

2020-10-26

INTERPERSONAL RELATIONSHIPS AMONG PLAYERS, COACHES AND MANAGERS ON TEAM PERFORMANCE OF ETHIOPIAN PREMIER LEAGUE FOOTBALL CLUBS

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**INTERPERSONAL RELATIONSHIPS AMONG PLAYERS, COACHES AND
MANAGERS ON TEAM PERFORMANCE OF ETHIOPIAN PREMIER LEAGUE
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BY:

ABRAHAM MELAKU

JULY, 2020
BAHIR DAR

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MANAGERS ON TEAM PERFORMANCE OF ETHIOPIAN PREMIER LEAGUE
FOOTBALL CLUBS**

**A THESIS SUBMITTED TO SPORT ACADEMY, BAHIR DAR UNIVERSITY, IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE IN FOOTBALL COACHING**

BY:

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JULY 2020
BAHIR DAR

DECLARATION

I, **Abraham Melaku**, hereby declare that the material contained within this research now submitted to the Sport Academy of Bahir Dar University in partial fulfillment for the award of Degree of **Master of Science in Football Coaching** is entirely my own work. I have followed all ethical principles of scholar in the preparation, data collection, data analysis and completion of this thesis. Any materials accessed and utilized and ideas acquired in the process of conducting this research have been cited and acknowledged. All scholarly matter that is included in the thesis has been given recognition through citation. I affirm that I have cited and referenced all sources used in this document. Every serious effort has been made to avoid any plagiarism in the preparation of this thesis.

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Approval of Thesis for defense

I hereby certify that I have supervised, read, and evaluated this thesis titled **“Interpersonal Relationships among player, coaches and managers on team performance of Ethiopian Premier League Football Clubs”** by **Abraham Melaku** prepared under my guidance. I recommend the thesis be submitted for oral defense.

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LIST OF ABBREVIATIONS

AA	Addis Ababa
ANOVA	Analysis of Variance
BDU	Bahir Dar University
CARM	Coach-Athlete Relationship Maintenance
CAF	Confederation of African football
EFF	Ethiopian Football Federation
EHL	Ethiopian Higher League
ENL	Ethiopian National League
EPL	Ethiopian Premier League
FB	Football
FC	Football Club
FIFA	Federation International De Football Association
SD	Standard Deviation
SPSS	Statistical Package for Social Science

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ACKNOWLEDGEMENTS

Acknowledging friends and family who enabled this research is my deepest wish. I might not be able to mention all the names, but am aware of all their immeasurable inputs. But I would like to thank GOD for everything.

First and for most, Let me start by advancing my special thanks to my advisor, Dr. Dagnachw Nigeru who, from the first time we met, actually motivated me to write about this topic. My intention was to write about a different topic. He convinced me that Ethiopian football needs such research and analysis. And his efforts in providing me with relevant advice, critical comments, constructive suggestions and support materials throughout the course of my thesis work.

I also wish to express my deepest gratitude to my classmates Mebratu Habtu and Getasew Demeke for their encouragement and support during the study. I also thank coaches, players and managers at Bahir Dar Kenema and Fasil Kenema Football Clubs who spare their time in providing data for this research.

I am very grateful to assistant professor Bekalu Tadesse for his invaluable guidance and discerning feedback on this study. Without his unreserved help for the accomplishment of this work. Most importantly, I would like to thank my wife, who stood by my side, encouraging and understand me all the way. Last but not least, I cannot forget my two beautiful children, Joshua and Abigel Abraham who have been very patient with me.

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Abstract

Over the years, head coaches, managers, and other persons in charge, have learned that it is not only the physiological, but especially the psychological structure of a sports team that needs to be monitored constantly (Sauer, 2017). One key element underlying the basic psychological structure that support sport clubs is interpersonal relationships. The objective of this study was to examine the nature and extent of interpersonal relationships among coaches, managers and players in Fasil Kenema and Bahir Dar Kenema Football clubs. Considering all the players, coaches and managers in both clubs through available sampling, the study employed questionnaire to collect data from these 58 participants. Using correlational design, the study attempts to determine the degree of interpersonal relationship and its significant predictors. Mean, standard deviation, independent sample t-test and multiple regressions are used to analyze the data. Results indicated that there is high interpersonal relationship among players, coaches and managers within Fasil Kenema and Bahir Dar Football Clubs. There was statistically significant difference in interpersonal relationships in these clubs. Regarding, player-coach, and player-player relationships were found to be significant predictors of team performance. However, coach-manager and player manager relationships were not similar as other variables in significant predictors of team performance. Based on these findings, recommendations were made. Regarding improvement of the relative contribution of each dyad, clubs should be needed to consider or special attention on coach manager and player manager relationship as it does not predict team performance.

Keywords: *Interpersonal, relationship, coach, player, manager, premier league, football club*

CHAPTER ONE

INTRODUCTION

1. 1. Background of the Study

Sport, as one of passionate cultures in old and primitive and modern times, has been used to strengthen linkage with individuals and countries to participate in different physical activities. Subsequently, a huge amount of people and countries take part in sport activities every year, either as participants or as spectators and fans (Funk, 2008). Being the most professional and spectacular sport on global scale, football has agreeably taken the dominant position (Pedersen & Thibault, 2014; FIFA, 2015) which makes it one of the most widely accepted and celebrated parts of the world today. Moreover, football game is found to be very important to the economic, political, social, physical, psychological development of the participants (Armatas et al., 2009; Söderman & Dolles, 2015)

During the last century, scientists have acknowledged the importance of close relationships. Coupled with this, Jowett (2017) argued that there may be nothing more important in determining well-being and optimal functioning in humans than close relationships. 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.

There are many factors that contribute to the performance of a football team. One, most admitted, is the relationship among players, coaches and managers. This interpersonal relationship is an association among many significant actors in a sport team, most notably the players, coach and managers that officially mark the structure of the club. In some clubs, supporters are also considered as part of the organization structure (Sharon, n.d)

The high significance of relationship, especially in sport, is established in research findings and reputable authorities. The research work of Jowett (2017) maintained that there may be

nothing more important in determining well-being and optimal function in humans than close relationships.

Likewise, scholars mentioned a number of important relationships in sport involving players, coaches, parents and partners (Coppel, 1995). However, our understanding in these relationships, both in theoretical and empirical terms, is limited. Though relationship among players, coaches and managers is believed to be significant for team performance, research in this area in Amhara region is still scant. Thus, the present study will attempt to gain insight into these relationships.

There are series of qualitative studies that have been conducted to investigate into the nature of such relationships (e.g. Jowett & Meek 2000, Jowett 2003, and Jowett & Cockerill, 2003). In a sport context, there are many personal relationships (e.g. Coach-parent, player-player, and player- partner) that can impact on performance, but the coach –player relationship is considered to be particularly crucial (Lyle, 1999, & Cockerill, 2002). Based on such qualitative findings, the present study was attempted to investigate this relationship by employing quantitative research approach.

Researches on interpersonal relationships dominate on the coach athlete dyad. The coach-athlete relationship may be defined as “a situation in which a coach’s and an athlete’s cognitions, feelings, and behaviors are mutually and causally interrelated” (Jowett & Poczwardowski, 2007, p. 4). Recent research has attempted to examine the athletes’ social environment from the perspective of the quality of the coach-athlete relationship (Davis, Jowett, & Lafrenière, 2013).

