

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE



**EXAMINE THE INTERPERSONAL RELATIONSHIPS OF COACH AND
PLAYERS IN SOME SELECTED OROMIA SUPER LEAGUE CLUBS
REPRESENTATIVE IN ETHIOPIAN SUPER LEAGUE**

By:-

HABTAMU GETACHEW

**A THESIS SUBMITTED TO THE COLLEGE OF NATURAL SCIENCES OF
JIMMA UNIVERSITY DEPARTMENT OF SPORT SCIENCE IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF FOOTBALL COACH SPECIALIZATION.**

**OCTOBER, 2019
JIMMA, ETHIOPIA**

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COACHING SPECIALIZATION.

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OCTOBER, 2019

JIMMA, ETHIOPIA

**JIMMA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCE**

DECLARATION

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in the thesis will give recognition through citation.

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Biography

The Researcher was born in 1982 in Oromia Region East Wollega zone GidaAyana woreda Ayana town .

He attended primary and junior school in Ayana primary school then He went to GidaAyana secondary school and completed my secondary and preparatory school in 1999 and joins Wollegga University at 2000 E.c and attends college of natural science department of physical education and graduated in 2002

Then he was employed as secondary school teacher in 2003 at Guji zone Wadera secondary school and served the school for one year. Then in 2004 he was transferred to Wayu Tuka woreda youth and sport office which located in East wollega zone and served the office for two years

Now the researcher was serving in Nekemte city sport office since 2006 as Team leader of competition and training and I also served as technical directors of Nekemte city football club and he have already completed all the courses and hope to obtain Msc degree in Sport science from Jimma University the title of my thesis is ‘ **Examine the interpersonal relationships of coach and players in some selected Oromia super league clubs representative in Ethiopian super league**

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Abstract

The purpose of this study was to examine the interpersonal relationships of coach and players in Oromia region super league representative in Ethiopian super league competition. This study involves 52 players selected by simple random sampling method, 8 coaches and 8 sport experts selected using purposive sampling method. Also four clubs purposefully selected. The major instrument in this study was questionnaires, interview and document analysis. The questionnaire was administered for both coach and players. The information obtained questionnaire, unstructured interview was conducted to club managers and technical directors. After data collected from respondents document analysis data would analyzed through questionnaires, interview and document analysis. Finally the collected data would be gathered checked and coded according to their characteristics. Qualitatively analyzed data from open ended questionnaire, interview and lastly, the organized data was filled in SPSS software to analysis and interpretation by using percentage, frequency and chi square test which is weighted quantitatively

The finding of the study was substantial difference on some points, the majority of players responded that the technical support performed by coaches was un satisfactory or inadequate. Moreover, the finding revealed that the coaches must have better knowledge and skill on the field. However the super league club coaches were seen not competent enough to develop their knowledge and skill to perform the expected task in efficiently. Most of the players do not have good attitude towards their coaches and are not satisfied with their relationship. This view may be raised from the fact that the coaches lack the expertise, knowledge and skills expected of them. Moreover, they consider that the purpose of coaching is for the purpose of financial earning rather than developing good relationship and enhancing player's performance in the field The major problems of coaches in regard with developing good relationship is that lack of adequate training programs in the part of coaches as well as players lack of awareness about coach players relationships and lack of reward and incentive mechanism to enhance the profession of coaching.

Hence, the researcher recommends relation to interpersonal relationship of coach player is important to have freely and open communicate among each other

Key words:-*Coach, Players, Relationship, Football clubs, Ethiopian super league.*

Acronomys

FIFA: - Federation of International football Association

FC: - Football Club

FA: - Football association

EFF: - Ethiopian Football Federation

CAF: - Confederation of African Football

ESL: - Ethiopian Super league

E.C:- Ethiopian Calendar

PSA: Psychology of Sport and Exercise

UK: United Kingdom

FSC: Federal Sport Commission

CHAPTER ONE

1. INTRODUCTION

1.1. Back ground of the study

Football, in the sport science field can be seen as part of a larger entry of the operation that many people are interested with. The word football is derived from an English word originally spelt as two words “foot” and “Ball”. As a result the game had to be played on foot, as its original name was called football. The game had started by deriving some rules. Therefore, all modern codes of football can be traced back to these Shrovetide ball games.

Football is one of the sports with a very rich global history. According to Givlianotti (1999), most cultures and civilization seems to have played some kind of proto football which involved the kicking of a ball between different groups of players. Since the Romans attempted to take over Greek culture, they also began to play a game which they called Harpastum (Young, 1968)

In medieval Europe, French peasants practiced a violent ball-game they called solve, while the renaissance men practiced calico (Armstrong and Gulinotti, 1999). Walvin (1975) holds that several forms of informal or regulated games in which balls were kicked more or less, and handled by the opposing teams. The game was simply an ill-defend contest between independent crowds of youths often played in lawless fashioned.

According to mason (1980), a kind of rough football, not very different to that of played in many places in England. By the end of 18th century, public school pupils were mostly coming from the super classes and playing football was one of the ways senior boys dominates other boys (mason 1980). In the 1830's some scholars began to reform schools, making pupils more disciplined and making senior peoples use games as a way of exercising responsible authority on behave of the staff senior peoples were expected to run games in a manner which provided discipline without bullying the younger people.

When assessing the history of modern sport, specifically Football, in Ethiopia; it traces back in half of a decades. Even if it was long back since it takes place in Ethiopia, the development and popularity was not good enough. In 1916 the foreign community living in Addis Ababa like Armenians, Greeks, Indians, and Italy were competing each other at Jan-hoy-meda mean while the society around there were interested and started participation. In

1928 the youths living around paisa formed St. George club followed by some others like Defense and red sea. The establishment of Ethiopian Football Federation in 1941 with four clubs was inaugurated with St. George, Defence, Kibir Zebenga and Red sea as founding members. CAF, which was formed in 1955, Ethiopia played a great role in collaboration with Sudan and Egypt. Ethiopia hosted 3rd African cup of nation and hold the trophy.

Additionally, Ethiopia hosted 6th and 10th African cup of nation in 1960 and 1968 respectively. The Federal Sports Commission was founded in 1968 within the regulation. (*EFF*)

The Ethiopian super league competition was the second higher league competition of the country next to Ethiopian premier league and started in 2008 E.C and by participating 32 clubs by categorizing in two zonal area geographically 16 by 16 until 2010. But in this year 2011 E.C Ethiopian football federation formalizing new format by adding the participations of the clubs from 32 to 36 categorizing the clubs in three zonal area (north zone, central zone and south west zone) out of this 10 clubs are representing Oromia region.

The study of human relationships has attracted the attention of many of the world's great scholars throughout the world history. It dates back from the time of Aristotle. Aristotle suggested that "for without friends, no one would choose to give though he had all other goods" In addition, the 16th century poet John Donne said that, "No man is an island, entire of itself "Even the Beatles sang about getting by with a little help from their friends the underlying consensus of these perceptions is that the relationships that an individual has with those around them have a very significant role to play in their daily life activities.

Human relationships are very important issue in different day to day activities in general and in any sport situations in particular According to Coppe (1995) the idea of human close relationships is argued as: "There are a number of important relationships in sport involving athletes, coaches and partners but that our knowledge of these relationships, both in theoretical and empirical terms is limited. In the last decade, it has witnessed that a significant increase has been seen in research focusing on relationships of sport activities such researches have facilitated the development of our standing of the nature and importance of such relationships to strengthen different sport activities.

One key relationship within sport is that of between a coach and players super league clubs. Lyle (1999) argued that a coach who fails to acknowledge the importance of coach-athlete

relationship risks not developing their athlete to their full potential. Jowett and Meek (2000) have been conducted that, in a sport context there are many personal relationships such as coach parent, coach-athlete and coach-partner that can impact on performance, but coach-athlete relationship is considered to be particularly crucial. In the case of foot ball, the coach-Player's relationship is embedded in the dynamic and complex coaching process. The coach and players have to develop, intentionally a relationship which is characterized by a growing appreciation and respect for each other as individual and as a collective group.

The coach player relationship is not an add-on to or by product of, the coaching processor it is based on the player performance, age, or gender, instead it is the formation of good coaching the coach and the player intentionally develop a relationship, which is characterized by a growing appreciation and respect for each other as individuals. On the other hand when the coach and players relationships is not implemented and managed properly, the result becomes haphazard and unidirectional. Jowett and Meek(2000).

Generally, this study is defined to assess the factors that affect coach and players relationships in the case of some selected Oromia region clubs participated in Ethiopian super-league clubs. Finally, the study was attempted to seek for ways and means of alleviating the problems.

1.2. Statement of the problem

An interpersonal relationship is an association between two or more people that may range from fleeting to enduring. This association may be based on love and liking, regular business interactions, or some other type of social commitment. According to Jowett & Cockerill, (2002); Lyle, (1999) stated that: In a sport contest there are many personal relationships (e.g. coach-parent, athlete-athlete, and athlete-partner) that can impact on performance, but the coach-athlete relationship is considered to be particularly crucial. As can be understood from the above idea, the researcher was observed different clubs in Ethiopian super league clubs. and able to identify the effect and cause of interpersonal relationship on the clubs.

This interpersonal relationship would have a great impact on the performance, self-worth, motivation and enjoyment of the members' of the teams. This fact triggered the investigator to conduct this research which is aimed at exploring the interpersonal relationships among the coach and players in super league clubs.

Coach- Player's relationship has been played a vital role in the development and improvement of football activities. It has been useful in equipping coaches and players with the necessary knowledge and skills to solve problems by creating awareness about the dynamic changes that arises in coaching process being an integral part of the total sport program, coaching would be the most creative cooperative and corporate responsibility of all coaches and players in particular. However, as to the practical observation of the researcher there would be some factors that affect the relationship of coach and players in some Ethiopian super league clubs. It is practically observed that (since the researcher was some experience in the field) there are some points on which to improve the coach-players relationship.

Coaching is a long lived football service which has been playing vital role in the development and growth of football clubs. It has been useful in equipping coaches with necessary knowledge and skill to enhance day to day performance of club players and even the coaches and solve coaching problems by creating awareness about the dynamic changes in the super league clubs. In short it has been useful in promoting the football team by enhancing the quality of coaches and the performance of the players. Coaching, being an integral part of football it would be the most creative, cooperative and corporate responsibility of the coaches, managers, technical staff and the players as a whole

Therefore, the above mentioned problems and others initiated the researcher to carry out the study on the current factors that affect coach-players relationship in some Oromia super league clubs.

1.3 Basic Research Questions

The above mentioned problems and other factors initiated the researcher to carry out the study on the factors that affect coach and players relationships of some selected Ethiopian super league clubs. To this effect, the following basic research questions are going to be addressed to guide the course of the study.

1. What is extent of the interpersonal relationship between coach and players in super league clubs of Ethiopia?
2. How do coaches perform to facilitate good relationship in regard to their players?
3. How do coaches view the relationship of them and their players?
4. What is the major problem that affects the coach-player relationships in their respective clubs?

1.4 Objective of the study

1.4.1 General Objective

The general objective of the study was to examine the interpersonal relationship among the coach, and the players in some selected super league clubs of Ethiopia.

