Interpersonal Relationships among Ethiopia Commercial Bank's Female Athletics Team

By

Eyerusalem Yacob

Addis Ababa University School of Graduate Studies Department of Sport Science

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INTERPERSONAL RELATIONSHIPS AMONG ETHIOPIA COMMERCIAL BANK'S FEMALE ATHLETICS TEAM.

A THESIS SUBMITTED TO THE DEPARTMENT OF SPORT SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF ATHLETICS COACHING

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Approval of Board of examiners

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Name of Chairman, Department

 Examiner committee

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Signature

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Name of Adviser

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Signature

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Name of Examiner

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Signature

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Abstract

The study was conducted in Ethiopia commercial Bank sport club female athletics team here in Addis Ababa. The main purpose of this study was to study the interpersonal relationships among Ethiopian Commercial Bank sport club female athletics team. The participants in this research were consisted of 26 tracks and filed female athletes, three coaches of the team, and the general manager of the team .The participants were selected non random sample as purposely. The major instruments in this study were questionnaire, interview, and field observation. The questionnaires were administered for both female athletes and coaches of the team. To consolidate the information obtained from the questionnaire, unstructured interview was conducted with the general manager of the team and field observation was used. The finding of the study related to the interpersonal relationships among athletes of the team indicated that, most of the athletes responded that there is mutual respect, responsibilities, supporting and appreciating each other during training and computation. They also said that they respect, trust and like their coaches even if they face communication, leadership and coaching styles limits.
In conclusion, the study showed that there is some what a positive interpersonal relationship among each athletes of the team, coach and female athletes, coaches – management of the team. It is a great impact that the team giving motivations like incentives and bonuses, apply cooperative coaching styles, improve communication and cooperative leadership contribute positive interpersonal relationships of the team.

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CHAPTER ONE

INTRODUCTION

1.1. Back Ground of the Study

Throughout history, the study of human relationships has attracted the attention of many of the world's great thinkers, artists and scientists Aristotle suggested that "for without friends, no one would choose to live though he had all other goods". The 16th century poet John Donne wrote that "No man is an island, entire of its self". Even the famous Nigerian profit T.B Joshua said "What ever your level is you are a solution of someone's problem". The underlying consensus of these perceptions is that the relationships that an individual has with those around them have a very significant role to play.

During the last century, scientists have acknowledged the importance of close relationships. Sullivan (1953) argued that there maybe nothing more important in determining well-being and optimal functioning in humans than close relationships. According to Coppe (1995) argued that:-

> "*There are a number of important relationships in sport involving athletes, coaches, and partners but that our knowledge of these relationships, both in theoretical and empirical terms, are limited.*"

The last decade has witnessed a significant increase in research focusing on relationships in sport. Such work has facilitated the development of our understanding of the nature and importance of these relationships. One key relationship within sport is that between a coach and an athlete. Lyle (1999) argued that a coach who fails to acknowledge the importance of the coach athlete relationship risks not developing their athlete to their full potential. A series of qualitative studies have been conducted to investigate this relationship (e.g. Jowett & Meek 2000, Jowett 2003 and Jowett & Cockerill 2003).

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

The coach-athlete relationship is not an add-on to, or by-product of, the coaching process, nor is it based on the athlete's performance, age or gender instead it is the foundation of coaching. The coach and the athlete intentionally develop a relationship, which is characterized by a growing appreciation and respect for each other as individuals.

Overall, the coach-athlete relationship is embedded in the dynamic and complex coaching process and provides the means by which coach's and athlete's needs are expressed and fulfilled (Jowett & Cockerill, 2002). It is at the heart of achievement and the mastery of personal qualities such as leadership, determination, confidence and self-reliance. This article aims to offer a perspective on the coach-athlete relationship and show how sport psychology can contribute to the study of relationships whilst learning from, and building on, the work of scholars in social and relationship psychology.

> *The nature of the coach is important to consider when examining the intricacies of the coach-athlete relationship and how coaching leader behaviors are significantly related to team outcomes (Carron & Dennis, 2001).*

Some reasons for this are that providing contingent positive feedback and reinforcement along with socially supportive behaviors have been associated with satisfied athletes (Weiss & Friedrichs, 1986). Further, the way a coach behaves affects how an athlete will perceive and recall these behaviors at some point and then eventually how they will come to recognize their coach's behaviors, whether it be positive or negative (Smith, Small & Barnett, 1995; Smith, Smoll, & Curtis, 1978).

This research was conducted at Ethiopia Commercial Bank Sport club athletics team which is located in Addis Ababa.

Ethiopia Commercial Bank Sport club was established in January 1975/1983 with three kinds of sport activates which are men's football team, women table tens team and athletics in both Female and Male teams at level of federation/league.The club athletics team is one of the top team in the country which consists of 30 Women and more than 20 Men athletes. Consequently, the team has participate in different competitions in

national and international athletics championship and Olympics level. For example the team has participated from 1983/1991-1996/2004 won Female athletics championship organized by Addis Ababa city administration sport organization and Female team was champions for 14 consecutive years. Club's athletics team have got medal at different international competitions. From these, in 1986/1994-1996/2004 won African athletics championship Bank's athletes was recorded medals 11 Women and 12 Man total 23 medals over achieved, from 1982/1990-1996/2004 won world cross country race 6 gold, 8 silvers and 5 Bronze total 19 medals were achieved by the club athletes. Also Ethiopian Commercial Bank athletics team member contributes for the country athletics development and national team formation. As a result, the club athletes won international athletics competitions among them, Mesert Defar, Werkensh Kedanea, Zemzem Ahmed, Asefa Mezgebu G/Egziabher G/Mariam and others.

1.2. Statement of the problem

An interpersonal relationship is an association between two or more people that may range from fleeting to enduring. This association may be based on love and liking, regular business interactions, or some other type of social commitment.

According to Jowett& Cockerill, (2002); Lyle, (1999) stated that:

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

As can be understood from the above idea, the researcher observed different athletics teams here in Addis Ababa during her athletics officiating job and coaching practice courses. And she able to identify the effect and cause of interpersonal relationship on the teams. This interpersonal relationship would have a great impact on the performance, self-worth, motivation and enjoyment of the members' of the teams. This fact triggered the investigator to conduct this research which is aimed at exploring the interpersonal relationships among the Ethiopia Commercial Bank's female athletics team.

1.3.Objective of the study

1.3.1. General Objective of the study

The main objectives of this study were to investigate the interpersonal relationship among the coach, athletes, and management of the Ethiopian Commercial Bank sport club athletics team. The researcher aimed to identify the issue in the club and create methods to solve the situation also indicates the strategy to avoid the problem of interpersonal relationship among the club coach and female athletes. In addition the goal of the researcher in this study was for the club athletes and coaches to become acquainted with the importance of establishing and maintaining a shared vision of positive professional interpersonal relationship practices among them.

1.3.2. Specific objective of the study

In addition, the specific objectives of this study were:-

❖ To investigate the major factors that contributes for the issue of interpersonal relationship among the club athletics team.

❖ To magnify the cause of the issue of interpersonal relationship the female athletics team of the club.

❖ To identify how interpersonal relationship factors influence the performance of female athletes of the club.

❖ To investigate the interpersonal relationships among the club management.

❖ To investigate the statues of interpersonal relationships between the club management with the coach and female athletes of the team respectively.

1.4.Research questions

1.4.1. Major research question

What are the interpersonal relationships of Ethiopia Commercial Banks sport club Female athletics team?

1.4.2. Specific Research Questions

The specific research questions of this study were:
1) What are the interpersonal relationships among athletes of the team?
2) What are the interpersonal relationships of the female athletes and coach of the team?

3) What are the interpersonal relationships of athletes and the management of the team?

4) Does the interpersonal relationship of the team affect the performance of the athletes?

1.5. Significance of the Study

This study may be helpful the following advantages.

1. It may serve as a coaching guideline for the Ethiopia Commercial Bank Sport club athletics team.

2. This study may contribute to maintain professional attitude and relationship among athletes the Sport club community, professional colleagues, and within the community.

3. It may create awareness to identify areas of weaknesses and strengths in their interpersonal relationship while guiding them towards sources of practical methods by which the quality of their relationship could be enhanced.

4. It is expected to provide a valuable resource to coaches, athletes, sport psychology consultants, researchers and other interested parties.

5. Finally, it may help as a stepping point for other researchers who want to conduct a comprehensive study relate to this topic.

1.6. Delimitation of the Study

It is difficult and unmanageable to conduct research on the interpersonal relationships among different clubs. Therefore, because of resource, time and other constraints the researcher restricted herself in one track and filed team and their coaches. This study will confine to those athletes the coach, and the general manager of Ethiopia Commercial Bank club female athletics team which is located in Addis Ababa.

1.7. Limitation of the study

This study was limited by the following factors:

1. A small sample size
2. A non-random sample
3. Shortage of reference and research materials in the title
4. Time limitation.

1.8. Operational Definition of Term

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

- ❖ **Coach** – is a professional head of the team who is responsible for the preparation and performance of single player or a team as a whole. (Introduction to coaching, unpublished hand out, p.1)
- ❖ **Cohesion-** defines as "a dynamic process which is reflected in the tendency for a group to stick together and remain united in the pursuit of its goals and objectives" (Carron's 1982).
- ❖ **Female athletes** compared with female non athletes, women athletes were found to be more achievement- oriented, independent, aggressive, emotionally stable, and assertive (Williams 1980).
- ❖ **Group**- Defined by the way the group members interact among themselves Based upon interdependency to achieve a goal. A group is defined by the presence of five aspects: a common fate among members, experience of mutual benefit, the presence of a social structure, group processing, and self-categorization.
- ❖ **Group cohesion**- a process where the group stays together in pursuit of a goal and/or needs (Carron, 1999).
- ❖ **Interpersonal relationship**- an interpersonal relationship as the situation in which tow peoples emotions, thoughts and behaviors are interconnected (*Kelley et al. (1983).*
- ❖ **Sport team**- a sport team is thus defined as "a collective of two or more individuals who possess a common identity, have consensus on a shared purpose, share a common fate, exhibit structured patterns of interaction and communication, hold common perceptions about group structure, are personally and instrumentally interdependent, reciprocate interpersonal attraction, and consider themselves to be a group" (Carron & Hausenblaus, 1998) pp. 13-

❖ **Team** – Any group of people who must interact with each other to accomplish shared objectives.

❖ **Team cohesion**- A cohesive team works together to achieve a purpose or mission. Rilely (1994) refers to team cohesiveness as a covenant between people.(A Covenant is an agreement that binds people together.)

1.9. Organization of the study

This study consists of five chapters. Chapter one is an introduction and chapter two contains the literature review. The third chapter explains the research design and methodology. Chapter four presents the analysis and interpretation of the data collected.

The last chapter provides a brief summary of the findings conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The purpose of this chapter was to present a review of literature pertaining to the variables in this study. The review will be presented in the following main sections, interpersonal relationship, team, team cohesion, the coach athlete relationship, leadership and coaching styles, role of team manager, role of the coach and Role of the athletes.