On the other hand, the coach-athlete relationship has been identified as being a central feature of an athlete’s sport experience (Bartholomew, Ntoumanis, & Thøgersen- Ntoumani, 2009). In accordance with this, Jowett (2007) defines the coach-athlete relationship as a unique interpersonal relationship in which athletes’ and coaches’ feelings, thoughts, and behaviors are mutually and causally interconnected. These feelings, thoughts, and behaviors have been reflected in Jowett’s (2007) 3 + 1Cs framework.

Specifically, within this framework closeness reflects the affective bond that develops between the coach and athlete and manifests in “feelings” of liking one another, mutual trust, respect, and appreciation. Commitment is characterized by the athlete’s and/ or coach’s “thoughts” of maintaining a close-tied athletic relationship over a long period of time. Complementarity reflects athletes’ and coaches’ “behaviors” that are both complementary and cooperative, and determine the efficient conduct of interactions. Finally, the +1C co-orientation represents the interconnected aspect of the coach-athlete relationship and refers to coaches’ and athletes’ interpersonal perceptions regarding the quality of the coach-athlete relationship (Jowett, 2007).

Within the construct of co-orientation, Jowett (2007) has explained the importance of considering two distinct perceptual platforms from which coaches and athletes are likely to view, consider, and assess the quality of the relationship. These perceptual platforms include: the direct perspective (e.g., I like my coach) and the meta-perspective (e.g., my coach likes me). In essence, both the direct and meta-perspectives of the 3Cs, are essential indicators that shape the quality of the coach-athlete relationship.

Although the article concentrates largely on the coach–athlete relationship, the discussion can easily be transpired to other interpersonal relationships in sport and exercise (Jowett, 2006) particularly in a direct translation to coach player relationships. The coach-player relationship is not an add-on to, or by – product of, the coaching process, nor is it based on the player performance, age or gender instead it is the foundation of coaching, the coach and the player intentionally develop a relationship, which is characterized by a growing appreciation and respect for each other as individuals (Jowett, 2005).

Overall, the coach-athlete relationships 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. The coach–athlete relationship shows how sport psychology can contribute to study of relationship whilst leaning from, and building on the work of scholars in social and relationship psychology.

In a nutshell, relationships among players, coaches and managers in sport clubs are crucial for success. The main purpose of this study was to examine the interpersonal relationships among players, coaches and managers within Ethiopian premier league football clubs.

1.2. Statement of the Problem

To date, research on the relationship between the coach and the player has been somewhat limited given the potential that exists for coaches to influence both the values and behaviors of players. Likewise, Barott and Henschen (2002) stated that the relationship has three major components: (a) a technical component, (b) a social-psychological component, and (c) a spiritual component, and conclude that players change because of the influence of their coaches. Similarly, Burke (2001) posited that the potential influence is based on coaches viewing their players as possessions and on players displaying loyalty and obedience without questioning the restrictions established by the coach. "The truth is if you're a coach, you have authority over the players" (Clifford & Feezell, 1997, p. 75). They further explain that authority is the legitimate use of power over others. It is apparent that there is room for subjective evaluation in such a statement as to just what "legitimate" use would be. Likewise, Laios et al. (2003) go on to dissect the concept of power and refer to "coercive powers" as those that could be used to punish or impose unpleasant consequences. However, these authors had not addressed coach-manager and player-manager relationships have an effect on the team performance.

The approach a coach uses with one player may not be interpreted in the same way by another. Bower and Pelletier (2002) found that players interpret coaches' actions differently; therefore, effective coaching behavior should vary as the characteristics of the athletes and the situation changes (Sherman, Fuller & Speed, 2000). The same authors go to add that their study supports earlier findings that female athletes have a greater preference for a participative style of coaching and coaches who demonstrate democratic behavior. Although coaches are in direct contact with athletes on a day-to-day basis and are in an optimal position to teach and model appropriate values and ethics in sport, coaches receive minimal education in this area (Blackhurst et al., 1991).

However, the above previous authors had not been considering the interdependence relationships among players, coaches and managers in the premier league context.

While there are numerous relationships that directly affect and impact football players and coach, this study will focus specifically on their interpersonal relationship each other. In line with this, Solomon (2013) showed that coach-athlete relationships as a prominent factor to team performance in Mekelle Kenema FC. Though, there was a gap in pointing out the standardized dimensions of measuring the coach-athlete relationship towards team performance. Besides, the number of sample size he took and the design of the study, he employed was not appropriate and the study was conducted only in one club in a single variable, which may not be generalized to the whole Ethiopian premier league football clubs. Moreover, minimal research attention has been directed toward the coach-athlete relationship context as a factor for examining the relation with team performance of premier league football clubs.

The player to coach (coach-to-player) interpersonal relationship is fundamental for ultimate success on the field. However, there are several components to any quality interpersonal relationship but there is lack of material, communication, respect (both on the side of players as well as coaches), compromise, unfair treatment for their player and shortage of coordination. Currently, there is little research investigating the relationships among players and coaches as well as their effect on overall sport performance.

To identify the real problem within Bahir Dar Kenema and Fasil Kenema Ethiopian premier league football clubs, one has to look beyond the quality of coaching. It is something that affects football played at grassroots junior level to competitive school kids through to the senior game, but only now is it being taken seriously. And it's about time too! No longer are the criteria set on how loud a coach can shout or how intimidating they can be. Instead, the emphasis is on preparing players to master the physical, mental, technical, and tactical demands of the game, but all of that only comes after each player on a team knows the fundamental basics inside out.

As a consequence, players playing in a negative motivational climate are less likely to perform to their full potential or enjoy participating in their sport. This can lead to players feeling negative feelings towards the athletic experience, resulting in harm to the players,

coaches and the performance of the teams (Roberts, 2012). However, few predictive studies had been conducted on the impact of interpersonal relationships among players, coaches, and managers on team performance of Fasil Kenema and Bahir Dar Keneme Ethiopian premier league participant football clubs in Amhara region.

Moreover, no research evidence conducted so far on a construct team performance demonstrating interpersonal relationship it has with player-player, coach-player, coach-manager, and player-manager to Fasil Kenema and Bahir Dar Kenema premier league participant football clubs.

Ethiopian premier league football clubs (namely Fasil Kenema and Bahir Dar Kenema) joined Ethiopian premier league in 2008 and 2010 respectively. Although these two clubs had a long history and rich experience in competition as they met during second division Ethiopia National League and Super League level for several times. But, both of them did not achieve the premier league trophy that is why the researcher wants to conduct this study in these clubs.

Thus, it is worth essential to examine the relationship between these variables and team performance at Ethiopian premier league participant football clubs in Amhara region. The existing research results to date depicted that player-player, coach-player, coach-manager, and player-manager influence team performance positively. However, as to the knowledge and coaching experience of the investigator of this study is concerned, no or little research investigation has been conducted on these variables or insufficient at a premier league level in Amhara region. As far as the present research is concerned, these variables were not thoroughly investigated in a comprehensive manner. It is; therefore, highly indispensable to make a closer investigation as to how these variables interfere with team performance at Ethiopian premier league football clubs in Amhara region.

Interpersonal relationships are part of human development. Researchers should apply a developmental and life-span perspective on interpersonal relationships. The use of a life-span perspective allows sport psychology researchers to investigate how the interpersonal relationship-of football players with coaches looks like. As far as the coaching experiences of the investigator is concerned, there are very few studied conducted whether or not the

interpersonal relationship among coaches, players and managers has an effect on the successful performance of the team in the Ethiopian Premier league participant football clubs. This fact triggered the investigator to conduct this research which is aimed at exploring the interpersonal relationships among the coaches, players and managers.

