JIMMA UNIVERSITY

SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE

IMPACT OF COACH ATHLETE RELATIONSHIP ON PERFORMANCE OF LONG-DISTANCE RUNNERS IN SELECTED OROMIA ATHLETICS CLUBS

BY: TEKALEGN FIKADU

A THESIS REPORT SUBMITTED TO JIMMA UNIVERSITY SPORT ACADEMY DEPARTMENT OF SPORT SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN SPORT SCIENCE (ATHLETICS COACHING)

JULY, 2021

JIMMA, ETHIOPIA

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BY: TEKALEGN FIKADU

ADVISOR: ASIM KHAN (PhD.)

CO-ADVISOR: ESHETU GIRMA (MSc)

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Submitted by:

Tekalegn Fikadu   _____   _____

Name of Student   Signature   Date

Approved by:

Major Advisor Asim khan (PhD_____   _____
              Name   Signature   Date

Co-advisor: Mr. Eshetu Girma(Msc.)   _____   _____
              Name   Signature   Date

Internal Examiner: _____   _____   _____
                 Name   Signature   Date

External Examiner: _____   _____   _____
                 Name   Signature   Date

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DEDICATION

I dedicate this manuscript to all my family, especially to my sister Hawi and to all my firends for treating and supported me in different issues.

STATEMENT OF THE AUTHOR

I the undersigned declare that this thesis is my original work and has not been presented for any degree in any university and all the resources of materials used for this thesis have been duly acknowledged.

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TekalegnFikadu

Signature _____

Date _____

BIOGRAPHICAL SKECH OF THE AUTHOR

The author was born in kellem Wollega Zone Gidami woreda which is found in Oromia Regional State. He was born in September 07, 1983 E.C. He completed his primary school Gidami and secondary school in Begi senior secondary school. In2010 E.C he completed his BSc degree in Sport Science from Jimma University. Since then, he was worked as Sport Science Technical Academic Assistant Instructor in Jimma University for a year. Then he joined the School of Graduate Studies of Jimma University in 2012 in E.C to pursue MSc degree in Sport science (specialization in Athletics Coaching).

ACKNOWLEDGEMENT

LIST OF ABBREVIATIONS AND ACRONYMS

Adjusted R^2=Adjusted regression square

BC=before Christ

CART-Q=the Coach–Athlete Relationship Questionnaire

3C's=Closeness, Commitment and Complementarities

DF= Degree of freedom

E.C=Ethiopian calendar

F= Freedom

IAAF=International Association of Athletics Federations

IOC, = International Olympic Committee

KM=kilometer

R^2=Regression

SD=Standard deviation

SIG=significance

SPSS= Statistical Package for the Social Sciences

Covid19=corona varies disease

ETH= Ethiopia

UGA=Uganda

Abstract

The purpose of this study was to assess the impact of coach athlete relationship on long distance runner's athlete performance in selected Oromia Athletics clubs. Triangulation design Cross-sectional study design was employed. The population of the study were selected from four clubs. From four clubs108 athletes' long distance events and 17 coaches were totally selected by availability sampling technique. The instrument of data collection used for this study was standard questionnaires and semi structured interviews. SPSS version 23 was used for statistical analysis of the data. Descriptive statistics such as percent, and frequency for demography of athletes and coaches while mean, standard deviation, skewness and kurtosis were used to analyze the current performance of athletes. Inferential statistics whereas, linear *regression was used to analyze the impact of the 3C's of coach athlete's relationship on athlete performance The average performance of the four club's female athlete is 32.6944 minutes, the dispersion from mean is 1.01937, it is (-.117) negatively skewed, and kurtosis is 0.250, this indicates a distribution that is too flat. Average time of male athlete is 29.72 minute. SD dispersion from mean is 1.30705 with skewness of 1.460; and Kurtosis is 3.169, (distribution of mesokurtic). Commitment of coach athlete relationship has an impact on performance of long-distance runners in selected Oromia athletics clubs has regression of 26.4% variance for female and 45% for male. Coaches-athlete closeness has significant impact on performance of long-distance runners in selected Oromia athletics clubs and it has a frequency of 50.9% difference for females and 37.2% for males. Complementarities revealed that interpreter variable explained by 20.45% for female performance and it has insignificant relations; however, on variable explained by 29.9% variance with significant relationships. Majority of Coaches are applying closeness, commitment and complementarities effectively to increase performance of their athlete by increasing their relation with their athlete; even if minorities are not always practice in the 3C's effectively.*

Keywords: -Coaches, Athletes, relationship, performance, long distance

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Athletics is an exclusive collection of sporting events that involves competitive events like walking, running, jumping, and throwing. The most common types of athletics competitions are track and field, road running, cross country running and race walking. In global competitions such as the Olympic Games and International Association of Athletics Federations (IAAF) World Championships, the long-distance running races typically include the 5,000, 10,000 m, and marathon events, with the IAAF also holding separate cross country and half-marathon world champion ships MidgleyA (2007).

African countries such as Ethiopia, Kenya, Algeria, Morocco, South Africa, Uganda, and Eritrea, many others have been and still are the icons of running events, particularly in the middle and long distances. Typically, the rationale behind their achievement lays on that, the practice of this event requires remarkably little facilities, having a door -openers' "a role models"", an engagement with manual work at the early age, for instance, long distance round-trip to school, fetching water and gathering firewood …etc, could be mentioned as some of the main factors (Tsehaynew,2010).'Meanwhile, the two African countries, Ethiopia and Kenya, held over 90% of all-time world records and 8 of the current top-10 positions in the world event rankings by middle- and long-distance running (Arefayne, 2016).

Randall L. Wilber and Yannis P. Pitsiladis (2012) stated that "Among the Kalenjin and Arsi tribes that traditionally produce the best runners in Kenya and Ethiopia, respectively, it is common for school children to begin distance running at an early age, both as a sporting activity and as the primary method of transport to and from school."

It is athletics, which registered Ethiopia in the world. Ethiopian athletics practice has started about some 50 years back, but after recent few years it has got greatest attention, except the 27th world champion result. At the moment, the youngster's attention is strongly towards athletics. Of course, the number of participants varies from region to region or from zone to zone even within the same region (Niguse, 2012).

It is also important, at this moment, to bear in mind that this proclamation is very consistent with the above one. Likewise, when we talk about sport and Ethiopia, relatively few but world best distance runners" just come to our mind. Hence, the New York Times called Ethiopia "running Mecca," due to its historical successes in the athletics program, in which it also took 5th place in the world ranking during the Olympic champion at Beijing (IOC, 2010).

Considering Ethiopian athletes, athlete Abebe Bikila wins on barefoot in the marathon. Following Abebe Bikila various athletes emerged in the country. However, the victory in the marathon was turned to 5,000- and 10,000-meters races. In 1949 the Ethiopian athletics federation was established to secure the demand and lead the sport throughout Ethiopia based on the amateurism fundamentals principles. Subsequently the sport gradually developed. Ethiopia began its first participation of the Olympic competitions in 1956 in athletics and cycling sports and earned the first unforgettable victory after 4 years in 1960 Rome Olympics **(**Rahmato, 2017).

At its simplest form, coaching concerns two people: the coach and the athlete. These two people form a unique dyadic relationship that holds a great deal of power and allows its members to achieve their individual and relationship goals. There is abundant anecdotal and empirical evidence to highlight that neither the coach nor the athlete can "do it alone"; they both need one another to achieve in sport (Jowett &Shanmugam, 2016).

The coach-athlete relationship is defined as a social situation. This social situation is continuously shaped by interpersonal thoughts, feelings and behaviors of the coach and the athlete. The definition further explains that a coach and an athlete are mutually and causally interdependent and thus how one feels, thinks and behaves affects and is affected by how the other feels, thinks and behaves (Jowett &Shanmugam, 2016).

A good performance, by its nature, highly depends on the coach and athlete building a good relationship. For this to happen, successful interpersonal communication is needed. This is when the message senders and the message receivers understand the message that is being transmitted. Also, it is often defined as the communication that takes place between people who are interdependent and binding the same knowledge with each other; for example, manager-subordinate relationships, teacher-student relationships, or parents-children's relationships. The coach-athlete relationship seems to be interdependent with the communication of one another as

well. According to Zemikael G. 2020 there was a positive correlation between coach athlete relationship leadership style and athlete performances regarding with Addis Ababa Athletics club.

Selected Oromia Athletics clubs such as Nekemte, Adama, Sebeta and SulultaAthletics clubs have been coaching long distance runners. These four places cover the different topography of Oromia region so the student researchers aimed to take representative coaches-athletes' relationships. Therefore, this study was conducted to assess the impact of coach athlete relationship on the performance of long-distance athlete among some selected Oromia Athletics clubs

1.2 Statement of the problem

Genuine relationships between athletes and coaches generate more trust, better communication and a winning attitude (James, 2017). A coach has tremendous influence on the physical and psychological development of their athletes. Sophia Jowett has defined a positive coach-athlete relationship as a state reached when coaches' and athletes' closeness (eg, interpersonal feelings of trust, respect, and appreciation), commitment (eg, interpersonal thoughts and intentions that aim to maintain the relationship over time), and complementary (ie, interpersonal behaviours of cooperation, such as responsiveness, easiness, and friendliness) are mutually and causally interconnected.

A relationship without interchange is not a relationship. If there is no interchange, a negative relationship between the coach and athlete is easily formed. An open line of communication helps everyone be more honest with one another, which leads to stronger training, athletic progress and personal growth. Winning will become a by-product of relationships the team and coach/coaches have created with one another. (James, 2017); therefore, if the coach athlete relationship is declining the performance will also decline. Ultimately, poor performance is what you get and spending more money on better equipment, facilities or support staff never overcomes a poor Coach Athlete relationship (Lahne, 2018). A positive coach–athlete relationship is acknowledged to promote participation, athlete satisfaction, self-esteem, and improved performance. (Sánchez, 2009).

The coach–athlete relationship may impact upon a player's happiness and appears to be an important predictor of mastery goal achievement (Lafrenière et al., 2011).

According to Jowett &Cockerill, (2002) 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. This coach athlete relationship would have a great impact on the performance, self-worth, motivation and enjoyment of the members of the clubs. Inadequate relationships can develop and conflict can occur. Conflict is defined as the experience of incompatibility between people (Jowett &Cockerill, 2002). The 3 C's model can be used to identify problem areas and assess relationship issues between the coach and athlete. Having adequate conflict management skills allow for coaches and athletes to remain focused in high pressure competition and training.

According to our country Ethiopia there is no similar study conducted on coach athlete relationship specifically with impact on performance oflong-distance runner, to identify if there is adequate relationship or not between coach and athletes of long-distance runner and the other research which are conducted on this area are not prefer the closeness, commitment and complementarities(3C's) of coach-Athlete relationships (CART) on athlete performance and majority are conducted only on the Addis Ababa athletics clubs, without concerning Oromia athletics clubs. This mayexposethe region to scarcity of long-distance runners if there is no significance coach athlete relationship in terms of long-distance runner. So,the student researcher aimed to focus on assessment on impact of coach athlete relationship in long distance runners in some selected Oromia athletics clubs.

1.3. Research questions

This study was tried to answers for the following basic research questions:

- Does Coaches commitment affect performance of long-distance runners in selected Oromia athletics clubs?
- To what extent Coaches-athletes' closeness influences performance of long-distance runners in selected Oromia athletics clubs?
- To what extent Coaches-athletes complementary influence performance of long-distance runners in selected Oromia athletics clubs?
- Does coaches are doing for his/her athlete performance improving by improving his/her relationship with athletes?

1.4. Objectives of the study

1.4.1 General Objective

The General objective of the study was to assess the impact of coach athlete relationship on long distance runner athlete performance in selected Oromia Athletics clubs.