2.1. The Concept of Interpersonal Relationship

According to Kelley et al. (1983) define an interpersonal relationship as the situation in which two peoples emotions, thoughts and behaviors are interconnected. Jowett and Meek (2000) applied this to a coach-athlete relationship by stating that this dyad is interdependent and that its main goal is to produce a combined outcome of an improved and high performance.

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

2.1.1. Development of interpersonal relationship

Interpersonal relationships are dynamic systems that change continuously during their existence. Like living organisms, relationships have beginning, a lifespan, and an end. They tend to grow and improve gradually, as people get to know each other and become closer emotionally, or they gradually deteriorate as people drift apart, move on with their lives and form new relationships with others. One of the most influential models of relationship development was proposed by psychologist George Levinger. This model was formulated to describe heterosexual, adult romantic relationships, but it has been applied to other kind of interpersonal relations as well.

According to the model, the natural development of relationship follows five stages:

1. Acquaintance Becoming acquainted depends on previous relationships, physical proximity, first impressions, and a variety of other factors. If two people begin to

like each other, continued interactions may lead to the next stage, but acquaintance can continue indefinitely.

2. *Building* During this stage, people begin to trust and care about each other. They need for intimacy, compatibility and such filtering agents as common background and goals will influence whether or not interaction.

3. *Continuation* this stage follows a mutual commitment to a long-team friendship, romantic relationship, or marriage. It is generally along, relative stable period. Nevertheless, continued growth and development will occur during this time. Mutual trust is important for sustaining the relationship.

4. *Deterioration:* - Not all relationships deteriorate, but those that do tend to show signs of trouble, Boredom, resentment, and dissatisfaction may occur and individuals may communicate less and avoid self-disclosure.

   Loss of trust and betrayals may take place as the downward spiral continues, eventually ending the relationship. (Alternately, the participants may find some way to resolve the problems and reestablish trust).

5. *Terminations* – the final stage marks the end of the relationships, either by death in the case of a healthy relationship or by separation.

2.1.2. Types of interpersonal relationships

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

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

   - *Friendship* is defined as rule-governed relationship that parties enter into by choice. There are theories of friendship and the function of friendship at various stage of one's life.

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

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

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

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

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

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

   - Effective communicators are able to demonstrate flexibility and appropriateness in adapting to a way of communication situations. Research about communication competence has assessed the knowledge to be a competent communicator.

(Interpersonal Relationship from Wikipedia's the free encyclopedia,
Terrence A. Doyle, PhD, 2000/05)

2.1.3. Interpersonal Relationships in sport and exercise settings

In 1995, it was argued that research in psychology concerning special populations and relationship issues has been almost non-existent (Wood & Duck, 1995). The same year, Coppel (1995) ascertained that relationship issues facing athletes is crucial yet limited. Several years passed and relationship research in sport and exercise settings was still described as an uncharted territory (Wylleman, 2000) and as a less traveled path (Smith, 2003).

In light of the concerns about relationship research in sport and exercise settings originally expressed a decade ago, the idea for a special issue grew out of an invited symposium on 'Relationships in Competitive Sport' held in 2003 FEPSAC Xith European Congress of Sport Psychology in Copenhagen. The central aim of this special issue is to highlight the extent to which interpersonal relationships in sport and exercise settings have gained momentum in current research whilst encouraging its further

development. In 2004, a call for papers for this special issue was followed by a positive and enthusiastic response from established and young scholars working in the field. This special issue builds up on the 15% (19) of published articles in the six volumes of Psychology of Sport and Exercise (PSE) which were identified as being related to the general topic of relationships, interactions, and leadership.

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

The first article by Artur Poczwardowski, James Henschen and Sophia Jowett present a methodological strategy for the exploration of the coach-athlete relationship. Although the article concentrates largely on the coach athlete relationship, the discussion can easily be transferred to other interpersonal relationships in sport and exercise. Among other important issues, Poczwardowski et al. call for investigating relationships and their causal factors from different analytical levels. These levels include and investigation of the factors that primarily associate with the individual (e.g. athlete), the partner (e.g coach), the interaction of both relationship members (e.g. athlete-coach), and the social context (e.g. level and type of sport) in which the coach-athlete relationship is embedded. They also argue that the employment of theoretical frameworks could help unravel the complexities by promoting a better understanding of coach-athlete relationships. They demonstrate through their own and others research the benefits that can be achieved by considering different levels or units of analysis (e.g. individual and inter-individual) and theoretical frameworks. The second article by David Shepherd, Bervyn Lee, and John Kerr proposes a theoretical framework specially tailored to examine the processes involved in interpersonal relationships (e.g. athlete – athlete coach-athlete, parent – athlete) formed in sport and exercise contexts. Shepherd et al. present the basic structure of reversal theory by describing its main components (e.g. four pairs of met motivational

states) and presenting examples to illustrate its major points. Moreover, they explore the manner to which reversal theory could be employed to explore interpersonal problems or conflict (e.g. incompatible dominances and states) reversal theory is depicted as a perspective by which relationship member's subjective experiences and interpretations of their on-going interactions with one another are considered over time. Although the discussion and descriptions are succinct they provide sufficient information to extrapolate the manner to which certain met motivational states could describe the tone to of the relationship.

The remaining four articles and a brief report are empirical in their nature. First, Roberta Antonim Philippe and Roland Seiler report on a study regarding the content and quality of the coach-athlete relationship as viewed by Swiss elite male swimmers. In a qualitative study, Antonini Philippe and Seiler employed the 3+Cs conceptual framework (closeness, co-orientation and complementary) to guide their exploration and found that elite male swimmers experience a high degree of closeness with their male coaches which is underlined by positive feelings of respect, admiration, appreciation, and affection; a high degree of co-orientation which is reflected in open channels of communication that contain both technical instruction and personal information all of which contribute in establishing shared views and goals; and a high degree of complementary behaviors such as positive, co-operative interactions based on rules roles and responsibilities that are not necessarily similar but more often corresponding.

Next Douglas Coats worth and David Conroy's study examines the efficacy of a psychosocial coach training intervention for enhancing the self-esteem of male and female swimmers aged 7-18 years over a 7-week summer season. The results from longitudinal growth modeling analysis indicate that although young swimmers started the season with variable levels of self esteem, on average they demonstrated small increases in self-esteem over the course of the season. Coats worth and Conroy reveal that the intervention was ore successful in improving self-esteem for younger swimmers, and for girls with initially low levels of self-esteem.

Spiridoula Vazou, Nikos Ntoumains and Joan Duda view athletes' perceptions of interactions with peers and coaches from an achievement goal theory perspective. Vazou etal. focus on the additive and interactive influence of perceptions of the peer-and coach-

created motivational climates on motivational indices such as physical self-worth, enjoyment, trait anxiety, and effort. Their results reveal that peers and coaches independently and together affect young athlete's motivation. Sarah Ulrich-French and Alan Smith explore the manner to which youth soccer players' perceptions of their relationships with peers (peer acceptance and friendship relations) and parents independently and in combination predict motivational outcomes in sport. Ullrich-French and Smith's findings suggest that considering the combined influences of peer and parent relationships are important to fully understand the impact of relationships on motivation in youth sport.

2.1.4 The Interpersonal Relationships between Coach-athlete

In a sport context there are many personal relationships (e.g. coach-parent, athlete-athlete, and athlete-partner) that can impact on performance, but the coach-athlete relationship is considered to be particularly crucial (Jowett & Cockerill, 2002; Lyle, 199). The coach-athlete relationship is not an add-on to, or by-product of, the coaching process, nor is it based on the athlete's performance, age or gender-instead it is the foundation of coaching. The coach and the athlete intentionally develop a relationship, which is characterized by a growing appreciation and respect for each other as individuals. Overall, the coaching-athlete relationship is embedded in the dynamic and complex coaching process and provides the means by which coaches' and athletes' needs are expressed and fulfilled (Jowett & Cockerill, 2002). It is at the heart of achievement and the mastery of personal qualities such as leadership, determination, confidence and self-reliance. This article aims to offer a perspective on the coach-athlete relationship and show how sport psychology can contribute to the study or relationships whilst learning from, and building on, the work of scholars in social and relationship psychology.

The nature of the coach is important to consider when examining the intricacies of the coach-athlete relationship and how coaching leader behaviors are significantly related to team outcomes (Carron & Dennis, 2001). Some reasons for this are that providing contingent positive feedback and reinforcement along with socially supportive behaviors have been associated with satisfied athletes (Weiss & Friedrichs, 1986). Further, the way a coach behaves affects how an athlete will perceive and recall these behaviors at some

point and then eventually how they will come to recognize their coaches behaviors, whether it be positive or negative (Smith, Small, & Barnett, 1995; Smith, Smoll, & Curits, 1978) . Finally, there are the fundamental needs for competence, autonomy, and relatedness, and if these needs are not properly met, that can impact an individuals intrinsic motivation (Amorose & Horn, 2000, 2001; Hollembeak & Amorose, 2005).

Researchers have investigated the factors that may influence and athlete's perceptions and evaluation of coaching behaviors (Allen & Howe, 1998; Amorose & Horn, 2000; Beam et al., 2004; Chelladurai, 1984; Hollembeak & Amorose, 2005; Jambor & Zhang, 1997; Kenow & Williams, 1992 1999; Sherman, Fuller, & Speed, 2000; Westre & Weiss, 1991; Williams et al., 2003). Subsequently, it has been found that athletes who felt more compatible with their coach experienced fewer negative cognitive/attentional and somatic effects from their coach's behaviors. Athletes who felt more compatible also felt more supported by their coach and evaluated his/her communication ability more favorably.

If the athletes' goals, personality, and beliefs are consistent with those of their coach, the interaction of the individuals will likely be satisfactory to both parties, therein producing a positive interpersonal atmosphere. Conversely, a downbeat interaction between the coach and the athlete can also create a negative interpersonal atmosphere, which fosters the likelihood of their being an unproductive and unbeneficial, negative self-fulfilling prophesy (Kenow & Williams, 1999). When comparing a coach's perceptions of their behaviors and the athlete's perceptions of the coaches' behaviors, there are often times discrepancies. With regards to the leadership style, coaches have typically scored themselves higher than the leadership style; coaches have typically scored themselves higher than the athletes do on training and instruction, democratic, social support, and positive feedback/rewards (Horn & Carron, 1985; Smith, Smoll, & Hunt, 1977; Percival, 1976) horn and Carron (1985) said coaches typically evaluated themselves in amore positive way than their athletes since there is a tendency to overestimate socially desirable traits while underestimating the socially in desirable characteristics (Horn & Carron, 1985).