1.3. Objectives of the Study

This study was attempted to address the following general and specific objectives:-

1.3.1. General Objective

The general objective of this study was to examine the interpersonal relationships among players, coaches, managers and team performance of Bahir Dar and Fasil Kenema Ethiopian premier league football club.

1.3.2. Specific Objectives

In line with the general objective, this study was organized under the following specific objectives.

1. To determine the level of the coach-player, coach-manager, player-player, player-manager relationships, and team performance in Bahir Dar and Fasil Kenema Ethiopian Premier league football clubs.
2. Examine the difference between Bahir Dar Kenema and Fasil Kenema Football clubs in coach-player, coach-manager, player-player, player-manager relationships, and team performance in Bahir Dar and Fasil Kenema Ethiopian Premier League football clubs.
3. To point out the major determinant types of relationships that affect team performance in Bahir Dar and Fasil Kenema Ethiopian premier league football clubs.

1.4. Research Questions

To examine the interpersonal relationships among the players, coaches and managers of Bahir Dar and Fasil Kenema Ethiopian premier league football clubs, the following research questions were formulated.

1. Is there a significant relationship among the coach-player, coach-manager, player-player, player-manager relationships, and team performance in Bahir Dar and Fasil Kenema Ethiopian Premier League football clubs?
2. Do Bahir Dar Kenema and Fasil Kenema Football clubs differ in the coach-player, coach-manager, player-player, player-manager relationships, and team performance in Bahir Dar and Fasil Kenema Ethiopian Premier League football clubs?
3. To what extent the coach-player, coach-manager, player-player, player-manager relationships, significantly predict for team performance of Bahir Dar and Fasil Kenema Ethiopian Premier League football clubs?

1.5. Significance of the Study

The study would support and enrich the interpersonal relationship of players, coaches, managers, and team performance in Bahir Dar and Fasil Kenema Ethiopian premier league football clubs. To this end the significance of the study to:

Serve as a coaching guide line for the football players, coaches, and managers in Ethiopian premier league football clubs. Provide a valuable resource to coaches, players, sport psychology consultants, researchers and other interested parties.

The findings of this study may have a great contribution to add new ideas to the existing knowledge of the coaches, player, and manager related to interpersonal relationship among player, coaches, manager and team performance.

Furthermore, the findings may inspire other researchers to conduct studies on the different aspects of the variables considered in this study. It is beneficial to obtain empirical data about interpersonal relationship of players, coaches, managers and team performance.

1.6. Delimitation of the Study

The study was delimited to Bahir Dar and Fasil Kenema Ethiopian premier league football clubs. There are multitudes of variables that interfere with the successful performance of the team in the premier league football clubs. However, to satisfy the purposes of the current study, based on available related literature, the investigator coaching experience, for the most part, pays due attention and inspect the problems related to interpersonal relationships delimited among players, coaches and managers in Bahir Dar and Fasil Kenema premier league football clubs. This research was also considering the actual team performance of the training season 2019/20 G.C.

1.7. Limitations of the Study

This study was confined to the player, the coach, and manager of Fasil Kenema and Bahir Dar Kenema football clubs, located in Amhara regional state.

A study cannot include and examine all relevant variables at time, due to this fact; this study was limited to assess only the interpersonal relationships among players, coach, and managers on their team performance. In addition, lack of standard documents in our country the study couldn't evaluate against the standard and indicate the minimum level of interpersonal relationships to team performance and the researcher couldn't have sufficient documents regarding player- manager and coach-manager relationships.

On the other hand, the study focused on; interpersonal relationship among players, coaches and managers hence, the findings may not be generalizable and applicable to the other factors for team performance. Because different factors or skills possess distinctive features, they require respective investigations. Besides, the data gathering instrument for players only employing questionnaires due to time and manageability constraints, it could have been good if the interview, observation, and focus group discussions were also conducted to obtain the real picture of the problem.

1.8. Operational Definitions of Key Terms

In this study, for the purpose of clarity and consistency, the following terms were defined:-

Athletes are those persons who are training for performance increment under the supervision of the clubs coaches in specific event and currently playing for Bahir Dar and Fasil Kenema Ethiopian premier league football clubs.

Coach The person who takes care of the coaching and training of a team and who prepares them for performance, i.e. to achieve results. The coach is a specialist in technical and tactical training and in psychological and physical development. His tasks may also be extended, depending on his particular skills.

Interpersonal relationship represents the types of relationships among the players, coaches and managers to enhance clubs' performance as a team and contribute to team success.

Manager The manager is responsible for managing and organizing the club in such a way that the agreed operational objectives are achieved. In addition, he is responsible for the performances of the team and must account for his actions to the club's directors/senior management.

Team performance: refers to the end result of premier league football club determined by the position of clubs ranked on their performance of the entire competition season. To the amount of useful work accomplish estimated in terms of time needed and resources

Premier league refers the Ethiopian highest level football division and compete to participate in African champions' league and confederation cup.

1.9. Organization of the Study

This correlational research was organized in five chapters. In the first chapter, presented the background to this study, it incorporates a discussion about the interpersonal relationships among coach-player, player-plyer, coach-manager, and player-manager in relation to team performance, which was succinctly described. It also comprises the statement of the problem, research questions, general objective of the study, specific objectives, significance of the

study, delimitation of the study, limitation of the study, operational definitions of key terms and organization of the study also described in detail.

Chapter two concentrates on a review of related literature. In this section, relevant research works of both conceptual and empirical analysis was thorough and deeply reviewed so as to support and substantiate the problem and the findings of the study utmost and the missing part that needs to be fulfilled.

The third chapter of this study explains the research methods that include, the research approach, research design, study population, sample and sampling techniques, source of data, data collection instrumentation, method and procedure of data collection, method of data analysis, ethical consideration were discussed in detail.

In chapter four the results obtained in the study and analysis were presented, which investigates the nature of the interpersonal relationship among players, coaches and managers in Bahir Dar and Fasil Kenema Ethiopian premier league participant football clubs. In addition, this chapter portrays discussion of the results with the existing and past research works scrutinized in line with the present findings.

Finally, in chapter five summaries of the study presented, based on the findings, conclusions, recommendations, and directions for intervention affirmed to possible improvement for future research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. History of Football in Ethiopia

The research work of Wondimu and Damen cited in Yasin (2013) states that there are no proper written documents that trace back the start of football in Ethiopia. Yet, Yasin indicates that different foreigners that came from Indians, Italians, Americans, and Armenians have played the game since 1924 in Addis Ababa. On the other hand, Solomon (2009) stated that the first time who introduced football in Ethiopia was the European diplomats and their dependents in the reason for the downfall of the Italians persuaded the rest of Europe to recognize Ethiopia's independence and send representatives to pursue kindnesses from the Emperor Minilik. For that reason, the first football contest was held between these foreigners in who resigned in Addis Ababa in 1924. However, at that time the Addis Ababa people were only watched them when foreigners played football among each other but not allowed to participate football equally with them, because of this the first football team in Ethiopia has been documented as the name called the Addis Ababa selected football team which was established in 1928, by a group of Ethiopians and Armenians (Yasin, 2013).

Consequently, on the first foundation of the AA selected football team (not a club) was playing with the French sailors'/French Navy in Djibouti/ football club. The game ended with 3:1 by Addis Ababa selected football team, for that game the Armenian student who scored the 3 goals for the AA selected football team was Yervant Abraham. Then, the first football club in Ethiopia, the St. George football club was formed in 1936 by some youngsters who lived in an area known as Arada or St, George church community in the capital city of Ethiopia.