1.4.2 Specific objectives

The specific objectives of the study were: -

➢ To identify the impact of coaches' commitment on performance of long-distance runners in selected Oromia athletics clubs.

➢ To assess the influence of coaches-athletes' closeness on performance of long-distance runners in selected Oromia athletics clubs.

➢ To investigate the influence of coaches-athletes complementary on performance of long-distance runners in selected Oromia athletics clubs.

➢ To asses as what coaches are doing for improve their athlete's performance by improving their relationships with their athletes.

1.5 Significance of the Study

The main significance of this study was to assess the impact of coach athlete relationship on athlete performance in some selected Oromia Athletics clubs. The researcher also, believe that the outcome of this research will have multi-dimensional significance; some of them are; findings of this research give value to the researchers in case of developing research experience to solve particular problems. Moreover, the findings of this research are expected as it can serve as a source of reference for future research and help the company to take corrective action on the basis of suggested solutions or recommendations. In general, the study provides awareness about coach athlete relationships needed to keep and sustain athlete's performance.

1.6 Delimitation of the Study

This study was confined to investigate the impact of coach athlete relationship on performance of long distance runners in selected oromia athletics clubs. In addition to this the study was delimited the impact of coach athlete relationship on performance of long distance runners(Adama, Sebeta, Sululta and Nekemte Athletics clubs) that are found in oromia region. Performance of athletes due to coach athlete relationships is affected by different factors like: cultural, communication, gender, coaching experience, quality of training environment, trust, friendship, belief, intimacy, commitment, closeness, complementarily, and co-orientation. József Bognár (2007). Among these factors the researcher conducted assessment on commitment, closeness, and complementarities, impacts on performance of long-distance runners of some selected Oromia Athletics clubs.

1.7. Limitations of the study

The major limitation of this study, were COVID-19 and being late for some participants to complete the questionnaire on time. So that, the researcher solved by making the necessary protection for COVID-19. Some participants were not cooperative to complete the questionnaires on time. However, the researcher was managed these shortcomings through patiently discussing with respondents and arranged an additional time to bring the paper in its complete form.

The availability of reliable data for any research is an important input for the success and achievement of the final outcome of the research work. Any study undertaken for the first time depends to a large extent on previous knowledge, the availability of up-to-date and pertinent research materials, journal articles, and other essential devices. The availability of information dealing with these things would help to facilitate and strengthen the study under consideration.

It should be noted that it is common to encounter a problem related to data not being easily available and at times even if the data are available, they may not be reliable because the instruments used may not themselves be absolutely accurate. In addition, data may not be obtained or properly kept as much as one expects to have them for research purposes.

1.8 Operational Definition of Term

The following were the constitutive definitions of the terms that appear in this study.

Long Distance race Athlete/runner: - someone who participates in Running Events of 5000-meter, 10,000-meter3000-meter Steeple Chase (m), 20 km walking, 50 km walking and Marathon (42.195 km).

Long distance race Coach – is a professional head of the clubs who is responsible for the preparation and performance of a single player or a club as a whole.

Coach athlete relationship: - refers to all situations in which a coach and athlete's feelings, thoughts, and behaviors are inter-related (Jowett and Cockerill, 2003)

Performance long distance runner: - long distance runner performance is the manner in which athlete carrying out of long-distance routines. (Encyclopedia.com)

<center>**CHAPTER TWO**</center>

<center>**LITERATURE REVIEW**</center>

2.1 Concepts of Athletics

Athletics is a group of sporting events that involves competitive running, jumping, throwing, and walking (*Athletics". Oxford).* The most common types of athletics competitions are track and field, road running, cross country running, and race walking.

The results of racing events are decided by finishing position (or time, where measured), while the jumps and throws are won by the athlete that achieves the highest or furthest measurement from a series of attempts. The simplicity of the competitions, and the lack of a need for expensive equipment, makes athletics one of the most common types of sports in the world. Athletics is mostly an individual sport, with the exception of relay races and competitions which combine athletes' performances for a team score, such as cross country.

Organized athletics are traced back to the Ancient Olympic Games from 776 BC. The rules and format of the modern events in athletics were defined in Western Europe and North America in the 19th and early 20th century, and were then spread to other parts of the world. Most modern top-level meetings are held under the auspices of World Athletics, the global governing body for the sport of athletics, or its member continental and national federations. The history of the sport in Ethiopia may be traced back to military and school organizations in 1897. The organization was formed on 4 June 1961. The ability of East African athletes was announced to the world in the 1960 Olympics as barefooted AbebeBikila took the gold medal in the Marathon.Bikila repeated in 1964 and the floodgates were opened. Ethiopia has captured 45 Olympic medals, all of them in long distance running through 2012, despite participating in three Olympic boycotts (Masho, 2016).

2.1.1 Concept of Long-Distance Events

Among mammals, humans are well adapted for running significant distances, and particularly so among primates. The endurance running hypothesis suggests that running endurance in the genus Homo arose because traveling over large areas improved scavenging opportunities and allowed persistence hunting.

The capacity for endurance running is also found in migratory ungulates and a limited number of terrestrial carnivores, such as bears, dogs, wolves and hyenas.Parker-pope, Tara (2009).

Long-distance running is a form of continuous running over distances of at least 3 km (1.9 mi). Physiologically, it is largely aerobic in nature and requires stamina as well as mental strength. The three most common types are track running, road running and cross country running, all of which are defined by their terrain-all-weather tracks, roads and natural terrain, respectively Grine, F.(2006).

2.2 The Concept of Coach Athlete Relationship

Relationships form a central part of one's life. Jowett (2007) defined the coach–athlete relationship as all situations in which a coaches and athlete's feelings, thoughts, and or behaviors are interrelated. Coaches and athletes often form relationships, alliances, or partnerships through which instruction, guidance, and support are provided to the athlete. In reflecting on athletic success, sport directors and managers, the media, and coaches and athletes themselves have directed public attention to the significance of the coach–athlete relationship. Mutual trust, respect, belief, support, cooperation, communication, and understanding are considered among the most important relationship components that contribute to performance success and satisfaction (Jowett &Cockerill, 2003).

An integrated research model that emanates from conceptualization of the coach-athlete relationship is offered as a medium for generating systematic, comprehensive, empirically grounded knowledge for coaches, athletes, parents, practitioners, and policy makers. (Jowett &Poczwardowski A,2007).

Coaches and athletes usually develop typical coach-athlete relationships. A typical relationship is defined as one where coaches and athletes interact face-to-face on a daily or regular basis.

2.3 Long-Distance Coach-Athlete Relationship and Performance

In atypical coach-athlete relationships, a coach and an athlete choose to work long-distance. Jowett & Wachsmuth 2019).

According to an athlete's anxiety, response to performance demands may be influenced by relationship quality with his/her coach Louise D (2018). High quality coach-athlete relationships may afford increased training demands and protect against the development of athlete exhaustion. Louise D (2018).

Evidence forwarded across multiple studies suggests that coaches who invest in the development of high quality relationships with their athletes can optimize an athletes' sport experience, performance, and wellbeing (Davis et al., 2013; Jowett & Felton, 2014).

Natural recovery process such as obtained proper training session time like warming up and cool down are very important accordance with proper diet, fluid intake, rest, sport massage therapy, education, hygiene, sleep, shower and distance running performance have positive significant correlation, Arefaynes 2016

2.4 A Philosophy for Coaching the Distance Events

According to Peter JL Thompson, (2010) in some aspects, training distance runners may be the easiest coaching assignment in track and field. Basically, if a coach can get his or her athletes to run reasonably hard distance training every day, they will be somewhat successful; however, it can also be the most difficult event area to coach due to the fact that if an athlete has been over trained or undertrained by the time the championship season begins, there is not much the coach can do to remedy the situation. Training distance runners is not the same as coaching a technique event, such as the pole vault or discus throw, where the coach and athlete can go out to the track and analyze and correct a problem in one or two training sessions.

Where a mutual trusting and respectful relationship exists between the coach and athletes, each knows what to expect from the other (predictability), they understand how to communicates, the environment the work best in and how to maximize their strengths in the context of their sport. When the mutual respect doesn't exist, the Coach Athlete relationship is compromised and negatively impacted .Lahne P 2018)

2.5 Importance of the Good Coach-Athlete Relationship

Sports performance is determined by many factors. According to (Jowett &Cockerill, 2002).and the trends from the literature, the coach-athlete relationship is an important factor affecting sport performance. Within the realms of the 3 C's Conceptual Model, the coach-athlete relationship is defined by the interdependence and influence between coaches' and athletes' thoughts, feelings and behaviors.

Inadequate relationships can develop and conflict can occur. Conflict is defined as the experience of incompatibility between people (Deutsch, 1973 In. Jowett &Cockerill, 2002).

2.6 Factors affecting performance of long-distance runner

Claudia Kubiak (2012 indicates the following Factors contributing to poor athletic performance:

Poor performance in school,

Moving to a new country with less opportunities, live far away from the training, Not having money, when sponsor does not want to invest money in your sport, Poor family support when it comes to your sport, Not having a coach who has an eye on you, Not get into the sports school, Not have the opportunities to attend major competition

According to Jones, Neuman, Altmann, &Dreschler (2001), athletes' mental attitude can affect their performance. This is supported by Harmison (2006) who claims that certain psychological profiles are connected with athletic excellence and that it has been attempted to identify psychological skills that are related to peak performance.

Peter JL Thompson, (2009) suggested that there are a number of hampering factors thatdeduct the cardiovascular development of long-distance runners. Even though describing allofthem may be difficult based on their degree importance researcher mentions them in details follow.

Coaches

The most essential requirement in developing top level athletes is the availability of a world class coach. The coach may be many things to the athlete; teacher, manager, scientists, friend and so on. If coaching is highly knowledgeable, motivated, intense, sensitive to individual needs and successful in solving problems the training environment should generate much success for athletes.

However, if the coach has poor technical or theoretical knowledge, lacks of experience, is Unable to direct a comprehensive program, or is not motivated, or cannot spend the necessary time; the athlete will not reach his or her potential. From the above motion one can conclude that coach have a significant importance for an athlete in order to achieve his or her dream.

Resource

Resource is an aid or support that you can draw on to assist you to achieve something clearly one of the most important skills for a sport administrator is to determine needs, to identity resources that can resolve these needs This resource can be seen from different advantage points that some of these resources will be discussed as follow these are financial, materials, and facility resources (Peter J 2009).

- ✓ **Financial resources**

  Every organization needs financial support in order to deliver its programs and projects. Coaches' administrators and at the highest levels of competition are essentially full time, with various support from governments, their association, sponsors, and from employment as athlete (Peter JL Thompson, (2009).

- ✓ **Human resources**: - Every organization's mainly athletics training center depends on people to fill the roles of organizers, administrators, fundraisers, official's, Athletes and sport medicine specialists.

- ✓ **Material resource**: - these are the items you acquire to ensure effective and efficient administration practices in your organization. Even though sport in all countries is changing with the times, but uniform for all.

- ✓ **Facility resources**: - it is important to pay close attention to the needs of athletes and coaches. This may sound self-evident, but it is surprising how often sport administrators don't find out exactly what athletes and coaches need and want, listed below are some of the typical needs of coaches and athletes and coaches needed and want listed below are some of the typical needs of coaches and athletes.

2.6 Successful versus unsuccessful relationships

The nature of sports coaching implies an achievement situation, where the performance of both coach and athlete is evaluated. Thus, people are often inclined to evaluate a given coach–athlete relationship as either successful or unsuccessful. Successful relationships are those that have unambiguously reached a level of normative performance success. A taxonomy that allows us to view successful versus unsuccessful and effective versus ineffective relationships together is an interesting one. An unsuccessful yet effective coach athlete relationship will invariably have some positive outcomes for the athlete (and the coach) in terms of psychological health and wellbeing but obviously not performance-related ones. Although successful relationships are desirable, without their being effective they run a risk of breaching ethical and professional issues that are associated with codes of conduct formulated to protect coaches and athletes (DominteanuTeodora 2014).