Even more specific when considering coaching behaviors and the coach-athlete relationship is that in some cases coaches are more inclined to select an autocratic style over a democratic one based upon the environment (Frederic & Morrison, 1999). For

example, athletes have favored a more autocratic decision making process when problems are more complex and when the team has not been integrated very well (Chelladurai & Arnott, 1985). Therefore, in a situation such as this, the athletes may typically favor a democratic style but in this situation they would accept a more autocratic style. Overall, a large body of literature reveals that the majority of the time athletes prefer a democratic coaching style to an autocratic one (Chelladurai, 1984; Salminen & Liukkenen, 1996; Sherman, Fuller, & Speed, 2000; Westre & Weiss, 1991). Males are more likely to select an autocratic leadership style than females, who have been found to have a significant preference for democratic leadership behavior where coaches allow more participation in decision-making. Both males and females, however, have a high preference for training and instruction leader behaviors   (Beam et al. 2004; Jambor & Zhang, 1997; Sherman et al. 2000; Westre & Weiss, 1991). Yet, just because males have more consistently shown to have a higher preference than female athletes for autocratic behavior does not mean they inherently favor autocratic over democratic leadership styles. In fact, it has been found that coaches who are excessively high in autocratic behavior would be expected to undermine athletes' intrinsic motivation. The primary reason for this is that this sort of coaching style is not conductive to facilitating athletes' perceptions of self-determination (Amorose & Horn, 2002) and can affect, to some degree, intrinsic motivation (Hollembeak & Amorose, 2005). These finding relate to the team building/team cohesion responsibility of the athletic coach. When dealing with team building and team cohesion, the coaches need to consider both the environment and each athlete individually. It has been suggested that coaches' behaviors and leadership styles need to change from situation to situation as well as from athlete to athlete (Solomon, DiMarco, Ohlson, & Reece, 1998).

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

> *"The coach-athlete relationship as a recurring pattern of three parts: (1) mutual care between the athletes, (2) the presence of relationship oriented interactions and activates, and (3) specific meaning which the athletes and coaches attach to their relationship."*

Their findings also found the more positive, compatible, and strong the coach-athlete relationship, the more beneficial experience the athletes will have in their respective sport (Poczwardowski et.al., 2002; Salminen & Liukkonen, 1996).

In cases where this has not existed, where the coach-athlete relationship has been negative, incompatible, and weak, there is typically decreased athlete satisfaction, performance, and enjoyment of their respective sport (Price & Weis, 2000). Previous findings suggest the importance of understanding the many facets of the coach-athlete relationship, yet for strength and conditioning coaches there is a void in the literature that examines the coach-athlete relationship with respect to the Multidimensional Model. This model places an equal emphasis on the leader, the group members, and the situations, where in athletic performance and satisfaction are the two main consequences of interaction between the required behavior, actual behavior, and preferred behavior of the athlete (Chelladurai, 1990; Chelladurai, 1984; Chelladurai & Saleh, 1980; Chelladurai & Saleh, 1978). Considering how important the agreement of these aspects has been shown to be in leading to optimal performance and group satisfaction with athletic coaches in practice and in competition (Chelladurai, 1990), it should be more that enough to warrant examining the uniqueness of the strength coach-athlete relationship and how group satisfaction and effective training when performing strength and conditioning could carry over to more effective athletic practices and competitions.

2.1.5 Interpersonal Communication

Interpersonal communication is a dynamics, interdependent process between two personal (Gouran, Wiethoff, & Doelger, 1994). Three principles underlie Interpersonal communication (DeVito, 1986).

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

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

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

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

The contextual definitions define how interpersonal communication differs from other communication context (eg. Small group, public or mass communication) and other communication processes (eg. Close proximity, immediate feedback). However, the contextual definition does not take into account the relationship between the interact ants. The development definitions of interpersonal communication accounts for qualitative differences of communication due to the nature of the relationship. In other words, communication between a coach and her athletic director and the same coach and her athlete are expected to be somewhat different. Differences in communication might also be expected between a coach and incoming recruits versus competence.

Developmental communication occurs between people. Who have known each other over an extended period of time and view each other as unique individuals, not just as people who are similar activity out social situations (Gouran 'et al., 1994).

The developmental definition specifies that communication is qualitatively different as the relationship develops (Montgomery, 1988). This definition provides as nuanced and components of interpersonal communication.

2.2 Team

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

According to Katzenbach and Smith (2003):-

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

A team is a group in which members working together intensively to achieve a common group goal "(Lewis-McClear and Taylor, 1998). A team is" a group that works towards a single, common objective" (Team Technology, 2009).

2.2.1 Team Cohesion

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

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

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

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

2.2.2 Guidelines for building Team Cohesion

Cohesion doesn't always enhance group performance but it can certainly create a positive environment that elicits positive interactions among group members, sport psychologists have pin pointed guidelines for developing group cohesion. Their ideas are appropriate to competitive sport, teaching, and exercise setting:- (Anshel 1990, corronetale, 1997; Yukelson 1997) from foundations of sport and exercise psychology P. 181-85

2.2.2.1 What coaches or Leaders can do

To help build cohesion and then turn to what participants themselves can do:-

1. communicate effectively
2. Explain individual roles in team success
3. Develop pride within subunits
4. Set challenging Group Goals
5. Encourage Group identity
6. Avoid formation of social cliques

7. Avoid excessive turnover
8. Conduct periodic team meetings
9. Know the team climate
10. Know something personal about each group member

2.2.2.2 What Group members can do

According those psychologists guidelines have been targeted at coaches and leaders. Also group members promote team cohesion.

1. Get to know members of the group.
2. Help group members when ever possible.
3. Give group members positive reinforcement.
4. Be Responsible
5. Communicate honestly and openly with the coach or leader.
6. Resolve conflicts immediately
7. Give 100% effort at all times.

2.3 Leadership

According Barrow (1977, P.232) defined leadership is:-

It is the behavioral process of influencing individuals and groups towards set goals.

This definition is important because it places emphasis on the vision of a leader (i.e. goals, objectives) while also highlighting the necessary interaction between the leader and group members. Effective leadership will encompass an understanding of motivation and is likely to minimize any loss of productivity though the development of both task and group cohesion, allowing a group to operate at, or close to its potential. Indeed, carron and Chelladurai (1981) found that cohesion was dependent upon athlete and coach relationships. Loehr (2005) stressed that the common theme of effective leadership is the "positive impact that individuals can have on group dynamics relative to a team objective" (P.155).

The act of leadership attempt to influence and convert others into 'followers' (Tannenbaum, Weschler, & Massarik, 1961) and may be achieved through a variety of mechanisms such as coercion, persuasion and manipulation. Leadership requires an understanding or respect for the power dynamic between the influencer and the follower.

2.3.1. Antecedents of Leadership

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

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

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

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

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

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

2.3.2. Consequences of leadership

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

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

2) **Cohesion** – Coaches perceived as high in training and instruction, democratic behavior, social support, and positive feedback, along with being low in autocratic behavior, had teams that were more cohesive (Gardner, shields, Bredemeir & Bostrom 1996: fease & kozub, 1994; westre & weiss 1991).

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

2.3.3 Leader's Qualities

According Bill parcels 1995 in his recent book (finding away to win), successful football coach and winner of two super Bowls, discusses what he believes to be the keys to successful leadership.

1. **Integrity** A leader's philosophy must have a sound structure be rooted in his basic values, be communicated and accepted through our the organization, be resistant to outside pressure, and it must remain in place long enough to allow for success.

2. **Flexibility -** Traditions are made to be broken. If you are doing something just because it's always been done that way, then you may be missing on opportunity to do better.

3. **Loyalty** the first task of leadership is to promote and enforce collective loyalty, also known as teamwork.

4. **Confidence** if you want to build confidence in your players and coaching staff, give them responsibility and decision-making capabilities and support them in their attempts.

5. **Accountability** - Accountability starts at the top you cant build an accountable organization without leaders who take full responsibility.

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

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

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

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

10. **Patience**- patience rarest and most valuable when an organization is performing poorly. Its not enough to known what charges must be made; its equally important to decide when to make them.

2.4 Coach

The definitions from the most important function, the major task and the most essential sign which is: - preparation of the team and achievement of the result.

> *"The coach is a professional head of the team who is responsible for the preparation and performance of single player or a team as a whole".*
>
> *"A coach is a person who is responsible for the team result."*

2.4.1 The Major coaches responsibilities:

1. A coach is a teacher and educator (this is true for a coach who is working with children and junior teams.)

2. A coach is a person with a great knowledge of life. Players need advice and support in life situations.

3. A coach is a sport specialist.

4. A coach is an organizer.

5. He/she works on the development of his/her sport in club/school.

6. One of the main duties in coordinating the work of all his/her assistance by being in touch with the management.

2.4.2 The Role of coach

A coach should do every thing possible to tap his/her players potential in training whose ultimate aims to win in competition.

The following are important roles of a coach:

- Evolving technical skills and
- Cultivating technical skills and
- Achieving the final results.

2.4.3 Functions of a coach

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

- *Development of personality***:-**

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

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

- *Social function.* There are competitions and fans involved in sport.
- *Sport training function*-works- Training is the most important function of the coach's work. The teams result is a true measure of the coaches' success.

2.4.4 Objectives of coaching:-

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

1. Winning

2. Fun

3. Athlete development

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

- Athletics is seen as one aspect of a persons life not his/her whole life.
- There is respect and appreciation of the coach and his work.
- Athletes decide with the coach the importance of performance and strive to meet their joint expectations.
- There is respect for the laws and sprit of fair competition.
- Athletes reaching their potential seen as success.
- There is respect for both opponents and officials.

(Successful coaching Page 118)

2.4.5 Styles of coaching

In the modern world the athlete is exposed to wider views and his vocabulary has expended to include the word "why?" this should not be seen as a challenge of the coach or his position, but a healthy curiosity on the part of the athlete.

Most coaches tend to coach in the style that they were coached themselves. This is sometimes effective. To become a better coach you should look carefully at the coaching or leadership style you use most of the time. A good leadership style comes from your coaching philosophy and your personality and allows you to communicate more effectively with your athletes. In simple terms identify three distinct leadership styles, *Authoritarian, cooperative and causal*.

The characteristics of the three styles are compared in the following table.

Comparison of the three major leadership styles.

		LEADERSHIP STYLE		
Elements		**Authoritarian**	**Cooperative**	**Casual**
1	Philosophy	Win centered	Athletes centered	No emphasis
2	Objectives	Task objectives	Social & task objective	No objective
3	Decision making	Coach makes all decisions	Decisions are guided by coach but shared	Athletes make decisions
4	Communication style	Telling	Telling, asking, listening	Listening
5	Communication development	Litter or none	High	None
6	What is "Winning"?	Judge by coach	Judged by athlete and coach	Not defined
7	Athlete development	Little or no trust in the athlete	Trust in the athlete	Trust not shown
8	Motivation	Sometimes motivated	Motivates all	No motivation
9	Training structure	Inflexible	Flexible	None

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

(IAAF. manual, coaching philosophy P.1.4)

Female Coaches More and more female coaches are feeling the pressure that their makes counterparts have felt for years. In fact most, most studies (Coccese & Mayerberg, 1984; Kelley; 1994; Kelley& Gill, 1993; Vealey et al, 1992) have found that females have higher levels of perceived burnout than males do, although some studies report higher levels of burn out in males (E.g, Dale & Weinberg, 1990) it has been suggested that the increased levels of stress and burnout perceived by female coaches can be explained by their being expected to not only take on additional responsibilities related to coaching but also the time to be more nurturing of their athletes. Athletic administrators may need to reexamine the differential demands placed on females, compared with male, coaches and possibly make some changes to ensure that roles and responsibilities are equitable.