Since then football game is being the most popular sport in Ethiopia and diverse football clubs were created and the game was spread to different regions in the country. Even though Ethiopia has not produced some exceptional football clubs that fit on the international level, as well as some skill full individual players, participate in the known world football leagues, that is why not one of the football leading countries in Africa. All football leagues that exist in the country are governed by the Ethiopian Football Federation (EFF) since in 1943. However, before the

establishment of the EFF, there was the regional football league contested among Eritrea, Harar, Amhara, Shoa, and Oromia-Sidamo as part of the Italian occupation during the 1938/39 and 1939/40 competition seasons (Atilabachew, 2014). After a one decade, the EFF affiliated with the associate member of FIFA in 1953 and to the Confederation of African Football in 1957.

Besides, Ethiopia was one of the founders of CAF in collaboration with Egypt and Sudan in 1957 in Khartoum, Sudan. Consequently, Sudan was the first host country for the first tournament of CAF and the participants were Ethiopia, Egypt, Sudan, and South Africa (get out). The finalist of this tournament was Egypt and Ethiopia. Accordingly, Egypt was the first championship of the first CAF tournament. Ethiopia was the host country of CAF tournaments in 1962 (the 3rd CAF), 1968 (the 6th CAF) and 1976 (the 10th CAF). However, Ethiopia was the winner of the CAF only in 1962 or the 3rd CAF competition that held in Addis Ababa and over 31 years ago the team leading by under a previously successful coach Sewnet Bishaw, the Ethiopian National team qualified for the African Cup of Nations in 2013, Yet, Ethiopia has never qualified for the FIFA World Cup (Solomon, 2009).

Then again, Ethiopia is also members of the Council for East and Central Africa Football Associations (CECAFA) and takes part in its competitions. The Ethiopian national team was the 4 times champion of the same CECAFA Cup competition (1987, 2001, 2004, 2005). However, since then, no Ethiopian football team has considered as a best competent to African clubs and has ever won the CAF Champions League or any other international club competitions. According to FIFA (2018), the current world ranked of the Ethiopian football is 150th and 44th in the CAF. This indicated that the Ethiopian football seems below average and requires continuous and successive work of the concerned bodies especially the football professionals (Dagachew, 2019).

For the first time the Ethiopian football league championship competition was held in 1944 that held in Addis Ababa with the five teams represented various communities whose residence was in Addis Ababa, namely, St, George (Ethiopia), Fortitudo (Italy), Ararat (Armenian), Olympiakos (Greek), and the British Military Mission in Ethiopia (BMME, British). Finally, BMME of British defeated Fortitudo of Italy and became the champion of the first Ethiopian football league. Until the Ethiopian Premier League established in 1997 (1997 E.C.), the

Ethiopian former first division league tournament was continued and ending in the founding of the EPL and replacing the top division in the Ethiopian football regulating by the EFF since its formation.

then, the EPL has 16 football clubs that found in different regions of Ethiopia and these clubs contesting among each other in a system of promotion and relegation with the other Ethiopian secondary (Higher League) and tertiary (National) leagues (EFF, 2017).

In other words, the Ethiopian football premier league has been an annual competition since the 1997-98 seasons with St, George FC arises as the country's foremost clubs at this time with 14 titles. The EFF has followed the English Premier League types of competition that is a double round-robin system. Accordingly, all the Ethiopian football leagues (Premier, higher, and national or 1st leagues) throughout the competition season each football club plays the others twice, once at their home stadium and once at that of their opponents' pitch, for a total of thirty games. In this regard, football clubs receive three points for a winner of the game and one point for a draw of the game. On the other hand, no points are given for a loss of the game. Besides, teams are ranked by total points, goal difference, and then goals scored at the end of the annual competition season. Accordingly, the three bottoms positioned teams are demoted into the Ethiopian Higher League and the top two teams are participated in Africa champions' league and African confederation cups (Bereket, 2011).

2.3. The Concept of Interpersonal Relationship

The research work of Cockerill (2002) defines an interpersonal relationship as the situation in which two people's emotions, thoughts and behaviors are interconnected. Likewise, Jowett and Meek (2000) applied this to a coach-player 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 player, the quality of this relationship would have a great impact on the possible consequences for both the player and the coach, for example performance, self-worth, motivation and enjoyment.

2.4. Interpersonal Relationships in Sports

A team's performance in any sport may be predicted by many factors including team collective efficacy, team cohesiveness, coaching competency, competitiveness, athleticism, and years together. In team sports, Manning (2007) argues that understanding the impact that different factors have on a team's performance can be used to increase the likelihood of a successful outcome or better performance. Furthermore, understanding the relationships among key factors should increase the ability to successfully utilize team strengths and offset weaknesses, ultimately better impacting whether a team succeeds or fails.

According to Poczwardowski, Barott and Henschen (2002) outlined five fundamental approaches used in studying relationships in sports from a psychological perspective: psychodynamics and personality-focused, behavioral, cognitive, social psychological, and interactional approaches, each associated with interpersonal behavior, yet targeting a different set of variables from the individual unit of analysis.

Engaging interactional approaches, the importance of understanding the interrelationships among these factors lies in the idea that there are no single predictors of successful team performance in the sport psychology literature, and within the last decade more and more factors are being identified. As such, researchers raise the necessity to investigate how each factor contributes to overall team performance so that more effective strategies can be used to advance interpersonal relationships within football clubs to positively affect club performance (Manning, 2007).

In understanding factors that contribute to team performance, these factors have been framed in different structures. The research work of Sauer (2017), argued that head coaches, managers, and other persons in charge, have learned that it is not only the physiological, but especially the psychological structure of a sports team that needs to be monitored constantly.

The concept of group structure describes the different patterns of relationships that exist in groups and helps us to identify the features common to them all (Shaw, Gorely, & Corban, 2005). In this context, a sports team is 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.

Basically, the structure of a sport group is classified into its physical structure and its psychological structure. The physical structure describes the whole organization, and composition of a group. It includes the leadership hierarchy of the sports group, but also the complete administrative and formal effort. In instances like organized sport teams, individuals come into a situation where the specific organized structure is in place (Carron & Eys, 2012). The nature of the sport has usually established through rules, while other factors like the organization and administration of the team has evolved through traditions and the team's culture. In the past, research of the physical structure in sport teams mainly focused on the individual capabilities of its team members. However, sports history has proven, that the performance of a team cannot be measured by summing up the individual abilities of each player.

While the physical structure of a sports team consists of variables that can be controlled and held constant, - like team size or rules - the psychological structure of a team contains several variables that need to be monitored constantly to ensure maximum group performance (Carron & Eys, 2012).

The previous researchers tried to list types of interpersonal relationships in terms of relational contexts of interaction and the types of expectations that communicators have of one another (Doyle, 2005).

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.

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.

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.

A. Team Performance

Every coach and team manager intends to create a team culture, which promotes positive energy and provides team members with a comfortable feeling. Finally, it is the team's psychological structure that influences each aspect of the team's atmosphere and experience. Interaction and communication are basic processes in every group (Sauer, 2017).

Team performance is the foundation of sport psychology and significant research has been conducted on improving team performance over the last half century. Research has shown the importance of cohesion on team performance and the impact that both a collective efficacy and coaching competency play on team performance. (Manning, 2007,) Accordingly, the relationship between cohesion and performance has been found to be positive with research showing that high levels of cohesion in teams are a predictor of better team performance. This finding is one of the most important findings in sports psychology literature because of its impact on coaching, performance, and group dynamics.