2.7 Successful athletic performance

A successful athletic performance is the optimal performance that is self-referenced criteria based on past performance history and the present performance status (Hanin&Stambulova, 2004). The indicator of a successful athletic performance is the result (outcome) achieved and the quality of performance process (task execution).

2.7.1 Factors contributing to successful athletic performance:

Claudia Kubiak (2012 indicates the following Factors contributing to successful athletic performance: Involvement in other sports activities, Other sports that also compensates for track and field, Enjoy your friends in one's environment, education and training, Have an aunt who cares a lot, Be triggered to also be like dad, Have role models to look up to, Train with other children in your age, That things go well in the beginning, Be fast, Like to run, Get much training, Get a lot of praise, The trainer knows early on which branch you should participate in, Learn rules fast, Have a coach that follow you, Be able to learn quickly, Have clear goals, To work with ones goal with a coach, Love what you are doing, Must have opportunities, Support from coach, family, teammates and the club, Observe other talented players, Degree of relevant experience of play with older players, Good physique, Good technique, Develop much mentally, Get chances, When your coach likes you and When others think you are a good athlete.

2.8 Developing an Effective Coach Athlete Relationship

Having established how the Coach Athlete relationship is a critical factor in athletes' performances in both practice and especially in competition, it is critical to realize this relationship does not happen instantly. Instead, it needs to develop over time just like any quality, trusting relationship. Building a better relationship is about conversations (often going beyond just sport), supporting, observing and learning about each other. It is about investing time and resources in this process. Engagement can be measured by the degree to which an athlete's heart and mind is captured in their role, their Coach and their team members.

Of course, the most critical factor in athlete engagement is their relationship with their Coach as the primary caregiver. When an athlete is engaged, they give their best and achieve sustained results.Lahne P (2018)

2.9 Effective Coaching

A coach is an essential part of the development of an athlete's performance. In sport science there has been more focus on the performers and on effective and expert coaching than on the development of coaches from the novice stage to expert. Research shows that by only attending a coaching course coaches rarely improve their overall effectiveness, but significantly improve their coaching self-perception That is, a coaches' belief in their own ability is increased rather than their actual effectiveness viewed from 4 an objective standpoint (Nash &Sproule, 2011)

MacDonald, Cote &Deakin (2010) write that athlete express increased self-esteem and a more positive evaluation of their coach if their coach has received a formal coaching education when compared to no education at all, although formal coach-training (e.g. certification program) is not the only effective method to increase the coach's knowledge. In sport and coaching today, mentorship (the system where novice and beginners learn from more experienced coaches) is still common (Nash &Sproule, 2011). Knowledge achieved informally through interactions with mentors can help facilitate the transfer of knowledge of the novice coach into applied coaching practices (MacDonald, Cote &Deakin, 2010). However, in their article MacDonald, Cote &Deakin, (2010) do not differentiate between formal and informal training of coaches and they also do not indicate which form produces the best result. Nevertheless, they do suggest that any training or education that the coach receives is better than none. The conclusion that can be elicited about effective coaching is that attending coaching courses rarely improves the overall coaching effectiveness but increases the coaches' self-perception about their own coaching abilities. However, experiential knowledge as well as coaching education (both formal and informal) is important for expert coaching and a positive athlete response.

2.10The way of developing coach athlete relationship

Develop their verbal and non-verbal communication skills, ensure that they provide positive feedback during coaching sessions, and Give all athletes in their training group's equal attention .Communicate as appropriate to your athlete's thinking and learning styles, ensure that they not only talk to their athletes but they also listen to them as well, Improved communication skills will enable both the athlete and coach to gain much more from their coaching relationship (DominteanuTeodora 2014).

2.11 The3 Cs key constructs used to examine coach-athlete relationship

The 3Cs key constructs used to examine coach-athlete relationships are closeness, commitment and Complementarities and can be determined by the Coach-Athlete Relationship Questionnaire (CART-Q) (Jowett &Ntoumanis, 2001). To establish a vocabulary and framework for discussion, Jowett developed what she calls the 3Cs model – Closeness, Commitment and Complementarities. One additional angle that has been added is Co-orientation. Research studies have found that high scores within these areas are associated with higher levels of performance and personal treatment (Jowett & Don Carolis, 2003); higher levels of team cohesion (Jowett &Chaundy, 2004), and lower levels of role ambiguity in team sports (Olympiou et al, 2005 In. Jowett, 2005); and motivation of athletes participating in team sports (Olympiou et al, 2008)

Closeness: - The main thrust of LaVoi's article was to investigate the nature of closeness in the coach-athlete relationship or the notion of close coach-athlete relationships. However, because the terms of "close" and "closeness" were not sufficiently elaborated and explained in Lavoi's article, a number of concerns can be raised. First, "closeness" has been used in broader relationship psychology as an umbrella term to describe social and personal relationships that are close. Hence, a clarification of closeness in the coach-athlete relationship seemed appropriate and necessary. Recent textbooks that contain information about closeness in relationships or close relationships [6-8] highlight the vastness of the subject of closeness within relationship research. In fact, the field of relationship research appears to have been defined by the term closeness and close relationships. In other words, the degree and nature of close relationships has been a focal point of the field with numerous conceptualizations, operationalizatios and measurement tools. LaVoi's article could have acknowledged the vastness of the field by defining the construct of "closeness" in the coach-athlete relationship.

Commitment: -reflects coaches and athletes' intention or desire to maintain their athletic partnership over time; it is viewed as a cognitive representation of connection between the coach and the athlete. And also defined as the athlete's and coach's intention to maintain the athletic relationship and therefore maximize its outcomes.

Complementarities: - represents the athlete's and coach's corresponding behaviors of affiliation (e.g. athlete's friendly and responsive attitude is likely to elicit coach's friendly and responsive

attitude), and reciprocal behaviors of dominance and submission (e.g. coach instructs and athlete executes).Defines the interaction between the coach and the athlete that is perceived as cooperative and effective. Complementarities reflect the affiliation motivation of interpersonal behaviors and include behavioral properties, such as being responsive, friendly, at ease and willing.

2.12 Conceptual Framework of the Study
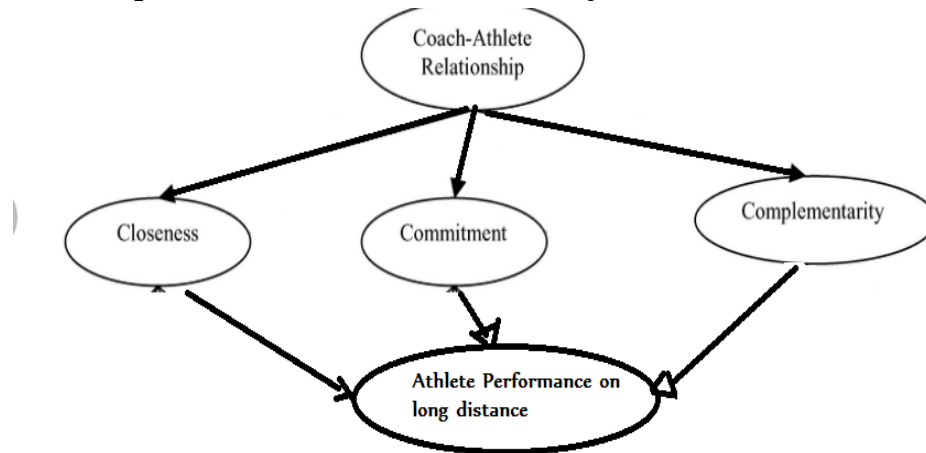
This figure shows the influence of coach athlete relationship on athlete performance, as it is illustrated on the figure the three CART questions have influence on athlete performance.

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURE OF THE STUDY

3.1. Description of the Study area

The study was conducted in Oromia Regional state Athletics club, Ethiopia. Among eighteen athletics clubs found in Oromia only four of them included, Adama, Sebeta, sululta and Nekemte. Adama is located at 8.54°N 39.27°E at an elevation of 1712 meters, 91.9 km southeast of Addis Ababa. Sebeta (Oromo : *Sabbataa*) is a town located in the Oromia Special Zone Surrounding Finfinne of the Oromia Region in Ethiopia 19.7 km to South west direction from Addis Ababa .Nekemte is located in the East Wollega Zone of the Oromia Region,Nekemte has a latitude and longitude of 9°5′N 36°33′E and an elevation of 2,088 meters and 318.7 km to west direction from Addis Ababa .Sululta is one of the wored as in the Oromia Region of Ethiopia, Part of the Oromia Special Zone Surrounding Finfinne and it has distance 17 km from Addis Ababa and it has Latitude: 9.1667 Longitude: 38.7500..

Figure 1Figure1. Map shows area of study from Google Map (2021)

3.2. Research Design

The study was applied by triangulation using both quantitative and qualitative approaches. The researcher's were used triangulation cross sectional research design in order to describe and collect the data for only for period single time to investigate the impact of coach athlete relationships on performance of long-distance athletes selected Oromia athletics clubs which was found in Oromia. As the name implies, the major objective triangulation design combines both qualitative and quantitative methods to gather data for an overall interpretation that looks at a variety of different factors. Triangulation research involves gathering data that describes events and then organizes, tabulates, and describes the phenomena.

3.3. Population and sampling technique

Oromia Athletics Federation registers (N =18) athletics club found in Oromia Regional state which was considered as the total population of the study. The target populations of this study were long distance runners and coaching staff of the clubs in Adama, Sebeta, Suluta and Nekemte city athletics clubs because they have numbers of long-distance runners and also ease to collect data from them for the reason these places are closer than others. The study covered present athletes and coaching staff that were already practicing training and competition. Hence, sampling design was employed to select the sample respondents. Accordingly, Availability selection method was used to select the study population from selected Oromia athletics clubs. The total population of the study was 108 athletes and 17 coaching staff of the clubs. From the total population of the study all athletes (108) and all coaching staff (17) of them were taken by availability sampling technique.

Table 1 Total population and sample

No	Name of the clubs	Population		No of Sample			Sampling Technique
		Athlete	Coach	athlete	Coach	Total	
1	Adama city athletics club	29	6	29	6	35	Availability sampling technique
2	Sebeta athletics club	31	5	31	5	36	
3	Nekemtecity Athletics club	18	2	18	2	20	
4	Sululta city Athletics club	30	4	30	4	34	

Source: - from Adama city athletics club,Sebeta athletics clubs, Sululta Athletics club and Nekemte city athletics club (2013 E.C).

3.4. Source of Data

In this study primary data were used. The potential sources of primary data were the athlete and coaching staff of the aforementioned departments of the clubs. Primary data were applied to achieve the stated objectives of the study.

3.5. Data Collection of Instrument

Both open and close-ended questionnaires were used, and additionally interviews were applied to collect primary data. Questionnaires were distributed to athletes and coaching staff. Interview was taken personally from the coach of the club. These instruments proved once it facilitated triangulation of information from the different sources and model questions. This multi-method approach reduces the chances that any of consistent findings are attributable to similarities of methods (Eyerusalem, 2011).

3.5.1. Questionnaire

The coach-athlete relationship questionnaires were used in order to collect the data from participants. Two further items were included in order to evaluate the criterion-related validity of the CART-Q. A 7-point response scale adopted for all 31 items for both coaches and Athletes.