("*Foundations of Sport psychology and exercise" P. 446)*

Coaching assets self

These statements have been used to describe successful coaches. Circle the rating you think your athletes would choose. Not what you would want them to choose. But what you think they would actually choose. Place a mark against the areas you think you need to improve on.

Coaching Assets	Low	Average	High	Areas of Improvement
Knowledge of athletics	1	2	3	-
Well organized	1	2	3	-
Honest	1	2	3	-
Professional appearance	1	2	3	-
Qualified	1	2	3	-
Enthusiastic	1	2	3	-
Hard worker	1	2	3	-
Punctual	1	2	3	-
Consistent	1	2	3	-
Understanding	1	2	3	-
Good listener	1	2	3	-
Provides individual help	1	2	3	-
Builds athletes confidence	1	2	3	-
Motivates	1	2	3	-
Good teacher	1	2	3	-
Encourages	1	2	3	-
Praises athletes	1	2	3	-
Respects athletes	1	2	3	-
Patient with athletes	1	2	3	-
Sense of humors	1	2	3	-

(*IAAF coaching manual. philosophy p.1.4,1.6*)

2.5 Female Athletes

2.5.1 Personality of female athletes:- As more women compete in sport it is important to understand the personality profile of female athletes. In 1980 Williams found that successful female's athlete differed markedly from the "Normative" female in terms of personality profile. Compared with female non athletes, women athletes were found be more achievement oriented, independent, aggressive, emotionally stable, and assertive. Most of these traits are desirable for sports. Apparently, out standing athletes have similar personality characteristics, regardless of being male or female.

(*Foundation of sport and exercise psychology P.38*)

2.5.2 Special aspects in training female athletes:-

(According medicine & Science in sport training coaches hand out)

In Different Socio-economic formations the role and place of women ranges from a housekeeping role to a great economical and scientific power. These societal factors can greatly affect the physical performance of female athletes. Even though it is said that till the age of puberty both sexes have more or less the same physical capacity, due to some cultural/religious or other lessons this does not seen true especially in our country.

In addition to cultural factors, there are morphological, functional and psychological factors which need special attention when training the female athletes. Today the door of sports world is open with out limit, for female participant.

(*Medicine and science in sports training and physical
activities for physical education students and coaches
Augu 1997 Bezabh 1997 KCTE)*

2.5.3 Athletes Motivation and recruitment

Athletes' motivation is one of the factors that influence the interpersonal relationship between coach and athletes. Athletes are motivated to play sports to fulfill their need, for fun and to feel worth, When athletes experience reasonable amount of success, if reinforce their sense of competency, which interior forces their farther pursuit of excellence but if athletes fail to experience success, they may blame theme selves for failure and attribute it to a lock of ability.

Winning is important but it must became secondary to striving to achieve personal goal. Success must be seen in terms of athletes exceeding their own goals rather than

surpassing the performance of others. When winning the game becomes secondary to achieve personal goal, athletes are much more motivated to practice. When coach help athletes set realistic goals, athletes inevitably experience more success and feel more competent. By being more competent, the athletes gain confidence and can tackle skills of moderate difficulty with out fearing failure.

When athletes are aroused too, little or too much they don't perform as well as they might. But if they are aroused just the right amount; their performance can be the best. But this optional arousal level varies for different sport skill.

In addition to this when athletes are too motivated aroused. They be came anxious and worried about weather they will be able to succeed especially failure oriented athletes. As (Atkinson 1957. P 20) Noticed:

"*It seems that the need to achieve In modified in some people by their need to avoid failure (1957, P 20)*"

There for coaches can help the alleviate athletes anxiety by deceasing uncertainty, and help in by reduce the importance of the end result.

(***Foundations of sport and exercise psychology 2th edt., p 55-57***)

2.6 The Roles of in the Relationship between club members

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

2.6.1   The Role of Coaches

- Set a good example for players and fans to follow.
- Be positive, fair, and consistent with the players.
- Making playing time and strategy decisions with thought and care.
- Establish and organize practice for the team on a daily basis.
- Be a good communicator with parents and players.
- Protect the safety of all athletes.
- Know and employ injury prevention procedures.

- Make sure all athletes know the expectations, procedures and rules for the programme.
- Make sure everyone has practice and game schedules.
- Be a professional practitioner in dealing with situations in the sport and stay current with the X's and O's.
- Keep inventory of equipment.
- Work to help assistants improve.
- Keep track of academic progress of athletes.
- Be available to talk with players and parents.

2.6.2 The Role of the athlete's

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

2.6.3 The Role of the Team Manager

The Team Manager is the person with responsibility for the logistics, administration and coordination of teams to/from and during a competition or training event. A Team Manager generally is a central point of information and communication, and the expectation by all team members (including athletes' and coaches) is that you will be the person with this knowledge be prepared! A Team Manager should report to the Head coach or chairperson within the club.

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURE OF THE STUDY

3.1. Procedures

The purpose of this project work was to investigate the interpersonal relationships among the Ethiopian commercial Bank sport club female athletics team. The topics discussed in this chapter will include the research design, source of data collection instrument, procedure of data analysis and interpretation and method of data analysis.

3.2. Research Design

The researcher used descriptive survey research method to investigate the interpersonal relationships among the Ethiopian commercial banks sport club female athletics team which is found in Addis Ababa.

3.3. Source of Data

The participants in this study consisted of 40 forty female athletes, from throwing, jumping events & running three track and field events coaches and the general manager of the team. The participants where selected as systematic non random sampling.

3.4. Data Collection of Instrument

The method of data collections, questionnaire, interview, field observation and document analysis were used.

These instruments proved once it facilitated triangulation of information from the different sources and model questions. This multi-method approach reduces the changes that any of consistent findings are attributable to similarities of methods (Cohen and Earion, quoted in Lewin and Janet; 1991:101).

Questionnaire to investigate the interpersonal relationships of the Ethiopian Commercial Bank Sport Club Female Athletics Team, a set of survey questionnaire was developed based on the literature review and used some model questions. Then after modified these

model questions the questionnaire was administered for 40 track and field female athletes, 3 athletics coaches and was collected.

The questioner administered to female athletes involved a total of **35** items; all of them were close ended. And for the coaches also **15** items in a total, all of questions were close ended.

The questionnaire that administered to female athletes and the coaches has two parts. Part I, asks for background information of the respondents. Part II, asks the respondents:-

1. To indicate the interpersonal relationships of female athletes and the coach.
2. To indicate the interpersonal relationship between athletes.
3. To indicate the interpersonal relationships of female athletes with team general manager.

Interview in addition to the questionnaire information was obtained in interview with the general manager of the team. Interview questions have of structure items. Some questions are similar those raised on the questionnaire. This used for the purpose of checking what is said by the female athletes, coach's is similar to what is said by the team manager.

Observation the field observation was made to see female athletes and coaches' interpersonal relationship during training session, competition and team meeting. On the other hand office observation made to see athletes profile performance evaluation and the attendant format, file keeping and organization: - Thus the researcher observed the cause and effects of interpersonal relationships issue of the team during competition, practical training session for few days in cases, the practical training sessions are conducted for three days a week during competition periods and one day a week after competition end.

3.5. Procedure of data analysis and interpretation

Responses obtained from part I of the female athletes questionnaires that is responses related to back ground information of the respondents were tallied and charged in to percentages.

The items in part II. Which were designed to assess.

1. The respondents' opinion towards the interpersonal relationships among female athletes and the coach.
2. The respondents' opinion to words the interpersonal relationships among female athletes.
3. The respondents' satisfaction towards the interpersonal relationships among female athletes and the team manager.

In addition to this, the questionnaires were designed to assess the coach;

1. The opinion to words the interpersonal relationships among the coach and female athletes of the team.
2. The agreement towards the interpersonal relationships among the coach and female athletes on the bases of coaching philosophy on the other hand, the responses from the interview questions are treated with the findings arrived at by paraphrasing the responses. The interview questions carried out with the general manager of the team.

Interview questions are designed together information regarding to:-

1. His role and responsibility on the team (No 1,4)
2. Degree of satisfaction on the interpersonal (No 5, 2, 7). Relationship between the general manager with the coach and female athletics team.
3. The suggestion that might improve the interpersonal relationships to the team. (No. 386).

CHAPTER FOUR

ANALYSIS AND INTERPRETATION DATA

In an attempt to answer the basic questions raised at the study this chapter deals with the presentation and analysis of the data gathered through questionnaires and interview. It is amid that the data obtained from 26 female athletes, 3 athletics coaches and one general manager of the team would give sufficient ground to conclude about interpersonal relationships among the team.

For the sake of easy interpretation and clarity of understanding the data have been presented in the following main heading.

4.1. Analysis of back ground information of female athletes

4.2. Analysis of questionnaire responses of sample athletes.

4.3. Analysis of questionnaire responses the coach of the female athletics team.

4.4. Analysis of interview responses of the general team manager of the Ethiopian Commercial bank athletics team.

As indicated above, 26 female athletes and 3 athletics coaches of the team had filled the questionnaire. The questionnaire consisted of item up on as their age group, participating event, years of experience and level of commutative experience, self-opinion concerning the interpersonal relationships of the athletes with the coach, athletes with athletes, and athletes with the team management.

The responses of the samples on the items and other issues have been independently treated and the following obtained.

4.1. Analysis of background information of female athletes

Table - 1 Distribution of sampled athletes' respondents by their age group.

Age group	Below 18	18-20	21-25	26-30	Above 30	Total
No of athletes	8	9	6	3	-	26
%	30.76	34.61	23.07	11.53	-	100

As indicated in the first part of this chapter, a total of 26 female athletes were involved in the study. As shown in table 1: concerning the age of respondents 8(30.76%) of them are below 18 years of age; 9 (34.61%) of them are between 18-20 years of age. 6(23.07%) of them are between 21-25 years of age, and 3(11.53%) of the athletes are between 26-30 years of age. There for, we can understand from the above table that the majority of athletes are young female athletes.

Table - 2.

Distribution of sampled athletes' respondents by computational events.

Age group	Running	Jumping	Throwing	Total
No of athletes	19	4	3	26
%	73.07	15.38	11.53	100

According to the above table, 19 (73.07%) of the participant athletes are runners, 4(15.38%) of the athletes are jumpers and also 3(11.53%) of the participant athletes are throwers. There for most of the participant athletes are track athletes the remains are field event athletes.

Table - 3

Distribution of sampled athletes' respondents by years of experience.

Years	Below 1year	1 to 3 years	4 to 6 years	7 to 9 years	Above 9 years	Total
No of athletes	-	15	8	3	-	26
%	-	57.69	30.76	11.53	-	100

As indicated in the above table 3, 15 (57.69%) of the athletes have 1 to less than 3 years of athletics service to the team, and 8 (30.76%) participant players have 4 to less than 6 years of service of athletics for the team. The remaining 3(11.53%) athletes have 7 to less than years of athletics service for the team. Therefore, we can conclude that most of the athletes have more than 1 year of athletics experience.

