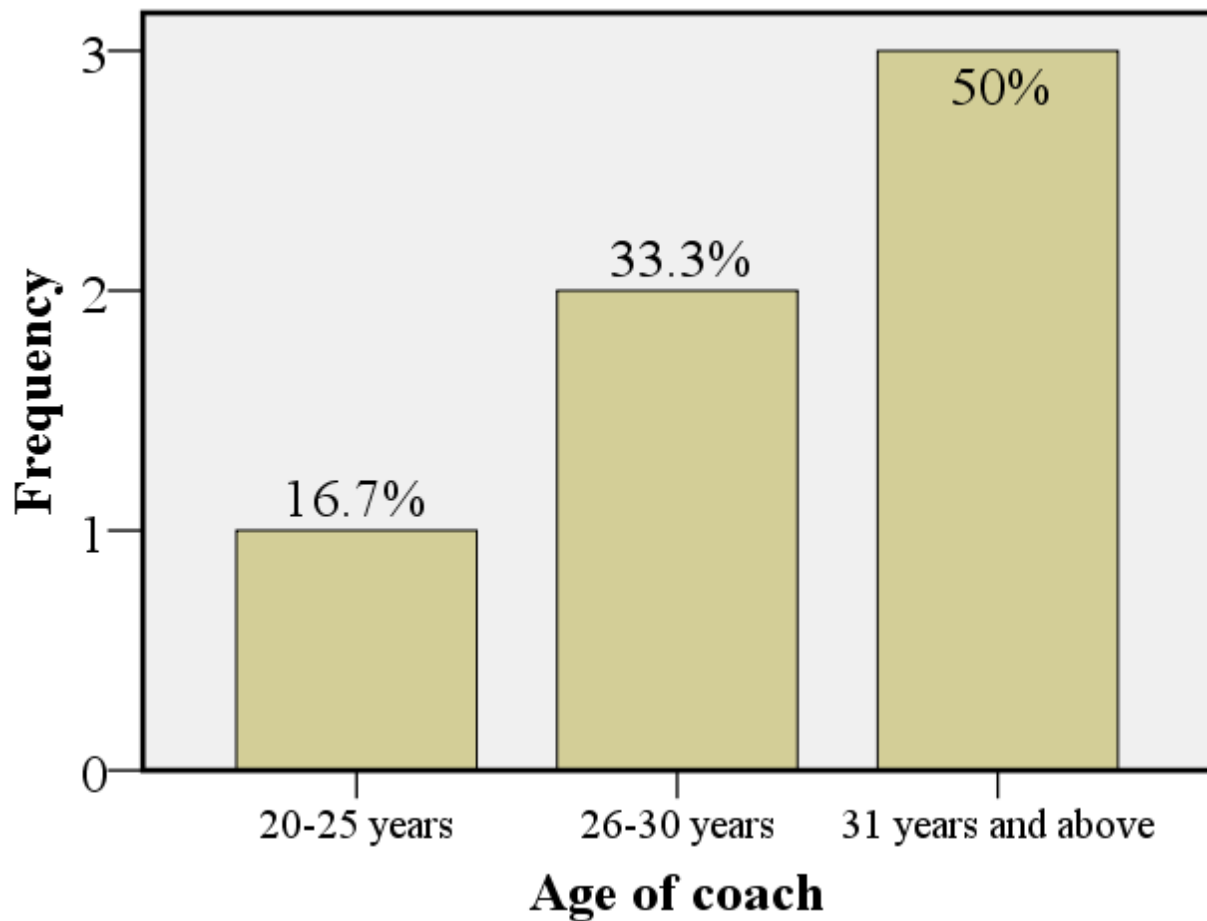
From the above chart the total number of trainees (athletes) respondents 34(100%) of trainees (athletes) 5 (14.4) were grade 8-9th, 22(64.7) were grade 10th and remaining 7(20.6%) were grade 11 and above.

4.1.2. General Characteristics of Coach Respondent



Charts 4. Sex of coach respondents

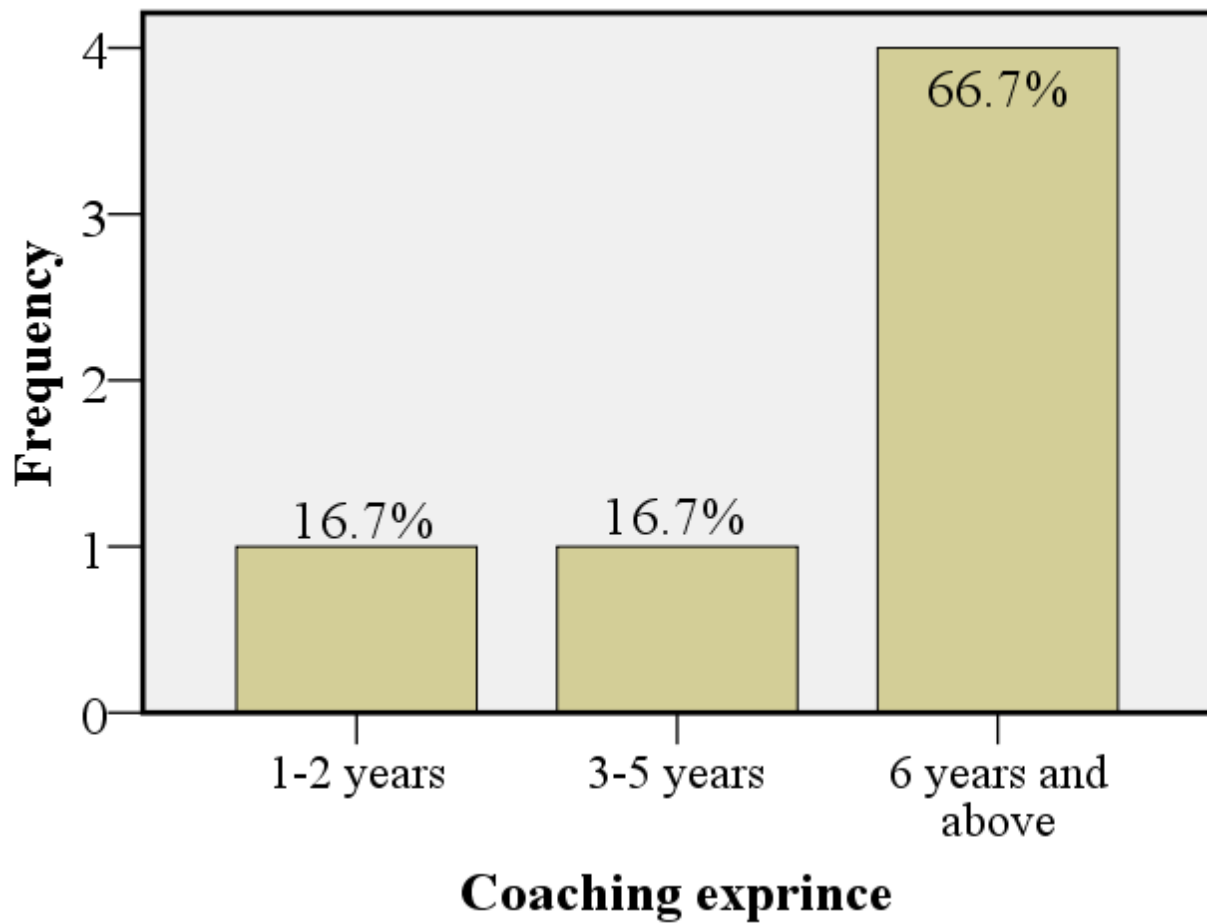
From the above chart regards to sex, out of 6(100%) coaches 3(50%) of them are male and 3(50%) of coaches are female.



Chart

5. Age of coaches'

Regarding the coaches respondents age as shown in the above charts out of 6(100%) coaches, 1(16.7%) coaches were 20-25 years of age, 2(33.3%) of coaches were 26-30 years of age and 3(50%) of coaches were 31 and above years of age category.



Chart

6. Coaching experience of coaches respondent

As shown in the above charts concerning on coaching experience the total number of coaches respondents 6(100%) of coaches 1(16.7%) has 1-2 years coaching experience, 1(16.7%) has 3-4 years coaching experience 4(66.7%) has 6 years and above coaching experience.

4.1.3. Response from trainees concerning on their performance.

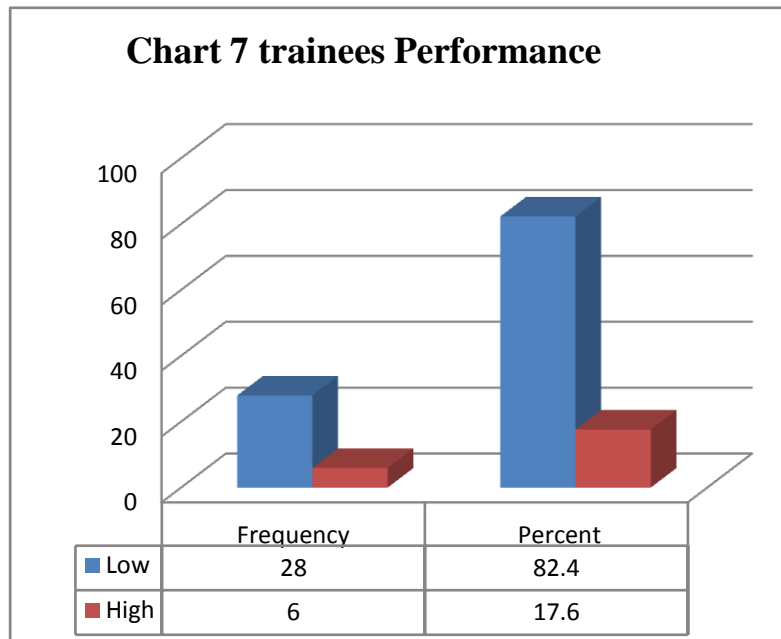


Chart 7.Trainees performance

As shown in the above Graph; out of 34(100%) respondents 28(82.4%) responded that they were low in their current performance compared to International world championship competition entry standard time and 6(17.6%)respondent answered that they were high in their current performance compared to International world championship competition entry standard time.This result indicates that more trainees in the club have low current performance compared to International world championship competition entry standard time. By supported this findings (Horn, 2008)said that more specifically, Performance was measured by win-loss percentages, player development, and success at the national and international level, whereas psychological responses referred to high sport enjoyment, self-esteem, and satisfaction. In addition to this when we are comparing the club trainees' high result from International world championship competition entry standard time, it is less and were comparing by observing the following tables.