 The scale ranged from 1 (strongly disagree), to 7 (strongly agree) with a mid-point 4 (uncertain) (Jowett and Ntoumanis, 2004). Besides, they developed 31 item inventory formed with "closeness (emotional), commitment (cognitive) and complementarities (behavioral)" sub-dimensions (Jowett and Ntoumanis, 2004) and this inventory which has later been evaluated and analyzed, and thus re-developed as 11 items "Coach-athlete relationship questionnaire. As a result, this questionnaire is believed to be more appropriate (Jowett, 2007; Jowett and Ntoumanis, 2004; Altıntaş et al., 2012).

3.5.2. Interview

In addition to the questionnaire information, a semi structured interview was used to collect data from the coaches for obtaining deep and additional data. Interview questions have semi structured items. Some questions were similar to those raised on the questionnaire. This is used for the purpose of validating what is said by the coaching staff.

3.6 Procedure of data collection

In order to get valuable data for the study the researcher made a request to get permission from Jimma University as well as from the selected Oromia Athletics club. A researcher was approaching the concerned bodies in the administration areas. As information seeker; then the researcher was explained the purpose of the researches to get guarantee with full permission and cooperation for collecting data related to this study.

The researcher was ensured that the environment is conducive for conducting questionnaires, and interviews; they were arranged in different rooms. Generally, questionnaires and interviews were carried out in a harmonious, friendly and open atmosphere.

A brief explanation of the aim of the study and confidentiality related issues was given to the participant by informing them coding and used to protect and ensure their privacy. Moreover, it is explained that only the researcher had access to the questionnaire and interview data.

The questionnaires were distributed for the long-distance runners and the interview session was made for coaches.

Regarding the face-to-face interviews that were held with coaches, the following steps were used as per the objectives and procedures of the study.

The researchers were preparing face to face interview. The interviewees were interviewed and their responses were recorded by the researcher and written on a note sheet.

3.7. Selection of Variables

The study was confined to the following independent and dependent variables those the researcher was selected by the help of expert supported by literature

Dependent Variables

Performance of long-distance runners was taken as dependent variables throughout this study. This is continuous data which is collected from the archive of Adama, Sebeta, Sululta and Nekemte Athletics club. The performance of athlete on 10,000 meters were taken as study dependent variable, because most of athlete who were participated in more than 5000m across each clubs are performing 10,000meters distance running in majority of their training time.

Independent Variables

The coach–athlete relationship refers to all situations in which a coach and athlete's feelings, thoughts, and behaviors are inter-related (Jowett and Cockerill, 2003). Coach-athlete relationship was considered as independent variables. Therefore, it would have been measured by using a standardized questionnaire which has a 7-likert scale (Jowett and Ntoumanis, 2004) on closeness, commitment, and complementarities.

3.8 Method of data analysis and interpretation

Data was entered into Statistical Package for the Social Sciences (SPSS version 23). Then after frequency counts, percentage and nominal were used to analyze the demographic characteristics of participants, Mean, SD (standard Deviation), skewness and kurtosis were used to analysis the performance of athletes on 10,000meter distance running. Linear regression model was used to analyze the influence of coaches-athletes closeness on performance of long-distance runners in selected Oromia Athletics clubs, identify the impact of coaches-athletes commitment on

performance of long-distance runners in selected Oromia Athletics clubs and investigate the influence of coaches-athletes complementary on performance of long-distance runners in selected Oromia Athletics clubs.

3.9. Ethical Considerations

A researcher considered the research values of voluntary participation, confidentiality, and anonymity to ensure protection of respondents from any possible harm that could arise from

Participating in the study. Thus, a researcher clearly has introduced the purpose of the study as a partial fulfillment of a degree Study program and requests the respondents to participate in the study on a voluntary basis such that refusal or abstaining from participating was permitted.

A researcher also assured the respondents confidentiality of the information given and protection from any possible harm that will arise from a study since the findings were used for the intended purposes only. The respondents were promised to be provided with feedback about the findings of a study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Result Analyzed

This chapter discussed the presentation, analysis and discussion of the data collected from the subjects and its results under the study. The purpose of this study was to assess the impact of coach athlete relationship on athlete performance in selected Oromia Athletics clubs. The demographic,and impact of the 3 C's on coach athlete relationships are clearly described.

4.1.1 Athlete and Coach Demography

Figure 2.Athlete Demography
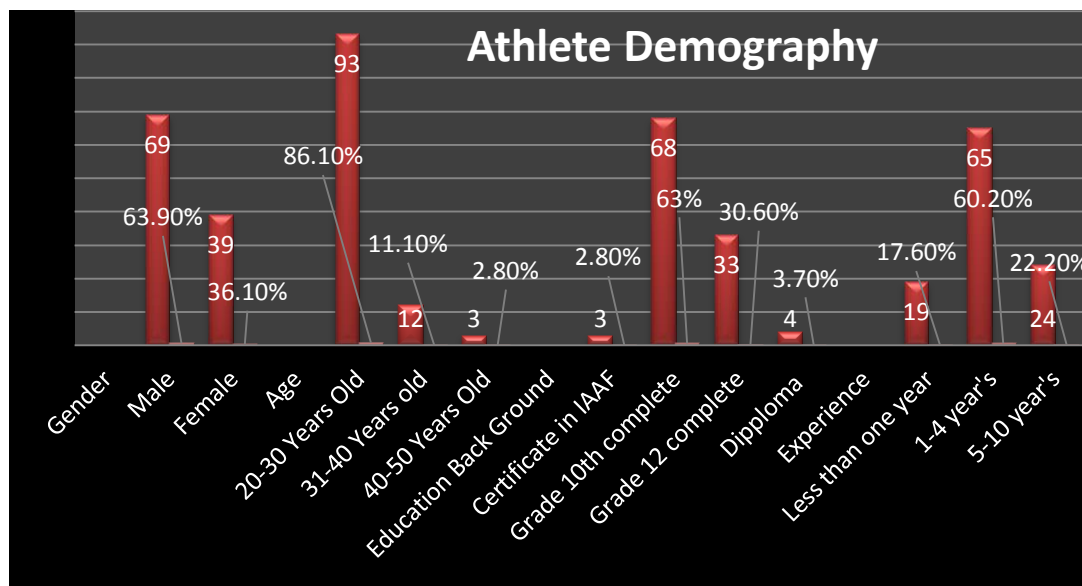
Key. X-Axis Variable and Y axis indicates frequency and percentage

The item I of the above figure shows the gender of the respondents, as it is indicated in the figure 69 (63.9%) of the respondents were male athletes, and Out of the four athletic clubs, 39 (36.1%) female athletes participated in answering the questionnaires. This, shows that majority of athletes are male across each club.

Item II of the figure shows the biological age of athlete respondents who were the subjects of the study. The total number of participant's was 108 athletes. Three tags were used to classify their age; among the categories those who were between 20-29years are 93 in numbers and 86.1 % from the total of 108; while 12 (11.1%) and 3 (2.8%) of the respondents were included under

categories of 30-40 and 41-50 ages respectively. It is indicating that the majority of each club are young which are categorized under the ages of 20-29, those whose are able to develop through their rest of life their performance.

Item III of figure 2 shows the educational background of the study respondents. The largest number 68(63%) participants are included in grade 10[th]complete education level category as shown in the figure. The rest were included under grade 12 complete, diploma holders and IAAF certified by 33(30.6%), 4 (3.7%) and 3(2.8%) respectively. This indicates that most of them are certified at Ethiopia level certificate.

Item IV of figure 2 shows the training age of the runners involved in responding to the distributed questionnaires. As shown in the figure, the majority 65 (60.2%)) participants were included in the 1-4 years of training. The rest of the participants were 24 (22.2%) and 19 (17.6 %) groups, were included, between 5-10 years and below 1 year of training respectively. As one can understand from the result 77.8 % of athletes of these four clubs have below four years training experience; therefore, in future they will develop their current performance to advanced level.

Figure 3Coach Demography
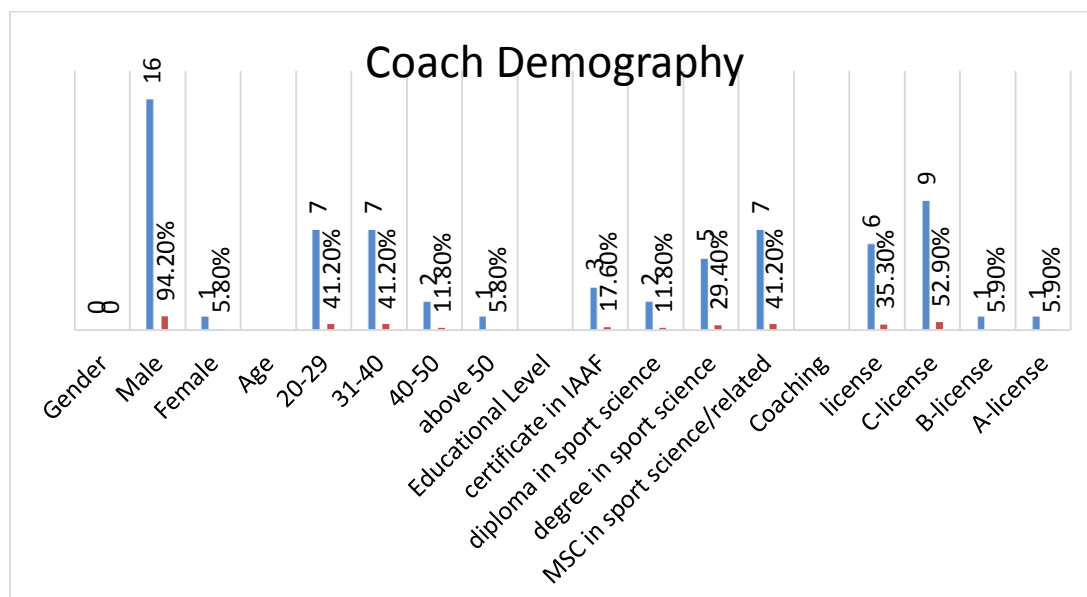
Key. Y axis Series 1:- Frequency, Series 2:-Percentage, and X axis Variable

This figure shows the demography of coaches'; according to it is indicated in the figure the number of coaches are 17 in which 16 out of 17 respondents (94%) are male coaches and 1 out

of 17 is female coach. According to Paul M 2018 regarding to coach athlete relationship it displaying that a greater level of closeness between athlete and coach to Female coaches than male coaches. Therefore, this much numbers of male coach reduce the coach athlete relationships.

In the same figure item number 2 it is indicated that 7 out of 17 coaches (41.2%) are between age of 20-29 and an equal number of them are 31-40 years old. The smallest number of respondents is categorized under the age group of 40-50 years and above 50 years respectively with 11.8% and 5.8% number. This result indicates as the most of coach are young and can do more if they are highly trained in coaching act in future.

Among the figure trainers mentioned above, they were asked about their level of education in Item 3, to which they replied that the majority of them or 7 out of 17 (41.2%) are master's degree holders. The rest of the respondents responded in 5 out of 17 (29.4%), 3 out of 17 (17.6%) and 2 out of 17 (11.8%) as they are degree in sport science, IAAF certified and diploma in physical education respectively. One can understand that as more than half percentage of coaches are educated; therefore, these coaches can refer any references to make high goal achievement for their athletes'.

In Item 4, Current Level of Coaching license were asked all the coaches were replied and majority of them 9 out of 17 (52.9%) are C – licensed. The others 6 out of 17 (35.3%) of them responded as they are 2nd level certified in coaching athletics. A and B licensed coaches are each one, one individual. One can understand that, as each coach has to train to develop their coaching level and through developing their coaching level, they will learn how to make good relationship with their athletes.