Table - 4.

Distribution of sampled athletes' respondents by their computational participation level.

Types of participation	Only national	Both National & continental	National, continental and international	Total
No of athletes	19	2	5	26
%	73.07	7.69	19.23	100

According to the above table 19 (73.07%) of the athletes participated only national competitions. 5 (19.23%) of the participate athletes participated in three of the competition levels whereas only two participated in both continental & national competition. As indicated on the above table we can conclude that the majority of the participant athletes participated only national competition.

4.2. Presentation and discussion of Data from the female athlete's questionnaire.

Category I. INTERPERSONAL RELATIONSHIP AMONG FEMALE ATHLETES COACH.

Table - 5

My coach advise us to work hard to get the achievement		
	Responses	
Rating	**F**	**%**
A. Always	16	61.54 %
B. Often	5	19.23%
C. Occasionally	5	19.23%
D. Seldom	-	-
E. Never	-	-
Total	**26**	**100**

Table 5 above shows 16 (61.53%) of respondents athletes stated that the coach always advise the athletes to work hard to get achievement, 5 (19.23%) of athletes showed that the coach "often" & "occasionally" advise the athletes respectively.

From the above responses, we can conclude that most of the respondent agreed that, the coach of the team advise the athletes to work hard to get achievement.

Table - 6

The coach of the team works hard to develop athlete's performance than to achieve winning.

Rating	Responses	
	F	**%**
A. Always	4	15.43%
B. Often	5	19.23%
C. Occasionally	14	53.84%
D. Seldom	3	11.54
E. Never	-	-
Total	**26**	**100**

As indicated in the above table 6 shows, 4(15.38%) of participant athletes replied that the coach work hard to develop athletes' performance that to achieve winning, 5 (19.23%) of the athletes responded "often" to the item. More than half of the respondent 4 (53.84%) athletes were replied "occasionally" whereas 3(11.53%) replied "seldom" to the statement. Almost all respondent athletes agreed with the coach work hard to develop athletes' performance for winning.

Table - 7

The coach of the team participate athletes in decision making for team affaires.

Rating	Responses	
	F	**%**
A. Always		
B. Often	1	3.85
C. Occasionally	7	26.92
D. Seldom	18	69.23
E. Never	-	
Total	**26**	**100**

As can be seen in the above table 7 18(69.23%) responses replied "seldom" the coach participate athletes in decision making 7 (26.92%) of respondent athletes said that the coach "occasionally" participate the athletes indecision making. 1 (11.53%) replied

"often" to the statement. Therefore, we can conclude majority of the athletes agreed that some time the coach of the team allow to participate the athletes indecision making.

Table - 8

My coach and communicate with words and gesture in training and computations.		
	Responses	
Rating	**F**	**%**
A. Always	-	-
B. Often	-	-
C. Occasionally	8	30.82
D. Seldom	11	42.31
E. Never	7	26.92
Total	**26**	**100**

As table 8 revealed that 11(42.30%) of participant athletes said that the coach & athletes "seldom" communicate with words and gesture in training & communications,8 (30.76%) replied "occasionally" for the statement. Whereas 7(26.92%) responds "never" for the item.

There fore, most of the participate athletes said that some times the coach and athletes communicate with words and gesture in both training and computation. Whereas others did not communicate.

Table - 9

Our coach change the training session when problems occurs in athletes and situations.		
	Responses	
Rating	**F**	**%**
A. Always	7	26.9
B. Often	-	-
C. Occasionally	12	46.2
D. Seldom	5	19.2
E. Never	2	7.7
Total	**26**	**100**

Table 9 above shows 12(46.2%) of respondents athletes stated that the coach "occasionally" tries to change the training session when problems occurs an athletes or situation where as 2 (7.7%) of the respondent said that the coach "never" change the program at all. 7 (26.9%) of the respondents replied "always" and 5(19.2%) of the athletes responded "seldom" to the statement. Thus, it shows the coach has less flexible to change the program unless the situation and athletes enforce the coach highly. Also it shows the rigidity of the coaching philosophy.

Table - 10

Rating	Responses	
	F	*%*
A. Always	16	61.5%
B. Often	8	30.8
C. Occasionally	1	3.85
D. Seldom	-	
E. Never	1	3.85
Total	*26*	*100*

The coach of the team encourage athletes' honesty and performance improvement to get achievement

As indicated in the above table 10, 16 (61.50%) of participant athletes replied "always" and 8 (30.8) replied "often" to the statement. 1 (3.85%) of participant athletes said "occupationally" and "seldom" respectively.

Therefore, we can calculate that the coach of the team encourage athletes' honesty and performance improvement to achieve winning.

Table - 11

Rating	Responses	
	F	*%*
A. Always	16	61.5
B. Often	3	11.55
C. Occasionally	3	11.55
D. Seldom	3	11.55
E. Never	1	3.85
Total	26	100

I trust my coach to tell my personal problems.

As can be seen in the above table 11 , 16 (61.5%) of participant athletes said "Always" I trust my coach to tell my personal problems. 3(11.55%) replied "Often", "Occasionally" and "seldom" to the statement respectively. the only 1 (3.85%) respondent said "never" to the statement. Therefore, most of the respondent athletes thrust their coach to tell their personal problems whether the coach is confidential or not. Only the few participants did not thrust the coach to tell their personal problems.

Table - 12

Rating	Responses	
	F	**%**
I accept my coach advices & suggestions positively.		
A. Always	20	76.9
B. Often	4	15.4
C. Occasionally	1	3.85
D. Seldom	-	-
E. Never	1	3.85
Total	26	100

As can be seen in the above table 12,   20 (76.9%) of the athletes replied "always" to the question, 4(15.4%) of the athletes responded that "often" whereas 1(3.85%) participant athletes said "occasionally" and "Never" of the item. All in most all, we can say that majority of participant athletes said that accept the coach's advises and suggestions positively.

Table - 13

Rating	Responses	
	F	**%**
The coach of the team works hard to avoid stress during athletics competition and training programmers.		
A. Always	5	19.2
B. Often	4	15.4
C. Occasionally	17	65.4
D. Seldom	-	-
E. Never	-	-
Total	26	100

As table 13 above that 17 (65.4%) of respondent athletes stated that the coach occasionally works hard to avoid stress during athletics competition and training. 4(15.4%) of the respondents said that "Often" to the question. 5(19.2%) replied "always" to the item. From the above responses, we can conclude that most of the respondents agreed that, the coach of my team works hard to avoid stress during training and competition.

Table - 14

I am beneficial by my coach's character and life skill.		
	Responses	
Rating	**F**	**%**
A. Always	15	57.7
B. Often	1	3.85
C. Occasionally	5	19.2
D. Seldom	4	15.4
E. Never	1	3.85
Total	26	100

As table 14 revealed that 15(57.7%) of the participant said that they are beneficial by their coach personal character and life skill. 5 (19.2%) responded "occupationally" for the item 4(15.4%) of the respondent athletes said that "seldom" for the question 1(3.85%) of the athletes replied "often" whereas 1(3.85%) of them said "never" for the question.

From the above responses, we can conclude that most of the respondents agreed that they are benefiters of the personal characters and life skill of the coach.

Table - 15

I have good family relationships with my coach.		
	Responses	
Rating	**F**	**%**
A. Always	-	-
B. Often	13	50
C. Occasionally	8	30.8
D. Seldom	5	19.2
E. Never	-	-
Total	26	100

As can be seen in the above table 5, 13(50%) of the respondent athletes replied "often" to the question. 8(30.8%) athletes also responded that "Occasionally" whereas 5(19.21%) of participant athletes said "seldom" to the item. Therefore, we can conclude that the majority of the athletes have good family relationships with their coach.

Table - 16

My coach is sure by my physical performance		
	Responses	
Rating	**F**	***%***
A. Always	5	19.23
B. Often	7	26.92
C. Occasionally	14	53.85
D. Seldom	-	-
E. Never	-	-
Total	**26**	**100**

As table 16 indicated, 14(53.85%) of the respondent athletes replied "occasionally" to the coach is sure by athletes physical performance. 7(26.92%) of the participants said "often" as well as 5(19.23%) respondent "always" for the item. Therefore, most of the participant athletes said that the coach is sure by their physical performance quality.

Table - 17

I am very happy when we have training & competition		
	Responses	
Rating	**F**	***%***
A. Always	-	-
B. Often	6	23.1
C. Occasionally	9	34.62
D. Seldom	11	42.31
E. Never	-	-
Total	26	100

Table 17 above shows that 11(42.3%) of the participant athletes indicates rarely feel happy when they have training and competition 9 (34.6%) said that "occasionally" happy when they have training and competition. The other 6(23.1%) said that they are very happy when they have training & competition.

From the above responses, we can conclude that most of the participant athletes some times very happy when they train and compete.

Table - 18

I like and respect the coach of our team.		
	Responses	
Rating	**F**	**%**
A. Always	16	61.54
B. Often	3	11.54
C. Occasionally	7	26.92
D. Seldom	-	-
E. Never	-	-
Total	26	100

According to the above table 18 reveled that 16 (61.54%) of respondent athletes rated "always" to the item while 7(26.92%) of the athletes also "occasionally" remaining 3(11.54%) participant athletes responded "often" to question. All in all the indicated majority of respondent athletes responded that they like and respect the coach of their team.

Table - 19

I see my coach like my best friend		
	Responses	
Rating	**F**	**%**
A. Always	1	3.8
B. Often	3	11.55
C. Occasionally	19	73.1
D. Seldom	3	11.55
E. Never	-	-
Total	26	100

As indicated in the above table 19, 19(73.1%) participant athletes replied "occasionally" to the item, 3(11.55%) of the athletes responded "often" and "seldom" to the item respectively only 1(3.8%) of the athletes responded "always" to the item. Therefore it shows most of the athletes said "occasionally" I see my coach like my best friend. A few of the participant said rarely and often 3(11.55%) respectively.