Pepsi Addis Ababa Athletics 1st division Clubs male and female athletes best results from (2001 – 2010) for 9 Consecutive years.

	Result	Event		Result
Female athlete	11''85	100M	Male Athlete	10''37
	23''24	200M		20''98
	52''03	400M		46''19

Source: - Addis Ababa athletics federation

IAAF World Championships Entry Qualification Standards

	Result	Event		Result
Female athlete	11''26	100M	Male Athlete	10''37
	23''10	200M		20''44
	52''10	400M		45''50

Source: -Qualification system and entry standards (As approved by the IAAF Council in November 2016)

4.1.4. Responses from trainees for leadership style

Scale: -1=strongly Disagree agree 2= Disagree 3=Neutral 4=Agree 5= strongly agree

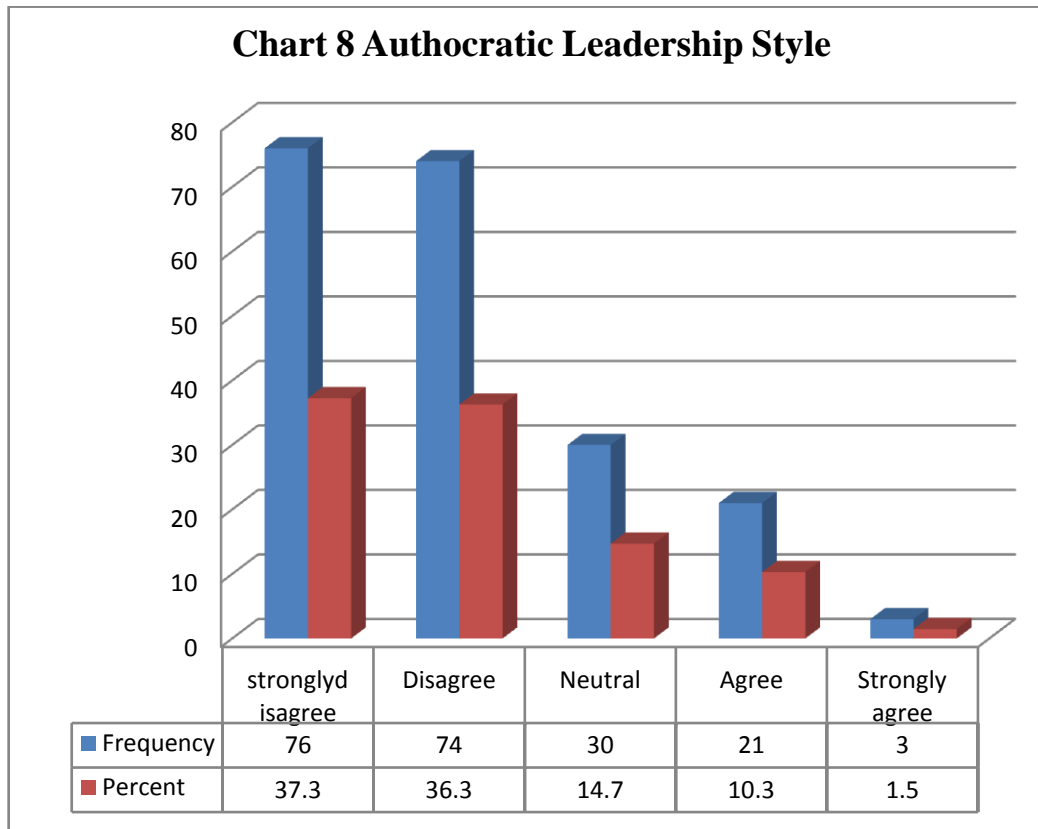


Chart 8. Autocratic Leadership Style

As shown in the above graph of Autocratic leadership style 34 respondents were included and have been given 6 questions for each. Out of this question 76(37.3%) questions responded that strongly disagree, 74(36.3%) questions responded that disagree, 30(14.7%) responded that Neutral and 21(10.3%) questions responded that Agree on Autocratic leadership style. This result indicates that most of the trainees in the club have strongly disagreed on autocratic leadership style. To supporting this findings (Mirtens *etal.*, 2005) said that Autocratic coaching style includes a prescriptive method where the choice and control is taken away from the athlete. Lyle & Scott (2004) added also in Autocratic leadership style the coach make all decision, task objective, one way communication, little trust for the athletes, inflexible training style and winning is judged by the coach.

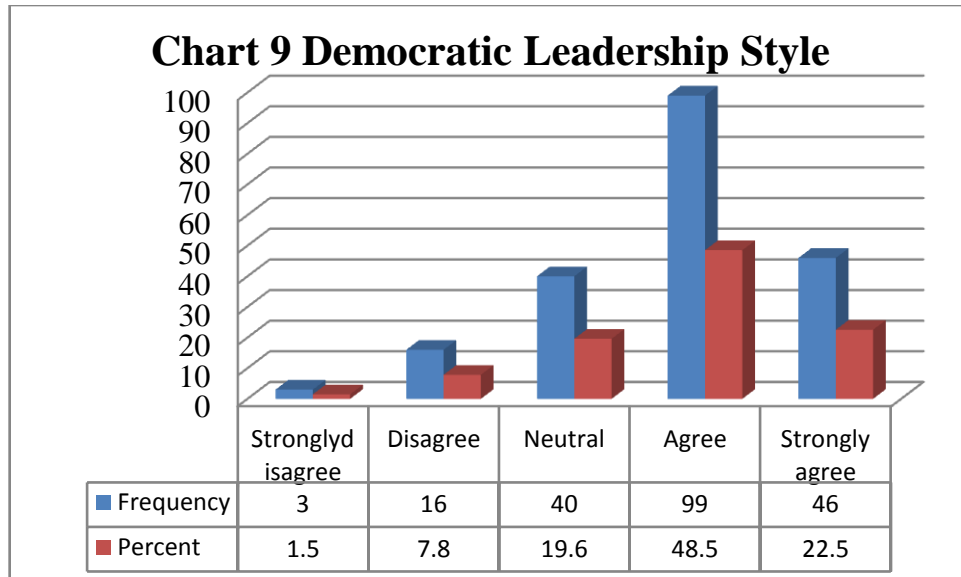


Chart 9. Democratic Leadership Style

As shown in the above graph of Democratic leadership style 34 respondents were participated and have been given 6 questions for each. Out of this question 99(48.5%) questions responded that Agree on Democratic leadership style, 46(22.5%) questions responded that strongly agree, 40(19.6%) question responded that Neutral and 16(7.8%)questions responded that disagree on Democratic leadership style. This result indicates that most of the trainees in the club have agreed on Democratic leadership style. To support these findings (Miller & Kerr 2002) said that a basic tenet of the Democratic leadership style is the enhancement of the holistic health and well-being of the athlete through the pursuit of excellence in sport. Chelladurai (1980) also quoted that Democratic Behavior that allows greater participation by the athlete's indecisions, pertaining to group goals, practice methods, game tactics and strategies.

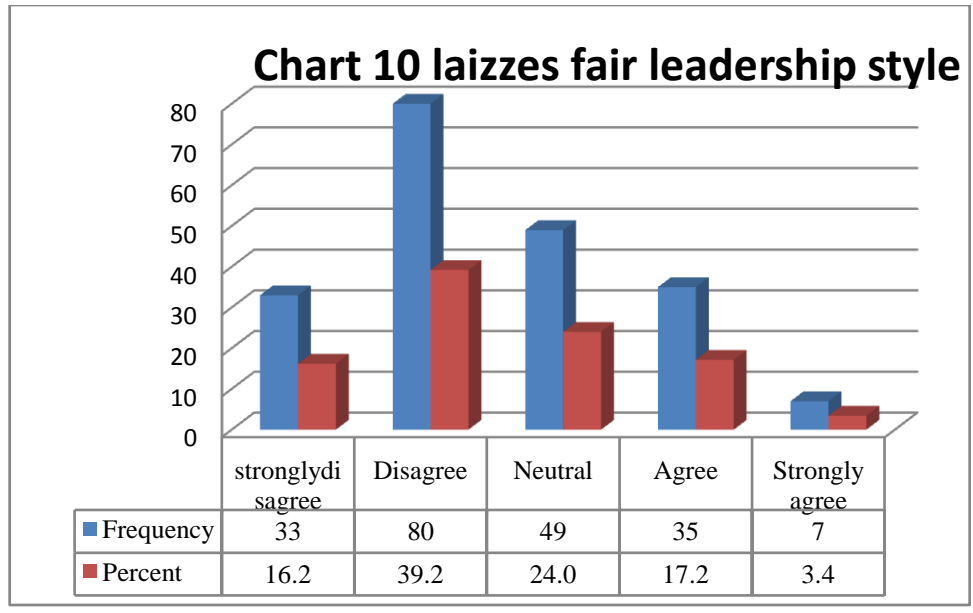


Chart 10.Laizzesfair leadership style

As shown in the above graph of laizzesfair leadership style,34 respondents were included and have been given 6 questions for each. Out of this question 80 (39.2%) questions responded disagree, 49(24.2%) questions responded that neutral, 35(17.2%) questions responded that agree and 33(16.2%) questions responded that strongly agree on laissez fair leadership style. This result indicates that most of the trainees in the club have disagreed on laizzesfair leadership style.(Chelladurai, 2007)support this result by saying in Laissez Faire leadership (coaching) style there is no emphasis and clear objective almost all decision is made by athletes, no clear training structure and motivation.