1.4.2 Specific Objectives

The specific objective of the study was to specifically examine the factors that affect coach-players relationship

The specific objectives of the study are to:

- To assess the interpersonal relationships between coach and players
- To investigate how coaches facilitate good relationships with players
- To examine how coaches view the relationships of them and their players
- To investigate major problems that affect coach and players relationships in the clubs

1.5 Significance of the study

Study will help the super league clubs of Ethiopia in general and Oromia in particular in providing information that helps in identifying problems. On the other hand, depending on the findings of the research.

- To provide proper information how to improve coach- players relationships.
- To identify factors that impedes team performance in the clubs.
- Helps as guideline to coaches and other sport professionals for the day today activities to activate different challenges in the area.
- It also serves as stepping stone for further investigation for other interested groups on the field of study.

1.6. Delimitation of the study

Coach-player relationship is an important element for the good performance of any football club. So it needs a thorough investigation throughout the country.

It is difficult and unmanageable to conduct research on all (10) Oromia super league clubs representatives because of resource, time and other constraints the researcher was restricted himself to the factors that affect the relationship issues of the coach and the players in four (4) Oromia region Finfinne special zone clubs which participated in Ethiopian super league competition Namely, Burayu FC, Sebeta FC, Legatafolegadadi FC and Gelan Fc.

1.7. Limitations of the Study

Some of the problems which limited my study were

- Lack of update references materials in the study
- Lack of time constraints
- Lack of Time
- Financial problems

1.8. Definition of Operational terms

Football :

Coach: - The person who takes care of coaching and training of a team and who prepares for performance

Player: - Is a sports person who plays association of foot ball

Coach-Athlete-

League:-is an alliance of teams that organizes sporting competition (soccer glossary).

It is a group of teams that play the same sport or activity against each other

Ethiopia super league: - The second higher league of the country

Club: - organized team that plays in a league.

Interpersonal relationship- an interpersonal relationship as the situation in which two peoples emotions, thoughts and behaviors are interconnected (Kelley et. al. (1983).

Technical Director

Team Manager

Cohesion – define as ‘a dynamic process which is reflected in the tendency for group to stick together and remain united in the pursuit of its goals and objectives

1.9. Organization of the Study

The content of the proposal was organized in to five chapters. The first chapter deals with introduction, which consists of: background of the study and study area, statement of the problem, research questions, general and specific objectives, significance of the study and delimitation and of the study and definition of some key terms and concepts and organization of the study. Chapter two deals with review of related literature, which consists of: historical Background of football, conceptual frame work of football, concept of interpersonal relationships, types of interpersonal relationships, interpersonal relationships between coach and players, concept of leadership, major roles and responsibilities of coach and styles of coaching. Chapter three deals with research design and methodology, study area, method of data collection, method of data analysis chapter four deals with presentation and analysis of data and findings chapter five deals with summary, conclusion and recommendation Reference and Appendix.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. The concept of interpersonal relationship

2.1.1 Definition of Interpersonal relationship

According to Kelley et al (1983), defines relationship as the situation in which two peoples, emotions thoughts and behaviors are interconnected.

Jowett and meek (2000) applied this to coach-player relationship and its main goal is to produce a combined outcome of an improved high performance. The qualities of this relationship would have a great impact on the possible consequences for both an athlete and the coach, for example, performance, self-worth, motivating and enjoyment

2.1.2 Development of Inter personal relationship

Interpersonal relationships are dynamic systems that change continuously during their existence relationships tend to grow and improve gradually, as people get to know each other and become closer emotionally, or they gradually deteriorate as people drift apart, move on with their lives and form ne relationships with others.

2.1.3 Types of Interpersonal relationship

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

1. Friendship: - the theories of friendship emphasize the concept of friendship as a freely chosen association.

- *Friendship* is defined as rule-governed relationship that parties enter into by choice.

There are theories of friendship and the function of friendship at various stage of one's life.

2. Family: - Family communication patterns establish roles, identities and enable the growth of individuals – Family also be exhibited by communication patterns.

Communication issues are at the heart of health and successful family dynamics. To understand this more we need to explore how the structure of family relationships develops patters of communication.

3. Romantic:-Romantic relationships are defined in terms of concepts of passion, intimacy and commitment.

Romantic relationships are often conceptualized as marked by passion, commitment and intimacy. This theories about love and romance and provides links to resources about committed relationships.

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

5. Interpersonal Competence = Assess interpersonal effectiveness in various types of relationships and contexts.

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

2.2. Jowett's 3+1C conceptual model

Jowett's early work on the quality of a coach-athlete relationship employed the 3C (i.e., Closeness, Commitment and Complementarily) conceptualization to provide a framework, which guided the collection and analysis of qualitative data (Jowett, 2003; Jowett & Cockerill, 2003; Jowett & Meek, 2000). The 3Cconceptualization was developed based on the approach advocated by Kelley et al.(1983) who suggested that a dyadic relationship involves a situation in which two people's feelings, thoughts and behaviors are mutually and causally interconnected.

Jowett (2001) reviewed the wider relationship literature to identify constructs that could be employed in the operationalization of feelings, thoughts and behaviors. Three constructs were highlighted, which had all received a significant amount of theoretical and research focus.

Jowett (2005b, 2007) operationalizes the affective element of the coach-athlete relationship as closeness. This refers to the feelings that the coach and athlete associate with their relationship. It therefore relates to issues such as whether the coach and the athlete like, trust respect and appreciate each other. The cognitive aspect of the coach-athlete relationship is operationalized as commitment (Jowett, 2005b, 2007). It relates to the members' thoughts regarding their intentions to maintain the coach-athlete relationship, both now and in the future.

Thus, it concerns the extent to which a coach (the football coach) and an athlete (the football player) are motivated to work with one another currently and whether they think that they would like to continue working with their coach/athlete during the next season and beyond. Commitment has been studied a great deal within close relationships, particularly by Rusbult and her colleagues (Rusbult, Martz & Agnew, 1998). Commitment in a sporting sense is exemplified by a coach or an athlete discussing goals for the future and potentially signing a contract to pledge one's commitment to stay in the relationship for a significant period of time. A lack of commitment may be shown by a coach or an athlete thinking that they no longer want to work with their athlete or coach and considering terminating the relationship. Complementarity is the operationalization of the behavioral aspect of the coach-player relationship (Jowett, 2005b, 2007), and concerns the members' cooperative and corresponding behaviors of affiliation (e.g. an athlete's friendly and responsive behavior during training attracts friendly and responsive behavior from their coach). Complementarity is a term, which was first developed by Kiesler (1997) in research, which addresses the relationship between a therapist and their clients. In sporting terms, an example of complementarity may be the case in which an athlete turns up on time for training with the right equipment and ready to put in significant effort during the subsequent training session. Non-complementarity may therefore be manifested as arriving late for training and having forgotten relevant equipment such as one's football boots or shin-pads. Closeness (feelings), commitment (thoughts) and complementarity (behaviors) are the 3'C's. Within Jowett's (2005b, 2007) 3+1C conceptualization of the coach-athlete relationship. Within the general psychology literature, these constructs have traditionally been studied independently. The 3+1C model integrates these three constructs to suggest that players and coaches feelings ('Closeness'), thoughts ('Commitment') and behaviors ('Complementarity') are causally and mutually interconnected. Therefore, the feelings, thoughts and behaviors of a coach are theorized to influence, and are influenced by feelings, thoughts and behaviors of their player, and vice versa. The '+1C's' or 'interconnected', aspect of the coach-athlete relationship is operationalized as Co-orientation. This is a concept, which was first developed by Newcomb (1953). Co-orientation refers to the coach and athlete's interpersonal perceptions regarding the quality of their relationship. It considers the members' views regarding their relationship from both a direct and a Meta perspective (e.g. Jowett et al., in press).

The direct perspective focuses on how a coach/athlete feels, thinks and behaves regarding their sporting relationship in terms of the 3Cs (e.g. 'I trust my coach/athlete'). It is comprised of direct closeness (e.g., whether a coach/athlete likes his/her athlete/coach), direct commitment (e.g., whether a coach/athlete is committed to his/her athlete/coach) and direct complementarity (e.g., whether the coach/athletes believes that they are co-operative when they are with his/her athlete/coach).

The meta-perspective assesses how a coach/athlete perceives their athlete/coach feels thinks and behaves regarding their sporting relationship in terms of 3Cs (e.g. 'my coach trusts me'). It therefore consists of meta-closeness (e.g. whether a coach/athlete perceives his/her athlete/coach likes him/her), meta-commitment (e.g. whether a coach/athlete perceives his/her athlete/coach to be committed to him/her) and meta-complementarity (e.g., whether a coach/athlete perceives his/her athlete/coach is co-operative with him/her). This allows the assessment of three dimensions of Co-orientation (Jowett & Cockerill, 2002; Jowett et al. in press): actual similarity (e.g. 'I trust my coach' and 'I trust my athlete') assumed similarity (e.g. 'I trust my coach' and 'I think my coach trusts me') and empathic understanding (e.g. 'I think my coach trusts me' and 'I trust my athlete'). The interpersonal perceptions literature has considered empathic accuracy and similarity (actual and assumed) to be the 'quintessential indicators' of the quality of dyadic relationships (Kenny & Cook, 1999, p. 447). On one hand, empathic accuracy or the ability to make accurate judgments enhance relationship members' intention to continue the relationship over time (Duck, 1994), facilitate the co-ordination of relationship members' actions in the accomplishment of common goals (Ickes, 2003), and generally contribute to relationship functioning (Hoch, 1987; Swann, De La Ronde, & Hixon, 1994). Moreover, Acitelli, Kenny, and Weiner (2001) argue that because people do not agree on everything (i.e. they are not totally the same), understanding the other person is particularly important in providing opportunities for relationship members to identify, discuss, explore and resolve conflictual issues.

On the other hand, relationship members' similarity (assumed and actual) has social power, in that it forms 'a foundation for relationships' (Duck, 1994, p. 110). According to Duck (1994), relationship members are motivated to achieve and sustain a level of similarity with one another because similarity immediately connects two people, offers validation of world-views and stimulates inferences. Kenny and Acitelli (2001) provided empirical evidence that similarity can lead to empathic accuracy. In particular, dyad members who correctly perceived mutual similarity were more likely to be accurate in their judgments of each other (Kenny & Acitelli, 2001).

It seems that accuracy and similarity are processes that connect two otherwise independent people. Although no previous studies have directly examined cognitive processes in the context of coach-athlete relationships, there is already indirect support for the significance of both empathic accuracy and (actual and assumed) similarity.

For example, it has been found that coaches and athletes who assume that they are mutually similar (e.g. that they have common views, thoughts and opinions) or express a degree of empathic accuracy (e.g. acceptance and understanding) are likely to experience higher levels of relationship satisfaction (Jowett & Cockerill, 2003; Jowett & Meek, 2000). In contrast, athletes and coaches who perceive lower levels of similarity (e.g. dissimilar goals, dislikes, opposing philosophies about sport) and empathic accuracy (e.g. lack of understanding and knowledge and inability to grasp the other's Sophia Jowett and David Clark-Carter meaning) face challenges when confronted with everyday interpersonal interactions containing conflicts, disagreements and false impressions on and off the sports field (Jowett, 2003). These studies also suggest that a single person's experiences and perceptions are in some sense social and that individual perceivers are capable of creating potential for relationship change (for better or worse) based on their personal experiences and perceptions.