4.1.2 Results compiled from Athletes regarding with CART questionnaires

Descriptive statistics was compiled in order to assess the mean, standard deviation, skewness and kurtosis of an athlete's current level of performance. And inferential statistics was applied to asses linear regression analysis had conducted to regressed coach athlete Closeness, Commitment and Complementarities with performance of athletes on 10,000m distance running as validated by (Balduck& Jowett, 2010; Jowett, 2006; Jowett, 2009; Jowett & Ntoumanis, 2004).

4.1.2.1 Athlete Performance on 10000m of female and male athletes of selected clubs

Table 2. Current level performance on 10000m of female and male athletes of selected clubs

Gender	Number		
Female	39	Mean	32.6944
		SD	1.01937
		Skewness	-.117
		Kurtosis	.250
Male	69	Mean	29.7119
		SD	1.30705
		Skewness	1.460
		Kurtosis	3.169

As the above item I of table 2 shows, the average performance of the four clubs is 32.6944 minutes, which is 3.3644 minutes behind the current world female athlete performance, and the standard deviation shows the dispersion from mean is 1. 01937. This shows that, Skewness shows a measure of the symmetry of a distribution. According to the table, the result shows as it is (-.117) negatively skewed. This means, the mean of **skewed data is** less than the median of data. Kurtosis indicated in the table is shows 0.250; this indicates a distribution that is too flat.

Item II Table 2 shows the performance level of male athlete stats. As shown in the table mentioned the average time, they are recorded is 29.72 minute. The standard deviation that shows the dispersion from mean is 1.30705 which is bigger than that of female status. The skewness of male athlete performance was also analyzed and it is 1.460; which means the data's most values are clustered around the left tail of the distribution and it is asymmetric. Kurtosis is 3.169, which is described as indicating the absence of kurtosis (distribution is mesokurtic). Which shows as the distribution of data results has many data's more than means.

As it can be seen from the results, the performance of each athlete is below the world rankings for every female and male athlete in each club; this is because the world women's record currently 30.4661; which have difference of 2.23 minutes from current female performance of

Oromia athletics clubs and In terms of male athletes, there is still a difference of 2.85 minutes from the world's top 100 athlete record in which its average is 26.87minutes. As top 100 worlds record there is kurtosis of 2.186 and 3.705 for female and male which shows different flatness level from current Oromia athletics club. According this description record of most of the athletes more than mean as the same as male athlete of Oromia athletics club.

4.1.2.2 Coach Athlete Closeness relationship versus athlete performance related linear regression analysis For Female Athletes

Table 3. Athlete closeness to their coach

Variable	R	R ^{2}	Adj. R ^{2}	df	F	Beta	Sig.
Athlete trust their coach	.653ª	.427	.411	1	27.542	-.653	.000ᵇ
				37			
Athlete respect their coach with Performance regression	.728ª	.769ª	.591	1	53.449	-.769	.000ᵇ
				37			
Athlete appreciation sacrifice of their coach	.728ª	.530	.518	1	41.772	-.728	.000ᵇ
				37			
Athlete like their coach with performance	.557ª	.310	.299	1	135.570		.000ᵇ
				37		-.886	

a. Dependent Variable: Current level of performanceon10000meter

b. Predictors: (Constant), Coach athlete closeness

Table 3 Item I show the impact of an athlete's trusting coach on their performance to conclude a 10,000m long distance running event. According to the table, the R^2 of.427 revealed the predictor variable explained 42.7% variance into outcome variable with F (1, 37=27.54, P<.001. The findings revealed that athletes trusting their coach has a positive impact on their performance by increasing their speed to reduce their time of finishing the distance (β=-.65,

P<.001). According to the result athletes trusting their coach is used to increase the athlete performance and it has positive impact on it.

Item II of table 3 which indicated above shows the dependent variable current level of female athletes on the 10,000m speed time performance regressed on independent variable athlete respecting their coach effort. According to the table; the R^2 value .59 revealed that the predictor variable explained 59% variance into the outcome variable with F (1, 37=43.45, p<.001). The result shows that, respecting coach effort has a negative impact on the time they utilized to finish the 10,000m long distance running (β=-.77, p<.001). Regression power of respecting coach athlete performance is on moderate level, while it is correlation performance with performance is high. Therefore, respecting coach athlete has high relation with increasing performance of long-distance runners.

Item III of table 3 which indicated above is shows the dependent variable current level of female athletes on the 10,000m speed time performance regressed on independent variable female athlete appreciation to sacrifice of their coach. It is quantified in table; the R^2 value .53 revealed that the appreciation of sacrifice of one's own coach explained 53% variance into outcome variable with F (1, 37=41.77, p<.001). The result is shown that, appreciating coach sacrifice has a negative impact on the time they utilized to finish the 10,000m long distance running (β=-.73, p<.001). The same to respecting appreciation of coach athlete has regression power of more than half percent or 53% and correlated in high relation with performance. This means while coach athlete appreciation increases athlete performance also increases in the same way. The coach (Code 9) interviewed regarding this item has replied as: -

> *"This is not only respecting and appreciation; it needs motivational awards, when my athletes pay sacrifice and make deep efforts to improve their performance, I award them whatever I can."*

Previous study indicates during coaching sessions, the acknowledgment of an athlete's effort (e.g., "good lift") and follow-up contact were perceived as positive characteristics and performance improvement. Steven J (*et.al 2018*)

Item IV of table 3 which indicated above shows the dependent variable current level of female athletes on the 10,000m speed time performance regressed on independent variable female athlete like their coach. According it is enumerated in table; the R^2 value .31 revealed that to be like a coach explained 31% variance into outcome variable with F (1, 37=135.6, p<.001). The

result is shows to have negative impact on the time they utilize to finish the 10,000m long distance running (β=-.89, p<.001). Athletes like their coach have 31% of the power to make impact on the athlete performance and it has high correlation with performance. In displaying their likeness to their athlete, one coach (coded 12) replied as: -

> *"I like my athlete more than my family, always I stay with them, even if we are out of training time, I call them and we stayed together cafeteria, and other recreational place and I use these times for advising and talking about the way they achieve great performance and how they control their dieting way."*

As it is indicated in his interview the athlete this coach shows like to his athletes to improve their performance.

According to Paula Murray (*et.al* 2018) Female athletes are highly performed while their closeness to coach is increased; and this is similarly happened in this study result. Similarly, athletes' perception of respect from their coach was characterized by outward displays to improve the athlete and caring about the athletes' success, active listening and time management.

4.1.2.3 Commitment of coach athlete relationships versus athlete performance results For Female Athletes (Regression analysis)

Table 4Athlete is commitment to their coach

Variable	R	R ^{2}	Adj. R ^{2}	df	F	Beta	Sig.
Athlete feel committed their coach	.44	.195	.173	1	8.976	-.44	.005
				37			
Athlete feel close to their coach	.77	.592	.581	1	53.652		.000
				37		-.769	
Athlete feel their coach sport career is promising	.075[a]	.006	-.021	1	.207		.651[b]
				37		-.075	

a. Predictors: (Constant), Athlete commitment to her coach

b. Dependent Variable: Current level performance on 10000 meters

Item I of table 4. Show the dependent variable current level of female athletes on the 10,000m speed time performance regressed on independent variable female athlete feel committed to their coach. According it is enumerated in table; the R^2 value .195 revealed that the feel committed of own coach explained 19.5% variance into outcome variable with F (1, 37=8.98, p<.005). The result shows that, commitment to a coach has a negative impact on the time they consumed to finish the 10,000m long distance running (β=-.44, p<.005). Percentage of regression in which feeling commitment has impact on the athlete performance is 19.5% and it has less low correlation with athlete performance. One coach who code 16 has relied on their commitment as the following

> It's the act of achieving the goal of the clubs doing with committed athlete and the coach
> doing vigilantly in commitment for having athletes with optimum performance, and being
> committed with improving athlete performance is displayed through train the athlete

different tactics and technique, having a plan, having slick training sessions, correcting diet system and by solving every problem faced through training immediately.

Item II of table 4 shows the impact of athletes close to the coach on their performance to finish off the 10,000m long distance running event. According to this table, the R^2 of .592 revealed the predictor variable explained 59.2% variance into outcome variable with F (1, 37=53.70, P<.001. The findings revealed that athletes close to their coach have a positive impact on their performance by increasing their speed to reduce their time of finishing off the distance (β=-.769, P<.001). When athlete increase being close to their coach it has 59.2% impact to increase their performance athlete being close to their coach and their performance increment is highly correlated.

In his interview on the subject of to this item one coach (Code7 &8) replied as: -

"I'm coach they are athlete; I show and demonstrate daily activity them and control on the field and I give some advice at end of each training section; and I have confidence in, this closeness act is enough; I don't think the closeness more than these."

Item III of table 4 illustrates the impact of athlete coach sport career with promising to coach on their performance to finish off the 10,000m long distance running event. According to this table, the R^2 of .006 revealed the predictor variable explained 6% variance into outcome variable with F (1,37=.207, P<.005. The findings revealed that an athlete coach sport career with promising to coach has no significant impact on their performance for increasing and decreasing their speed to reduce their time of finishing off the distance (β=-.075, P=.651). From the indicated result athlete's performance has no correlation at all since relation is nearest to zero. Therefore, according to female of each clubs coaching career of their coach has low regression power on their performance.

According Paula M. (*et.al 2018*) the female coach with female athlete relation scored significantly higher than the male coach with female athlete relation. According this study the number of women coaches is only one this may affect the significance in commitment side on athlete performance.

4.1.2.4Complementarities of coach athlete (Female) relationships versus athlete performance results (Regression analysis)

Table 5Athlete Complementarities at her coach

Variable	R	R ^{2}	Adj. R ^{2}	Df	F	Beta	Sig.
Athlete Ease with their coach	.432^a	.186	.164	1	**8.480**		**.006^b**
				37		**-.432**	
Athlete responsive their coach	.435^a	.189	.110	1	8.62		.006^b
				37		-.435	
Coach assists Athlete readiness to do their best	.365^a	.133	.110	1	5.683		.022^b
				37		-.365	
Athlete Adopt friend stance with their coach.	.557^a	.310	.291	1	16.605		.000
				37		-.557	

Table 5 item I shows, athlete being eases with their coach regression with their performance on distance of 10,000m is shown in the above table. As it is indicated in the table the impact of athlete broadmindedness their coach on performance of long distance running described as they have insignificant relationship in which, R^2 of.186 revealed the predictor variable explained18.6% variance into outcome variable with F (1,37=8.48, P<.05. The findings revealed athlete broadmindedness to their coach has significant impact on their performance for increasing and decreasing their speed to reduce their time of finishing off the distance (β=-.432, P=.006). The regression power of coach athlete being ease on making on impact on their performance only 18.6% and it has low correlation with performance of female athlete.

Table 5 item II points up the impact of Athlete responsive to their coach's their performance to finish off the 10,000m long distance running event. According to this table, the R^2 of.189 revealed the predictor variable explained18.9% variance into outcome variable with F (1,

37=8.62, P<.05. The findings revealed **athletes responsive to their coach** has significant impact on their performance for increasing and decreasing their speed to reduce their time of finishing off the distance (β=-.435, P=.006). This result shows 18.9 regression athlete responsiveness on their performance and it has low correlation with.

In item III of the tables indicates the response of Athletes if their redness may have an impact on their performance on 10,000m long distance running; and their response indicated in table 6 had interpreted as the following. As indicated in the table, the R^2 of .133 revealed the forecaster variable explained 13.3% variance into outcome variable with F (1, 37=5.683, P<.005. The findings revealed Athlete readiness to do their best has no significant impact on their performance for increasing and decreasing their speed to reduce their time of finishing off the distance (β=-.365, P=.022). This result indicates regression power on athlete performance athlete redness is 13.3 % and it has low correlation with each other.