4.1.5. Trainees response concerning on motivation

Scale: -1= Corresponds not at all 2= Corresponds a little 3=Corresponds moderately 4= Corresponds a lot 5= Corresponds exactly

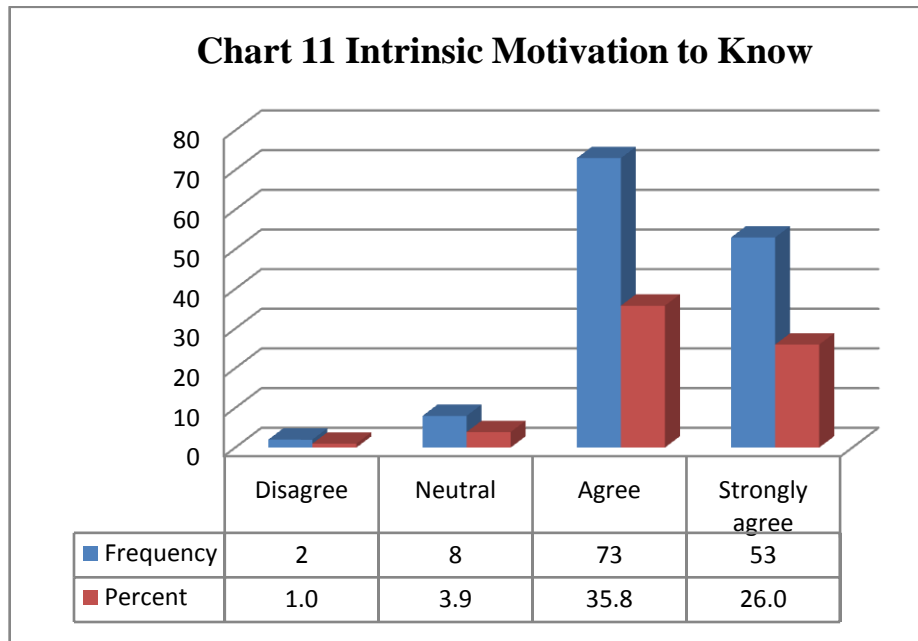


Chart 11. Intrinsic Motivation to Know

As shown in the above graph of intrinsic motivation to know 34 respondents were participated and have been given 4 questions for each. Out of this question 73(35.8%) question responded that agree, 53(26.0%) question responded strongly agree on intrinsic motivation to know and 8(3.9%) question responded neutral. This result indicates that most of the trainees in the club have agreed on intrinsic motivation to know. Roberto (2001) intrinsically motivated athletes will engage in sport with a strong sense of volition.

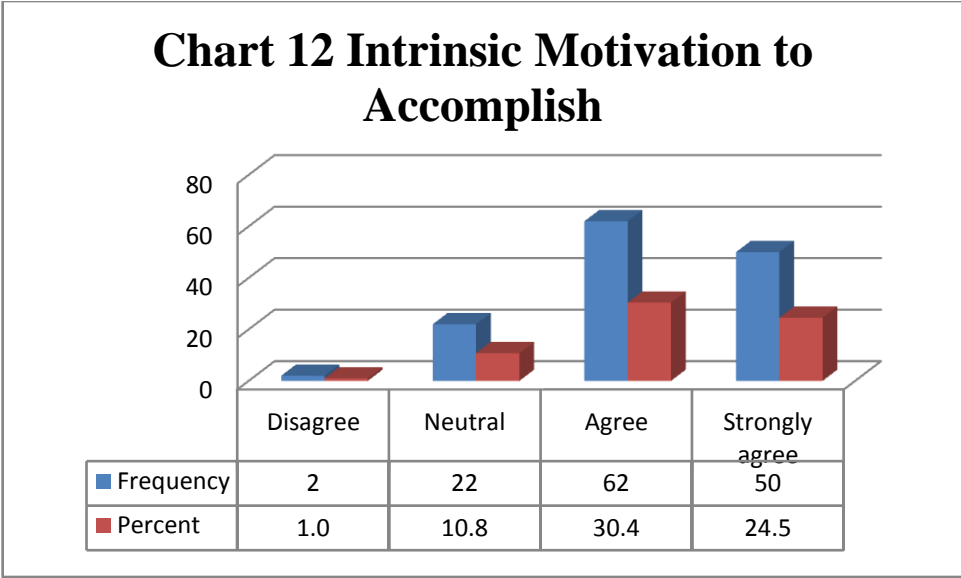


Chart 12. Intrinsic Motivation to Accomplish

As shown in the above graph of intrinsic motivation to accomplish, 34 respondents were included and have been given 4 questions for each. Out of this question 62(30.4%) question responded agree, 50(24.5%) question responded strongly agree on intrinsic motivation to accomplish and 22(10.8%) responded that neutral. This result indicates that most of the trainees in the club have agreed on intrinsic motivation to accomplish.

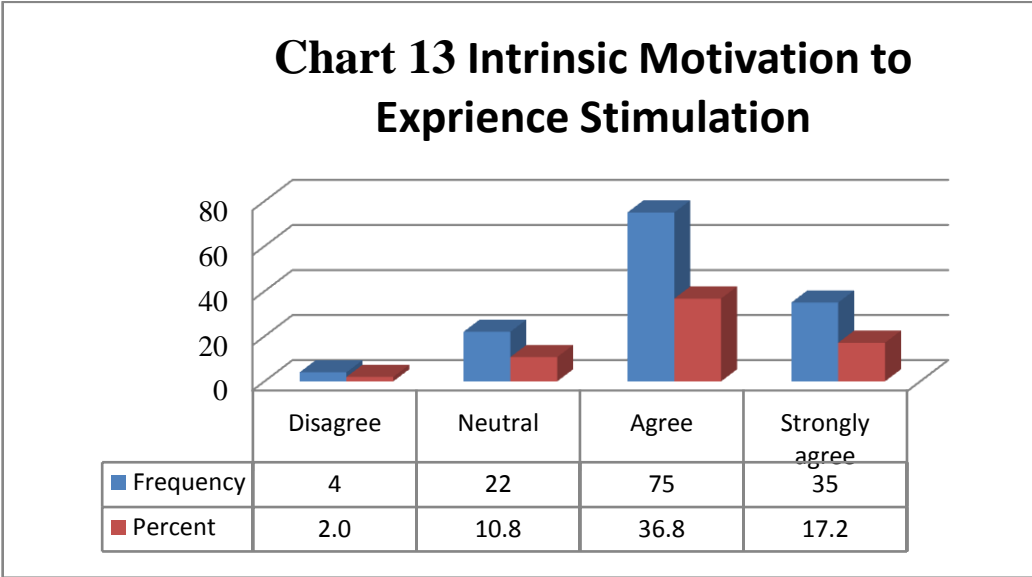


Chart 13. Intrinsic Motivation to Experience Stimulation

As seen in the above graph of intrinsic motivation to experience stimulation 34 respondents were included and have been given 4 questions for each. Out of this questions 75(36.8%) questions responded

agree, 50(24.5%) responded that strongly agree on intrinsic motivation to accomplish and 22(10.8%) responded neutral. This result indicates that most of the trainees in the club have agreed on intrinsic motivation to accomplish.

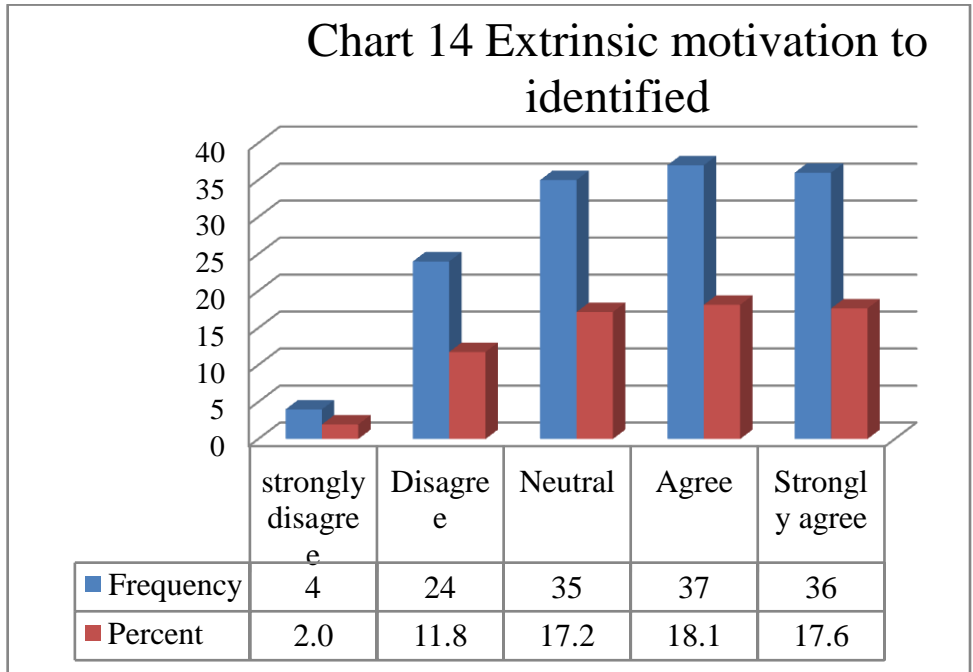


Chart 14. Extrinsic motivation to identified

As seen in the above graph of extrinsic motivation to identified, 34 respondents were included and have been given 4 questions for each. Out of this question 37(18.1%) question responded that agree, 36(17.6%) question responded strongly agree on extrinsic motivation to identified, 24(11.8%)questions responded neutral and 24(11.8%)questions responded that disagree extrinsic motivation to identified. This result implies that most of the trainees in the club have agreed on extrinsic motivation to identify.

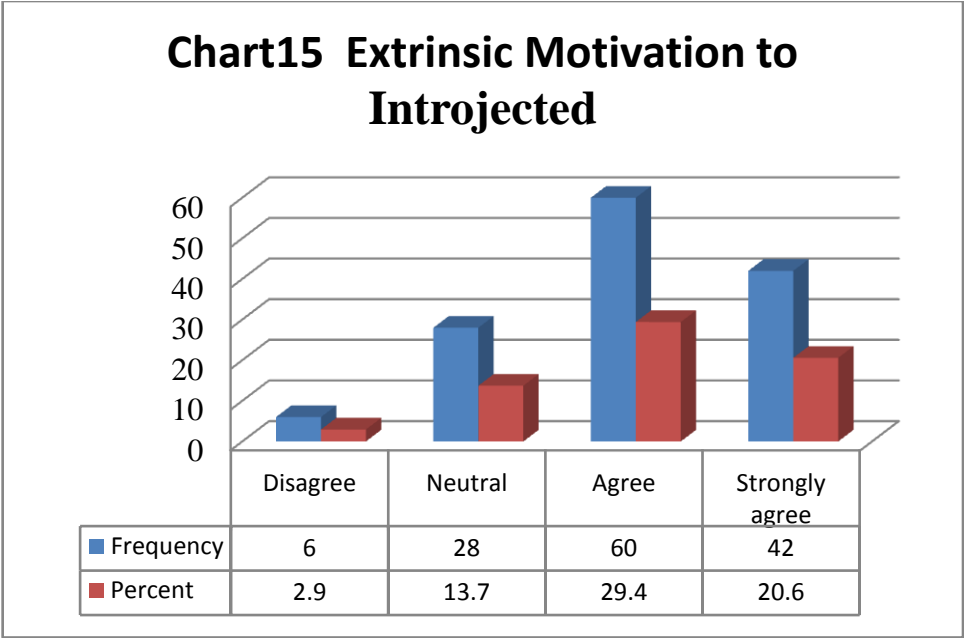


Chart 15. Extrinsic Motivation to Interjected

As observed in the above graph of extrinsic motivation to interjected, 34 respondents were participated and have been given 4 questions for each. Out of this question 60(29.4%) question responded that agree, 42(20.6%) question responded that strongly agree on extrinsic motivation to interjected and 28(13.7%) responded that neutral one xtrinsic motivation to introjected. This result show that most of the trainees in the club have agreed on extrinsic motivation to interjected.(Seifert, 2012) quoted that A person starts to internalize reason for their action, although reflecting on reasons does not replace extrinsic motivators.