Jowett's (2005b, 2007) 3+1C conceptualization benefits from adhering to Berscheid's (1999) recommendation to relationship researchers to "think dyadic ally" (p 261). It also acknowledges the importance of considering the affective, cognitive and behavioral aspects of the coach-athlete dyadic relationship, as advocated by Hinde (1997). However, the main benefit of Jowett's (2005b, 2007) conceptualization is the extensive qualitative (e g, Jowett & Frost, 2008; Jowett & Timson Katchis, 2005) and quantitative (e g., Jowett & Chaundy, 2004; Jowett & Ntoumanis, 2004) investigations, which have provided a significant amount of support for the validity of the 3+1C conceptualization. There are therefore a number of models, which have taken a relationship approach to the conceptualization of the coach-athlete relationship. Due to the limitations associated with the alternative approaches, and the extensive research, which has been conducted regarding Jowett's (2005b, 2007) 3+1C conceptualization, it is Jowett's model, which under-pins and guides the four studies, which comprise this research.

2.3 Interpersonal Relationships in Sport Settings

Interpersonal relationships usually involve some level of interdependence. People in a relationship tend to influence each other, share their thoughts and feelings, and engage in activities together. Because of this interdependence, most that change or impact one member of the relationship will have some level of impact on the other member. In 1995, it was argued that research in psychology concerning special populations and relationship issues has been almost non-existent (Wood & Duck, 1995). The same year, Coppel (1995) ascertained that relationship issues facing players is crucial yet limited. Several years passed and relationship research in sport and exercise settings was still described as an uncharted territory (Wylleman, 2000) and as a less travelled path (Smith, 2003). In light of the concerns about relationship research in sport and exercise settings originally expressed a decade ago, the idea for a special issue grew out of an invited symposium on relationships in competitive sports held in 2003 with European Congress of Sport Psychology in Copenhagen. The central aim of this special issue is to highlight the extent to which interpersonal relationships in sport and exercise settings have gained momentum in current research whilst encouraging its further development. In 2004, a call for papers for this special issue was followed by a positive and enthusiastic response from established and young scholars working in the field. This special issue builds upon the 15% (19) of published articles in the six volumes of Psychology of Sport and Exercise (PSE) which were identified as being related to the general topic of relationships, interactions, and leadership. This special issue of Psychology of Sport and Exercise (PSE) devotes as much space as was available for presenting six high quality articles and a brief report all of which contain diverse relationship topics and methodologies.

2.3.1 Interpersonal communication

Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal message: it is face to face communication. Interpersonal communication is not just about what is actually said- the language used- but how it is said and the non-verbal messages sent through tone of voice, facial expressions, gestures and body language.

Successful interpersonal communication is directly linked to predicting how the other person will understand and react to you. Interpersonal communication is a dynamic, interdependent process between two persons (Gouran, Wiethoff, & Dolger, 1994).

Three principles underlie interpersonal communication (Devi to, 1986).

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

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

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

2.3.2. Concept of communication

Communicating "one on one" with other human beings is generally referred to as interpersonal communication. Everything a person does on say be considered communication. For example. A coach communicates values and philosophy through who selected for the team. How the team is governed, and how decisions are made, while a player's motivation may be none verbal communicated through effort, persistence, and intensity. Communication occurs through written and spoken words and body language in every day interactions.

Communication is an interpersonal exchange shaped by various factors, including value systems, personal characteristics, tensions, and situational dimensions (e.g. type and level of sport, culture, gender).

2.3.3 Effective Interpersonal communication

- ✓ Want to improve your interpersonal relationships with others? Improve your skill at interpersonal communication and you will reap the harvest in more successful work relationship.
- ✓ Find effective interpersonal communication tips and tools effective communication is a must at work. Skill full interpersonal communication involves
- ✓ Basic conversational language skills including listening and speaking abilities
- ✓ A basic understanding of how personalities and cultures effect communication
- ✓ An understanding of your own personality, culture, and preferences, and
- ✓ Knowledge of conflict prevention techniques

2.3.4 Leadership and coaching behavior

According to chelladurais multidimensional model of leadership (1990, 1993), leadership effectiveness is a function of three interacting aspects of leader behavior actual, preferred, and required behavior. When these aspects are congruent, it should result in desirable performance outcomes and player's satisfaction. Empirical studies were primarily concerned with the relationship of leadership's behavior and player's satisfaction. Players seem to be satisfied when coaches emphasize training and instructions as well as positive feedback (chelladurai, 1993). Barrow (1977) defined leadership as "the behavioral process of influencing individuals and groups towards set goals" (p.232). The definition is important because it places emphasis on the vision of a leader (i.e. goals, objectives) while also highlighting the necessary interaction between the leader and group members. Effective leadership will encompass an understanding of motivation and is likely to minimize any loss of productivity through the development of both task and group cohesion, allowing a group to operate at, at or close to its potential. Indeed, Carron and chelladurai (1981) found that cohesion was dependent upon player and coach relationships. Loehr (2005) stressed that the common theme of effective leadership is the "positive impact that individuals can have on group dynamics relative to a team objective" (p.155). The act of leadership attempts to influence and convert others into followers' (tannenbaum, weschler, & massarik, 1961) and may be persuasion and manipulation. Leadership requires an understanding or respect for the power dynamic between the influencer and the follower. The relationship recognizes that every act between the two parties is a "political act with potential for coercion (miller, 1985). Researchers have suggested that the interpersonal dynamic at play between player and coach are complex (bloom, schinke, & salmela, 1998; martens, 1990) and this complexity is also likely to extend to player and manager relations. Managers unable to communicate effectively with their players may inadvertently exacerbate problems due to a lack of understanding from their perspective. Perceptions and interpretation of information conveyed by the manager may have its origins in the formative stage of an individual's development (Seligman, 1991). To improve the intellectual exchange between player and manager it may be necessary. To integrate specialist sports psychology consultants into the team to facilitate from parties. To understand leadership it is important to transcend the superficial and retrospective lay perspective which tends to define success in terms of winning. For some clubs with limited resources, Success might be defined in terms of maintaining their status (i.e. avoiding relegation to a lower division). According to Weinberg and Gould (2003), leaders

typically have two functions: 1. To ensure the demands of the organization (club) are satisfied by the group effectively meeting its targets and 2. To ensure the needs of group members are satisfied. Clearly, those individuals who are responsible for appointing leaders /managers need to ensure that the visions and targets of both the club and potential leader are compatible and that the qualities of the leader and group members (players) are not incongruent. Coaching Leadership Styles:-

Richards and Greenlaw (1966) defined leadership as influence process in that , the dynamic of the function of the leader, his/her followers, and the nature of specific situation. This definition is more in keeping with humanistic movement in psychology and suggests that leaders should flexible. William F. Strub (1980) contends that, leader's ship sport is defined as the influence the coach has on his/her athlete and the nature of the specific situation. Tannenbaum and Schimdt' smodel (1988) contend that effective leadership is a function of the leader, the followers and situational variable. Effective coaches, like successful, managers in industry seem to be able to vary their style with the need of situation.

Autocratic leadership: - Autocratic leadership has involvement of its participant's indecisions. The use of commands and punishments are prevalent as is the prescription of plans and methods for are prevalent as is the prescription of plans and methods for activities (Zhang 1997). With autocratic leadership, a coach or trainer will map out a plan with very little, if any, input from the athlete or client. The autocratic behavior dimension is a prime example of a coach or trainer giving at was or client what the coach or trainer thinks her/his need.

Advantages of autocratic style are:- In the military and other urgent circumstances, people may prefer the ability to be told what do next. According to Money Zine, "In fact, in times of stress or emergency, some subordinates may actually prefer an autocratic style--they prefer to be told exactly what to do. ... The autocratic leadership style is very effective when times are stressful." Lengthy debate has no place in many work environments, and this form of leadership limits arguments. It allows employees to have one task, and that is to work, which could mean that the employees master their tasks and become proficient enough to help grow the company.

Disadvantages of autocratic style are:- According to Money Zine, "The communication style of an autocratic leader is usually described as one way. They tell you exactly what they want done." This can be frustrating if the boss talks to the employees only when they make mistakes and little praise are provided. In addition, it can generate a company of zombies with no fresh ideas. This autocratic style can create an environment of fear and resentment, leading to high turnover and absenteeism, which can hinder progress. Moreover, it can stifle creative ideas that might make the company more competitive.

Democratic leadership:- Democratic leadership allows for the participation of athlete or clients in decisions, and coaches are respectful of their rights (Zhang 1997). Under this demission, at where or clients are allowed to set their own goals and are permitted to provide input about their training program. According to coach wooden coaches should consider the rights of others before (their) own feelings and he feelings of before (their) own right (ESPN 2010) This form of leadership engages the athlete or clients that they are working with, making them feel needed and important (Zhing 1997).

Advantages of democratic style are -> the participant can result in high motivation of group members. The knowledge and experience of group members can be used in decision making. Members may feel more committed to group goals and less resistant to managerial actions. Individual abilities can be developed through participation. Group may be better informed as a result of two way communication. That is from the group members to the leader and also from the leader to the members.

The disadvantages of democratic style are -> individuals may dominate the participation or make disruptive contribution. This approach can be very time consuming for the leader because of the use of two-way communication. Compromise can result in actions that are not the most effective. Conflict may be resolved by making the least offensive decision not the most effective Situation can develop where responsibilities are not clear cut. Participation may be viewed as a sign of inefficiency on part of a leader. Subordinates may view leader as incompetent to handle the job responsibilities.

Positive Feed Back:- Positive feedback is based up on a behaviorist approach is known as positive reinforcement (Zhang 1997). Coaches and personal trainers will compliment or reward their players or a client on their successes, which maintains motivational levels (Mageaw 2003, Zhang 1997). The players or client will be rewarded for a good performance or effort (Zhang 1997).

Social Support: - The dimension of social support, which style satisfies the interpersonal needs of players or clients by remaining sensitive to them and helping them with their personal problems (Zhang 1997). A high degree of emotional intelligence (Goleman 1998), specifically empathy or having the ability to understand the emotional make up people and treating them according to their emotional reactions, will be required to effectively carry out this dimension (Zhang 1997: Goleman 1998)

2.4 The significance of the coach- player relationship

The significance of the coach –player partnership has been acknowledged by a number of official sport organizations. For example, sports coach uk (formerly the national coaching foundation) in several publications (e.g. working with children, 1998; protecting children, 1998) has described the coach-player relationship. In terms such as, commitment, cooperation, bonds, respect, friendship, power, dependence, dislike and distrust. Moreover, the department for culture, media and sport (A sporting future for all, 2000) referred to the coach- player partnership, and the coaches mentoring and supportive roles, as prominent issues of coach education. Finally, uk sport in a recent strategic document (The uk vision of coaching) stated by 2012 the practice of coaching in the uk will be elevated to a profession acknowledged as central to the development of sport and the fulfillment of individual potential.