In Item Iv of the table, athletes were asked if their Adopting Friendly Stance with their Coach may have an impact on their performance on 10,000m long distance running; and their response indicated in table 6 had interpreted as the following. As indicated in the table, the R^2 of .310 revealed the interpreter variable explained 31.0% variance into outcome variable with F (1, 37=16.605, P<.001. The findings revealed Athlete Adopt Friendly Stance to do their best has a significant impact on their performance and their speed to reduce their time of finishing off the distance (β=-.557, P<.001). Regression power of coach having friendly stance with athlete-on-athlete performance is 31% and it moderately correlated with.

One coaches (17 Coded) said that:

> *"When you show friendly stance to your athlete, they feel that as you are the same with them and they decrease the act of accepting instruction and they repeatedly shows absence from the training; therefore having friendly stance is not recommended according to my view."*

Magnusen and Rhea (2009) showed that female athletes had no preference or difference in attitudes regarding the gender of their coach and this indicates as female athletes don't care about gender of their coach for improving their performance

4.1.2.5 Coach Athlete Closeness versus Male Athlete Performance Regression Analysis
Table 6 . Athlete closeness to their coach

Variable	R	R ^{2}	Adj. R ^{2}	df	F	Beta	Sig.
Athlete trust their coach	.452^a	.205	.193	1	17.249		.000
				67		-.452	
Athlete respect their coach with Performance regression	.645^a	.416	.408	1	47.795		.000
				67		-.645	
Athlete appreciation sacrifice of their coach	.638^a	.407	.398	1	45.988		.000
				67		-.638	
Athlete like their coach with performance	.557^a	.310	.299	1	30.073		.000
				67		-.557	

a. Predictors: (Constant), Athlete's closeness to his coach

b. Dependent Variable: Current level performance on10000m

As indicated in table 6 Item I it points up the impact of Athletes trust their coach performance to finish off the 10,000m long distance running event. According to this table, the R^2 of.205 revealed the predictor variable explained 20.5% variance into outcome variable with F (1, 67=17.249, P<.001). The findings revealed Athlete trust their coach has no significant impact on their performance for increasing their speed to reduce their time of finishing off the distance (β=-.452, P<.001). Athlete trusting their coach as impact of 20.5% on performance of athlete and it has low correlation with it.

Table 6 Item II points up the impact of Athlete respect their coach efforts their coach performance to finish off 10,000m long distance running event. According to this table, the R^2 of .416 revealed the predictor variable explained 41.6% variance into outcome variable with F (1, 67=47.795, P<.001. The findings revealed Athlete respect their coach has significant impact on their performance for increasing their speed to reduce their time of finishing off the distance (β=-

.645, P<.0001). As indicate in the result tale coach respect has regression power of 41.6% to make impact on athlete performance and it moderately correlated with.

Table 6 Item III show the impact of Athlete Appreciate sacrifice of their coach on their performance to finish off 10,000m long distance running event. According to this table, the R^2 of .407 revealed the predictor variable explained 40.7% variance into outcome variable with F (1, 67=48.99, P<.001. The findings revealed athlete Appreciate sacrifice of their coach has significant impact on their performance for increasing their speed to reduce their time of finishing off the distance (β=-.638, P<.0001). Form the above results one can easily discern that the athletes' performance will be affected by 40.7% on the way how coach appreciate their performance. The performance and coach appreciation has moderate correlation.

In Item IV of table 6's Athletes were requested if Athlete like their coach may have impact on athlete performance on 10,000m long distance running; and their response indicated in table 20 had interpreted as the following. As indicated in the table, the R^2 of.310 revealed the interpreter variable explained 31.0% variance into outcome variable with F (1, 67=30.073, P<.001. The findings revealed Athlete like their coach has significant impact on performance of their speed to reduce their time of finishing off the distance (β=-.557, P<.001).

The result indicates above the degree of coach like athlete and its impact on athlete performance, as one can understand it coach athlete like has 31% power of making impact on athlete performance.

4.1.2.6 Commitment versus Male Athlete Performance Regression Analysis

Table 7Athlete Commitment to his coach

Variable	R	R ^{2}	Adj. R ^{2}	df	F	Beta	Sig.
Athlete feel committed his coach	.637ª	.406	.397	1	**45.783**		.000
				67		-.637	
Athlete feel close to her coach	.816ª	.667	.662	1	133.949		.000
				67		-.816	
Athlete feel her coach sport career is promising	.564ª	.318	.308	1	31.213		.000
				67		-.564	

    a.   Dependent Variable: Currentlevelperformanceon10000m

    b.   Predictors: (Constant), commitment with his coach

Table 7 Item I show the impact of Athlete committed to their coach on their performance to finish off 10,000m long distance running event. According to this table, the R^2 of .406 revealed the predictor variable explained 40.6% variance in to outcome variable with F (1, 67=45.783, P<.001. The findings revealed Athlete committed to their coach has significant impact on their performance for increasing their speed to reduce their time of finishing off the distance (β=-.637, P<.001).

Table 7 Item II shows the impact of Athlete close to their coach on their performance to finish off 10,000m long distance running event. According to this table, the R^2 of .667 revealed the predictor variable explained 66.7% variance in to outcome variable with F (1, 67=133.95, P<.001. The findings revealed Athlete close to their coach has significant impact on their performance for increasing their speed to reduce their time of finishing off the distance (β=-.816, P<.0001).

Table 7 Item III points up the impact of promising of coach to his/her Athlete performance to finish off 10,000m long distance running episode. According to this table, the R^2 of .318 revealed the predictor variable explained 31.8% variance into outcome variable with F (1,

67=31.213, P<.001. The findings revealed Promising of coach to his/her Athlete has significant impact on their performance for increasing their speed to reduce their time of finishing off the distance (β=-.564, P<.0001).

One coach who was coded 1 was replied as:-

> *I check my athlete performance and speed time record and evaluate it with international record for both male and female every day; and identify as it is promising; based on their current performance my coaching career is very promising.*

Commitment reflects coaches and athletes' intention or desire to maintain their athletic partnership over time; it is viewed as a cognitive representation of connection between the coach and the athlete and effective if it is applied scientifically to improve athlete performance Ahmed F(2020).

4.1.2.7 Complementarities versus Male Athlete Performance Regression Analysis

Table 8 Athlete Complementarities with their coach

Variable	R	R^2	Adj. R^2	df	F	Beta	Sig.
Athlete Ease wither coach	.478[a]	.229	.217	1	19.883		.000
				67		-.478	
Athlete responsive their coach	.537[a]	.288	.277	1	27.081		.000
				67		-.537	
Coach assists Athlete readiness to do their best	.604[a]	.365	.356	1	38.521		.000
				67		-.604	
Athlete Adopt friend stance with their coach.	.563[a]	.317	.306	1	31.026		.000
				67		-.563	

a. Predictors: (Constant), Athlete complementarities at his coach

b. Dependent Variable: Current level of performanceon10000m

Table 8 item I shows the impact of Athlete easiness to their coach on their performance to complete the 10,000-meter distance running. According to this table, the R^2 of .229 revealed the predictor variable explained 22.9% variance into outcome variable with F (1, 67=19.883, P<.001. The findings revealed Athlete ease to their coach has a significant impact on their performance for increasing their speed to reduce their time of finishing off the distance (β=-.478, P<.0001). The interpreted result shows the impact of coach athlete easiness to athlete performance and it is regressed by 22.9% on athlete performance their correlation is low degree.

Table 8 item II shows, how the athlete feels about the coach's response put influence on the performance complete the 10,000-meter race. According to this table, the R^2 of .288 revealed the predictor variable explained 28.8% variance into outcome variable with F (1, 67=27.081, P<.001. The findings revealed Athlete responsiveness to their coach has a significant impact on their performance for increasing their speed to reduce their time of finishing off the distance (β=-.537, P<.0001). From the result illustrated one can understand the impact of coach athlete response on athlete performance 28.8% and as it is moderately correlated. One coach coded 4 said that

"Sometimes I'm silent or refuse to answer various questions, such as asking rest, vacation, and the fact that I do not feel it's realistic or tangibility"

Table 8 item III, shows the impact of readiness of an athlete on their performance to complete the 10,000-meter distance running. According to this table, the R^2 of .365 revealed the predictor variable explained 36.5% variance into outcome variable with F (1, 67=38.521, P<.001. The findings revealed Athlete readiness has significant impact on their performance for increasing their speed to reduce their time of finishing off the distance (β=-.604, P<.001). From mentioned result the reader can understand that the regression power of coach athlete redness on it is impact of athlete performance is 36.5% and it has moderate correlation with each other's.

Table 8 item IV shows the impact of adopting friendly stance with their coach on their performance to complete the 10,000-meter distance running. According to this table, the R^2 of .317 revealed the predictor variable explained 31.7% variance into outcome variable with F (1, 67=31.026, P<.001. The findings revealed Athletes adopting friendly stances with their coach had an impact on their performance for increasing their speed to reduce their time of finishing off the distance (β=-.563, P<.001). From the result it easy to understand that as the coach athlete

friendly stance has the regression power of 31.7% and has moderate relation with athlete performance. With reference to with item of developing friendly stance with athlete Coach who coded as 5 said that: -

"You know athletes are your own child and they are not different from your child, it is better showing fatherly or motherly relation rather than friendly stance; because if you show them friendly stance, the respecting and receiving order will decline therefore I believe to showing fatherly act."

4.1.2.8 Conclusion of coach athlete relationship impact on performance of female and male athlete

Table 9. Coach Athlete relationship impact on performance of female and male athlete

Gender	Variables	R	R^2	Adjusted R^2	Df	F	Beta	Sig.
Male	Closeness	.0.613ᵃ	.0.372	.363	1	41.28		.000
					67		-.613	
	Commitment	.0.599	.0.45	.441	1	64.23		.000
					67		-.599	
	Complementarities	.545	.299	0.289	1	29.13		.000
					67		-.55	
Female	Closeness	0.67	.0.509	.45475	1	64.59		.000ᵇ
					37		-.595	
	Commitment				1			.218
		0.43a	0.264	0.258	37	20.945	-.428	
	Complementarities	.45ᵃ	.2045	.16875	1	9.834		.09ᵇ
					37		-.45	

a. Predictors: (Constant), Closeness, Commitment, Complementarities

b. Dependent Variable: Current level of performanceon10000m race in minute

According to table 9, the conclusion of the closeness, commitment and complementarities (3 C's) impact on the performance of male athletes on long distance has been illustrated, specifically by recording speed time of athletes on 10,000m long distance running; and the result indicated in table 9 has been interpreted as the following. In item I, the R^{2}of.372 revealed the interpreter variable explained 37.2% variance into outcome variable with F (1, 67=41.28, P<.001.

The findings revealed Athlete closeness to their coach has a significant impact on their performance of their speed to reduce their time of finishing off the distance (β=-.613, P<.001).

In Item II, athlete coach (male athlete-coach) Commitment has been analyzed, hence, the $R^2$of.45exposed the predictor variable explained 45% variance into outcome variable with F (1, 67=64.23, P=.218) The findings discovered that Athlete commitment to their coach has a significant impact on their performance of their speed to reduce their time of finishing off the distance (β=-.599, P<.001).

In Item III, athlete coach (male Athlete-coach) Complementarities has been analyzed, as a result, the $R^2$of.299 revealed the interpreter variable explained 29.9% variance into outcome variable with F (1, 37=29.13, P<.001. The conclusion revealed that Athlete complementarities to their coach has significant impact on their performance of their speed to reduce their time of finishing off the distance (β=-.55, P<.001).