Category **II** <u>INTERPERSOANL RELATIONSHIPS BETWEEN FEMALE ATHLETES.</u>

    A- ALWAYS

    B- OFTEN (about 75% of the time)

    C- OCCASIONALLY (ABOUT 50% OF THE TIME)

    D- SELDOM (about 25% of the time)

    E- NEVER

Table - 20

Items	A		B		C		D		E		Total responses	
	No	%	No	%	No	%	No	%	No	%	No	%
1	22	84.6	-	-	1	3.8	3	11.5	-	-	26	100
2	20	76.9	-	-	3	11.5	-	-	3	11.5	26	100
3	19	73.1	4	15.4	1	3.8	1	3.8	1	3.8	26	100
4	14	53.8	5	19.2	3	11.5	4	15.4	-	-	26	100
5	7	26.9	3	26.9	4	15.4	12	46.2	-	-	26	100
6	17	65.4	6	23.1	-	-	2	7.7	1	3.85	26	100
7	17	65.4	5	19.2	2	7.7	1	3.8	1	3.85	26	100
8	13	50	5	19.2	5	19.2	3	11.5	-	-	26	100
9	8	30.8	3	11.5	11	42.3	4	15.4	-	-	26	100
10	13	50	8	30.8	1	3.8	4	15.4	1	3.85	26	100

Table - 21

In our team all track and filed athletes respect each other		
	Responses	
Rating	**F**	**%**
A. Always	22	84.6
B. Often	-	-
C. Occasionally	1	3.85
D. Seldom	3	11.55
E. Never	-	-
Total	26	100

As can be seen from the above table 21 22(84.6%) of the respondent athletes "always" respect each other. 3(11.55%) of the athletes some times respect each other only 1(3.85%) of the respondent said "occasionally" to the question. Based on the data we can conclude almost all of the respondent athletes respect each other.

Table - 22

Our athletes team works together to achieve our objective

	Responses	
Rating	**F**	**%**
A. Always	20	76.9
B. Often	-	-
C. Occasionally	3	11.5
D. Seldom	-	-
E. Never	3	11.5
Total	26	100

As table 22 indicated that 20(76.9%) of the respondents said that "always" works together to achieve their objective. 3(11.55%) of the participant indicates that they never work together. Therefore, we can conclude that most of the athletes work together on the other side, few of the athletes' works personally to achieve their goals.

Table - 23

In our team there is mutual understanding & trust between female athletes.

	Responses	
Rating	**F**	**%**
A. Always	19	73.1
B. Often	4	15.4
C. Occasionally	1	3.8
D. Seldom	1	3.85
E. Never	1	3.85
Total	26	100

According to table 23 19(73.1%) of the respondent athletes indicated that "always" they have mutual understanding & thrust. 4(15.4%) of the athletes replied often to the item. The other 1(3.85%) of the athletes responds "occasionally" "seldom" respectively for the item. Only 1(3.85%) of the participant indicate "never" for the questions. From the above data we can conclude the majority of the athletes have mutual understanding & thrust.

Table - 24

In our team we appreciate and respect each other	Responses	
Rating	**F**	**%**
A. Always	14	53.8
B. Often	5	19.2
C. Occasionally	3	11.5
D. Seldom	4	15.4
E. Never	-	-
Total	26	100

As indicated in the above table 24 shows. 14(53.8%) of participant athletes replied "always" appreciate and respect each other 5(19.2%) of the athletes answer "often" for the question 3(11.5%) of the participants responded "occasionally" the remaining 4(15.4%) respondent replied "seldom" for the question.

Therefore we can conclude that almost all of the athletes agreed that they respect and appreciate most of the time.

Table - 25

In our team we respect the majority rules when we discus together.	Responses	
Rating	**F**	**%**
A. Always	-	-
B. Often	4	15.4
C. Occasionally	10	38.5
D. Seldom	12	46.2
E. Never	-	-
Total	26	100

As table 25 revealed that 12(46.2%) of the athletes respondent said that some times respect the majority rules when they discus. Also 10(38.5%) of the participants respond "occasionally" of the question only 4(15.4%) of the replied "often" for the item.

Therefore the above indicated that the majority of the athletes "occasionally" and some times respect the majority rules when they discus together.

Table - 26

In our team we work together to solve the problems of our group members		
	Responses	
Rating	**F**	**%**
A. Always	17	65.4
B. Often	6	23.1
C. Occasionally	-	-
D. Seldom	2	7.7
E. Never	1	3.8
Total	26	100

As can be seen in the above table 25.17 (65.4%) of the respondent athletes indicated that "always" they work together to solve the problem of group members and the other 6(23.1%) of respondents responded "often". the other 2(7.7%) of the participant "seldom" for the items only 1(3.8%) of the participant replied "never" for the question. This shows all most all of the athletes work together to solve the athlete's problem whereas a few of them do not work together.

Table - 27

In our team we give moral appreciation when we observe performance improvement.		
	Responses	
Rating	**F**	**%**
A. Always	17	65.4
B. Often	5	19.2
C. Occasionally	4	15.4
D. Seldom	-	-
E. Never	-	-
Total	26	100

Table 27 shows that 17(65.4%) of participant athletes revealed "always" to the statement, 5(19.2%) rated "often" for the item only 4(15.4%) replied "occasionally" for the statement. From the above responses, we can conclude that the athletes most of the time give morals appreciation when performance improvement observed.

Table - 28

In our team we participate in teams divisions of labor both individual and group.		
	Responses	
Rating	**F**	**%**
A. Always	13	50%
B. Often	-	-
C. Occasionally	10	38.5
D. Seldom	3	11.5
E. Never	-	-
Total	26	100

As can be seen in the above Table the half number of the athletes 13(50%) responded "always" to the statement. 10(38.5%) of the participant responded occasionally participate interims division of labor. Other 3(11.5%) of the athletes replied some time for the item. The above data we lead as to conclude there is division of labor in the athletics team.

Table 29

In our team we solve our athlete's personal problem together.		
	Responses	
Rating	**F**	**%**
A. Always	8	30.8
B. Often	3	11.5
C. Occasionally	14	53.85
D. Seldom	1	3.85
E. Never	-	-
Total	26	100

As table 29 revealed that 14(53.85%) of the participant athletes said that "occasionally" solve their personal problems 8(30.8%) of the athletes responded "always" for the statement. Other 3(11.5%) responded "often", of the item. Therefore, the table shows that the majority of them work together to solve a personal problem of the individual athletes.

Tables 30

Rating	Responses	
	F	**%**
A. Always	13	50
B. Often	-	-
C. Occasionally	8	30.8
D. Seldom	4	15.4
E. Never	1	3.8
Total	26	100

In our team every athletes performs their training plan individually and group.

As can be seen in the above table 29, 13(50%) half of the respondent said that "always" every athletes perform training individually & in group. 8(30.8%) of the athletes replied "occasionally" to the item. 4(15.4%) of the participant "some times" perform training while only 1(3.8%) of the participant responded "Never" to the statement. This indicated the half of the athletes perform training every day on the other hand half of them perform sometime.

CATEGORY III <u>INTERPERSONAL RELATIONSHIPS AMONG PLAYERS AND MANAGEMENT OF THE TEAM.</u>

Table - 31

Items	A		B		C		D		E		Total responses	
	No	%	No	%	No	%	No	%	No	%	No	%
1	6	23.1	15	57.7	1		2	7.7	2	7.7	26	100
2	3	11.5	15	57.7	1	3.8	5	19.2	2	7.7	26	100
3	4	15.4	13	50	-	-	7	26.9	2	7.7	26	100
4	4	15.4	11	42.3	7	26.9	2	7.7	2	7.7	26	100
5	5	19.2	16	61.5	2	7.7	-	-	3	11.5	26	100
6	5	19.2	13	50	3	11.5	3	11.5	2	7.7	26	100
7	3	11.5	18	69.2	2	7.7	1	7.7	1	3.8	26	100
8	2	7.7	9	34.6	10	38.5	5	19.2	-	-	26	100
9	8	30.8	11	42.3	-	-	1	3.8	6	23.1	26	100
10	5	19.2	9	34.6	4	15.4	3	-	5	19.2	26	100

Table - 32

		Responses	
We have good interpersonal relationship			
Options		**F**	*%*
A	Strongly agree	6	23.1
B	Agree	15	57.7
C	Neutral	1	3.8
D	Disagree	2	7.7
E	Strongly disagree	2	7.7
Total		**26**	**100%**

Table 32 according to the participant responded 15 (57.7%) of the athletes respond their opinion that they have good interpersonal relationship. 6(23.1%) of the respondent replied that strongly agree for the statement. Where as 1(3.8%), 2(7.7%) and 2(7.7%) responded neutral, disagree and strongly disagree for the item respectively. As can be seen on the above table more than half the participant athletes indicate that they have good interpersonal relationship with the general manager.

Table - 33

		Responses	
The manager appreciates my idea at the club meeting.			
Options		**F**	*%*
A	Strongly agree	3	11.55
B	Agree	15	57.7
C	Neutral	1	3.85
D	Disagree	5	19.2
E	Strongly disagree	2	7.7
Total		**26**	**100%**

According to the above data 15 (57.7%) of the respondent agree that team manager appreciate athletes idea at the club meeting, 3(11.55%) of the athletes "strongly agree" for the item. 5(19.2%) and 2(7.7%) of the respondents replied "disagree" & strongly "disagree" for the statement the remaining 1(3.85%) of the respondent indicate the

neutral option for he statement. This revealed that majority of the athletes agreed that the general manager appreciates athletes' idea when they have meeting.

Table - 34

		Responses	
		F	**%**
	They take athletes ideas and work to apply.		
	Options		
A	Strongly agree	4	15.4
B	Agree	13	50
C	Neutral	-	-
D	Disagree	7	26.9
E	Strongly disagree	2	7.7
	Total	**26**	**100%**

As table 34 shows that it was also found 13(50%) athletes agreed to the statement while 7(26.9%) athletes were disagree; 4(15.4%) of the respondent 'strongly agree' for the statement. The other 2(7.7%) of the athletes said strongly disagree for the statements.

For the above table we concluded, majority of the athletes agreed that the manager bring the athletes idea in to applying.

Table - 35

		Responses	
		F	**%**
	The management caver my hospital fee & give me ski level permeation		
	Options		
A	Strongly agree	4	15.4
B	Agree	11	42.3
C	Neutral	7	26.9
D	Disagree	2	7.7
E	Strongly disagree	2	7.7
	Total	**26**	**100%**

As table 35 indicted 11(42.3%) of respondents 'agree' for the item. Also the other 2(7.7%) of the athletes replied the option 'disagree' and 'strongly' disagree for the item respectively. Only 4(15.4%) of the athletes chose the strongly agree option. As can be seen from the above data the researcher can concluded that even if the majority of the athletes responded 'agree' & 'strongly agree' for the statement. Also there are so many respondent 'strongly disagree' and 'disagree'. whereas, 7(26.9%) of them did not decided.

Table - 36

	Options	Responses	
		F	*%*
A	Strongly agree	5	19.2
B	Agree	16	61.5
C	Neutral	2	7.7
D	Disagree	-	-
E	Strongly disagree	3	11.6
	Total	**26**	**100%**

The management gives price and awards when we win the competition.

According the above table 16(61.5%) of the participant athletes replied 'agree' for the statement. 5(19.2%) of the athletes 'strongly agree' for the statement. 2(7.7%) of the participants have not decided to the item. The other 3(11.6%) of the athletes 'strongly decided to the item. Therefore majority of the athletes get price & awards when the win the capitation. Whereas others indicated that they are not agreed.