It is perhaps surprising then that, historically, coaching has been preoccupied with merely enhancing players’ physical, technical and strategically skills (Miller & Kerr, 2002). Now that the coach- player relationship is recognized as the foundation of coaching and a major force in promoting the development of players’ physical and psychological skills, coaches’ ability to create perfect working partnership with their players becomes paramount. The question is ‘what makes the ideal coach-player relationships.

2.5 Interpersonal relationships between coach and Players

In sport context there are many personal relationships (e.g. coach-parent coach-Athlete, athlete-athlete and athlete-parents) that can impact on performance, but the coach-player (athlete) relationship is considered to be particularly crucial (Jowett and Cockerill, 2002; Lyle, 1999)

The coach-athlete relationship is considered as the heart of achievement and the mastery of personal qualities such as leadership determination, confidence and self-reliance.

In addition, there are the fundamental needs for competence, autonomy and relatedness and if these needs are not properly met, that can impact on individuals intrinsic motivation (Amorose and Horn 2000) subsequently it has been found that athletes who felt more compatible with their coach experienced fewer negative cognitive intentional and somatic affects from their coaches behaviors athletes who felt more compatible also felt more supported by their coach and evaluated his/her communication ability more favorably conversely, a downbeat interaction between the coach and the athlete can also create a negative interpersonal atmosphere which fosters the likelihood of their being an unproductive and unbeneficial, negative self-fulfilling prophesy. (Kenow and Williams 1999) when comparing a coaching perceptions of their behaviors and the athletes perceptions of their coaches' behaviors there are oftentimes of discrepancies with regards of leadership styles, coaches have typically scored themselves higher than the athletes do on training and instruction democratic, social support, and positive feedback Towards (Horn and Carron, 1985, Smith, Smoll and Hunt, 1977)

Even more specific when considering coaching behaviors and the coach athletic relationships in that in some cases coaches are more inclined to select an autocratic style over a democratic one based upon the environment. It has been generally suggested that coaches' behaviors and leadership styles need to change from situation to situation as well as from athlete to athlete (Solomon Dimacro, Ohlson and Reece 1998).

There is a necessary harmonic component within the coach-athlete relationship. Poczwarski, Barott and Henschen, 2002) reported that.

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

2.6. The concept of leadership

2.6.1. Definition of leadership

This definition is important since it places emphasis on the vision of a leader i.e. its goals and objectives with also highlighting the necessary interaction between the leader and group member.

leadership is the action of leading a group of people or an organization or the ability to do this leadership involves establishing a clear vision sharing that vision with others so that they will follow willingly precluding the information knowledge and methods to realize that vision (WWW goggle come) . Making the definition simpler, leadership is the art motivating a group of people to act towards achieving a common goal.

2.6.2 Antecedents of Leadership

According to foundations of sport and exercise psychology 2nd edition p197-198:- Some studies have concentrated on the conditions, or antecedents, that affect leader behavior, whereas others have focused on the consequences of leader behavior. That is, how it affects member performance and satisfaction. Personal and situational factors that affect leader behavior have produced many insights, including the following.

Age and Maturity: - as people get older mature athletically, they increasingly prefer coaches who are more autocratic and socially supportive more mature athletes are typically more serious about their sport, and they want a coach who gets things done and is highly organized but who is supportive of the players.

Gender-Males prefer training and instructive behaviors and an autocratic coaching style more than females do. Hence, coaches should be more directives with males and provide plenty of instructional feedback. Females prefer democratic and participatory coaching that allows them to help make the decisions. Coaches and other group leaders should allow females opportunities for input.

Nationality the cultural background may influence leadership preferences. For example:- Athletes from the United States, Great Britain and Canada do not differ notably in the coaching styles they prefer. Japanese university athletes prefer more social support and autocratic behaviors than do Canadian athletes, and they perceive their coaches to be more autocratic.

Types of sport: Athletes who play highly interactive team sports, such as basketball, volleyball, and soccer, prefer on autocratic coaching style more than do athletes in coaching sports, such as bowling. Thus, the volleyball team would typically prefer an autocratic coach more than would a track team.

Determining what makes effective sport leadership is clearly not a simple process-Not only is effective leadership style influenced by a variety of personal and situational factors, but it can also have varied consequences for the leader and group members. Affect leader behavior includes the following.

2.6.3 Consequences of leadership

According to Chelladurai (1990-1993), when a coach leads in a style that matches the group members' preferences, optimal performance and satisfaction result.

1) **Satisfaction** – When a coach reports developing the same decision style that his or her athletes prefer and perceive, coaching effectiveness will be rated highly. Similarly, athletes not getting the coaching style they prefer clearly will affect their satisfaction. Especially with behavior related to training and instruction, as well as positive behaviors, the greater the discrepancy, the less the satisfaction. Generous social support, rewarding of behavior and democratic decision making are generally associated with high satisfaction among athletes.

2) **Cohesion** – Coaches perceived as high in training and instruction, democratic behavior, social support, and positive feedback, along with being low in autocratic behavior, had teams that were more cohesive (Gardner, Shields, Bredemeier & Bostrom 1996; Fease & Kozub, 1994; Westre & Weiss 1991).

3) **Performance**- Frequent social support is related to poorer team performance (i.e. Win-Loss record). The increased social support did not cause the team to lose more; however, more likely losing teams need more social support from leader to sustain motivation.

2.6.4 Leadership qualities

Bill Parcells (1995) in his recent book, *Finding a Way to Win*, wrote that successful football coach and winner of two Super Bowls discusses what he believes to be the key to successful leadership.

1. **Integrity** A leader's philosophy must have a sound structure be rooted in his basic values, be communicated and accepted through our organization, be resistant to outside pressure, and it must remain in place long enough to allow for success.
2. **Flexibility** - Traditions are made to be broken. If you are doing something just because it's always been done that way, then you may be missing an opportunity to do better.
3. **Loyalty** the first task of leadership is to promote and enforce collective loyalty, also known as teamwork.
4. **Confidence** if you want to build confidence in your players and coaching staff, give them responsibility and decision-making capabilities and support them in their attempts.
5. **Accountability** - Accountability starts at the top you can't build an accountable organization without leaders who take full responsibility.

6. **Condor** when sending a message it's not enough to be honest and accurate. The impact of the message will hinge on who's receiving it and what they are willing to take in at the time.

7. **Preparedness** – Well prepared leaders plan a head for all contingencies, including the ones they consider unlikely or distasteful.

8. **Resourcefulness**- at its most basic level, resourcefulness is simply resilience, a refusal to quit or give in even when all seems bleak.

9. **Self-discipline** – There is always to compete, even against superior forces, but it requires strict adherence to a calculated plan.

10. **Patience**- patience rarest and most valuable when an organization is performing poorly. It's not enough to know what changes must be made; it's equally important to decide when to make them.

In sports a coach is a person involved in the direction instruction and training of the operations of a sports team or of individual sports people, A coach may also be a teacher (wifipedia org) a coach is a person who trains an athlete or a team of athletes to their possible self-work and performance **or a team** in a particular field of sport. From the above definition we assert that, the major task and function of the coach is preparation of the team to achieve the expected result.

“The coach is a professional head of the team who is responsible for the preparation and performance of single player or a team as a whole.

2.7. Coach

2.7.1 Meaning of coach

Coach is a person who is responsible for managing and training a person or a team. he/or she is also an expert who trains someone learning or improving a skill, especially one related to performing specific skill, for example football (<https://www.merriam.webster.com>)

In sports a coach is a person involved in the direction, instruction and training of the operations of a sports team or of individual sports, people. A coach may also be a teacher (Wikipedia.org)

A coach is a person who trains an athlete or a team of athletes to their possible self worth and performance.

2.7.2 The Major Coaches responsibilities:

Coaches are responsible for planning organizing and delivering an appropriate range of sports activities and programs for individuals and teams. Some major typical responsibilities include training with relevant skills, tactics and techniques assisting with sports promotion and development etc. A coach has also a responsibility to:

- ✓ Promote a positive and acceptable conduct
- ✓ Cultivate disciplined team culture wheel each athlete practices self-discipline.
- ✓ Give appropriate advice and guidance
- ✓ Have high level of commitment in the part of coach athlete relationship
- ✓ A person with a great knowledge of life and sport specialist
- ✓ Works on the development of his (Her sport club).

2.7.3. Functions of a coach

- Development of personality
- Social function
- Sport training function-work

Development of personality: - This task is very important in the coaches' work. The most important task of a coach is not only to teach a young man to play. But to develop a right and trained athlete. In the development work the following aspects should be done:-

1. Molding of character (from psychological point of view.)
2. Courage Strong will persistence.
3. Kindness Moral qualities of the personality- honesty.
4. Responsibility being of principal devotion
5. Collectivism qualities of the personality
6. Patriotism fight for peace, internationalism and social •

Social function. There are competitions and fans involved in sport.

• ***Sport training function-works-*** Training is the most important function of the coach's work. The teams result is a true measure of the coaches' success.

2.7.4. Objectives of coaching:-

If you ask coaches what they won't out of coaching the answer usually include:

1. Winning
2. Fun
3. Athlete development

An athlete development is affected by the importance placed on winning or losing. Striving to win is always important. A "win at all costs" attitude, however, ignores the development of the athlete. It is an attitude frequently used by those coaches who judge themselves by how well their athletes finish. By contrast, the view taken by many successful and experienced coaches is to place the development of the athlete as the single most important consideration. An emphasis on the development of the athlete is more likely to produce better performance greater consistency and more satisfaction for the athlete and coach than an over emphasis on winning. Competition becomes merely a challenging and satisfying way of measuring personal development. This philosophy has been expressed many times as: "Athlete First winning second "It Means:

Athletics is seen as one aspect of a person's life not his/her whole life.

- ✓ There is respect and appreciation of the coach and his work.
- ✓ Athletes decide with the coach the importance of performance and strive to meet their joint expectations.
- ✓ There is respect for the laws and spirit of fair competition.
- ✓ Athletes reaching their potential seen as success.
- ✓ There is respect for both opponents and officials. (*Successful coaching Page 118*)

2.8. Styles of coaching

In the modern world the athlete is exposed to wider views of experiences and practices. This could not be seen as a challenge to the coach but a healthy curiosity on the part of the athlete most coaches tend to coach in the style that they were coached themselves. To become a better coach, coaches should look carefully at the coaching or leadership styles you use. A good leadership style comes from your coaching philosophy and your personality and allows you to communicate more effectively with your athletes.

In simple terms there are three distinct leadership styles. Authoritarian, cooperative, casual

Comparison of the three major leadership styles is seen in the table below.