Chart 16 Extrinsic Motivation to External Regulation

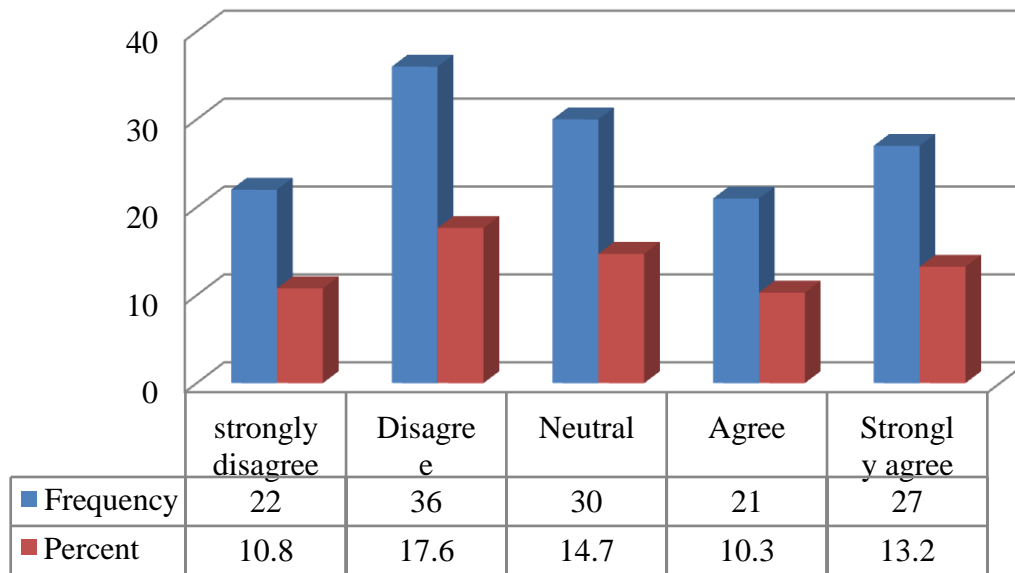


Chart 16.Extrinsic Motivation to External Regulation

As seen in the above graph of extrinsic motivation to external regulation, 34 respondents were included and have been given 4 questions for each. Out of this question 36(17.6%) question responded agree, 30(14.7%) question responded neutral on extrinsic motivation to external regulation and 27(13.2%) question responded strongly agree on extrinsic motivation to external regulation. This result show that most of the trainees in the club have disagreed on extrinsic motivation to external regulation.

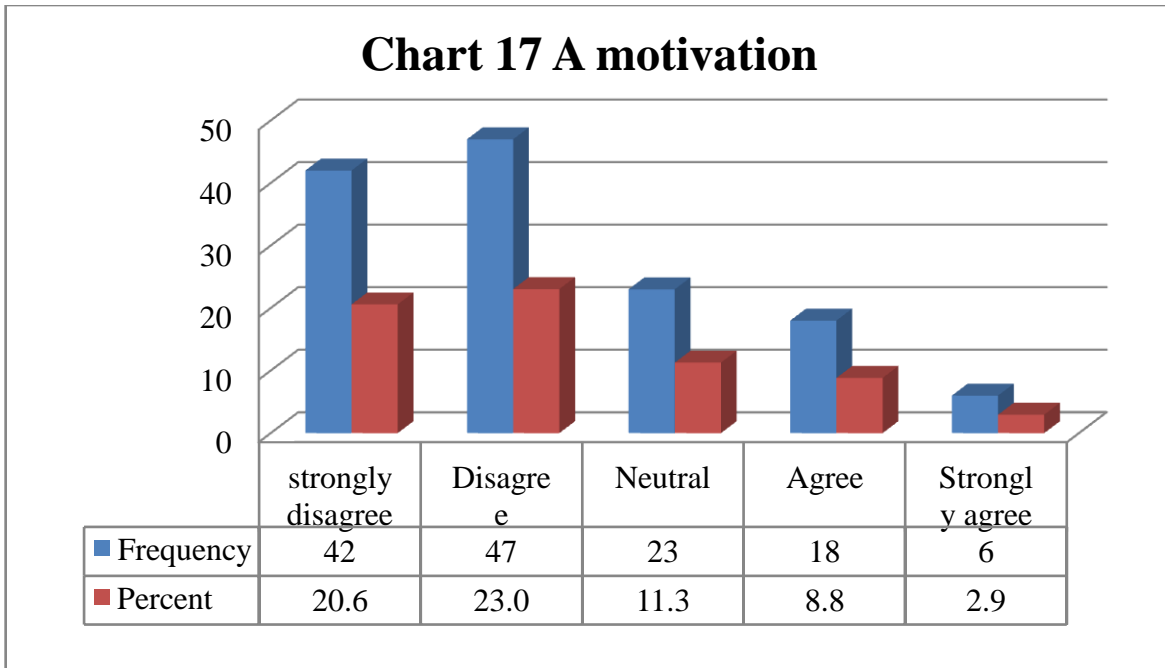


Chart 17. A motivation

As indicated in the above graph of A motivation, 34 respondents were included and have been given 4 questions for each. Out of this question 47(23.0%) question responded disagree on A motivation, 42(20.6%) question responded strongly disagree and 23(11.3%) question responded neutral on A motivation. This result show that most of the trainees in the club have disagreed on A motivation.(Reinboth, 2004) added that Coaches who were mastery-focused tended to have players that felt more competent, more in control of their performance, and stronger feelings of connection to the team.

4.1.6. Coaches response concerning trainees current performance.

Scale: 1. High 2. Low

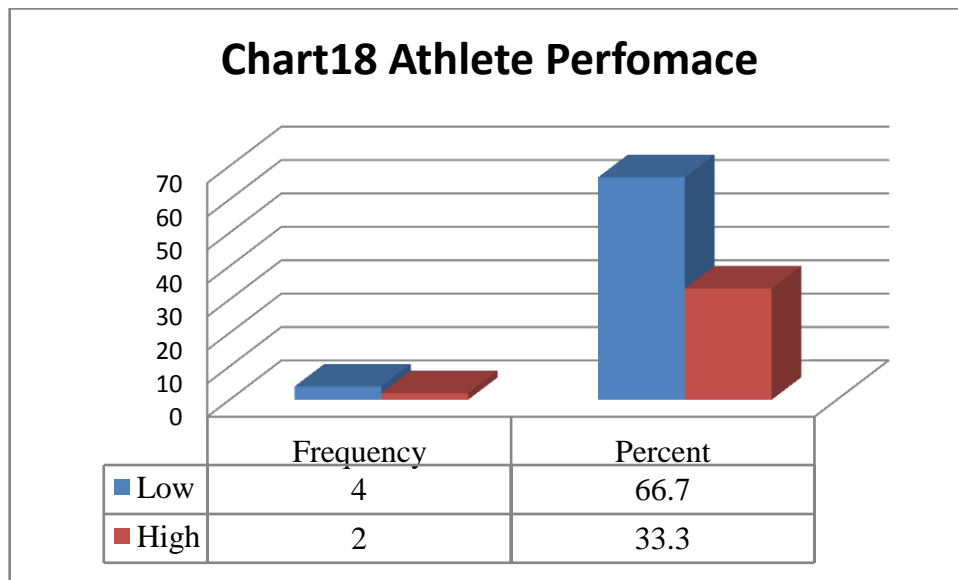


Chart 18. Athlete performance

As shown in the above Graph according to coaches response on athletes/ trainees/ performances; out of 6 (100%) respondents 4(66.7%) responded that trainees were low in their current performance compared to International world championship competition entry standard time and 2(33.3%)respondent answered that trainees were high in their current performance compared to International world championship competition entry standard time. This result indicates that more trainees in the club have low current performance compared to International world championship competition entry standard time.

Table 2.Coaches response concerning on leadership (coaching) style).

Item	Variables	Response	Frequency	Percent
1	Autocratic Leadership style	Strongly disagree	15	41.6%
		Disagree	2	5.5%
		Agree	3	8.3%
		Neutral	12	33.3%
		Strongly agree	4	11.1%
2	Democratic Leadership style	Disagree	3	8.3%
		Neutral	8	22.2%
		Agree	13	36.1%
		Strongly agree	12	33.3%
3	Laissez fair Leadership style	Strongly disagree	9	25%
		Disagree	14	38.8%
		Neutral	8	22.2%
		Agree	3	8.3%
		Strongly agree	2	5.5%

Scale:-1=strongly Disagree agree 2= Disagree 3=Neutral 4=Agree 5= strongly agree

As seen in the above table **Item 1**, concerning autocratic leadership style, 6 respondents were included and have been given 6 questions for each. Out of this question 15(41.7%) question responded that strongly disagree on autocratic leadership style, 12(33.3%) question responded that neutral and 4(11.1%) responded that they strongly agree on autocratic leadership style. This result show that most of the leaders (coaches) in the club have strongly disagreed on autocratic leadership style.(Scott, 2004) added also in Autocratic leadership style the coach make all decision, task objective, one way communication, little trust for the athletes, inflexible training style and winning is judged by the coach.

As observed in the above table **Item 2**, concerning on democratic leadership style, 6 respondents were included and have been given 6 questions for each. Out of this question 13(36.1%) question responded that agree on democratic leadership style, 12(33.3%) question responded that strongly agree and 8(22.2%) question responded that neutral on democratic leadership style. This result show that most of the leaders (coaches) in the club have agreed on democratic leadership style. (Miller & Kerr 2002) said

that “A basic tenet of the Democratic leadership style is the enhancement of the holistic health and well-being of the athlete through the pursuit of excellence in sport”.