It is perhaps surprising then that, historically, coaching has been preoccupied with merely enhancing players' physical, technical and strategically skills (Miller, Salmela, & Kerr, 2002) Now that the coach- player relationship is recognized as the foundation of coaching and a major force in promoting the development of players' physical and psychological skills,

coaches' ability to create perfect working partnership with their players becomes paramount. The question is 'what makes the ideal coach-player relationships'?

Every head coach or manager of a sports team intends to maximize group performance. One of the most famous and accepted maxims is that the best players make the best team. However, sports history has shown that simply summing up the individual abilities of team members does not maximize group performance, as a champion team would rather defeat a team of individual champions. Understanding the group process-interaction is of utmost importance in order to describe group performance (Sauer, 2017)

Analysis of the player-coach relationship can be undertaken with attention given to varying units of analysis (Poczwadowski et al., 2006). These units are: (a) behavior (or actions; e.g. giving feedback, inquiring about a young player with his or her parent); (b) individual (or person; e.g. personality traits, perceptions, motives, needs); (c) inter-individual (or interpersonal; player-coach dyads; e.g. degree of coach-player compatibility); (d) group (or team; e.g. type of leadership, interpersonal roles), (d) institutional (e.g. norms and values of collegiate vs. professional sports); and (f) cultural (collective traditions, norms, and values from local to national; e.g. cross-cultural differences).

Interpersonal relationships are a critical factor in every kind of group. According to McGrath (1984, p.7) "groups are those social aggregates that involve mutual awareness and potential interaction". Therefore, asking questions about the importance and effect of interpersonal relationships in sports groups is logical.

This renewed research and practice focus has recognized the importance of the impact of interpersonal processes on the quality of players and coaches' personal experience and athletic performance (Jowett & Cockerill, 2003). Interpersonal relationships are often complex, dynamic multifaceted, and reciprocal.

Interpersonal relationships can be viewed as a dynamic product of social interaction in which interpretations and meanings are actively negotiated by social actors (Poczwadowski, et al. 2006). Interpersonal relationships usually involve some level of interdependence. People in a relationship tend to influence each other, share their thoughts and feelings, and engage in activities together. Because of this interdependence, most that change or impact one member

of the relationship will have some level of impact on the other member.

Poczwardowski, Barott, and pergoy (2002) have suggested that the specific focus on coaching behavior or coaching knowledge has resulted in the intricacies and the dynamics of the relationship between coach and player being largely ignored. Furthermore on interpersonal relationships in sport as extensive, but fragmented, they argued that it does not yet constitute an integrated body of knowledge. Researchers suggested that more research on the coach player relationship is required to further elucidate our understanding of how coaches and players combine to succeed in elite sport.

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 players' and coaches) is that you will be the person with this knowledge (Solomon, 2013). Commitment/time for the role of the team manager will vary depending upon the nature of the competition/event, but would involve planning and preparation in advance and then attendance at competition/event as appropriate. Additional time commitment may be required in preparing reports/ evaluations post event.

Given the strong influence between coaching and player enjoyment, sport involvement, skill development, performance, motivation and attraction discussed above, and existing evidence that the relationship between players and their coaches are often in need of improvement (Lorimer & Jowett, 2009). d' Arripe- Longueville et al. (2001) examined coach-player interactions in elite archery and found that the coach's and players' collective courses of action were characterized by cooperation within the coach-player dyad that was immediate, due to shared perceptions, or was constructed through negotiation. These findings showed that the coach-player relationship at the elite level was marked by a combination of social and collaborative interactions aimed at achieving a common goal.

B. Coach-player Relationships

A good coach will provide increased motivation and competence for players (Boardley, Kavussanu, & Ring, 2008). According to them, the coach's effectiveness allows players to gain positive outcomes in performance, enjoyment, self-esteem and their perceived ability.

The participants included English rugby players at varying levels of competition (recreational to professional). The participants completed surveys (the coaching efficacy scale, the intrinsic motivation inventory, and sport commitment) regarding coaching effectiveness and reported that when their coach had a higher self-efficacy about his or her coaching abilities, the coach player relationship was better. The improved relationship due to effective coaching behaviors led to positive outcomes for the players; including better performances, more enjoyment, a higher perceived ability, increased confidence and greater self-efficacy in their players.

Weiss, Amorose and Wilko (2009) reported that coaches who created an environment for players that emphasized effort, persistence, and improvement positively influenced player's emotional reactions, self-perceptions and motivation. Their participants included female soccer players from nine high schools, who completed questionnaires including coaching perceived behavior scale, motivation orientation in sport scale and an enjoyment scale. The study also concluded that coaches who provided positive and informational feedback improved player's competence, enjoyment and motivation, which was crucial for players continued participation and improved performances. In addition, the positive and informational feedback created a stronger desire and effort in achieving challenging and mastery experiences in players. Therefore, coaches play a vital role in enhancing the lives of players.

Similarly, Gillet, Vallerand, Amoura and Baldes (2010) found that perceived autonomous support from a coach was positively related to motivation of players. Their participants included French male and female Judokas who completed surveys such as the perceived autonomy support, situation and contextual motivation. Results indicated the support from the coach may increase a player's self-determined motivation and may indirectly influenced sport performance (Gillet et al., 2010). Performance. In addition, the authors found when coaches considered players opinions in sport and acknowledged their feelings, player's motivation increased and thus also influenced.

Jowett and Cramer (2010) reported that how players view their physical self is directly associated with the relationship between them and their coach. The study used questionnaires from 87 elite players varying from track and field to water polo. Results from the

questionnaires suggested the more meaningful a player's relationship with their coach was related to the player having a higher perception of themselves in body shape, mental competence, skill ability, physiological competence and overall performance. Therefore, a meaningful and supportive coach-player relationship impacts how a player believes in themselves and their ability to perform in their respective competitions (Jowett & Cramer, 2010).

Furthermore, Jowett and Cramer (2010) reported that the coach-player relationship, not the parent-player relationship, was the only significant relationship that could predict the player's description of self. Moreover, if conflict occurred within the coach-player relationship, the player often had negative perceptions of their physiological competence and overall performance. Also, a study investigating self-efficacy as a predictor of performance in gymnasts reported that coaches appear to be the best predictor of competition performance and self-efficacy in the players (Lee, 1982). Therefore, the coach-player relationship seems to be the best indicator of a player's perception of self, how motivated he or she is and how he or she will perform.

Jackson and Beauchamp (2010) reported from their semi-structure interviews with 12 international-level dyads, six player-player and six coach-player, that other people's perceptions play a role in an individual's confidence and self-efficacy, physiological and affective states and the experience of emotions. Furthermore, the authors state that players tend to be highly self-efficacious when they feel prepared for competition. Coaches who display positive signals, such as remaining calm, provide optimistic communication and positive body language; display a positive vibe to their players. The authors also concluded that when a coach or player believed the other was confident in their ability, he or she was more confident in their own ability and the relationship had greater satisfaction (Jackson & Beauchamp, 2010). Also, coaches who displayed a higher level of their own self-efficacy influenced the player to have a higher confidence and self-efficacy.