The characteristics of the three styles are compared in the following

Comparison of the three major leadership styles

The authoritarian and casual styles are extremes and unlikely be successful methods of coaching. The cooperative leadership style gives guidance and structure, but allows the athlete to develop physically, psychologically and socially. This style is more in line with the philosophy of “athletes first, winning second”, Good coaches will be able to modify their style according to the athletes and their situation. The coaching style that is recommended for most situations is the cooperative style. (*IAAF. manual, coaching philosophy P.1.4*)

Comparison of the three major leadership styles

No	Elements	Leadership styles		
		Authoritarian	Cooperative	Casual
1	Philosophy	Win centered	Athlete centered	No emphasis
2	Objectives	Task objectives	Social and task objectives	No objectives
3	Decision making	Coaches makes all decisions	Decisions are guided by coach but shared	Athlete make decision
4	Communication style	Telling	Telling, Asking, Listening	Listening
5	Communication development	Litter or none	High	None
6	What is winning?	Is judge by coach	Judged by Athlete and coach	Not defined
7	Athlete development	Little or no trust in the athlete	Trust in the athlete	Trust not shown
8	Motivation	Sometimes motivated	Motivates all	No motivation
9	Training structure	Inflexible	Flexible	None

2.9. The Roles of in the Relationship between club members

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

2.9.1 The Role of Coaches

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

2.9.2 The Role of the players

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

2.9.3 The Role of the Team Manager

The Team Manager is the person with responsibility for the logistics, administration and coordination of teams to/from and during a competition or training event.

A Team Manager generally is a central point of information and communication, and the expectation by all team members (including athletes' and coaches) is that you will be the person with this knowledge be prepared! A Team Manager should report to the Head coach or chairperson within the club.

The following are major role of Team manager

- To provide a central point of contact/liason point for communication on behalf of the team. To attend pre-competition/camp briefings as required)
- To arrange all team travel, travel itineraries and accommodation(where required)
- To provide information to players, coaches, parents/guardians as appropriate.)
- To undertake team selections(if appropriate and in consultation with others)
- To ensure provision for players to arrive at appropriate time at venues.) To ensure players' are appropriately registered for their events in association with coaching) staff.
- To organize team kit (as appropriate)
- To prepare and submit results to press officer/media (as appropriate)
- To promote positive team spirit and behaviors)
- To adopt the policies and principles of the ASA Child protection policy.)
- To prepare post competition/event reports (as appropriate.)

2.10. Relationships between Coaches and Others

At most level of sport development, the coach often finds him doing practically everything that needs to be done-recruiting, training players, and organizing competitions, fundraising, counseling players, and administering the program, and so on. As the level of training becomes increasingly more comprehensive, there is more and more the need to assist the coach so he/she can concentrate more fully on coaching. This means that the coach must work with others who can support his/her efforts with the players.

Who are these other people the coach must interact with?

They include the administrators, players, there with sport administrations, the media, and parents are particularly important.

2.10.1 Coaches and Sport Administrators

Coach relationship is the most important for the development of the player. The second is that sport administrators exist to support the players and coaches and to develop their sport. It has been said that the more sports administrators can nourish and develop the training environment, the more successful they are in performing their essential tasks. If administrators and clubs officials can provide good facilities and equipment, organize good competitions, raise funds, secure assistance or expertise and assist in promoting success, then they are contributing to the players and coaches. The coach must constantly strive to work cooperatively with parents, club official and so on. Often establishing good and productive relationship requires a considerable amount of effort, patience and cooperation. What ties all these groups together are common goals-to provide good experiences for youngsters in sport?

2.10.2 Coaches and the Media

Although most coaches prefer that the spotlight shines on their players, they, too, are often the focus of media attention. Who better to analyse and evaluate a player's performance? The ability to develop the talent, teach the skills, and nurture the mental toughness essential to high performance attracts media interest in and of itself. The coach who works well with the media has learned to appreciate its reach and understands that smooth relationship can even improve a player's performance.

Unfortunately, too often coaches, and players as well, are apprehensive when confronted by the media, perhaps viewing the reporter as an adversary who is interested only in digging for the sensational or negative story rather than focusing on the performance of the players or the team or the results of the day.

The interview process does not have to be a dreaded experience. Rather it can be an exciting opportunity.

2.10.3 Coaches and Parents

The success of a sport program depends primarily on the quality of adult leadership. Teachers, coaches, officials, spectators, and parents all affect the experience and determine to a large extent whether it will be positive. However, of all the adults involved parents and coaches are perhaps the most important. It's their attitudes, beliefs, and behavior that undoubtedly affect child the most." In some countries, tradition discourages parental involvement in children's sport. However, where coach-parent relationships are the norm, the coach's goal should be to develop positive and meaningful interactions with participants' parents. Following a few simple steps can be helpful:

- Ask the sport administrator to organize a meeting with parents to discuss the program

Objectives and the approach to coaching that will be practiced.

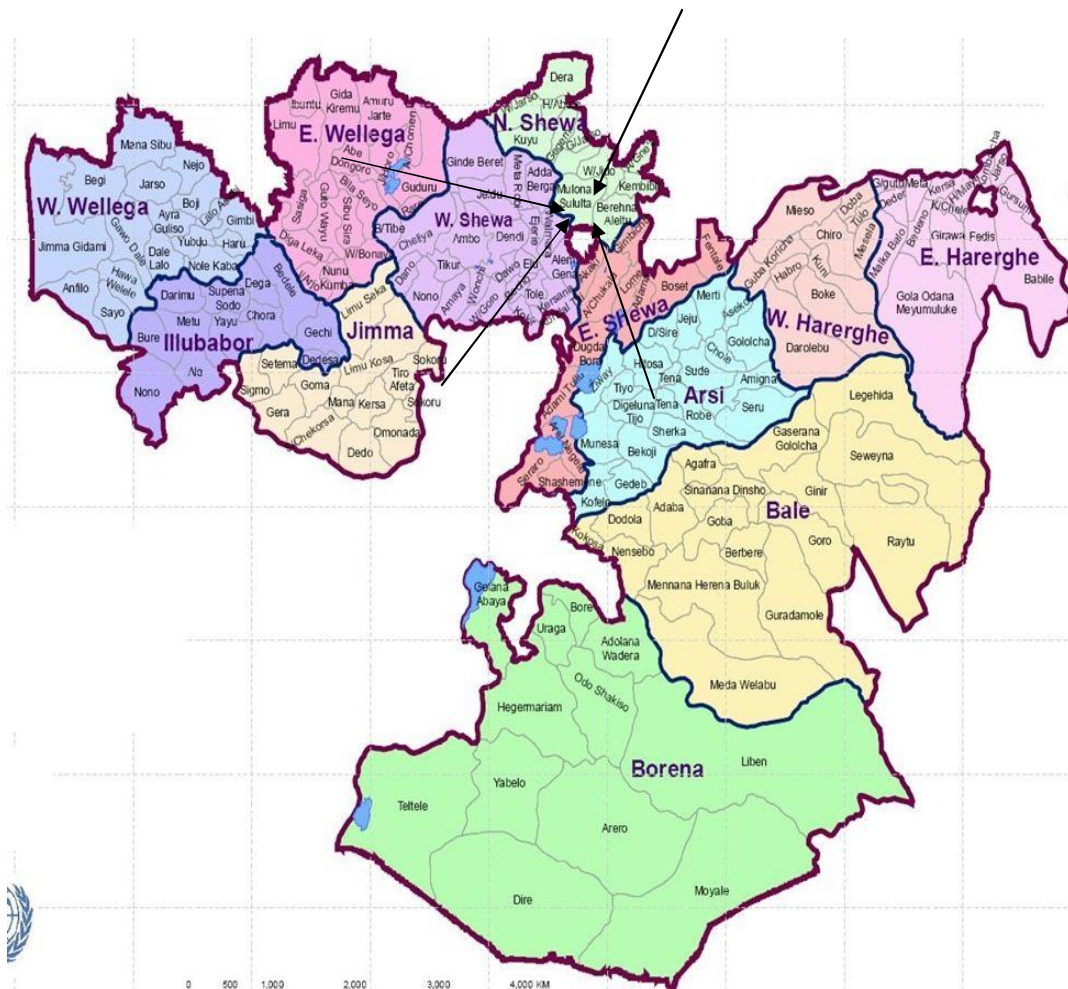
- Describe in detail the behavior the coach will be enforcing; for example, rewarding effort rather than performance.
- Explain the behavior expected of the parents. For instance, make it clear that they are expected to show respect of officials and that they are not to yell instructions to player.
- Recognize the need for regular and open communication with parents to avoid misunderstandings.
- Be positive and open about feedback-this will build parents' trust in the coach and lead to an even better programmed

CHAPTER THREE

3. RESEARCH METHODS AND METHODOLOGY

3.1 Description of the Study Area

The study was focused on the factors that affect coach-players relationships in some Oromia super league club which participated in Ethiopian super league competition. Currently these are(BurayyuFc,SebetaFc,NekemteFC,ShashemeneFc,ArsiNegeleFc,LegatafoLegaDadiFc, Jima Ababunna Fc, Negelle BorenaFc,Bishoftu Automotive Fc,Gelan Fc i.e. they are un evenly distributed in different towns of Oromia .Therefore, for the manageability of the study the researcher was selected four super league clubs that located around Finfinne special zone using purposive sampling method, the purposive selected clubs are Namely, Burayyu Fc, Sebeta Fc, LegaTafu Lega Dadi Fc and Gelan Fc.



3.2. Research Design

The main purpose of this project was to investigate the factors that affect the relationship of coaches and players the case of super-league clubs of Ethiopia. The topics was discussed in this chapter includes the research methodology sources of data, sample population and sampling technique, data collection instrument and procedure of data analysis and interpretation.

A descriptive survey method would be employed as the method of the study. According to koul (2006:432) “descriptive research studies are designed to obtain precise information concerning the current status of phenomena”. This method was more appropriate to gather adequate information which is needed to describe the subject under study on the basis of this design the following procedures would be employed in the collection and analysis of the data.

3.3. Study population

According to Ethiopian football federation report (2011) the total Participants of Ethiopian super league was 36 clubs from different region of the country among these 10 clubs are from Oromia region.

The study was focused on the factors affecting relationships of coaches and players in super-league club of Ethiopia from Oromia region. For the manageability of the study the researcher was select (4) four super league clubs using purposive sampling method and 100 players from four clubs

3.4 Target Population

In the above mentioned ten super league clubs which are found in Oromia region which currently participated in the Ethiopian super league competition in 2011 E.C

Therefore the researcher was decided to focus on target population, accordingly eight coaches (first coach and assistance coach) and eight sport experts (club managers and technical directors of the club) selected from four clubs by using purposive sampling method and fifty two players from four select clubs by using simple random sampling method by the researcher to respond the questionnaire and interviews.

No	Name of clubs	Number of players	Number of Coaches	Number of managers and tech. staffs	Total
1	Sebeta kenema Fc	13	2	2	17
2	Burayyu kenema F	13	2	2	17
3	Legatafolegadadi Fc	13	2	2	17
4	Gela Fc	13	2	2	17
	Total	52	8	8	68

3.5. Sampling Techniques

Regarding the sampling techniques, the researcher was first selected four super league clubs using purposive sampling as said earlier. The samples are 52 players from four selected super league clubs are selected by random sampling method and 8 coaches and 8 sport experts are selected purposefully.

3.6. Sources of Data

In the study the data that had been relevance to this research would be collected from both primary and secondary sources. The primacy source was the coaches and the players in the super league clubs under the study. Besides secondary data would be obtained through different document analysis. In this regard synthesized information will be obtained from clubs manager and Technical directors of the clubs where the super league clubs are found.