Table - 37

	Options	Responses	
		F	*%*
A	Strongly agree	5	19.2
B	Agree	13	50
C	Neutral	3	11.55
D	Disagree	3	11.55
E	Strongly disagree	2	7.7
	Total	**26**	**100%**

The management provide salary increment and level approval based on criteria's

According the above table 13(50%) of the respondent 'agree for the statement 5(19.2%) replied 'strongly agree' to the statement 3(11.55%) of the respondent have not decided to the statement 3(11.55%) of the athletes disagree for the statement. Therefore, we can conclude the majority of the athletes agree whereas the other neutral and disagree for the statement.

Table - 38

The management work for select performed athletes by their level of achievement & performance.

	Options	Responses	
		F	**%**
A	Strongly agree	3	11.55
B	Agree	18	69.2
C	Neutral	2	7.7
D	Disagree	2	7.7
E	Strongly disagree	1	3.85
	Total	**26**	**100%**

Table 38 above shows that 18(69.2%) of the athletes revealed that 'Agree' to the statement 3(11.55%) of the athletes stated 'strongly agree' 2(7.7%) of the athletes haven't decided for their opinion for the statement, there as the other 2(7.7%) & 1(3.85%) of the athletes indicates 'disagree'& strongly 'disagree' for the item respectively. From the above responses, we can conclude that most of participant athletes are agreed that team management work for select performed athletes by their level of achievement & performance.

Table - 39

The management prepares professional skill improvement training on time.

	Options	Responses	
		F	**%**
A	Strongly agree	2	7.7
B	Agree	9	34.6
C	Neutral	10	38.5
D	Disagree	5	19.2
E	Strongly disagree	-	-
	Total	**26**	**100%**

as indicated in the above table 39 out of the 26 athletes respondent 10 (38.5%) of athletes were have not decided, for the statement where as 9 (34.6%) & 2(7.7%) of the athletes agreed & strongly agree for the item. 5(19.2%) of respondent indicate 'disagree' for the statement. Most of the participant athletes agreed about the item whereas greater than half of the respondents have not indicated their opinion.

Table - 40

Options		Responses	
		F	%
A	Strongly agree	8	30.8
B	Agree	11	42.3
C	Neutral	-	-
D	Disagree	1	3.8
E	Strongly disagree	6	23.1
	Total	26	100%

The management of the team employed qualified coach, for the team.

According to the above table 40 raveled that 11(42.3%) of the participate athletes replied that the management of the team employed qualified coach for the team. And 8(30.8%) of the respondents said 'strongly agree' for the item. Where as 1(3.8%) and 6(23.07%) of the athletes indicates 'disagree' and 'strongly disagree' for the statement. From the above data we can concluded most of the respondent agreed that the management employed qualified coach for the team ever if few participant disagree.

Table - 41

Options		Responses	
		F	%
A	Strongly agree	4	15.4
B	Agree	18	69.2
C	Neutral	-	-
D	Disagree	4	15.4
E	Strongly disagree		
	Total	26	100%

The management works for the development of athletes before team result.

As table 41 shows 18(69.2%) of the athletes respondent the management works for the development of the athletes than team winning. And 4(15.4%) of the respondent replied 'strongly agree' for the statement, whereas 4(15.4%) of the respondent said strongly disagree for the item. There fore, we can conclude that the majority of the participant athletes agreed that the management works for the development of athletes before team result.

4.3 Coaches questionnaire responses, interpretation and Discussions.

The results from the data are discussed under the following two categories. In the first, category the opinions of coaches' in interpersonal relationships of their athletes, and then coaches opinions that relate to the professional interpersonal relationships among the coach and athletes of the team.

The following tables show the frequencies & opinions of the coach's responses respectively to each item under each category. (*From coaches questionnaire Appendix B*)

4.3.1 Interpersonal relationships among the coach and female athletes of the team.

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

Table - 42

Items	A		B		C		D		E		Total	
	N<u>o</u>	%	N<u>o</u>	%	N<u>o</u>	%	N<u>o</u>	%	N<u>o</u>	%	N<u>o</u>	%
1	2	66.7	-	-	-	-	-	-	1	33.3	3	100
2	-	-	-	-	-	-	2	66.7	1	33.3	3	100
3	-	-	-	-	-	-	2	66.7	1	33.3	3	100
4	-	-	3	100	-	-	-	-	-	-	3	100
5	-	-	-	-	3	100	-	-	-	-	3	100
6	-	-	-	-	3	100	-	-	-	-	3	100

This part was discussed based on professional interpersonal relationships of coach and athletes of the team. Six items were included under this category. The items were meant to get the coach's responses to show to what extent the professional interpersonal relationships with the athletes of the team.

The findings and discussion

As it has been tried on mention in chapter two, the coach has been shown to be important in determining the quality and success of an athletes' sport experience. Also coaches can be perceived as positive or negative influence on athletes careers, performances preparation, and training processes (Coakley,1990; Martens,1987; Poczwardowsk; Barotr&peregoy,2002 Williams, et al.2003).

Regarding to the coaches responses from item No,1 most of the coaches 'always' advise their athletes to work hard to achieve personal goals. How ever, for the items No,2&3 almost all of the coaches responded that 'seldom' to the items. For item No, 4 of this category all of the coaches responded that 'often' for the item. On the other hand, in item No, 5 most of the coaches pointed out that 'occasionally' coaches motivate female athletes to avoid stress both in training & computation. Also in responding item No,6 all of the sampled coaches revealed that 'occasionally' they help athletes through their skill and personal experience. Hence, from the above data and coaches responses it is possible to say that most of the coaches have relatively positive professional interpersonal relationships with female athletes of the team.

4.3.2 The Relative Interpersonal Relationships among the Coach and Female Athletes

A. strongly agree   B. agree

C. Neutral   D. disagree

E. strong disagree

(*From coaches questionnaire Appendix B*)

Table - 43

Items	A		B		C		D		E		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
1							2	66.7	1	33.3	3	100
2							2	66.7	1	33.3	3	100
3							2	66.7	1	33.3	3	100
4			2	66.7					1	33.3	3	100
5			2	66.7					1	33.3	3	100
6			2	66.7					1	33.3	3	100
7					3	100					3	100
8					3	100					3	100
9			2	66.7					1	33.3	3	100

This category discussed about interpersonal relationships that related with professional relationships among coaches and their athletes. The findings and discussions presented as follows.

According to coaches responses in item No, 1, 2, & 3 of this category almost all of the coaches responded that 'disagree' for each items respectively. As can be seen from the above data we can conclude that coaches are facing problems that related winning first objective and one sided communication in their training and computations. These may cause hindrance for cooperative coaching and professional interpersonal relationships.

For the items No, 4, 5 & 6 most of the coaches responded that 'Agree' for the item respectively. There fore, we can conclude that coaches respected and trusted by their athletes. Also they like to train the athletes. For the items No,7 and 8 all of the participant coaches do not decided to respond these items. There fore, we can conclude that coaches do not like to take any side.

Finally, most of the coaches showed that item No,9 responded 'Agree' for their athletes performance and skills qualities.

There fore, in general, the researcher can conclude that in both professional and related interpersonal relationships both coaches and athletes have relatively positive interpersonal relationships. Also there are areas that need special attention and improvement based on cooperative coaching styles.

4.4. Interview responses, Interpretation and discussion

Due to time constrains, the interview was made with only the general manager of the team. The following interview questions and extracts from some the response that has given.

In the first question, the general manager was asked to tell his vaster athletes when they have training. When he answer the question, he said that because of work load he couldn't visit athletes training, but he follow every things through head coach daily report and technical meetingsTherefore, we conclude the team general manager has follow up with team coaches and athletes through meeting and discussion. This indicates team general manager has good interpersonal relationship with the team.

For question number two which asked to indicate athletes' selection for international competitions. According the general manager respond the coach has the highest power to select the athletics according their individual performance and the results of delay evaluation. And the manager lead to apply based on the club rules & regulation.

According the above responses the team general manager has power to guide the coaches and athletes to follow club agreement.

For question number 3 the general manager asked the level of his interference between athletes and coach; when complains raised. As he said that the coach and athletes relationships is the most important for the athletes' performance and achievement. Some times their relationships may contribute interpersonal relationship and performance decrease. The team management interferes to solve the actual issues through the rules & regulation of the club and prepare situational training and technical meeting to share experience for both athletes & coaches.

As seen in his responses the manager contribute for athletes salary increment and level improvement based on the clubs rules & regulation and employ agreement.

For question number 4 the general manager asked to answer the prize when the athletes win the competition. He said when athletes won their competition they will get special prize and rewards from the club according their individual and group achievement based on the club rules & regulations. Therefore the club manager interfere when complains raised between athletes & coach relationship issues.

For the final question the manager asked about athletes' development and salary increment. According the general manager respond the clubs athletes will get level improvement and salary increment held on the bases of club rules and regulation, employee agreement, labor low of the country and international law experiences.

Therefore, as indicates the prize & rewards given according the athletes achievement and results, team members' agreement, international experience.

The general, what the general manager responded for most of the questions in the questionnaire of the athletes and coaches are almost similar to their responses for the interview questions. As to the researchers understanding, almost the team has positive interpersonal relationship with all team members.

4.4.1. Major findings from interview of the general manager of the team.

The team general manager's response to the interview was also similar to the questionnaire of the athletes response stated. Among other things the following points were stated.

- The team general manager has follow up with team coaches and athletes through meeting & discussion.
- He has different duties and responsibility for athletes' improvement and achievement.
- He contributes for athletes' development and improvement before winning.
- He provides skill training and technical meeting with coaches and athletes.
- He provides price & rewards for the winner athletes.

He has almost positive interpersonal relationship with all team members.

4.5 Observation report, Interpretation and discussion

According researcher observation the team training area and office are the major observation.

4.5.1 Training observation

During the research first observation there is track training on the bases of running and practical training. The weather is available at morning. Before starting session the coaches' starts to give clear instruction for the session and objective, does of the session, and the purpose of each training type. Then the athletes start their practice according the instruction. When they forget to follow the steps coaches come fast to revised the steps of days training.

This is very important for athletes' physical performance important.

Most of the time coach use powerful words to encourage the athletes. But the athletes respond is negatively. It is difficult to communicate with the athlete. The coaching held based on the session plan for respective event. Every day after the session there is performance evaluation based on the criteria the coaches prepare for the athletes. But some athlete complain they show negative response when the coach start performance evaluation.

The researcher also observes managing and organizing ability. More than 40 athletes train together by two coaches. Each coach has his/her own athlete in selected event. But they used to train at a time, in the same training area.

The researcher thinks, these are so difficult to understand the athletes' perception and communication barriers may create in this situation. Even the athletes are showing discomfort on their face.

There is discussion trained among club members. Such as coaches athletes, discuss every day after training and computation. The discussion had a lot of shouting and powerful words. The researcher perceived, this is the sign of disagreement or interpersonal relationship problem among them.

The researcher also observes good communication skill among female athletes. They can communicate both verbal and non verbal communication. Always after good performance there is cheering and clapping to encourage their team meats.

4.5.2 Office/club observation

During researcher second observation tries to observe the female athletes dormitory but they do not have. Every athlete lives with their partner and relatives. Then the researcher turns to visit the clubs office.