However, a study conducted by Keegan, Spray, Harwood and Lavallee (2010) found both coaches and parents were both highly influential on player's motivation. In the study, participants included 79 adolescents who were interviewed in 12 focus groups, with questions related to coach, parent and peer influence on their motivation (i.e. persistence,

effort, focus, and enjoyment). Results indicated both coaches and parents influenced players through verbal feedback and behavioral reinforcement of the participants. Positive feedback consistently increased motivation while negative feedback either undermined motivation or provided an increase in motivation by a desire of proving their parents or coaches wrong. The coaching style also had a direct influence on the player's motivation (Keegan et al., 2010). Coaches who give equal treatment, were perceived as fair, and provide a one-to-one coaching were reported as a positive influence on player's motivation.

C. Interpersonal Communication

Interpersonal communication is a dynamics, interdependent process in which two people's emotions, thoughts and behaviors are interconnected. 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 coach's instruction or coach remains expressionless on the sidelines after an athlete's error, communication is occurring.

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

Third, communication is complex. It involves the interplay of both individuals' perceptions of self, other and relationship. There are two prevailing definitions of interpersonal communication; one is contextual and the other is developmental. The contextual definitions define how interpersonal communication differs from other communication context (example. Small group, public or mass communication) and other communication processes (example. Close proximity, immediate feedback). However, the contextual definition does not take into account the relationship between the interactants.

The developmental definition 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.

In a nutshell, interpersonal relationships has been shown to be important in determining the quality and success of an player's sporting experience and can be perceived as a positive or negative influence on players' careers, performances, preparations, and training processes (Poczwardowski et al., 2002). Therefore, if researchers are able to find ways to improve this relationship between coaches and players, it is reasonable to assume that players will not only play sports longer, but enjoy them more and play them at a higher level to improve team performance.

In this vein, the current study aspires to determine most salient factors of these relationships to maximize team performance.

2.5. Coach-Athlete Relationship

Altıntaş and Bayar (2016) revealed that the relationship between coach and athlete was a major challenge for team performance and coaching in competitive sports. This relation affected team performance and success also coaching skills and experience was really significant determinants in sport. However, there is a lack of comprehensive knowledge vis-à-vis the challenges of the coach-athlete relationship that are developed in Ethiopian premier league football clubs and how players and coaches believe these challenge transfer to different skill domains and successful performance of the team and coaching outcomes.

A coach needs to improve his/her team performance and possess insights in a variety of circumstances while undertaking a numerous number of tasks, but the main role is to develop and improve the performance of teams as a whole and individual (Mesquita, Isidro, & Rosado, 2010).

However, when they are applying for their own roles, the coach may face challenges for coaching to develop the performance of football teams and individual players. Among, many kinds of coaching challenges the coach-athlete relationship maintenances are the significant impact on the successful performance of coaching and the team (Kebaili & Suissi, 2016). The interpersonal dynamics between the coach and the athlete are crucial to the team performance (Jowett & Duda, 2008). Consequently, research in this area stems from the need to build a systematic, comprehensive, and empirically grounded body of knowledge that contains practical applications for coaches and athletes (Jowett & Poczwardowski, 2007).

2.6. Coach-Athlete Relationship and Team Performance

The research work was conducted by Stewart et al. (2012) entitled "The relationship between coaches' leadership, the coach-athlete relationship, team success, and the positive developmental experiences of adolescent soccer players at the University of Wollongong, Northfields, Australia".

The results showed that the coach-athlete relationship has a moderate positive correlation with developmental experiences on team performance. However, this study has a limitation of discussing the maintenance of the

coach-athlete relationships and which strategy is the most predictor towards being successful in the performance of the team and also the study was conducted adolescent soccer players that cannot be generalized to the coach-athlete relationship has a moderate positive correlation of team performance in premier league football clubs.

In this respect, Rhind and Jowett (2012) stated that inadequate relationships between the coach and athlete can develop and conflict can occur. This may affect the performance of the team. So that, as the coach it is expected to identifies problem areas and assess relationship issues between the coach and athlete. Having adequate conflict management skills allows for coaches and athletes to remain focused on high-pressure competition and training. Thus, it is important that we accept an understanding of effective relationships and ways to resolve conflicts (Jowett, O'Broin, & Palmer, 2010). Nevertheless, the researchers have only judged the effect of conflict management and they ignored other standard measurements of an effective relationship between the coach and players for

sustainable success to team performance (Rhind & Jowett, 2012). A successful coach is not only focusing just giving training on the technical, tactical, and physical development of players but also they require giving more emphasis for mentoring the team to become successful performance and human beings (Vallee & Bloom, 2005). It is similar to Nicholls and Perry (2016) that many of the world's popular coaches are committed to teaching their players to excel not only in athletics but also in psychological issues as well like positive coach-athlete relationships. As well as, successful coaching is about much more than just the computable aspects of training and games, but they do in advance training the way to enhance coaching less quantifiable factors such as motivation and coach-athlete relationships (Garcia-Mas, et al., 2010 & Jowett, 2017). However, there is still a need for more research that is focusing on relational issues between coaches and their athletes, and how it affects athletes and team performance in sport (Yang & Jowett, 2012). The current study will be discussed and pointed out the maintenance strategies of quality coach-athlete relationship towards being a successful performance in Ethiopian premier league football clubs.

Rhind and Jowett (2010) measured the use of conflict management, openness, motivational, positivity, advice, support, and social network strategies for the relationship between the coach and athletes and the findings were argued that both openness and social networks were significant predictors of direct closeness for coaches and athletes towards the performance of the team. Motivational strategies were only found to play a significant role in athletes whilst support was a significant negative predictor for coaches. Conflict management, positivity, and advice, strategies were not significant predictors of direct closeness for coaches and athletes. The implications of these findings are considered along with some suggestions for further research because the researchers were not examined in different types of professional sports specifically. It is feasible to assume, for instance, that the current study has tried to examine the quality of the coach-athlete relationship maintenance strategy specifically in Ethiopian premier league football clubs related to team performance.

The coach-athlete relationship, for instance, Jowett and Chaundry (2004) have shown that positive athlete outcomes such as team cohesion may be better predicted by coach leadership behaviors in conjunction with the athlete's perception of the coach-athlete relationship. This is consistent with suggestions that coaches' leadership aimed at facilitating positive outcomes for team performance may best be conceived of as in the corporation both coach behavior and the

coach-athlete relationship (Vella, Oades, & Crowe, 2013). Such suggestions are complemented by qualitative research which shows that the coach-athlete relationship was a necessary tool for youth sports coaches used to facilitate the development of life skills (Gould et al., 2007). Furthermore, (Vella et al., 2013), it is hypothesized that the perceived quality of the coach-athlete relationship will provide the most reliable prediction of positive developmental experiences during sports participation.

However, the authors have not elaborated the dimensions of coach –athlete relationship related to the performance. Previous research has indicated that; coaches are acutely aware of this and that they demonstrate care for their athletes and reflect a desire to maintain the coach-athlete relationship through reciprocal respect. Similarly, in her extensive work on coach-athlete relationships, Jowett (2007; 2009) has emphasized how a healthy relationship and mutual understanding will benefit both sides while also contributing to better team performance. Traditionally, the coach-athlete relationship has been one of the coach power and athlete respects that observed in different sports. But, studies have continually shown that the coach-athlete relationship is the consultant of both players and coaches for the enhancement of capabilities that allow players and coaches to be successful in the sport coaching process (Vella et al., 2013). On the other hand, the quality of the coach-athlete relationship is not only based totally on the team performance but rather it is also the core aspects of the foundation of coaching success (Jowett, Yang & Lorimer, 2012; Hampson & Jowett, 2014).