3.7 .Data collection Instruments

In order to obtain adequate information for the study different types of data gathering tools was used. These are questioners, interviews and document analysis

3.7.1.Questionnaires

Questionnaire was a popular means of collecting all kind of data in research but it is employed as a major instrument to collect data because it is not only an appropriate instrument to obtain information about conditions, practices and problems for sample studies (Kumar, 1999, Best and Khan, 1996, Baker 1988). Both open and closed ended questionnaire had prepared to collect relevant data from respondents.

Thus, close ended and a limited number of open-ended questions would be employed. The close ended type questionnaires are prepared in the form researcher to be manageable for processing the data. In addition, open-ended questionnaires are employed to give the opportunity to the respondents to express their personal feelings. Structured interview was

also organized with the aim to get general and supplementary information from the coaches and other concerned bodies that have direct relation to the topic under study. Hence, the interview would be held with those responsible bodies by the direct contact of the researcher.

Therefore, semi-structured questions would be prepared and the discussion would be made freely by taking enough time. Finally, the response was noted down by the researcher and later the major points would be organized as a supplement of the main data.

3.7.2 Interview

Interviews can secure data that are not available in performance records or data that are difficult to obtain through written responses or observations Kvale, (1996). In order to validate the information gathered through the questionnaire, the researcher was employed interview for selected club managers and sport offices expert where the super league clubs was found.

3.7.3 Document Analysis

As the study followed both qualitative and quantitative research design to obtain complete data for the study the researcher was tries to see the previous documents on this issue to analyze the previous findings.

Documents prepared by the coaches, clubs management and technical staffs and annual report for the clubs concerning coach and player relationships and discipline guidelines of the clubs was analyzed to get information about relationships of coach and players

3.8 Pilot Test

Before collecting actual data from the respondents, pilot test would be conducted pilot testing is very essential to make necessary corrections. This help to make some corrections and to exclude ambiguous terms and questions. For this matter, the researcher select 10 players and 2 coaches of Nekemte Fc which participated in Ethiopian super league competition was selected purposefully which will not embodied in the actual sample of the research.

No	The specific objectives of the study	Cranach's Alpha	No of items	No	%
1	interpersonal relationships between coach and players	0.860	4	13	100%
2	interpersonal relationships between coach and players	0.78	6	13	100%
3	coaches view the relationships of them and their players	0.81	5	13	100%
4	major problems that affect coach and players relationships in the clubs	0.72	5	13	100%

3.9. Data collection procedure

To gather the necessary data questionnaire and interview was prepared in English can be translated to Amharic languages and distributed to the respondents and the detail implementation procedures are described under chapter four.

For the reliable of the data the researcher was plan to use the following procedures for collecting the data:

- A. The researcher was prepared key question in the form of questionnaires based on the variable.
- B. Piloting the questions by selected small number of group to check validity of each question.
- C. Question would be duplicated according to the number of selected samples.
- D. The questions would be delivered to all concerned body's/subjects.
- E. The researcher was collect, arrange and organize all the data in a clarified and sensible way.

3.10 Method of data Analysis

The data would be analysis using both quantitative and qualitative methods. The analysis will be based on the responses collected through questionnaires, interview, and document analysis. Finally, the collected data will be gathered checked and coded or arranged according to their characteristics. Then they are according to tallied and tabulated and interpretations will be made with the help of percentages and mean score valve tests and it is also supplemented by qualitatively analyzed data from the open-ended questionnaire interviews lastly, the organized data will be fill in **SPSS** version 24 software to analysis and

interpretation by using percentage. Frequency and chi-square test which is weighed quantitatively

3.11 Ethical References

In order to collect data successfully and smoothly, the researcher would have voluntary consent of the participants. In addition showing respect for research participants and explaining the purpose of the study, the reason why they would be selected the amount of time that they are involved and their responsibilities. Furthermore, the researcher will create a healthy rapport with respondents expressing that their responses are decisive for the successful accomplishment of the study. On top of that, the researcher also underlined that their responses would not be used for any other purposes except for academic purpose and remains confidential. The respondents of the semi-structured questionnaires and interviews would be informed about the purpose of the study and asked to find their consent to participate in the study. All the research respondents were also notified that the data which was gathered from them would be held confidentially and their identity would not be revealed.

CHAPTER FOUR

4. DATA PRESENTATION AND ANALYSIS

This chapter, as the main part of the study deals with the presentation and analysis of the findings of the data collected from respondents.

This chapter consists of two major parts. Part one presents the background that is the characteristics of the sample population involved in the study. Hence they are discussed in the terms of sex, age, marital status, educational level, work experience in the respected field as shown in the table below

In part two of this chapter, the analysis of the findings is discussed and the major variables are analyzed based on the responses collected from the respondents. These are the interpersonal relationships between coaches and players, the role of coaches in the facilitating good relationship in regard to their players, views of coaches and players in terms of their players and vice versa and lastly, the major problem that affects the coach-player relationships in the respective super league clubs.

4.1 characteristics of subjects

In table below the biographic data of the respondents were categorized as coach and players

In addition the interview made with managing body of the club is discussed as supplementary evidence. The total number of respondents involved in the study were 68 of which 8 are coaches 52 players and 8 are managers and technical directors of the clubs participated in the sample study

4.1.1 Characteristics of Coaches Respondents

Table 1: characteristics of Coaches

No	Item	Respondents		
		Frequency	Percent (%)	
1	Sex	Male	8	100
		Female	-	-
		Total	8	100
2	Age of Coaches	26-30	1	12.5%
		31-40	2	25%
		41 and above	5	62.5%
		Total	8	100%
3	Marital Status of Coaches	Married	7	87.5%
		Un married	1	12.5%
		Total	8	100%
4	Educational level of Coaches	12 th complete	2	25%
		Certificate	3	37.5%
		BA/Bsc	2	25%
		MA/Msc	1	12.5%
		Total	8	100%
5	Work experience of Coaches in the club	1-5 years	1	12.5%
		6-10 years	1	12.5%
		11-15 years	1	12.5%
		16 and above	5	62.5%
		Total	8	100%

As can be seen from Table 1 item 1 above the respondents were all in all male coaches 8(100%) so the participation of female coaches in super league was rare

According to the table 1 item 2 above the age range of coaches respondents most of coaches was above 41 years 5(62.5%) and 2(25%) was between 31-40 years . When we see table 1 item 3 the marital status of coaches all most all 7(87.5%) coaches was married and 1(12.5%) was un married coach. Regarding to educational level of coaches in table 1 item 4 reveals that the educational level of coaches 1(12.5%) second degree 2(25%) first degree 3(37.5%) certificate level and 2(25%)12th complete so we can conclude from this the educational level of coaches was not satisfactory.

When we come to the work experience of coaches in table 1 item 5 most of coaches are experienced 5(62.5%) above 16 years' experience,1(12.5%) are 11-15 years,1(12.5%) are 6-10 years and 1(12.5%) are below five years' experience so we can conclude from this majority of coaches are most experienced in the field.

4.1.2 Analysis and presentations of main data of coach respondent

Table 2: Participating players in decision making affairs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	frequently	3	37.5	37.5	37.5
	always	5	62.5	62.5	62.5
	Total	8	100.0	100.0	100.0

As shown in Table 2 coach respondents that can be said the majority responded that the coach participate the players in decision making affairs 5(62.5%) and 3(37.5) frequently participate their players in decision making affairs.

Table 3: Treats players equally and fairly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	frequently	1	12.5	12.5	12.5
	always	7	87.5	87.5	100.0
	Total	8	100.0	100.0	100.0

According to the table 3 above the coaches respondents were requested to rate their view whether they treats their players equally and fairly on this issue coaches indicated their views that they always treats their players equally 7(87.5%) and 1(12.5%) responded frequently

Table 4: working hard to develop player's performance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	frequently	2	25.0	25.0	25.0
	always	6	75.0	75.0	100.0
	Total	8	100.0	100.0	100.0

Based on the data on the table above table 4 6(75%) always work hard to develop players performance and 2(25%) frequently work hard to develop performance. We conclude from this majority of the coaches their players well.

Table 5: Motivating players					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	frequently	1	12.5	12.5	12.5
	always	7	87.5	87.5	100.0
	Total	8	100.0	100.0	100.0

According to table 5 above 7(87.5%) always motivate their players 1(12.5%) frequently motivate their players so we conclude from this almost all coaches motivate their players to develop performance

Table 6: change the training session accordingly when problems occur					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	frequently	2	25.0	25.0	25.0
	always	6	75.0	75.0	100.0
	Total	8	100.0	100.0	100.0

Regarding to the efforts of coaches in changing the training session accordingly when the problems occur

The coaches responses in table 6 above 6(75%) always change training session of training when problem occur and 2(25%) frequently change training session when problem occur. From this point of view a good number of respondents has responded very positively and such conditions has to be appreciated.

Furthermore, as remarked above in the table, in developing leadership such conditions of changing training sessions is making occupational progress towards improvement.

Table 7: Effectiveness by his character and lifestyle					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	occasionally	4	50.0	50.0	50.0
	frequently	2	25.0	25.0	75.0
	always	2	25.0	25.0	100.0
	Total	8	100.0	100.0	100.0

As shown on table 7 above the coach and the players portrayed the extent to which the coaches are effective by their character and life style coaches respondents responses 4(50%) occasionally,2(25%) and 2(25%) responses frequently and always

Table 8: Encouraging players to tell their personal and team problems freely and in a friendly manner					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	occasionally	3	37.5	37.5	37.5
	frequently	5	62.5	62.5	100.0
	Total	8	100.0	100.0	100.0

Based on the data in table 8 above it deals with competency of the coaches to encourage their players the coaches responses that 5(62.5%) frequently encourage players and 3(37.5%) occasionally encourage their players. The researcher also tried to pose the issue to the managing body for discussion and interview them. Hence during the interview and document analysis they stressed that the coaches have to encourage their players to express their personal problems freely which would help to deal with their professional skills in a free condition. From this foregoing analysis one can conclude that special attention is to be given to the personal and team problems of the players by their coaches which may help for the wellbeing of the players.

Table 9: Provide necessary assistance to in hence mutual respect					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	3	37.5	37.5	37.5
	strongly agree	5	62.5	62.5	100.0
	Total	8	100.0	100.0	100.0

As indicated in the item above of table 9 how the coaches assist to in hence mutual respect the coaches responded that 3(37.5%) agree and 5(62.5%) are strongly agree to in hence mutual respect among players and each other as a team

Table 10: Giving technical and related support for players					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	1	12.5	12.5	12.5
	agree	7	87.5	87.5	100.0
	Total	8	100.0	100.0	100.0

As indicated in the table 10 above how coaches support technically and other for players 7(87.5%) agree in technically and related supporting players 1(12.5%) neutral. all most all of the coaches believe that the players satisfy by their technical and other support.

Table 11: Do you believe that the coach leadership style affect the coach and players relationships					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	12.5	12.5	12.5
	disagree	1	12.5	12.5	25.0
	agree	4	50.0	50.0	75.0
	strongly agree	2	25.0	25.0	100.0
	Total	8	100.0	100.0	100.0

Based on the data above on table 11 The coach asked that does the coaches leadership style affect the coach and players relationships 2(25%) strongly agree 4(50%) agree,1(12.5%) and 1(12.5%) are responded disagree and strongly disagree we conclude from this majority of respondents believe that coach leadership style affects the coach players relationships.