- Neat and clear office with full office equipment and facilities.
- The coach prepares athletes profile, attendance list, evaluation checklist, competition communiqués, club rules and regulation and athlete-coach agreement documents. The researcher observe that the athlete profiles achievement, participation and fallers are listed on the files.
- Club has daily routine form every member of the office explain what they done on each day, the main coach rewrite the international, national and local records which the club athletes achieved. These documents are some times used for visitors and club members easily. Meaning the format at data organization is so good; every one can understand what it means.
- The researcher also get chance to observe the training and performance evaluation format. In the steps and dates. The plan has specific and general objective, the place of practice, kinds of training, steps of training put clearly. But the researcher

observed that the some times session plan is not related with the training principle. Such as individual difference, readiness progression and overload;

- The researcher also get chance to observe the training and performance evaluation format. The content of the format more or less subjective athletes complains more when the evaluation appeared. But the coach doesn't won't to charge to objective based or specific performance and skill evaluation. The researcher believes, it creates interpersonal relationship and communication barrios unless management gives solution.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The major purpose of this paper was to study the interpersonal relationships among Ethiopia commercial bank sport club female athletics team. In order to achieve the objective 26 female athletes, three coaches and one general manager of the team subjects were participated. The required data were gathered through questionnaire, interview and filed observation. Quantitative and qualitative data analyses were employed to analyze the acquired data.

In the second chapter of the study the review of related literatures and related works were presented to get basis for the discussion of the findings. They deal with interpersonal relationship, team, team cohesion, the coach athlete relationship, leadership and coaching styles, female athletes, role of team manager, role of the coach and Role of the athletes.

In the third chapter the collected data was presented and analyses. The responds from questionnaires were tabulated and frequency and percentages were calculated. Literatures from different scholars were used to strengthen the relevancy of the analysis and arguments in the study. Finally the findings are presented in the following section as follows;

1. From the result obtained through the questionnaire, the athletes in the study seem to have positive relationship with athletes, management of the team. Whereas most of the athletes were not satisfied in some relationships with their coaches of the team.

2. Most of the participants responded that coaches of the team were not participate female athletes in decision making in team affairs.

3. Both athletes and coaches revealed that there are communication barriers in both training and computations.

4. Almost half of the respondents indicated that occasionally there is flexible leadership in training.

5. Most of the participant athletes stated that there is mutual respect and trust between us in the team.

6. Majority of the athletes support and help each other.

7. The club used daily training and performance evaluation to select participants of the computation and excluding less performed athletes.

8. The coaches prepare athletes profile, attendance list, evaluation checklist, club rules and regulation and athlete-coach agreement document.

9. Every day after the session there is performance evaluation based on the criteria the team general manager has follow up with team coaches and athletes through meeting & discussion.

10. The team management has different duties and responsibility for athletes' improvement and achievement such as, provides skill training and technical meeting with coaches and athletes and price & rewards for the winner athletes.

5.2. CONCLUSION

In this study, an attempt has been made to examine the interpersonal relationships among Ethiopian Commercial banks sport club female athletics team. Based on the findings of the investigation, the following conclusions are made.

The study showed that there is some what a positive interpersonal relationship among each athletes, coaches and management of the team. The study also showed that most athletes agreed the team management contribute positively to the athletes' development and get prize and bounces when they win.

In addition to this, the study revealed that the majority participant of athletes said that the coach occasionally work hard to develop their performance to achieve winning.

Moreover, almost all respondent athletes replied that the coaches could not participate athletes in decision making even in team affaires. Also some of the respondents agree that there are communication problems between coaches & athletes during training and competition.

Therefore, it can conclude that majority of the athletes were made freely communicate and take responsibility about each other in training and competition. That is to say, most of the participant athletes were trust and support each other to reach their personal goal and achievement of the team together.

According to the findings some what they have relatively positive interpersonal relationships among female athletes and coaches of the team. Most of the athletes did not satisfy in communication with their coaches. In addition, leadership, coaching philosophy and unfixable training plan.

In general, regarding to all team members opinion in order to improve the interpersonal relationships of their team, they supposed that just like to have on freely communication and have mutual trust, respect and appreciate each other and avoid criticisms and controlling statements. In addition the coaches should have good leadership, communicating ability and cooperative coaching style. Also they should have friendly approach, for female athletes. These can improve interpersonal relationships among coaches and athletes of the team.

5.3. RECOMMENDATION

Thus, based on the above findings, the following recommendations were forwarded.

- The relationship coach's and athletes should be friendly, mutual trust and respect each other.
- The coach's readership and decision making should be shared with the participant athletes especially in team affairs.
- Coaches must encourage female athletes to work hard for the development of their performance than winning.
- Coaches should provide appropriate training for the improvement of their athletes' performance.
- Coaches should have active communicative ability both verbal & none verbally.
- Coaches should prepare flexible training plan for each period.
- Coaches must work to be trusted by his athletes to share their ideas. Problem and to avoid their stress during competition and training.
- It is emphasized that due to the interpersonal nature of their relationship between the coach and the athletes. The quality of this relationship would have a great impact on the possible consequences for both the athletes and coach, for example performance, self worth, motivation and enjoyment.
- The club management should provide incentive for athletes such as salary increment, level approval and others.
- The management should organize criteria selection of participant for international competition.
- The management should have active follow up with the team members during training and computation this is lead to understand where there is complains or not.
- The overall relationship between coaches & athletes should have cooperative coaching and active participating. For both coaches and athletes respectively.

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Addis Ababa University
School Of Graduates Study
Department of Sport Science

Questionnaire to be filled by the Female athletes.

Dear, participant the questions prepared for Ethiopian Commercial Banks athletics sport club female athletes. As club's female athlete you are invited to be participant.

The objective of this research project of this research project is to assess professional interpersonal relationship among the club female athletes-coach, and athletes-team management.

N.B. You are not expecting to write your name:

Part I.
Background information of the athletes.

1. Your Age Group
   - ☐ Bellow 18
   - ☐ 18-20
   - ☐ 21-25
   - ☐ 26-30
   - ☐ Above 30

2. Participating events
   - ☐ Running
   - ☐ Throwing
   - ☐ Jumping

3. Years of Experience in this club _____

4. The competitions you participate in No _____
   - National _____
   - Continental _____
   - International _____

Part II.

The first part of the questioner investigates interpersonal relationship between club coach

athletes of the club. Five alternatives for each question.

    1. Always
    2. Often (about75% of the time)
    3. Occasionally (about 50% of time)
    4. Seldom (25% of the time)
    5. Never

For response use ✓ mark in the box. Please answer every question:

II. A. Interpersonal relationship among club athletes and coaches.

No	My coach	Always	Often	Occasionally	Seldom	Never
1	My coach advises us to work hard to get achievement.					
2	Works hard to develop athletes' performance than to achieve winning.					
3	Participate athletes in decision making in team affaires.					
4	We can communicate with words and gesture in training & competition.					
5	Change the training session when problems occur in athletes' and situations.					
6	Encourage athletes' honesty and improving performance to get achievement.					
7	I thrust my coach to tell my personal problems.					
8	I accept my coaches advise and suggestion positively.					
9	Works hard to avoid stress during athletic competition and training.					
10	I'm benefited by my coach character & life skill.					
11	I have good family relationship with my coach.					
12	My coach is sure by my performance					
13	I'm very happy when we have training and competition					
14	I like & respect my coach.					
15	I see my coach like my best friend					

II. B. Interpersonal relationship among female athletes.

No	In our team	Always	Often	Occasionally	Seldom	Never
1	All track and field athletes respect each other.					
2	Our athletics team work together to achieve our objective.					
3	There is mutual trust in athletics team.					
4	We appreciate and respect each other.					
5	We respect the majority rules when we discuss together.					
6	We work together to solve the problem of our group members.					
7	We give moral appreciation when we observe performance improvement and good performance					
8	We participate in team divisions of labor both individually and group					
9	We solve our athletes' problem together.					
10	Every athlete performs their training plan individually and in groups.					

II. C. Interpersonal relationship among club manager and female athletes.

No	As an athlete	Strongly agree	agree	neutral	disagree	Strongly disagree
1	We have good interpersonal relationship					
2	The manager appreciates my idea at the club meeting.					
3	They take athletes idea and work to apply.					
4	They cover my hospital fee and give me my ski leave					
5	The manager give as prize & awards when we win the game					
6	Salary increment and level approval based on criteria's.					
7	The management selects performed athletes by their level of achievement and performance.					
8	The management prepares professional skill improvement training on time.					
9	The management employed qualified coach for each event.					
10	The management works for the development of each athlete before team result.					

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Department of Sport Science

Questionnaire to be filled by athletics coach:-

Dear, participant this questionnaire prepared for Ethiopian Commercial banks athletics sport club coach.

As the club coach you are invited to participate.

The objective of this research project is to assess the professional interpersonal relationships among female athletes-coach, female athletes-team management of the club.

N.B. you are not expected to write your name. Please answer every question.

Part I. Personal back ground:-

1. Age _____

2. Sex   Male: ☐   Female: ☐

3. Academic Achievement or related training level:- _____

_____

4. Work experience (in N<u>o</u>)_____

5. Coaching event:-

- Running _____

- Throwing _____

- Jumping _____

Part II.

B. Interpersonal relationship among female athletes and coach.

For every question there are five alternatives to respond your answer use ✓ mark below the alternate list.

1. Always
2. Often (about75% of the time)
3. Occasionally (about 50% of time)
4. Seldom (25% of the time)
5. Never   .

No	As a Coach	Always	Often	Occasi onally	Seldom	Never
1	I advise female athletes to work hard to achieve personal goals.					
2	I encourage them to participate indecision making related to team affaires.					
3	I work to make training plan appropriate for my athletes.					
4	I respect my athletes' hard work for team achievement.					
5	I motivate my athletes to avoid stress during competition & training.					
6	I help my athletes by my life skill and personal experience.					

No	As a Coach	Strongly Agree	agree	neutral	disagree	Disagree
1	I'm working for the development of my athletes' performance before winning.					
2	I can communicate with my athletes by words and facial expiration.					
3	My athletes trust in me to tell any problem they face.					
4	My athletes takes my suggestion and comment positively					
5	I'm so happy to train this athlete.					
6	My athletes like and respect me					
7	I have good family relationship with my athletes.					
8	My athletes accept me as a best friend.					
9	I'm sure on my athlete's performance and ability.					

Appendix – C
Addis Ababa University school of Graduate student
Department of Sport science
Science Facility

Interviews are answered by the general manager of the team.

1. Do you visit athletes when they have training?

   _____

   _____

2. How do the athletes select for international competition?

   _____

   _____

3. How do you interfere when athletes complex about coach?

   _____

   _____

4. What do athletes achieve when they win the competition?

   _____

   _____

5. How do athletes get level improvement and salary increment?

   _____

   _____

Declaration

The thesis is my original work, has not been presented for a Degree in any other University & that source of material used for the thesis have been dully acknowledged.

_____   _____

Researcher Name   Signature

Department of Sport Science

Addis Ababa University Graduate Program,

Date of submission June/2011