As observed in the above table **Item 3**, concerning on laissez-faire leadership style, 6 respondents were participated and have been given 6 questions for each. Out of this question 14(38.9%) question responded that disagree on laissez-faire leadership style, 9(25.0%) questions responded that strongly disagree and 8(38.9%) question responded that neutral on laissez-faire leadership style. This result show that most of the leaders (coaches) in the club have disagreed on laissez-faire leadership style.(Chelladurai, 2007) support this result by saying in Laissez Faire leadership (coaching) style there is no emphasis and clear objective almost all decision is made by athletes, no clear training structure and motivation.

Table3. Pearson correlation matrix between trainees’ performance with leadership style.

		Correlations			
		Athlete Performance	Autocratic Leadership Style	Democratic Leadership Style	Laissez Fair Leadership Style
Athlete Performance	Pearson Correlation	1	-.385*	-.147	.045
Autocratic Leadership Style	Pearson Correlation		1	-.085	-.033
Democratic Leadership Style	Pearson Correlation			1	.184**
Laissez Fair Leadership Style	Pearson Correlation				1

*. Correlation is significant at the 0.05 level (2-tailed).

As seen from correlation matrix above athletics performance is correlated with Autocratic Leadership Style and there is no much correlation between Democratic Leadership Style and Laissez Fair Leadership Style.

Table4. The Pearson correlation matrix between trainees’ performance with motivation.

Correlations								
Athlete Performance	Intrinsic Motivation to Accomplish	Intrinsic Motivation to Experience	Extrinsic Motivation to Identify	Extrinsic Motivation to Regulation	A	Motivation		

		Know		Stimulation		Introje cted			
AP	Pearson Correlation	1	-.058	-.069	.000	-.197	-.175	.171	.337
IMtK	Pearson Correlation		1	.256**	.117	.118	-.063	-.113	-.262**
IMAc	Pearson Correlation			1	.042	-.074	-.087	-.377**	-.291**
IMTES	Pearson Correlation				1	-.148	-.291**	-.006	-.359**
EMTId	Pearson Correlation					1	.092	.221**	-.082
EMIntro	Pearson Correlation						1	-.298**	.287**
E	Pearson Correlation							1	.029
A Motivation	Pearson Correlation								1
***. Correlation is significant at the 0.01 level (2-tailed).									

As seen from correlation matrix above athletics performance is not correlated with motivation.

4.1.8. Findings and discussion of qualitative data

4.1.8.1. Findings from Interview about athlete current performance status.

In order to obtain information about current status of athlete performance compared with IAAF competition entry standard qualification the researcher ask some semi structured questions in the form of interview for Addis Ababa Athletics Federation experts.

Information from interview implied that the current performance of the trainees was low compared with IAAF competition entry standard qualification. They were also listed as a reason there were no availability of skill full coaches, lack of adequate equipments and materials. They also said that each club has not their own training field.(Hughes & Franks, 2004) which states that The efficient utilization of facilities is crucial not only for the smooth running of a training session, but also for the general credibility of the coaching programme in operation.

4.1.8.2. Findings from open ended question based on the reason for their low performance

Based on the open ended questions, most respondents indicated that their performance is low and also thy state the reason, lack of skilled coach, lack athletes wear, shower, cafeteria, gymnasium, transportation services and training fields. But Kirk (2005) notes that quality of coaches and teachers are key factors in the success of any program oriented to improve physical activity. Additionally, (Thanos, 2009) state that top-level coaches encourage continuity in learning and in perfection of technical-tactical knowledge and skills, development of competitive experience and psychosocial development of athlete's personality.(Williams, 2000)add the likelihood of talented athletes to become elite is based on provision

of best coaches and training.(Baker, 2004) point out that access to high quality coaching would appear to be an important component in maximizing athlete's development. A coach's lack of experience and understanding of the sport, as well as an inability to handle pressure and distractions all undermine the athletes trust in him or her (Giacobbi,*etal*,2002). Karkon,*etal*.,2013) states that "Shortage the number experts and professional coaches, affect athletics in general .If the adequate facility is available, the athlete improves his/her level of performance. According to (Suzie Benet *etal* 2007) says that' fulfill the appropriate material is important to enhancing training and developing performance.

4.2. Discussions on the findings

4.2. 1. Findings from qualitative data

4.2.1.1. Findings from Interview about Nutritional situation

4.2.1.2. Findings from open ended question

The researcher asked the respondents state the problem that is faced in the club. For this question most respondents stated that there were lack of skilled coach , like of coaches and athletes wear, clinic, shower, massage experts , cafeteria, gymnasium, training fields, sport nutritionist and transportation. Congruently, Kirk (2005) notes that quality of coaches and teachers are key factors in the success of any program oriented to improve physical activity. Additionally, Thanos, K (2009) state that top-level coaches encourage continuity in learning and in perfection of technical-tactical knowledge and skills, development of competitive experience and psychosocial development of athlete's personality. (Williams *etal*., 2000) add the likelihood of talented athletes to become elite is based on provision of best coaches and training. Baker and Horton (2004) point out that access to high quality coaching would appear to be an important component in maximizing athlete's development. A coach's lack of experience and understanding of the sport, as well as an inability to handle pressure and distractions all undermine the

athletes trust in him or her (Giacobbi, *etal*, 2002). Karkon,*etal.*, 2013) states that “Shortage the number experts and professional coaches, affect athletics in general

If the adequate facility is available, the athlete improves his/her level of performance. According to Suzie Bennet *etal* (2007) says that ‘ fulfill the appropriate material is important to enhancing training and developing performance.

4.2.2. Findings from closed ended question

As indicated in the interpretations the following points are mentioned as challenging for the athletes’ face in the club. As the result, the respondent revealed serious problems as, the leader ship style and motivation.

4.2.2.1. The leadership style

The above finding indicates that most of the trainees in the club have strongly disagreed on autocratic leadership style. To supporting this findings (Mirtens*etal.*, 2005) said that Autocratic coaching style includes a prescriptive method where the choice and control is taken away from the athlete. Lyle & Scott (2004) added also in Autocratic leadership style the coach make all decision, task objective, one way communication, little trust for the athletes, inflexible training style and winning is judged by the coach.

The result indicates that most of the trainees in the club have agreed on Democratic leadership style. To support these findings (Miller & Kerr 2002) said that a basic tenet of the Democratic leadership style is the enhancement of the holistic health and well-being of the athlete through the pursuit of excellence in sport. Chelladurai (1980) also quoted that Democratic Behavior that allows greater participation by the athlete’s indecisions, pertaining to group goals, practice methods, game tactics and strategies. And result indicates that most of the trainees in the club have disagreed on laizzesfair leadership style.(Chelladurai, 2007)support this result by saying in Laissez Faire leadership (coaching) style there is no emphasis and clear objective almost all decision is made by athletes, no clear training structure and motivation.

4.4.2. 2. Motivation

The result indicates that most of the trainees in the club have agreed on intrinsic motivation to know. Roberto (2001) intrinsically motivated athletes will engage in sport with a strong sense of volition. This result show that most of the trainees in the club have agreed on extrinsic motivation to

introjected.(Seifert, 2012) quoted that A person starts to internalize reason for their action, although reflecting on reasons does not replace extrinsic motivators.

And also most of the trainees in the club have disagreed on A motivation.(Reinboth, 2004) added that Coaches who were mastery-focused tended to have players that felt more competent, more in control of their performance, and stronger feelings of connection to the team.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The purpose of this study was to identify leadership style on short distance trainees' performance in some selected athletics club of Addis Ababa city administration. The relevant data to the study were gathered through questionnaires and interview. Generally, 42 participants were involved in the study. These were 34 trainees (athletes) and 6 coaches from Addis Ababa some athletics club and 2 Addis Ababa Athletics Federation sport expertise. The data obtained were analyzed using descriptive statements and various statistical methods such as frequency, percentage, mean, standard deviation, &personal correlation test used.

Finally, based on the analyzed data, the following major findings were obtained from the Study:-

- More trainees in the club have low current performance compared to International world championship competition entry standard time
- Lack of adequate facilities, lack of skilled coach, lack of cafeteria, showering room and transportation services.
- Each club have no their own training field and gymnasium.
- Most of the trainees in the club have strongly disagreed on autocratic leadership style.
- Most of the trainees in the club have strongly agreed on Democratic leadership style.
- The respondent has disagreed on laizzesfair leadership style.
- The trainees in the club have agreed on intrinsic motivation and extrinsic motivation.
- Most of the trainees in the club have disagreed on A motivation.

5.2. Conclusion

The purpose of this study was to identify challenges of short distance trainees' performance in some selected athletics club of Addis Ababa city administration. Therefore based on the findings the following points were forwarded as a conclusion.

The major constraints associate with trainees (athletes) performance are:-

- ❖ The coaching leader ship style),
- ❖ Lack of adequate facilities,
- ❖ Lack of skilled coach, lack of cafeteria, showering room and transportation services and each club have no their own training field.

5.2. Recommendation

The researcher suggested the following recommendations:-

- Shortage of materials and training equipment's are among the main hindering factors in the clubs so it is better to the club manager search a solution by giving high emphasis and designing new strategies to full fill (equip) the Athletics club with sufficient resources (money, facilities and equipment and man power) and work together with different stake holder.
- To be effective in short distance running or sprinting in the club, the researcher wants to show the government give field to the club to build gymnasium.
- The researcher advice the club manager work jointly with athletics federation, sport Medias, governmental and non-governmental organization to get donations or generate incomes.
- It is better most of the time coaches' use democratic leadership style for instruction.

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**APPENDIX A JIMMA
UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE**

Questionnaire to be filled by athletes (trainee)

Dear Trainees I am currently conducting a research work on challenges of performance in short distance trainee in first division athletics club of Addis Ababa city administration. The

information collected will not be used for any other purpose and be confidential.

Note: No need of writing your name.

Respond neatly and clearly as possible as you can.

Thanks for your cooperation

Direction: -The answers of the questions will be kept discreet from others and your privacy will be best maintained.

Please answer the questions with honesty.

Demographic information for players

Part I: Indicate your response by putting a tick mark (√) under one of the Alternative given.

- 1. Sex: female male
- 2. Age: below17 18_22 23 and above
- 3. Educational status: 8th grade -9the 10th grade complete
- 11th grade& above

1. Your clubs name _____

Instruction II: Indicate your response by circling the given alternative for each of the listed questions.