4.1.3 Characteristics of the players respondents

Table 12: Characteristics of players

No	Item	Respondents		
		Frequency	Percent (%)	
1	Sex	Male	52	100
		Female	-	-
		Total	52	100
2	Age of players	18-22	20	38.5%
		23-27	19	36.5%
		28-32	8	15.4%
		33 and above	5	9.6%
		Total	52	100%
3	Marital Status of players	Married	42	80.8%
		Un married	10	19.2%
		Total	52	100%
4	Educational level of players	10 th complete	13	25%
		12 th complete	24	46.2%
		Certificate	12	23.1%
		BA/BSC	3	5.8%
		Total	52	100%
5	Work experience of players in the club	1-3 years	27	51.9%
		4-6 years	21	40.4%
		7-9 years	4	7.7%
		Total	52	100%

As can be seen form Table 12 item 1 above the respondents were all in all male since the aim of the researcher is to deal coaches with super league clubs of male players 52(100%)

Regarding to age range of players most players respondents were I group of young's i.e.20 (38.5%) between 18-22 years 19(36.5%) between 23-27 age.8(15.4%) between 28-32 age and 5(9.6%) above 33 age.

When we see table 1 item 3 above the marital status of players most of players 42(80.8) are un married players and 10(19.2%) are married players. When we come to educational level of players in table 12 item 4 respondents the majority of players are less than certificate level 13(25%) 10th complete 24(46.2%) 12th complete, 12(23.1%) are certificate level and 3(5.8%) are first degree level of education thus from data we conclude that their lower educational might have big impact on their performance and their day to day interpersonal relationships

Based on above table 12 item 5 the experience of players in the club 27(51.9%) between 1-3 years of experience 21(40.4%) are between 4-6 years of experience and 4(7.7%) are between 7-9 years of experience in the club so we can conclude from this the majority of players are less experienced in the field

4.1.4 Analysis and presentations of main data of players respondents

Table 13: Players Participate in decision making affairs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	22	42.3	42.3	42.3
	occasionally	14	26.9	26.9	69.2
	frequently	12	23.1	23.1	92.3
	always	4	7.7	7.7	100.0
	Total	52	100.0	100.0	100.0

According to table 13 above the majority of the players respondents that the coach never or occasionally participate them in decision making activities in the team 22(42.3%) never and 14(26.9%) occasionally and 12(23.1%) frequently participated the other respondents that said we always participated in decision making affairs are about 4(7.7%) on the other hand coach respondents that can be said the majority responded that the coach participate the players in decision making affairs 5(62.5%) and 3(37.5) frequently participate their players in decision making affairs.

Table 14: Treatment of the players equally and fairly					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	8	15.4	15.7	15.7
	occasionally	18	34.6	35.3	51.0
	frequently	19	36.5	37.3	88.2
	always	6	11.5	11.8	100.0
	Total	52	100.0	100.0	100.0

According to table 14 above almost half of players respondents said occasionally 18(34.6%) frequently 19(36.5) on the other hand 7(87.5%) of the coach respondents responds always 1(12.5%) responds

Frequently we can conclude that most of the players disagreed on the ideas of the coaches that they are not treated by the coaches equally and fairly

Table 15: coaches work hard to develop their performance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	occasionally	24	46.2	46.2	46.2
	frequently	19	36.5	36.5	82.7
	always	9	17.3	17.3	100.0
	Total	52	100.0	100.0	100.0

Based on table above 15 the players responded that 24(46.2%) occasionally and 19(36.5%) frequently and 9(17.3%) always their coaches work hard to develop day to day performance. Therefore there is a gap between player's responses and coaches views according to the findings

Table 16: motivation by coaches to develop performances					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	10	19.2	19.2	19.2
	occasionally	24	46.2	46.2	65.4
	frequently	14	26.9	26.9	92.3
	always	4	7.7	7.7	100.0
	Total	52	100.0	100.0	100.0

Based on table above 16 the players responses that (19.2%) never motivate them 24(46.2%) occasionally 14(26.9%) frequently and only 4(7.7%) respondents responses always on the other hand coaches responses 7(87.5%) always motivate the players and 1(12.5%) frequently motivate the players in their clubs

Table 17: change the training session accordingly when problems occur					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	5	9.6	9.6	9.6
	occasionally	17	32.7	32.7	42.3
	frequently	16	30.8	30.8	73.1
	always	14	26.9	26.9	100.0
	Total	52	100.0	100.0	100.0

Based on the data table above 17 the players responses that 5(9.6%) never 17(32.7%) occasionally 16(30.8%) and 14(26.9%) responded that their coach change training session always when problems occur.

Table 18: coaches effectiveness by his character and lifestyle					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	15	28.8	28.8	28.8
	occasionally	26	50.0	50.0	78.8
	frequently	8	15.4	15.4	94.2
	always	3	5.8	5.8	100.0
	Total	52	100.0	100.0	100.0

As indicated in table 18 above the players respondents responses that 15(28.8%) never, 26(50%) occasionally and 8(15.4%) frequently the coaches respondents responses 4(50%) occasionally, 2(25%) and 2(25%) responses frequently and always. On the other hand most of the players “occasionally” try to improve their performance effectiveness and their life style. In addition the managers who were held in interview meeting were confirmed the idea. Therefore the above statement implies that most of the coaches might have rarely tried to improve their effectiveness as well as their life style which would have been role model for their players and the society as a whole

Table 19: Encourage players to tell your personal problem freely and friendly manner					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	5	9.6	9.6	9.6
	occasionally	14	26.9	26.9	36.5
	frequently	22	42.3	42.3	78.8
	always	11	21.2	21.2	100.0
	Total	52	100.0	100.0	100.0

Based on the data in table 19 above it deals with competency of the coaches to encourage their players the players responses that 11(21.2%) always 22(42.3%) frequently 14(26.9%) and 5(9.6%) never encourage them

Table 20: Provide necessary assistance by coaches to in hence mutual respect					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	6	11.5	11.5	11.5
	neutral	8	15.4	15.4	26.9
	agree	26	50.0	50.0	76.9
	strongly agree	12	23.1	23.1	100.0
	Total	52	100.0	100.0	100.0

As indicated in the item above of table 20 how often the coaches assist to in hence mutual respect the players responded that 12(23.1%) strongly agree 26(50%) half of the respondents agree 8(15.4%) neutral and 6(11.5%) are disagree to provide assistance by coach to in hence mutual respect. So we conclude from majority of players believe that their coaches assistance to in hence mutual respect.

Table 21: Satisfaction in your coach technical and related support					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	15	28.8	28.8	28.8
	disagree	31	59.6	59.6	88.5
	neutral	2	3.8	3.8	92.3
	agree	3	5.8	5.8	98.1
	strongly agree	1	1.9	1.9	100.0
	Total	52	100.0	100.0	100.0

As indicated in the table 21 the players asked that how coaches support technically for players 15(28.8 %) strongly agree 31(59.6%) disagree 2(3.8%) neutral,3(5.8%) agree and 1(1.9%) strongly disagree coaches technically supporting player so majority of players do not satisfy by their coaches technical support

Table 22: Do you believe that the coach leadership style affect the coach and players relationships					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.9	1.9	1.9
	disagree	2	3.8	3.8	5.8
	neutral	9	17.3	17.3	23.1
	agree	18	34.6	34.6	57.7
	strongly agree	22	42.3	42.3	100.0
	Total	52	100.0	100.0	100.0

Based on the data above on table 22 The players asked that does the coaches leadership style affect the coach and players relationships 22(42.3%) strongly agree 18(34.6%) agree,9(17.3%)neutral 2(3.8%) disagree and 1(1.9%) are responded strongly disagree on coaches leadership style affect coach and players relationships. So we see from these majority players respondents responded that coach leadership style affect coach players relation ships

4.2 Interview Responses by Club Managers and Technical Directors

The interviews was made with clubs manager and technical directors of clubs the following interview questions and extracts from some the response that has given. In the first question the club manager was asked to tell their experience in club managers/technical directors they answer that majority of them (6) 75% have a lot of experience in the field so we conclude from this majority of the club managers and technical directors have more than two years of experience in the field.

For question number two they asked to view their contribution to facilitate positive relationships between coach and players in their clubs respectively then they answer they facilitate giving orientations for coaches and players to know their right and responsibilities in their clubs so we can conclude from this majority of them know their right and responsibilities well in their clubs.For question number three they asked how they interfere when the problems occur between coach and player in your club. They answered that (7)

87.5% majority of them interfere and discuss on the problems that occur between coach and players and negotiated them but some respondents said that they cannot interfere well.

For question number four they asked that how they view relationships between coach and players in your club they answer that majority (6)75% of them are not satisfy regarding the relationships between the coach and players in their clubs.

For question number five they asked that does the coaches leadership style affect the relationships between coach and players they answer that all the respondents (8)100% believe that the coach leadership style can affect the relationships between coach and players and they saw this thing in their clubs so we conclude from this democratic style of coaching is suitable to give positive relationships between coach and players.

For question number six they asked that what are the major problems that affect coach and players relationships in their clubs then they answered that there are many problems such as poor leadership style of coaching, un equal treatment of players, un ethical players that cannot take idea from their coaches, players attitude for coaches

For question number seven they asked that to view possible solution of the problems then they answer that educated coaches, short term training for coaches and players in the super league, make clear their right and responsibilities for coaches and players, good guidance from managers and technical directors

4.3 Document Analysis

To obtain complete data for the study the researcher was tries to see the previous documents of Ethiopian super league clubs region from Oromia on this issue to analyze the previous findings. Documents prepared by the coaches, clubs management and technical staffs and annual report for the clubs concerning coach and player relationships and discipline guidelines of the clubs was analyzed to get information about relationships of coach and players.

The researcher gathered documents that related to the problems between coach and players and how the managers solve the problems between the coach and the players and how they protect problem before by making awareness for coaches and players

4.4 Result and Discussions

As it has been mentioned in chapter two, the coach has been shown to be important in determining the quality and success of an player's sport experience and can be perceived as positive or negative influence on player's careers, performances, preparations, and training processes (Coakley, 1990; Martens, 1987; Poczwardowski, Barott & Peregoy, 2002; Williams et al, 2003).

Regarding to the responses of the coach there is mutual respect between players and him 'for items 6, 7., 8,9, the coach responded 'they lets the players in decision making affairs always and often and they treat their players equally and fairly ' on the other hand, the players responded that their coaches do not participate them in decision making affairs and do not treats them and equally and freely.

Generally as the researcher assess the information in different ways

- ✓ The interpersonal relationships between coach and players in Ethiopian super league were not satisfactory and majority of coaches do not facilitate good relationships with their players.
- ✓ The response from coach and players was vice versa the coach responses that they participate the players in decision making, treats players equally and motivating players but the players respondents replied that their coach do not participate them in decision making and do not treat them equally and fairly the interviewed made with managers and technical directors also support the players respondents
- ✓ the result of the study revealed that the coaches failed to assert the players because of lack of coaching knowledge and skills
- ✓ When the view of players and considered according to the finding, most of them do not have good attitude towards their coaches and are not satisfied with their relationship.
- ✓ The major problems of coaches in regard with developing good relationship is that lack of adequate training programs in the part of coaches as well as players lack of awareness about coach players relationships and lack of reward and incentive mechanism to enhance the profession of coaching.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This part of the thesis consists of the summary for the major findings of the study, the conclusion reached at and the recommendations forwarded on the basis of the research findings.