Research supports the notion that the coach and the athlete intentionally develop a relationship over time that is characterized by a growing appreciation and respect for one another as individuals (Rhind & Jowett, 2012). And yet, research conducted in this area is limited (Gilbert & Trudel, 2004). However, the current study may have a great contribution to indicate the coach-athlete relationship maintenance strategies towards being a successful performance of players, team, and coaching.

Arguably, a local study conducted by Solomon (2013) examined the coach-athlete relationships as factors of team performance in Mekelle Kenema FC; the result of the study was players agree with their coaches on treating equally and fairly to players. However, the researcher was not discussing the quality of the coach-athlete relationship maintenance strategies for sustainable performance of the team (Vieira et al., 2015) and evaluated only a single variable in a single football club, this cannot be

generalized to the whole premier league football clubs in Ethiopia and also the study was not utilized the standardized questionnaires, the number of participants and the design of the study were not appropriate.

The other gap in the study has not examined the major dimensions of the coach-athlete relationships and did not show which factor is the most significant and determinant to maintain the quality of the coach-athlete relationship in relation to team performance that differs with the current study was conducted two Fasil and Bahir Dar Kenema Ethiopian premier league football clubs on the four independent variables (player-player, coach-player, player- manager coach-manager). So that, the current study filling the gap of the previous studies by investigating the relationship among coach, player and manager relationship and team performance in Ethiopian premier league football clubs.

It is therefore important to educate both athletes and coaches at all levels of participation in the vital role played by effective coach-athlete relationships in their ultimate team performance and satisfaction (Jowett, 2007; 2009). Therefore, winning is not considered or explicitly mentioned by coaches as a crucial measure for coaching effectiveness (Bennie & Connor, 2010), yet the majority of coaching performance measures in existence consider this as one of the only key performance indicators. However, a strong coach-athlete relationship is associated with high levels of team performance and satisfaction (Gordon, 2009). This prediction implies that coaches are prime candidates for good relations with athletes because of their relatively high levels of the role of being successful in the performance of the team.

According to Carroll (2010), successful coaching is more than simply teaching offensive and defensive systems of play. Performance often depends on the development of rapport with one's players so that the relationship between coach and players plays a vital role in team performance. Also, the coach-player relationship was perceived as an important factor in building a strong elite team (Baker, Yardle, & Côté, 2003). However, one of the challenges of coaching a team sport is creating a positive team environment in which athletes work and stick together to achieve the team goals. These ensure that every player on the team exhibits positive behaviors (Wang & Straub, 2012). Besides this, the coach-player relationship is one, if not the most important ingredient for success because of the coach's impact on his team performance (Jowett & Clark-Carter, 2006).

Karpel (2006) investigated the coach-athlete relationship in basketball, the study found that there was a strong connection between the coach and athletes and its leads to the successful performance of the players and coaching (Felton & Jowett, 2013; & Vella et al., 2013).

However, the study was not examined in the in the dimensions of the coach-athlete relationship and not pointed out that which one of them is a strong determinant factor maintenance strategies of the coach-athlete relationships towards being successful in the performance of the team and also the study has only investigated the relationships of the coach and the athlete on the perspective of the coach, ignored the perception of athletes on it. On the contrary of this, the current study has examined the coach-athlete relationship maintenance strategies on players' perspectives in relation to team performance.

In addition to the above point, Nicholls and Perry (2016) claim that the dimension of the coach-athlete relationships are more important to coaches than athletes through the coaching process and having a fundamental impact on coaching effectiveness, team performance, and athlete satisfaction, as well as the accomplishment of the coach and players' roles. If the coach does not consider the interpersonal dimension of the coach-athlete relationships in sports, there is potential for the quality of coaching and team performance to break down, which ultimately may influence the effort, interest, and motivation of the athletes.

In support of this, Sagar and Jowett (2012) explained that the relationship between a coach and athlete increases the likelihood of developing feelings of closeness and improving the athlete's perception of the coach. These forces may have a considerable effect on the overall performance of the team (Bennie & O'Connor, 2010). However, the researchers were not indicated that the quality relation affects the successful coaching and may lead to success in team performance (Buckham, 2013). In this respect, the current study would examine the effect of the dimensions of the coach-athlete relationship maintenance towards being successful in the performance of the team in Ethiopian premier league football clubs.

The problem facing the football coaching activity today is the lack of empirical research supporting the positive relationship between the coach and players. In fact, research on the coach-athlete relationship looked at athletes' perceptions of the quality of the coach-athlete relationship (Olympiou, Jowett, & Duda 2008; Jowett, 2009; Rhind & Jowett, 2012; Yang &

Jowett, 2012), however few studies attempted to examine perceptions of relationship quality from both the athlete and the coach (Jowett, 2006). Because of this, few studies and the gap of the research work regarding the maintenance strategies of the coach-athlete relationships on the perception of both the coach and athlete-related to team performance the current study has examined the issue to fill the gap of the prior research works.

The research works of Gould et al., cited in Flores (2013) indicated that the quality of the coach-athlete relationships in sport does not always place on the coach, players also accountable and a significant contribution to team performance, whether good or bad quality relations in between the coach and athlete and this may contribute to negative team performance during competition. Consequently, Jowett, Broin & Palmer (2010) hypothesized that athletes in a functional coach-athlete relationship will relate positively to adopting mastery-approach goals and managing the existence of conflict, support every athlete, adopt openness, advice and be positive and motivated throughout the training and competition season for maintaining the quality of the coach-athlete relationship towards the team performance (Rhind & Jowett, 2012). In support of this author, the current study has examined the quality of coach-athlete relationship maintenance strategies for the sustainable performance of the team in Ethiopian premier league football clubs.

Coaching at any level is interpreted much more as a partnership between coach and athlete rather than a dominant hierarchical power relationship. This paradigm shift in the way high-performance coach-athlete relationships are construed and function has been reported in the literature (Mallett, 2005; Davis & Jowett, 2014; Hodge, Henry & Smith, 2014). Nonetheless, this collaborative approach to the relationship between coach and athlete at the elite level has not been commonly reported and especially in terms of contributing to successful performance outcomes and sustainable quality maintenance strategy of coach-athlete relationship with higher league football clubs. However, the current study may have great contribution to maintain the quality and fill the gap in relation to the correlation between coach-athlete relationships and team performance in Ethiopian premier league football clubs.

Indeed, various scholars have identified that developing an appropriate coach-athlete relationship is essential and beneficial in the athletes' development process. It has been identified, however, not limited, to have positive effects on individuals' collective efficacy (Hampson & Jowett,

2014), in preventing dropout and burnout of young athletes from organized sports (Rottensteiner et al., 2015; Isoard-Gautheur et al. 2016), in enhancing athletes wellbeing (Davis & Jowett, 2014), on athletes desired physical performance (Jowett, 2007).

However, in the predisposition to elicit the identified benefits, optimal interpersonal communication pathways inside the coach-athlete dyad need to be chosen and well-formed (Malley et al., 2014).

Nevertheless, most previous studies have not been pointed out that which of the coach-athlete relationship dimension is strongly determine on the positive effect of the team performance and measuring the coach-athlete relationship maintenance strategies (Rhind & Jowett, 2012). So that, the current study was evaluated the COMPASS model and examining the coach-athlete relationship maintenance strategies (Rhind & Jowett, 2010; 2012) and which pointed out that which maintenance strategy is a greatly determined or positive effect on the coach-athlete relationship towards being the successful performance of the team.