1. Questions concerning of current status of athlete performance

Scale 1=Low 2= high

No	Question	1	2
1	What is your current Performance based on your entry time compared with IAAF	Low	High
2	If your response is Low for question 1 please list the reason.----- ----- -----		

II. Questions concerning of Coaching style

Scale 1=Strongly Disagree 2= Disagree 3=Neutral 4= Agree E=Strongly Agree

	Statement	Str on gl	Disag ree	Neutral	Agree	Strongly Agre e
1	Members need to be supervised closely or they are not likely to do their work.	1	2	3	4	5
2	It is fair to say that most members in the general population are lazy.	1	2	3	4	5
3	In complex saturations, leaders should let members work out problems on their own.	1	2	3	4	5
4	Members want to be apart of the decision-Making process	1	2	3	4	5
5	Providing guidance without pressure is the key to being a good leader.	1	2	3	4	5
6	As a rule, members must be given rewards or punishments in order to motivate them to achieve organizational objectives.	1	2	3	4	5
7	Leadership requires staying out of the way Of members as they do their work	1	2	3	4	5
8	Most members want frequent and supportive communication with their leaders.	1	2	3	4	5
9	As a rule, leaders should allow members to appraise their own work.	1	2	3	4	5
10	Most members feel in secure about their work and need direction.	1	2	3	4	5
11	Leaders need to help members accept Responsibility for completing their work.	1	2	3	4	5
12	Leaders should give members complete freedom to solve problems on their own.	1	2	3	4	5
13	In most situations members prefer little in put from the leader.	1	2	3	4	5
14	It is the leader's job to help members find their“ passion”.	1	2	3	4	5
15	The leaders the chief judge of the achievements of the members of a group.	1	2	3	4	5
16	effective leaders give orders and clarify procedures.	1	2	3	4	5
17	In general it is best to leave members alone.	1	2	3	4	5
18	People are basically competent and if given at ask will do a good job.	1	2	3	4	5

Sum the responses for items 1,2,6,10,15
and 16 (Authoritarian leadership)

Sum the responses for items 4,5,8,11,14
and 18 (Democratic leadership)

Sum the responses on items 3,7,9,12,13 and 17 (laissez-faire leadership)

III. Questions concerning of Motivation

Scale	Corresponds not at all 1	Corresponds a little 2	Correspond s moderately 3	Corresponds a lot 4			Highly Correspond s 5	
No	Statement s							
1.	For the pleasure I feel in live in exciting experiences.			1	2	3	4	5
2.	For the pleasure it gives me to know more about the sport that I Practice.			1	2	3	4	5
3.	I used to have good reasons for doing sport, but now I am asking my self if I should continue doing it.			1	2	3	4	5
4.	For the pleasure of discovering new training techniques.			1	2	3	4	5
5.	I don't know any more; I have the impression of being incapable of succeeding in this sport.			1	2	3	4	5
6.	Because it allows me to be well regarded by people that I know.			1	2	3	4	5
7.	Because, in my opinion, it is one of the best ways to meet			1	2	3	4	5
8.	Because I feel a lot of personal satisfaction while mastering certain difficult training techniques.			1	2	3	4	5
9.	Because it is absolutely necessary to do sports if one wants to be in shape.			1	2	3	4	5
10.	For the prestige of being an athlete.			1	2	3	4	5
11.	Because it is one of the best ways I have chosen to develop other aspects of myself.			1	2	3	4	5
12.	For the pleasure I feel while improving some of my weak			1	2	3	4	5
13.	For the excitement feel when I am really involved in the			1	2	3	4	5
14.	Because I must do sports to feel good myself.			1	2	3	4	5

15.	For the satisfaction I experience while I am perfecting my abilities.	1	2	3	4	5
16	Because people around me think it is important to being shape.	1	2	3	4	5
17	Because it is a good way to learn lots of things which could be useful to me in other areas of my life.	1	2	3	4	5

18.	For the intense emotions I feel doing a sport that I like.	1	2	3	4	5
19.	It is not clear to me anymore; I don't really think my place is in sport.	1	2	3	4	5
20.	For the pleasure that I feel while executing certain difficult movements.	1	2	3	4	5
21.	Because I would feel bad if I was not taking time to do it.	1	2	3	4	5
22.	To show others how good I am good at my sport.	1	2	3	4	5
23.	For the pleasure that I feel while learning training techniques that I have never tried before.	1	2	3	4	5
24.	Because it is one of the best ways to maintain good relationships with my friends.	1	2	3	4	5
25.	Because I like the feeling of being totally immersed in the activity.	1	2	3	4	5
26.	Because I must do sports regularly.	1	2	3	4	5
27.	For the pleasure of discovering new performance strategies.	1	2	3	4	5
28.	I often ask myself; I can't seem to achieve the goals that I set for myself.	1	2	3	4	5

#2, 4, 23, 27 intrinsic motivations - to know

#8, 12, 15, 20 intrinsic motivations - to accomplish

#1, 13, 18, 25 intrinsic motivations - to experience stimulation

#7, 11, 17, 24 extrinsic motivations - identified

#9, 14, 21, 26 extrinsic motivations - introjected

#6, 10, 16, 22 extrinsic motivations - external regulation

#3, 5, 19, 28 A motivation

APPENDIX B
JIMMA UNIVERSITY COLLEGE OF
NATURAL SCIENCE DEPARTMENT
OF SPORT SCIENCE

Questionnaire for Coach

The purpose of this questionnaire is to collect information on challenges of performance in short distance trainee in first division athletics club of Addis Ababa city administration. The information gathered through this questionnaire will be used only for the purpose this study and will keep confidential. Hence, your cooperation in giving genuine information is highly appreciated.

N.B. There is no need to write your name

Thank you in advance for your cooperation

General information

Instruction I: - indicate your response by putting a tick mark (√) under one of the alternative given.

Demographic information for coaches

1. Sex Male Female
2. Age 20-25 26-30 Above 30
3. Coaching experience _____
4. Coaching license _____
5. Name of club _____

Instruction II: Indicate your response by circling the given alternative for each of the listed questions.

1. Questions concerning of current status of athlete performance

Scale 1=Low 2= high

No	Question	1	2
1	What is your current Performance based on your entry time compared with IAAF World Entry qualification standard time for world athletics champion competition.	Low	High
2	If your response is Low for question 1 please list the reason.----- ----- -----		

II. Questions concerning of Coaching style

Scale 1= Strongly Disagree 2= Disagree 3=Neutral 4= Agree 5= Strongly Agree

	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Members need to be supervised closely or they are not likely to do their work.	1	2	3	4	5
2	It is fair to say that most members in the general population are lazy.	1	2	3	4	5
3	In complex situations, leaders should let members work out problems on their own.	1	2	3	4	5
4	Members want to be apart of the decision-Making process	1	2	3	4	5
5	Providing guidance without pressure is the key to being a good leader.	1	2	3	4	5
6	As a rule, members must be given rewards or punishments in order to motivate them to achieve organizational objectives.	1	2	3	4	5
7	Leadership requires staying out of the way Of members as they do their work	1	2	3	4	5
8	Most members want frequent and supportive communication with their leaders.	1	2	3	4	5
9	As a rule, leaders should allow members to appraise their own work.	1	2	3	4	5
10	Most members feel in secure about their work and need direction.	1	2	3	4	5
11	Leaders need to help members accept Responsibility for completing their work.	1	2	3	4	5

12	Leaders should give members complete freedom to solve problems on their own.	1	2	3	4	5
13	In most situations members prefer little input from the leader.	1	2	3	4	5
14	It is the leader's job to help members find their "passion".	1	2	3	4	5
15	The leader is the chief judge of the achievements of the members of a group.	1	2	3	4	5
16	Effective leaders give orders and clarify procedures.	1	2	3	4	5
17	In general it is best to leave members alone.	1	2	3	4	5
18	People are basically competent and if given a task will do a good job.	1	2	3	4	5

Sum the responses for items 1,2,6,10,15 and

16 (Authoritarian leadership)

Sum the responses for items 4,5,8,11,14

and 18 (Democratic leadership)

Sum the responses on items 3,7,9,12,13 and 17 (laissez-faire leadership)

APPENDIX C
JIMMA UNIVERSITY COLLEGE OF
NATURAL SCIENCE DEPARTMENT
OF SPORT SCIENCE

Interview Questions for Addis Ababa Athletics Federation Officers

The main objective of this interview is to explore the problem of short distance performance in clubs of Addis Ababa Athletics Federation. To do so gathering required information is very important and the most one. Therefore to get the desired information, you are requested to be the sources of information and for the success of this study your positive response is crucial. Regarding to this, you are asked to participate in this study questions. Thank you very much for your cooperation!

1. Descriptions

- First of your name -----
- Responsibility in Office -----

2. Is there training fields facilitated for short distance runners in your first division clubs? If not what will be planned for future? -----

3. Is there training opportunities (to improve professions) provided for coaches who work in your athletics clubs? -----

4. Do you believe that the athletics clubs have adequate sport equipments and materials?-----

5. Is the entry result of short distance trainees satisfy when compared to that of Europe and International? Explain it. -----

6. What were the most problems that challenge short distance athletes' performance? Please list them. -----

APPENDEX D

ጅምዩ ኒቨርሲቲ

የተፈጥሮ ሳይንስ ኮሌጅ

የሰፖርት ሳይንስ ትምህርት ክፍል

በአጭር ርቀት የሰፖርት አይነት አሰልጣኞች የሚላ ማጠቃለያ

የዚህ ማጠቃለያ ዋና አላማ በአዲስ አበባ ከተማ አስተዳደር ወስጥ በሚገኙ የሚጀምሩ ደረጃ የአትሌቲክስ ማህበራት ጣቢያ (ክለብ) ወስጥ የሚገኙ የአጭር ርቀት ሰፖርት ሰልጣኞችን የብቃት ማስ ችግር በተመለከተ ማስሎ (ምክንያት) ለማወቅ ጥናትና ምርመራ ለማከራዘም አስፈላጊ ወይን ማረጃ ለማስገኘት ለማስገባት ነው፡፡ በመሆኑም ጥናትና ምርመራን ለማከራዘም ተገቢ ወይን ማረጃ ለማግኘት እርስዎን በዋና ምንጭት ለመጠቀም ሲታሰብ የሚጠቀሙ ትክክለኛ ማረጃ ለጥናቱ መሳካት ከፍተኛ ጠቀሜታ ስላለው ነው፡፡ ስለሆነ ምንጭቱን በትክክል እንዲሞሉ ስል በትህትና እጠይቃለሁ፡፡ ስለ ትብብርዎ በቅድሚያ መሰጠት ለሁኑ፡፡