5.1 Summary

The purpose of this study was to assess the factors that affect coach and player's relationships in some selected Oromia super league clubs participated in Ethiopian super league completion. To this affect the study was aimed to answer the following basic questions

- To what the extent the interpersonal relationships between coaches and players in Ethiopian super league clubs from Oromia region?
- How do coaches perform to facilitate good relationship between them and their players?
- How do coaches and players view this relationship in their clubs?
- What are the major problems that affect the coach-player relationships in their respective clubs?

To meet this purpose, the study was focused on four super league clubs currently participated in Ethiopian super league competition from Oromia region. Therefore, the researcher decided to focus on eight coaches i.e. first coach and assistance coaches and eight experts (club managers and technical directors of the clubs) selected from four clubs. In addition fifty two players were randomly selected from the above mentioned four super clubs of Oromia.

Information was obtained from the sample respondents through on survey questionnaire that was prepared and distributed by the researcher.

In addition the researcher employed multiple methods of data collection to strengthen the data. This method helped the researcher to combine the strength and amend some of the in adequacies. Hence questionnaire (open ended and close ended) structured and unstructured interviews and document analysis were used to gather data.

According to the schedule, similar questionnaire was distributed to 52 players and 8 coaches. The questionnaire distributed were followed attentively and returned back to the researcher on time. Hence, the data obtained was summarized comparing the responses of the coaches and players as follows

- Even though there was substantial difference on some points, the majority of players responded that the technical support performed by coaches was un satisfactory or inadequate. Moreover, the finding revealed that the coaches must have better knowledge and skill on the field. However the super league club coaches were seen not competent enough to develop their knowledge and skill to perform the expected task in efficiently.
- Concerning the views of coaches and players towards the relationships between them most players rated their coaches as less educated because most coaches lack the expertise of coaching skill since they possess limited knowledge and skill in developing positive relationship. Therefore, the players are not satisfied with the coaching skills and their personal life skill of their coaches.
- On the findings concerning the major problems encountered in the coaching activities of the coaches the following points are summarized. To begin with most respondents from both sides asserted that they are not trained in the expected coaching skills made them to act according to the science of coaching. In addition, absence of reward system and incentive mechanisms for successful performance of coaches hindered their coaching activity.

5.2 Conclusions

According to the findings of the study made from the analysis, the following major conclusions are made:

- It is obvious that the major role of the coach is to work hard to develop player's profession and to enhance positive relationships between coaches and players. However, the result of the study revealed that the coaches failed to assert the players because of lack of coaching knowledge and skills
- When the view of players and considered according to the finding, most of them do not have good attitude towards their coaches and are not satisfied with their relationship. This view may be raised from the fact that the coaches lack the expertise, knowledge and skills expected of them. Moreover, they consider that the purpose of coaching is for the purpose of financial earning rather than developing good relationship and enhancing player's performance in the field.
- Concerning the financial cases players technical managers and the coaches claimed that adequate budget was not allocated for the purpose of training and other related activities. The researcher has also observed the problem being the part of the member of the staff effectively to enhance the performance of the club under investigation. However, the result of the study revealed that coaches failed to assert players because of lack of coaching skill. Hence, players did not regard their coaches as potentially skilled to improve the super league. This indicates the lack qualification and training in the part of coaches and technical managers
- It is obvious that the major role and function of coaching is to work
- The major problems of coaches in regard with developing good relationship is that lack of adequate training programs in the part of coaches as well as players lack of awareness about coach players relationships and lack of reward and incentive mechanism to enhance the profession of coaching.

5.3 Recommendations

On the basis of the summary of findings obtained and conclusion made so far, the following suggestions are forwarded

- Effective interpersonal relationship, as shown in the literature above, is considered as the heart of achievement and the mastery of personal qualities such as leadership determination, full confidence and self-reliance.
- Based on this literature and the findings foregone, coaches have to promote a positive and acceptable conduct disciplined team culture, give appropriate advice and guidance friendly.
- Leadership is the action of leading a certain group or establishing a clear goal and vision that the group will follow willingly. It is the art of motivating a group of people to act towards achieving a common goal.
- Therefore, coaches has to apply democratic leadership style since the coach is a professional head of the team who is responsible for the preparation and the performance of the team as a whole leadership qualities such as integrity, flexibility, loyalty, confide, accountability and self-discipline has to be regularly practiced equally with physical fitness of his/her players
- Moreover, the players, technical managers and some coaches strongly claimed that adequate budget was not allocated to the training programs as well as incentives mechanisms and rewards was not given attentions. Therefore, the concerning body have to give due attention in financial support incentives and reward mechanisms for exemplary performance and conduct short term professional trainings for the coaches and related staff.
- As the interview made with club managers and technical directors the contribution made to facilitate positive relationship between coaches and players was minimal furthermore, the interference made when the problems occur between them was not satisfactory therefore the club managers and technical directors have to do their best to facilitate relationship and contribute their professional support based on the clubs discipline guidelines to solve the problems occur between the coaches and the players.

- Finally, This study can serve as basis for other researchers who want to make further investigation on the area because the researcher of this study is not in a position to say that he has exhausted all the problems encountered in the super league clubs of oromia region

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Appendix-1
JIMMA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPORT SCIENCE

Questionnaire Provided for Coaches

This questionnaire is designed to gather data on the factors affect coach and players relationship in some Ethiopian super league clubs Since the success of the study depends upon the responses that you provide, I will kindly ask your genuine and accurate response to each of the items given in this questionnaire. I would like to assure you that your responses and answers will remain strictly confidential.

Thank you in advance for your cooperation!

Instruction please responds to the following questions by putting the “√” mark or by writing the appropriate information on the space provided.

Part 1: Background Information

The following questions are about the Background Information for super league Coaches

1. Sex A. Male B. Female

2. Age A.21 –25 B. 26 – 30 C.31- 40 D. Above

3. Marital status. A. Unmarried B. married C. Divorced

4. How many years of experience do you have in coaching Football?

A.1-5 years B. 6-10 years C.11-15 D. Above 16years

5. What is your educational level or qualification?

A. Grade ten complete B. twelve complete C. Certificate level

D.BA/BscE.MA/Ms PHD and above

PART: I

A. interpersonal relationship coach with players

Please evaluate your interpersonal relationship with your players by circling.

Please answer all items.

1. How often the coach lets the players in decision making affairs

A. Always B. Often C. Occasionally D.Seldom E. Never

2. How often the coach treats their players equally and fairly

A. Always B .Often C. Occasionally D.Seldom E.Never

3. How often the coach work hard to develop players performance

A. Always B.Often C. Occasionally D. Seldom E.Never

4. How often the coach motivate the players to develop performance

A. Always B.Often C. Occasionally D. Seldom E. Never

5. How often the coaches change training sessions accordingly when problems occur

A. Always B. Often C.Occasionally D.Seldom E.Never

6. How often the coach tries to improve his effectiveness by his character and life style

A. Always B. Often C. Occasionally D.Seldom E. Never

7. How often the coaches encourage the players to tell their personal and team problems

freely in friendly manner

A. Always B. Often C. Occasionally D. Seldom E.Never

8. To what extent the coaches provide necessary assistance to in hence mutual respect among players and each other as a team

A. Strongly Agree B. Agree C. Neutral D. Disagree E.Strongly Disagree

9. Do your players satisfy in your technical and related support?

A. Strongly Agree B. Agree C. Neutral D. Disagree E.Strongly Disagree

10. Do you believe that the coach leadership style affect the coach and players relationships

A. Strongly Agree B. Agree C. Neutral D.Disagree E. Strongly Disagree

Appendix-2
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SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPORT SCIENCE

Questionnaire provided for players

This questionnaire will design to gather data on the factors affect coach and players relationship in some Ethiopian super league clubs. Since the success of the study depends upon the responses that you provide, I kindly ask your genuine and accurate response to each of the items given in this questionnaire. I would like to assure you that your responses will remain strictly confidential.

Thank you in advance for your cooperation!

Instruction please responds to the following questions by putting the “√” mark or by writing the appropriate information on the space provided.

Part I: Background Information of Players

The following questions are about the Background Information for super league Players

1. Sex A. Male B. Female
2. Age: A.16 – 20 .B.21 – 25 C. 26 – 30 D. above 33
3. Marital status: A. Unmarried B. Married C. Divorced
4. What is your educational level or qualification?
A. Grade ten complete B.twelve complete C. Certificate level
D. Diploma E. BSc/BMA
5. For how long have you played in this club?
A. 1- 3 years B. 4- 6 years C.7- 9 years D.10and above

PART II

A. Interpersonal relationship players with coach

Please evaluate your interpersonal relationships with your coach of the by circling the number which corresponds to the frequency with which your coach exhibits inter personal relationships. Please answer all items.

1. How often the coach lets you participate in decision making affairs

A.Always B.Often C.Occasionally D.Seldom E.Never

2. How often the coach treats the players equally and fairly

A.Always B.Often C.Occasionally D.Seldom E.Never

3. How often your coaches work hard to develop your performance

A.Always B.Often C.Occasionally D.Seldom E.Never

4. How often your coaches motivate you to develop performances

A.Always B.Often C.Occasionally D.Seldom E.Never

5. How often your coaches change the training session accordingly when problems occur

A.AlwaysB.OftenC.OccasionallyD.SeldomE.Never

6. How often your coach tries to improve his effectiveness by his character and lifestyle

A.Always B.Often C.Occasionally D.Seldom E.Never

7. How often your coach tries to improve his effectiveness by his character and lifestyle

A.Always B.Often C.Occasionally D.Seldom E.Never

8. To what extent your coach provide necessary assistance to in hence mutual respect among players and each other as a team

A,Strongly Agree B.Agree C.Neutral D.Disagree E.Strongly Agree

9. Do you satisfy in your coach technical and related support?

A, Strongly Agree B.Agree C.Neutral D.Disagree E.Strongly Agree

10. Do you believe that the coach leadership style affect the coach and players relationships

A,Strongly Agree B.Agree C.Neutral D. Disagree E. Strongly Agree

Appendix-3
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Interview to be conducted with club managers and Technical Directors

This interview will design to gather data on the factors affect coach and players relationship in some Ethiopian super league clubs. Since the success of the study depends upon the responses that you provide, I will kindly ask your genuine and accurate response to each of the items given in this interview. I would like to assure you that your responses and answers will remain strictly confidential.

Thank you in advance for your cooperation

1. How many years of experience in this club as a manager/Technical director?

2. What is your contribution of job as club manager to facilitate positive relationship between coach and players?

3. How do you interfere when the problem occur between coach and player in your club?

4. How do you view relationships between coach and players in your club?

5. Do you believe that the coach leadership style can affect the coach and player relationships?

6. What are the major problems that affect coach and player relationships in your club?

7. What is the possible solution to facilitate positive relationships between coach and players in your clubs