According to the above table, the conclusion of the 3 C's impact on the performance of athlete on long distance has been illustrated, specifically by recording speed time of athlete on 10,000m long distance running; and the result indicates in table 9 had interpreted as the following. As indicated in the table item I, the $R^2$of.509 revealed the interpreter variable explained 50.9% variance into outcome variable with F (1, 37=64.59, P<.001. The findings revealed Athlete closeness to their coach has significant impact on their performance their speed to reduce their time of finishing off the distance (β=-.595, P<.001).One can understand that from this result as athlete coach closeness has the regression power 50.9% on improving female athlete performance and it is moderately correlated.

In Item II, athlete coach (Female athlete-coach) Commitment has been analyzed, accordingly, the $R^2$of 0.264 revealed the interpreter variable explained 26.4% variance into outcome variable with F (1, 37=20.945, P<.001. The findings revealed Athlete commitment to their coach has insignificant impact on their performance their speed to reduce their time of finishing off the distance (β=-.428, P=.218). From this result, one can understand as athlete coach relation commitment has regression statically association of 26.4% on athlete performance and has low correlation with it.

In Item III, athlete coach (Female Athlete-coach) Complementarities has been analyzed, as a Result, the $R^2$of.2045revealed the interpreter variable explained 20.45% variance into outcome variable with F (1, 37=9.834, P<.001. The findings revealed Athlete complementarities to their coach has no significant impact on their performance of their speed to reduce their time of

finishing off the distance (β=-.45, P=.09). This result informs that, as complementarities of coach athlete has 20.45% to make impact on athlete performance and insignificantly moderate low correlation.

Research indicates when the coach–athlete relationship was close and positive, athletes showed a desire to perform better Sanchez J. (2009). This similar indicated in this study result as athlete closeness to coach is increased their performance also increased.

Commitment is defined as the athlete's and coach's intention to maintain the athletic relationship and therefore maximize its outcomes (Sophia J (2007).With female coaches being perceived as displaying a greater level of commitment than male coaches. The commitment impact on athlete performance is low when female and athlete performance is compared with each other's.

Complementarities of athlete coach are more likely to feel more fulfilled in terms of athlete competence (Luke F (2020); this indicated similarly on the performance of male athlete but not on female athlete.

4.2 Discussion

Coach-athlete relationship proposed framework emphasizes that for successful performance. Jowet(2003). The current study is about impact of coach athlete relationship on athlete performance; according to the results of 108 athletes from selected four Oromia Athletics Clubs, the 3Cs have a significant impact on the performance of athletes. The study result shows that, the 3 C's impact on the performance of athlete on long distance, specifically by recording speed time of athlete on 10,000m long distance running for female and male athletes.

The performance of Oromia athletics club on long distance runners from study area were below world current record of 10,000meters; According to World Athletic website world best record of 10,000 meters by Joshua Cheptegei (UGA) 26:11.00 (2020), and Letesenbet Gidey (ETH) 29:01.03 (2021) has great difference from selected Oromia athletics club.

The findings of this study revealed that both female and male athlete closeness to their coach has significant impact on their performance of their speed to reduce their time of finishing off the distance (β=-.604, P<.001`). Which means when close to coach is increased, the athlete speed is increased in which time and closeness has negative moderated correlation. The findings of the current study support the relationship being dyadic Jowett, (S.2002). Athletes preference coaches who had closeness to athlete, with active listening and individualized goal setting considered key features to developing a positive coach athlete relationship for improving athlete performance.

Female athlete-coach Commitment revealed the interpreter variable explained by 26.4% variance into outcome variable with (P=.218) and in which correlated variables have low negative correlation. Male athlete-coach Commitment hence, the R^2 predictor variable explained 45% variance into outcome variable with (, P<.001). Athlete commitment to their coach has significant impact on their performance of their speed to reduce their time of finishing off the distance (β=-.599, P<.001). In which it is correlation is moderate negative correlation.

Female Athlete-coach Complementarities revealed that interpreter variable explained by20.45% variance into outcome variable with (β=-.45, P=.09) and it has negative low correlation the complementarities of athlete with coach as no this much significant impact on female athlete performance and male Athlete-coach complementarities to their coach has significant impact on their performance of their speed to reduce their time of finishing off the distance (β=-.55, P<.001) .By regarding to this result, Paul M 2018 regarding to coach athlete relationship it

displaying that a greater level of closeness between athlete and coach to Female coaches than male coaches. Therefore, this much numbers of male coach reduce the coach athlete relationships. The Oromia athletics clubs female athlete coach complementarities are affected by being single number of female coach since female coaches are more effective to increase up athlete performance.

As it is indicated in literature closeness, commitment and complementarities are considered among the most important relationship components that contribute to performance success satisfaction (Jowett &Cockerill, 2003). As one can understand from illustrated result each item of coach athlete relationship has significant relationship on athlete performance except complementarities of female athlete to their performance.

Coach-athlete relationships do not vary according to gender and type of sports. On the other hand, it can also be said that positive and productive coach-athlete relationships have a positive effect on the performance Tolga Ş &Mevlüt G (2019). This shows similar result except female complementarities; therefore, this study testifies.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1 Summary

The general objective of this study is to investigate the impact of coach athlete relationship on the performance on long distance runners in selected Oromia athletics clubs. In order to discuss briefly with respect to each objective in detail for this study, the following research questions were raised.

> ➤ Does Coaches commitment affect performance of long-distance runners in selected Oromia athletics clubs?
> ➤ To what extent Coaches-athletes closeness influences performance of long-distance runners in selected Oromia athletics clubs?
> ➤ To what extent Coaches-athletes complementary influence performance of long-distance runners in selected Oromia athletics clubs?
> ➤ Does coaches are doing for his/her athlete performance improving by improving his/her relationship with athletes?

In order to answer these questions, the descriptive and inferential statistics was applied to asses linear regression survey method was employed. The relevant data to the study was gathered through the questionnaire, and interview. In general, 125 participants were involved in the study. These are 108athletes, 17 coaches to give genuine information for the successful completion of the research for this study. The data have been analyzed using descriptive frequency, inferential statistics linear regression and descriptions for each questionnaire.

Both qualitative and quantitative methods were used for data interpretation. Based on this, the following findings have been obtained for this particular study.

- Female athlete closeness to coach indicated as closeness has significant impact on their performance speed to reduce their time of finishing off the distance (β=-.595, P<.001).
- Female athlete-coach Commitment explained as Athlete commitment to their coach has insignificant impact on their performance in which relation is (β=-.428, P=.218).

- Female Athlete-coach Complementarities revealed that Athlete complementarities to their coach has no significant impact on their performance in which correlated by (β=-.45, P=.09).

- Male athlete closeness explained as athlete closeness to their coach has significant impact on their performance on which (β=-.613, P<.001).

- Male athlete-coach Commitment as athlete commitment to their coach has significant impact on their performance in which correlated (β=-.599, P<.001).

- Male Athlete-coach Complementarities as Athlete complementarities to their coach has significant impact on their performance with correlation of (β=-.55, P<01)

- Majority of coaches (15 out of 17) are strongly trust their athlete, while 2 out of 17 are trust their athlete in some extent.

- All coaches are like, respect and appreciate their athlete, athlete efforts and sacrifice to improve their performance.

- Majority of coaches are highly close to their athlete while minorities are close only when necessary

- All coaches are committed to improve their athlete performance and feel as their coaching career with their athlete is promising.

- All coaches are ease to their athlete, majority of them 14 out of 17 are responsive to their athlete while 3 out of 17's is often responsive, and majority are adopting friendly stance with their athlete while minorities are thinking as friendly is bad and instead, they use fatherly or motherly stance.

5.2. Conclusion

This study was design to investigate the impact of coach athlete relationship on the performance on long distance runner in selected Oromia athletics clubs. The following conclusions were made in long distance running.

- ❖ Selected Oromia athletics clubs' Athlete performance on long distance event is low when compared with current world record.
- ❖ Commitment of coach athlete relationship has impact on performance of long-distance runners in selected Oromia athletics clubs, in which it has regression of 26.4% variance for female and 45% for male. Therefore, the coach athlete commitment has significant impact on male athlete long distance runners performance.
- ❖ Coaches-athletes closeness has significant impact on performance of long-distance runners in selected Oromia athletics clubs and it has a frequency of 50.9% difference for females and 37.2% for males. Closeness of coach athlete has important power to make pressure on both female and male athlete performance.

- ❖ Complementarities revealed that interpreter variable explained by 20.45% for female performance and it has insignificant relations; however, on variable explained by 29.9% variance it shows significant relationships on male athlete performance.
- ❖ Majority of Coaches are applied closeness, commitment and complementarities effectively to increase performance of their athlete by increasing their relation with their athlete.

5.3. Recommendation

The main purpose of this study was to examine the impact of coach athlete relationships on performance of long-distance runners in case of Oromia selected athletics clubs' and from the result of the study the following recommendation had made.

➢ On side of female athlete there is insignificant low moderate correlation between athlete and their performance concerning the complementarities therefore, it is better if each club is try to increase the complementarities relationship between its athlete and coaches.

➢ Similarly, on the closeness and commitment side the regression of female athlete their coach is not adequate, therefore increasing this low and moderate results to high and for improving athlete performance it is good if the holistic training is given for the coaches specially regarding with creating good relation between coach and female athletes.

➢ The average minute to finishing off 10,000 meters distance running on both side is very poor; therefore, it is better if both coaches and athletes are try to do their best.

➢ It is good if Oromia athletics federation regularly attend the relationship between Oromia athletes and their coaches to increase the future country delegator athletes.

➢ Giving training for athlete, concerning how to develop good relationship with their coach is recommended to develop the future performance of athletes.

➢ Knowing the athlete's individual behavior is recommended before coaching and to develop athlete performance by having good relations with each other's.

➢ It is recommended, if these four clubs 'coaches are observed different clubs coach athlete relationship and to practice it again at their own field.

➢ Athletes are recommended to practice to discuss their problem with their coach at every time necessary.

➢ It is recommended if number Female's coach in the clubs. Is increased to decrease the females' athlete performance poorness due to relationship problem by fearing to tell their problem to men coaches.

- Creating good coach-athlete relationship is recommended besides getting respect from athletes and creating good environments between coaches and athletes.

- More over the cooperation of athletics federation and clubs is advised for the development of the club as well as on the motivation of athletes

- In addition to athletics federation, the cooperation of managers with clubs' coaches and athletes is recommended for the development and motivation of athletics.

- Incoming researchers are recommended to concentrate on of Oromia, and others athletics clubs of Ethiopia.

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Appendix I

JIMMA UNIVERSITY

SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE

Demographic Questions (Coach)

The following questions concern your position and other personal information. Completion of this information is voluntary and its confidentiality is assured. No individual data will be reported. (Please Tick)

1. Name of your club: _____

2. Sex: ☐ Male   ☐ Female

3. Age   ☐ 20-29   ☐ 31-40   ☐ 40-50   ☐ above 50

4. Educational level

    ☐ Certificate in IAAF   ☐ degree in sport science

    ☐ Grade 10TH complete   ☐ Msc in sport science /related

    ☐ Grade 12th complete   ☐ PhD in sport science

    ☐ Diploma in sport science

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

    A less than one year   b. 1-4 year's   c. 5-10 year's   d. above 10 years

6. What is your current level of coaching license?

    A. Second level certificate   B. C-license   C. B-license   D. A-license

Closeness Interview

  1. Do you like your athlete? If your answer is "Yes" how display it?

  2. Do you trust your athlete in their training life? If "Yes" in what you explain trusting them?

  3. Do you respect your athlete efforts and appreciate their sacrifice to improve their performance? If "yes" how you respect and appreciate their sacrifice?

Commitment Interview

1. Are you close to your athlete? Can say something about it?
2. Are you committed to your athlete performance improvement?
3. Do you think that you're coaching career promising your athlete? How you can explain it?