ስምዎን ማግኘት አይጠበቅብዎትም

የግል ታሪክ ማረጃ

መሠረታዊ አንድ፡ - ምርመራን የ "√" ምልክት በሚደረግ ያመልክቱ፡፡

1. ስም - ሴት ወንድ
2. ዕድሜ - 20-25 | 26-30 | ከ 31 ዓመት በላይ
3. በማህበራዊ ላይ ስንት ዓመት ቆዩ -----
4. የአሰልጣኝነት ስርተፍኬት አለዎት----- ደረጃ ስንት-----
5. የክለቡ ስም-----

መሠረታዊ ሁለት፡ -ከዚህ በታች ለተዘረዘሩት ጥያቄዎች ከተሰጠት አሜራጮች ወስጥ ትክክለኛ ወይን መልስ በመስጠት ጥላተዘረዘሩት ጥያቄዎች ትክክለኛ ወይን ፊደል መርጦ /ሸ/ አክብብ /ሲ/፡፡

1. የአትሌቶችን ወቅታዊ ብቃት በተመለከተ

ምርመራዎች፡ - 1. ዝቅተኛ 2. ከፍተኛ

	ጥያቄዎች	ዝቅተኛ	ከፍተኛ
1	አሁን የምትኝበት ወቅታዊ አቋም ከአለም አቀፍ የአትሌትክስ ፊደል ፊሽ	1	2

	መስፈርት ጋር ሲወዳ ደር		
2	ለ 1ኛ ጥያቄ መልስ ዝቅተኛ ከሆነ ምክንያቱን ይዘርዝሩ ----- -----		

ምር መጫኛ 1. በጣም አልሰማም 2. አልሰማም 3. ገለልተኛ 4. እስማማለሁ 5. በጣም እስማማለሁ

አሰልጣኞች የሚከተሉት የአሰላጣጠን ስነ-ዘዴ ወይም የአሜሪካ ስልት በተመለከተ

	ጥያቄዎች	በጣም አልሰማም	አልሰማም	ገለልተኛ	እስማማለሁ	በጣም እስማማለሁ
1	አትሌቶች ሥራቸውን ለማክናወን የአሰልጣኞች የቅርብ ክትትል ያስፈልጋቸዋል ካልሆነ በደንብ አይሰሩም	1	2	3	4	5
2	በአጠቃላይ አብዛኛዎቹ አሰልጣኞች ስነ ፍናቸው	1	2	3	4	5
3	አንዳንድ አሰልጣኞች በራሳቸው በሜጥሩት ወስብስብ ችግር አትሌቶችም ላይ ችግሮችን ይፈጥራሉ	1	2	3	4	5
4	በወይይት ሂደት አትሌቶች የወሳኔው አካል መሆን ይፈልጋሉ፣	1	2	3	4	5
5	በተረጋጋ ሁኔታ መሠሪያ መከተት ጥሩ አሰልጣኝ ለመሆን ይጠቅሟል	1	2	3	4	5
6	በአጠቃላይ አትሌቶች ስራቸው ላይ ማቃቃት እንዲኖራቸው ሽልማት እና ማበረታቻ መስጠት	1	2	3	4	5
7	አትሌቶች ስራቸውን ሲያከናውኑ አሰልጣኙ መኖር የለበትም	1	2	3	4	5
8	አብዛኛዎቹ አትሌቶች በተደጋጋሚ ግንኙነት በሚኒረግ ከአሰልጣኙ ድጋፍ ይፈልጋሉ	1	2	3	4	5
9	አሰልጣኞች በአጠቃላይ ለአትሌቶች የራሳቸውን ስራ መረጠው እንደሚችሉ	1	2	3	4	5
10	አብዛኛዎቹ አሰልጣኞች ስለስራቸው ደግሞ ስነ ስለሚገኝ ቁመት መሠሪያ ያስፈልጋቸዋል	1	2	3	4	5
11	አትሌቶች ሥራቸውን በተገቢው መንገድ ለማጠናቀቅ አሰልጣኞች የመደገፍ እና የ	1	2	3	4	5
12	አትሌቶች በራሳቸው መንገድ ችግሮቻቸው	1	2	3	4	5

	እንዲፈቱ አሰልጣኞች ሙሉ ነፃነት መስጠት አለባቸው					
13	አብዛኛውን ጊዜ አትሌቶች ከመሪያቸው ትንሽ ድጋፍ ብቻ ይጠበቃሉ	1	2	3	4	5
14	አትሌቶች የራሳቸውን ቁርጠኝነት እና የስራፍቅር ኖራቸው እንዲሰሩ የአሰልጣኙ ሃላፊነት ከፍተኛ ነው	1	2	3	4	5
15	ለአንድ ቡድን አባላት ወጠጧቸው መሳካት መሪው ወሳኝ ነው	1	2	3	4	5
16	ወጠጧቸውን አሰልጣኞች ስራዎችን አከፋፉ ለውይይት ጣሉ አሰራርን ምያብራራሉ	1	2	3	4	5
17	እንደ አጠቃላይ፣ አትሌቶችን ብቻቸውን መተው	1	2	3	4	5
18	በመረቱ አትሌቶች ብቁ ናቸው እና ምስራከተሰጣቸው በደንብ ያከናወናሉ	1	2	3	4	5

ለትብብርዎ አመሰግናለሁ!

APPENDIX E

ጅም ዩኒቨርሲቲ

የተፈጥሮ ሳይንስ ኮሌጅ

የስፖርት ሳይንስ ትምህርት ክፍል

በአጫር ቀት ስልጣኛ ስፖርተኞች የሚላ መጠይቅ

የዚህ መጠይቅ ዋና አላማ በአዲስ አበባ ከተማ አስተዳደር ወስጥ በሚኖሩ የሚገኙ የሚገኙ ደረጃ የአትሌቲክስ ማህልጠኛ ጣቢያ

(ክለሳ) ወስጥ የሚኖሩ የአጫር ቀት ስልጣኞችን የብቃት ማስፈጸም ችግር በተመለከተ መንስኤውን ወይም ምክንያቱን ለማወቅ ጥናትና ምርመራ ለማከላለፍ አስፈላጊውን መረጃ ለመሰብሰብ ነው፡፡

በመሆኑም ጥናቱንና ምርመራን ለማከላለፍ ተገቢውን መረጃ ለማግኘት እርስዎን በዋና ምንጭት ለመጠቀም ሲታሰብ የሚሉ ጠቅላይ ስልጣኞች መረጃ ለጥናቱ መሳካት ከፍተኛ ጠቀሜታ ስላለው ነው፡፡ ስለሆነ ምመጣይቁን በትክክል እንዲሞሉ ስል በትህትና እጠይቃለሁ፡፡

ስለትብብርዎ በቅድመጽ አመሰግናለሁ፡፡

ስምዎን መግፍ አያስፈልግም

የግል ታሪክ መረጃ

መሠሪያ አንድ፡ - ምርመራን የ "✓" ምልክት በሚደረግ ያመልክቱ፡፡

1. ያታ፡ - ሴት ወንድ

2. ዕድሜ - ከ 17 ዓመት በታች

ከ 18-22 ዓመት

ከ 23 ዓመት በላይ

3. የትምህርት ሁኔታ፡ - ሀ. 8ኛ ክፍል ያጠና

ለ. 10ኛ ክፍል ያጠና ቀቀ

ሐ. 11ኛ ክፍል እና ከዚያ በ

4. የክለሱ ስም-----

መሠሪያ ሁለት፡ -ከዚህ በታች ለተዘረዘሩት ጥያቄዎች ከተሰጠት አሜሪካ ወስጥ ትክክለኛውን መልስ በመሚገኘጥ በሰንጠረዥ ዝቅጅ ወስጥ ለተዘረዘሩት ጥያቄዎች ትክክለኛውን ቁጥር መርጠህ /ሸ/ አክብብ /ቢ/፡፡

1. የአትሌቶችን ወቅታዊ ብቃት በተመለከተ

ምር መዎች: - 1.ዝቅተኛ 2. ከፍተኛ

ጥያቄ	ዝቅተኛ	ከፍተኛ
1 አሁን የምንችበት ወቅታዊ አቋም ከአለም አቀፍ የአትሌቲክስ ሌዲ ሬሽ /FIFA/ የአጫር ቀት የአለም አቀፍ አትሌቲክስ ሻምፔዎና	1	2
2 ለ 1ኛ ጥያቄ መልስ ዝቅተኛ ከሆነ ምክንያቱን ይዘርዝሩ ----- -----		

ምር መዎች 1. በፍጹም ተያያዥኝ ት የለ ወም። ትንሽ ተያያዥኝ ት አለው 3. መካከለኛ ተያያዥኝ ት አለው 4. በጣም ተያያዥኝ ት አለው 5. ከፍተኛ ተያያዥኝ ት አለው

I. የአትሌቶች የተናሰሽነት ሁኔታ በተመለከተ

ተ.ቁ	ጥያቄዎች	በፍጹም	ትንሽ	መካከለኛ	በጣም	ከፍተኛ
		ተያያዥኝ ት የለ	ተያያዥኝ ት አለው	ተያያዥኝ ት አለው	ተያያዥኝ ት አለው	ተያያዥኝ ት አለው
1	በሙሉ ሠጠኝ ልምድ የደስታ ስላለሁ ይሰማኛል	1	2	3	4	5
2	ስፖርቱ ትክክለኛ ደስታ ስለሰጠኝ የበለጠ ለማወቅ ይገፋኛል	1	2	3	4	5
3	ስፖርት ለማራት ጥሩ ምክንያት አልነበረኝም አሁን ግን መቀጠል እንዳለብኝ እኔ ራሴ እያሰብኩ	1	2	3	4	5
4	ደስተኛ ለመሆንና ዲስ የሰልጠና ቴክኒክ ለማግኘት	1	2	3	4	5
5	እኔ አላወቀ ወም በዚህ ስፖርት ወሰን ስኬታማ መሆን እንደሚችል ይሰማኛል	1	2	3	4	5
6	ምክንያቱም እኔ በሙሉ ለማወቅ ስላለሁ ይሰማኛል ዘንድ ጥሩ ተቀባይነት አለኝ	1	2	3	4	5
7	ምክንያቱም በእኔ አመለካከት ከትክክሎች ጋር ለማናኘት ጥሩ መንገድ ነው	1	2	3	4	5
8	ምክንያቱም እጅግ አስቸጋሪ	1	2	3	4	5

	የሆኑ ብዙ ስልጠናዎችን ስወስድ እርካታ ይሰጣል					
9	አንድ ሰው ጥሩ ቅርጽ እንዲኖረው በሜ.ልግበት ጊዜ በጣም ስፖርት መስራት አስፈላጊ ነው	1	2	3	4	5
10	አትሌት ለመሆን	1	2	3	4	5
11	ምክንያቱም እኔ የራሴን ሌሎች ተግባራትን ለመክሄድ ካሰብኩባቸው ምርጫ መንገዶች ወስንኩት	1	2	3	4	5
12	አንዳንድ ደካማ ሃኖቼን እያሻሻልኩ ስመጣ ደስታ ይሰጣል	1	2	3	4	5
13	በስፖርታዌ እንቅስቃሴ ወስንኩ በምትተኛበት ጊዜ በጣም ደስ ይለኛል	1	2	3	4	5
14	ምክንያቱም ለራሴ ጥሩ ስሜት እንዲሰጥኝ ስፖርት መስራት አለብኝ	1	2	3	4	5
15	የእራሴን ችሎታ እያሻሻልኩ በመጣው ቁጥር እርካታ አገኛለሁ	1	2	3	4	5
16	ምክንያቱም በዙሪያ ያሉ ሰዎች ጥሩ ቅርጽ ለመያዝ አስፈላጊ እንደሆነ ያስባሉ	1	2	3	4	5
17	ምክንያቱም ሌሎች ለህይወቴ ሊጠቅሙኝ የሚችሉ ብዙ ነገሮችን ለመግደል ጥሩ መንገድ	1	2	3	4	5
18	በከፍተኛ ስሜት ወስንኩ ሆኖ ስፖርት የምስራ ይመስለኛል	1	2	3	4	5
19	የእኔ ሞያ ስፖርት ወስንኩ ነው ብዬ አላምንም አምኛለሁ አላወቅም ለእኔ ምግልጽ አይደለም	1	2	3	4	5
20	የተወሰኑ አስቸጋሪ ተግባራትን	1	2	3	4	5

	ወይም እንቅስቃሴዎችን በበቂ ሁኔታ ስራ ከፍተኛ ደስታ ይሰጣል					
21	ስፖርት ለመስራት ጊዜ ካጣሁ መጥፎ ስሜት ይሰጣል.	1	2	3	4	5
22	በስፖርት ወስጥ ለሌሎች ጥሩ ሰው እንደሆንኩ ለማሳየት	1	2	3	4	5
23	ስልጠናዎችን እየሰለጠንኩ ስለመጣ ከዚህ በፊት በተለየ ከፍተኛ የደስታ ስሜት ይሰጣል	1	2	3	4	5
24	ከጓደኞቼ ጋር ጥሩ ግንኙነት ለመጥፋት ከሁሉ የተሻለ ዘዴ ስለሆነ ነው	1	2	3	4	5
25	ምክንያቱም በእንቅስቃሴው ወይም በስፖርቱ ወስጥ መሉ በመሉ በጥልቅ ስሜት ስለወደኩ	1	2	3	4	5
26	ምክንያቱም በመጸበፍነት ስፖርት መስራት አለብኝ	1	2	3	4	5
27	የሚያስደስቱ አዳዲስ የብቃት	1	2	3	4	5
28	እነዚህ ደብዳቤዎችን ለመጠቀም ብዙ ጊዜ እራሴ ያቀደካቸውን ግቦች እንደማለሳካ እራሴን እጠይቃለሁ	1	2	3	4	5

ምርጫዎች 1. በጣም አልሰማም 2. አልሰማም 3. ገለልተኛ 4. እስማማለሁ 5. በጣም እስማማለሁ

I. አሰልጣኞች የሚከተሉት የአሰላጣጠን ስነ-ዘዴ ወይም የአሚር ስልት በተመለከተ

ጭቆናዎች	በጣም አልሰማም	አልሰማም	ገለልተኛ	እስማማለሁ	በጣም እስማማለሁ
1 አትሌቶች ሥራቸውን ለማክናወን የአሰልጣኞች የቅርብ ክትትል ያስፈልጋቸዋል ካልሆነ በደንብ አይሰሩም	1	2	3	4	5
2 በአጠቃላይ አብዛኛዎቹ አሰልጣኞች ሰነፍ	1	2	3	4	5

	ናቸው					
3	አንዳንድ አሰልጣኞች በራሳቸው በሜጥሩት ወስብስብ ችግር አትሌቶችም ላይ ችግሮችን ይፈጥራሉ	1	2	3	4	5
4	በወይይት ሂደት አትሌቶች የወሳኔው አካል መሆን ይፈልጋሉ፣	1	2	3	4	5
5	በተረጋጋ ሁኔታ መሆን መቻላቸው ጥሩ አሰልጣኝ ለመሆን ይጠቅሟል።	1	2	3	4	5
6	በአጠቃላይ ይ፣ አትሌቶች ስራቸው ላይ መቃቃት እንዲኖራቸው ሽልማት እና ማበረታቻ መስጠት አለባቸው	1	2	3	4	5
7	አትሌቶች ስራቸውን ሲያከናውኑ አሰልጣኙ መኖር የለበትም	1	2	3	4	5
8	አብዛኞቹ አትሌቶች በተደጋጋሚ ግንኙነት በሚኒስቴር ከአሰልጣኙ ድጋፍ ይፈልጋሉ	1	2	3	4	5
9	አሰልጣኞች በአጠቃላይ ለአትሌቶች የራሳቸውን ስራ መረጠው እንዲችሉ አለባቸው	1	2	3	4	5
10	አብዛኛዎቹ አሰልጣኞች ስለ ስራቸው ደኅንነት ጥቃቅንነት ይጠቅሙ	1	2	3	4	5
11	አትሌቶች ስራቸውን በተገቢው መንገድ ለማጠናቀቅ አሰልጣኞች የመደገፍ እና የመረጃ መስጫ መሆናቸውን ያሳያሉ	1	2	3	4	5
12	አትሌቶች በራሳቸው መንገድ ችግሮቻቸውን እንዲፈቱ አሰልጣኞች መሉ ነፃነት መስጠት አለባቸው	1	2	3	4	5
13	አብዛኛውን ጊዜ አትሌቶች ከሚያቸው ትንሽ ድጋፍ ብቻ ይጠበቃሉ	1	2	3	4	5
14	አትሌቶች የራሳቸውን ቁርጠኝነት እና የስራ ፍቅር ኖራቸው እንዲሰሩ የአሰልጣኙ ሃላፊነት ከፍተኛ ነው	1	2	3	4	5
15	ለአንድ ቡድን አባላት ወጠቷ መሳካት መሪው ወሳኝ ነው	1	2	3	4	5

16	ወጠታማ አሰልጣኞች ስራዎችን አከፋፉ ለውይይት ጣሉ አሰራሩን ምያብራራሉ	1	2	3	4	5
17	እንደ አጠቃላይ አትሌቶችን ብቻቸውን መተው	1	2	3	4	5
18	በመረቱ አትሌቶች ብቁ ናቸው እና ምስራክተሰ ጣቸውበደንብ ያከናወኑሉ	1	2	3	4	5

ለትብብርዎ አመሰግናለሁ!

APPENDE F

ጅም ዩ ኒቨሲቲ

የተፈጥሮ ሳይንስኮሌጅ

የስፖርት ሳይንስትምህርትክፍል

በአዲስ አበባ ከተማአስተዳደር አትሌቲክስ ፈደሬሽ ባለጥምዎች የሚገኙ ቃለ መጠይቅ

የዚህ ቃለ መጠይቅ ዋና አላማ በአዲስ አበባ ከተማ አስተዳደር ወስጥ የሚገኙ የሚጅመሩ ያደረጁ የአትሌቲክስ ማህልጠኛ ጣቢያ (ክለብ) ወስጥ የሚገኙ የአጫ ርቀት ስፖርት ሰልጣኞችን የብቃት ማስ ችግር በተመለከተ መንስኤ /ምክንያት/ ለማወቅ ጥናት እና ምርምር ለመከላከል አስፈላጊ ወን መረጃ ለመስጠት ብን ወ፡፡

በመሆኑም ጥናትና ምርምርን ለመከላከል ተገቢውን መረጃ ለማግኘት እርስዎን በዋና ምንጭት ለመጠቀም ሲታሰብ የሚሰጡት ትክክለኛ መረጃ ለጥናቱ መሳካት ከፍተኛ ጠቀሜታ ስላለው ቃለ መጠይብን በትክክል እንዲመልሱ ስል በትህትና እጠይቃለሁ፡፡

ስለ ፈቃደኝነትዎ በቅድሚያ አመሰግናለሁ፡፡

1. በሚጅመሩ ስምዎትን ያስተዋወቁኝ
2. የስራ ኃላፊነትዎ በጽ/ቤቱ ወስጥ
3. በአንደኛ ወይም በሚጅመሩ ያደረጁ የአትሌቲክስ ማህልጠኛ ጣቢያ ወይም ክለብ ወስጥ ያሉ የአጫ ርቀት ሰልጣኞች የራሳቸው የልልምምው መስሪያ በታ አላቸው? ከሌላቸው ለወደ ፊቱ ምንታቅ ዳል?-----
4. የአትሌቲክስ ማህልጠኛ ጣቢያ ወይም ክለብ ወስጥ ለሚገኙ አሰልጣኞች በቂ የጥም ማሻሻያ ሰልጠና ይሰጣቸዋል?-----
5. የአትሌቲክስ ማህልጠኛ ጣቢያ ወይም ክለብ በቂ የስፖርት ቁሳቁስ ወይም መሳሪያዎች አሉ በለው ያምናሉ?-----
6. የአጫ ርቀት ስፖርት ሰልጣኞች ወጠታ ከአ ወይጋ እና ከአለም የወድድር መገቢያ መስፈርት ጋር ሲነጻጸር አጥጋቢነት ውብለው ይምናሉ? ቢያ ብራሩ ልኝ፡፡ -----

ስለሰጡኝ ማብራሪያ አመሰግናለሁ፡፡