Complementarities Interview

1. Are you easing to your athlete? If you are? How you display the way you are easy to them.
2. Are your responsive to your athletes'?
3. When you coach your athlete, did you adopt a friendly stance? _____

JIMMA UNIVERSITY

SPORT ACADEM

DEPARTMENT OF SPORT SCIENCE

Demographic Questions

Questionnaire to be filled by athletes/trainees

Dear Respondents!

This study is being conducted by Mr. TakalegnFikadu(Msc Student at Jimma University). The main objective of this data collection format is to gather information regarding "**impact of coach athlete relationship on performance of long distance runner in selected oromia athletics clubs''.** Your willingness, cooperation and genuine response have a great value to overcome the problem. Your responses will be kept completely confidential. Hence, I kindly request to give us your response freely and confidently, I would like to extend our cordial gratitude for your cooperation to fill out the questionnaire frankly

1. Name of your club: _____
2. Sex: ☐ Male ☐ Female
3. Age ☐ 20-29 ☐ 31-40 ☐ 40-50 ☐ above 50
4. Educational level

   ☐ Certificate in IAAF ☐ degree in sport science

   ☐ Grade 10TH complete ☐ MSc in sport science /related

   ☐ Grade 12th complete ☐ Degree/certificate in other fields

   ☐ Diploma in sport science

5. How many years of experience do you have in long distance running?

   A less than one year   b. 1-4 year's   c. 5-10 year's   d. above 10 years
6. What is your current level of performance? Indicate with your time.

A. Closeness Question (for athletes)

These questions aim to measure the quality and content of the coach-athlete relationship. Please read carefully the statements below and select the answers that indicate whether you agree or disagree. There is no right or wrong answers. Please respond to the statements as honest as possible and relevant to how you personally feel with a specific athlete from your team or squad.

7=strongly agree 6-Agree 5-sometimes agree   4= uncertain 3=sometimes disagree 2= disagree 1= strongly disagree

S.N		1	2	3	4	5	6	7
1.	I like my coach							
2.	I trust my coach							
3.	I respect my coach							
4	I feel appreciation for the sacrifices my coach							
5	I *trust* my coach							
6	I respect my coach efforts							
7	I feel *close* to my coach							
8	I appreciate the 'sacrifices' my athlete has experienced in order to improve his /her performance.							

B.COMMITMENT QUESTION

7=strongly agree 6-Agree 5-sometimes agree   4= uncertain3=sometimes disagree 2= disagree1= strongly disagree

SN	Item of Questions	1	2	3	4	5	6	7
1	I feel close to my coach							
2	I feel committed to my coach							
3	I feel that my coach sport career is promising							
4	My coach is close to me							
5	My coach is committed to me.							
6	I *communicate well* with my athlete							
7	I strive to achieve *similar goals* with my coach							
8	I appreciate the 'sacrifices' my coach has experienced in order to improve his /her performance.							

C.COMPLEMENTARITY

7=strongly agree 6-Agree 5-sometimes agree   4= uncertain   3=sometimes disagree   2= disagree 1= strongly disagree

S.N	Questions	Strongly Disagree (1)	disagree (2)	Sometimes Disagree (3)	Neutral (4)	Sometimes Agree (5)		Agree (6)	Strongly Agree (7)
1	WhenI am coached by my coach, Ifeelaease								
2	WhenI am coached by my coach, Ifeelresponsivetohis/herefforts								
3	WhenI am coached by my coach, I amreadytodomybest								
4	WhenI am coached by my coach, Iadopt a friendly stance								
5	When my coach my coach me, I feel *competent*.								
6	When my coach me, I am *ready* to do my best.								

YUUNIVARSIITII JIMMAA

AKKAADAAMII ISPOORTII

MUUMMEE SAAYINSII ISPOORTII

Gaaffiilee Diimogiraafii Leenjisaaf dhiyaatan

Kabajamoo Deebistoota Gaafannoo kanaa

Qorannoon kun obbo Takkaaleeny Fiqaaduu (Barataa Digirii lammaffaa Yuunivarsiiti Jimmaa) 'n gaggeefama.

Kaayyoon gooroo dataan kun funaanamuuf" Dhiibbaa hariiroo Leenjisaa f atileetii giddu jiru gahumsa atileetii fiigicha dheeraa irratti qabu " adda baasuu dha. Eeyyamtummaa qabaachuu, deggersaa fi deebiin sin nuuf kennitan rakkoo gama kanaan jiruuf furmaata kennuuf nu fayyada.Deebiinkeessanguuutuunguutuuttiiccitiinsiniifqabama. Gaafannoo kana nuuf guutuuf fedhii agarsiiftanii fi sinin galateeffadha.

Hubachiisa:

- **Maqaa keessan barreessuun hin barbaachisu**
- **Gaafannoowwan yaada dabalataa barbaadaniif yaadawwan deebii quubsaa ta'an barreessuu hin dagatinaa.**

Kutaa 1ffaa- Diimogiraafii Leenjisaa

An instruction for personal data; please put an **"X"** mark in the space provided and write shortly for items that require you written responses.

1. Maqaakilaabiiyknpiroojektii _____ baraleenjii _____
2. saala: ☐dhiira   ☐dhalaa
3. umurii   ☐ 20-29   ☐ 31-40   ☐ 40-50   ☐ 50 ol
4. sadarkaabarnootaa

    WaraqaaragaaIAAF   ☐digiriisaayinsiiispoortiin

    ☐kutaa 10ᶠᶠᵃᵃkanxumuree   ☐Digiriilammaffaasaayinsiiispoortiin

    ☐kutaa 12ᶠᶠᵃᵃkan xumuree   ☐ PhD saayinsiiispoortiin

    ☐Diploomaasaayinsiiispoortiin

5. sadarkaaneyyamaleenjisummaayerooammairrajirtuisakam?

A. Waraqaa raga sadarkaa 2ffaa tti   B. Eyyamaasadarkaa C ttiEyyamaasadarkaa B tti D. EyyamaasadarkaaAtti

GaaffiileQomaa

GaaffiileeWalittiDhiheenyaa

1. Atileetiikeenijaallattaa? Deebiinkeeeeyyeeyoota'eakkamiinibsita?
2. Atileetotakeeyerooleenjikeessattiniamantaa? Eeyyeeyoota'emeenaafibsi!
3. Tattaaffiiatileetiikeetiinikabajja   ,tattaaffiigahumsaisaaniicimsuufisaangodhanoonidinqisiifattaa? Eeyyeeyoota'eakkamittiakkakabajjuu fi dinqisiifattuibsi!

GaaffiileeKutannoo

4. Atileetotakeettinidhiyaatta? Akkamittiibsita?
5. Ga'umsaatileetiikeefoyyeessuufkutatteenihojjettaa? Akkamittiibsita?
6. Adeemsileenjisummaakeeabdiqabeessajetteniyaadda? Akkamiinibsita?

GaaffiileeGuutiinsaa

4. Atileetiikeefwalabaaati? Akkamiinibsita?
5. Atileetootakeefdeebiinikennitaa ?Akkamiinibsita?
6. Yerooatileetootakeeleenjiftuamalahiriiyyummaaittiagarsiiftaa? _____

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AKKAADAAMII ISPOORTII

MUUMMEE SAAYINSII ISPOORTII

GAAFFIILEE LEENJI'AAF DHIYAATAN

KabajamooDeebistootaGaafannookanaa

QorannoonkunobboTakkaaleenyFiqaaduu (BarataaDigiriilammaffaaYuunivarsiitiJimmaa) 'n gaggeefama.

Kaayyoongooroodataankunfunaanamuuf"
DhiibbaahariirooLeenjisaafiatileetiigiddujirugahumsaatileetiifiigichadheeraairrattiqabu " addabaasuudha. Eeyyamtummaaqabaachuu, deggersaa fi deebiin sin nuufkennitanrakkoogamakanaanjiruuffurmaatakennuuf nu fayyada.Deebiinkeessanguuutuunguutuuttiiccitiinsiniifqabama. Gaafannoo kana nuufguutuuffedhiiagarsiiftaniifisiningalateeffadha.

Hubachiisa:

- **Maqaakeessanbarreessuunhinbarbaachisu**
- **Gaafannoowwanyaadadabalataabarbaadaniifyaadawwandeebiiquubsaata'anbarreessuuhin dagatinaa; kankaaniimallattoo (X) fayyadama.**

Kutaa 1ffaa- DiimogiraafiiLeenji'aa

1. Maqaakilaabiiyknpiroojektii _____
2. saala: ☐dhiira ☐dhalaa
3. Umurii ☐<20 ☐ 20-29 ☐ 31-40 ☐ 40-50 ☐ 50 ol
4. Sadarkaabarnootaa

   ☐digiriisaayinsiiispoortiin

   ☐kutaa 10^{ffaa}kanxumuree ☐Digiriilammaffaasaayinsiiispoortiin

   ☐kutaa12^{ffaa}kanxumuree

   ☐Diploomaasaayinsiiispoortiin ☐Kutaa 10 gadi

5. Bara leenji'aaturtemeeqa?☐waggaagadi ☐waggaa 1-4 ☐waggaa5-10 ☐waggaa 10 oli

6. Ga'umsikeeammamaalirrattiargama? Daqiiqaagalmeessaajirtuwaliinbarreessi

A. **GaaffiileeWalittiDhiheenyaa**

Gaaffiileekunwalittidhufeenyaleenjisaa   fi   atileetiigidduujiruirrattiqulqulinaa   fi
qabiinsaiyyaafachuufkanqophaa'eedha.

Kanaafuudaraakeessangaaffiileegadiisirriittidubbisaatiikanittiwaliigalatanista'ekanittiwaliihingall
emallattooibsufiladhaa.

Lakkoofsaawwangadiisadarkaaittiwaliigaluufiwaliigaluudhiisuukeessanibsu.

7= Baayyeenittinwalii gala   6= ittinwalii gala 5=yerootokkotokkoittanwalii gala4=kanhinbeekamne   3=
yerootokkotokkoittiwaliihingalu 2= ittiwaliihingalu   1= Baayyeenittiwaliihingalu

T/L	Gaffannoowwan	(1)	(2)	(3)	(4)	(5)	6	7
1	Leenjisaakoo nan jaalladha							
2	Leenjisaakoo nan amana							
3	Leenjisaakoo nan kabaja							
4	Tattaaffiileenjisaankoogahumsaakoocimsuufaasisu nan dinqisiifadha							

B.GaafannowwanKutannoo

7= Baayyeenittinwalii gala   6= ittinwalii gala 5=yerootokkotokkoittanwalii gala4=kanhinbeekamne   3= yerootokkotokkoittiwaliihingalu 2= ittiwaliihingalu   1= Baayyeenittiwaliihingalu

T/L	Gaafannowwan	(1)	(2)	(3)	(4)	(5)	6	7
1	Leenjisaakootti nan dhiyaadha							
2	Murannooleenjisaakootti nan amana							
3	Caaseeffamaleenjiileenjisaankootaasisegahumsagaariiakkaqabaadhuufabdiqabeessa							

C.GaafannoowwanGutiinsaa

7= Baayyeenittinwalii gala 6= ittinwalii gala 5=yerootokkotokkoittanwalii gala4=kanhinbeekamne 3= yerootokkotokkoittiwaliihingalu 2= ittiwaliihingalu 1= Baayyeenittiwaliihingalu

T/L	Gaffannowwan	(1)	(2)	(3)	(4)	(5)	6	7
1	Yeroonleenjisaakootiinleenjifamunatti salphata							
2	Yeroonleenjisaankoonaleenjisumiirade ebisummaatunattidhaga'aama							
3	Ga'umsafilatamaakoomul'isuufqophiid ha							
4	Leenjisaankoohariiroohiriyyummaanat tiagarsiisa							