Likewise, Jowett (2017) survey the large literature on this topic that circles around the idea of one key factor to successful performance in sport was the quality of the relationship between coaches and athletes. In this research, the researcher proposes that the coach-athlete relationship was at the heart of team performance. However, Jowett was explored the significance of the coach-athlete relationship to team performance qualitatively but not examined the standardized dimensions of the coach-athlete relationship to team performance quantitatively on Amhara premier league football clubs. Thus, the aim of the present study was to examine and explain how the quality of the relationship between coaches and athletes develop and maintain over the course of their sporting partnership alongside coaches and athletes' knowledge and team performance in Ethiopian premier league football clubs quantitatively in the perspectives of players.

There has been a substantial amount of former academic research concerning the nature of the coach-athlete relationship with the purpose of how to maintain the relationship, and the positive consequences of the relationship. One recent study (Weinberg, Butt & Culp, 2011) conceded out with 10 National Collegiate Association (NCAA) head coaches from a variety of sports discovered mental toughness qualities from the coaches' perspective. The study mapped out the different strategies used by the coaches to develop tough athletes. According to the study, the

formation of a positive atmosphere between the coach and athlete was an essential component when building the qualities of mental toughness. These attributes of mental toughness were also directly related to athletes', coaches and team performance.

Nonetheless, the researchers were not examined the issue on the perspectives of players, the study had a gap by examining the linkage of mental toughness to coaching performance and they had not carried out the other psychological attributes of quality coach-athlete relationship maintenance strategies like conflict management, openness, motivational, positivity, advice, support and social network. Therefore, the current study was examined the positive outcomes of the coach-athlete relationship on the perspective of players in different standard dimensions towards team performance in the football league. According to Vieira et al. (2015) explored perceptions of the coach-athlete relationship in between medalist and non-medalist Under-18 volleyball players. The results showed that the medalist players were closer and have a good relationship with the delegated volleyball coach. However, the authors have not examined the quality of the coach-athlete relationship maintenance on the perspectives of coaches and the result of Under-18 volleyball players cannot be generalized to the professional players in different sports.

Contrastingly, Rhind and Jowett (2012) suggested that developing and maintaining coach-athlete relationships that are both successful and effective while developing coaches and athletes with optimal levels of performance, satisfaction, and personal development. Similarly, the current study will fill the gap of the study by examining the quality of the coach-athlete relationship maintenance strategies on the perspectives of both the coach and players in Ethiopian premier league football clubs.

CHAPTER THREE

RESEARCH METHODS

3.1. Research Approach

This study follows quantitative approach as it attempts to examine the interpersonal relationships among the players, coaches and managers of Bahir Dar and Fasil Kenema Ethiopian premier league football clubs. The types of relationships were quantified and that may appear significant predictors of team performance were revealed in this approach.

3.2. Research Design

So as to achieve the objective of this study, correlational research design was employed. In this section the researcher centered on detecting and describing relationships among the variables. All of the techniques blanketed here are based totally on the correlation. Correlational techniques may be used to determine the interpersonal relationship between pairs of variables (correlation) predict scores on one variable from scores on any other variable (linear regression) and predict scores on a dependent variable from ratings of a number of independent variables (multiple regressions). The design proved vital for analyzing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions and past research (Creswell, 2012). In category with the correlational design, a predictive correlation design was employed in this study to examine the interpersonal relationship of players, coaches and managers in Bahir Dar and Fasil Keneam Ethiopian premier league football clubs. Taking to this account, predictive correlational was the most appropriate research design to address for this particular research.

3.3. Population, Sample Size and Sampling Techniques

The target population of this study was Bahir Dar and Fasil Kenema premier league football clubs. There are two premier league participant football clubs in Amhara National Regional State (Bahir Dar and Fasil Kenema). Then the researcher decided to take both clubs. The study also included all of the members of each club players, coaches, and club managers. The

total population of this study was fifty-eight (fifty players, six coaches, and two managers). The researcher has been taken all the members of the team because it was manageable to control. Therefore, coaches, players, and club managers were taken as the sample of this study by using available sampling technique, because the researcher considered all the members of the club and as their size was manageable.

3.4. Source of Data

Primary, the quantitative data was collected from the Ethiopian premier league participant; Fasil Kenema and Bahir Dar Kenema Football club players, coaches and managers. In this research, the primary data was secured using the scale questionnaire of coach-player, coach-manager, player-player, and player-manager relationship filled by players. Moreover, coaches and managers were also consulted as a primary source of data that was collected through questionnaires.

3.5. Data Collection Instruments

In order to collect the necessary data, the researcher was used a questionnaire as a data collection instrument.

Questionnaires were used as the quantitative data collection instrument. According to Field (2013), questionnaires are relatively easy to construct, quick and versatile, and appropriate for collecting a large amount of data at a time. Questionnaire was the principal data collection instrument for the present study.

The data collection instruments designed by the first seven items were self-made and others twenty items adapting from standardized questionnaires from researchers (Nicholas et al., 2014) that already checked the content validity based on related literature from the international standards after extensive review of the literature like interpersonal relationships adapted from the American context was used to measure the level of interpersonal relationships. This instrument consisted of 27 items and distributed to fifty players, six coaches and two club managers. The questionnaire items for this study were close-ended with a five-point agreement Likert scale from 1 (strongly disagree) to 5 (strongly agree). The items of this questionnaire seem to be

appropriate for knowing the level of the interpersonal relationships. This interpersonal relationship questionnaire of Nicholas et al. (2014) appears to have appropriate high reliability and validity.

3.6. Procedures for Data Collection

The questionnaire designed was dispatched to other similar club players, coaches and managers for piloting the reliability to the instrument. Though standardized and being used across the globe, the questionnaire was checked for its reliability and match with contextual realities of those clubs and adapted. The questionnaire finalized based on the results of the pilot test.

First, for the actual data collection, the researcher was taken admission letters from the concerned authorities and prepares a program with the clubs about the appropriate time to get the players in the study. And the data were collected from genuine respondents.

The researcher was made the objectives of the study clear to the entire sample respondents at the questionnaires on the purposes of the data collection. Besides, informed consents were sought from every participant before data collection begins. Then, the researcher has distributed the questionnaire to the study participants and collects the data on the scheduled time through direct contact with the participants.

3.7. Methods of Data Analysis

The different types of interpersonal relationships within clubs constitute major pillars of the questionnaire. The data collected through questionnaire was entered into and analyzed using Statistical Package for Social Sciences (SPSS) version 25.

The level of the coach-player, coach-manager, player-player, player-manager relationships in Ethiopian Premier League football clubs were analyzed by using correlation. Differences between Bahir Dar Kenema and Fasil Kenema Football clubs in terms of the coach-player, coach-manager, player-player, player-manager relationships, and team performance in Bahir Dar and Fasil Kenema Ethiopian Premier League football clubs were analyzed using independent samples t-test. Moreover, multiple linear regressions used to determine the type of relationship (coach-player, coach-manager, player-player, and player-manager) as

significant predictor of team performance of Ethiopian Premier League football clubs. The level of statistical significance for the study was set at $p \leq 0.05$.

1.8. Ethical Considerations

Ethical considerations include issues of harm, informed consent, deception, privacy and confidentiality of the data sources. All these ethical issues were carefully considered in the process of this study. Also, informed consent of the participants was obtained to assure their voluntary participation. The aim of the study, benefits and risks of participating in the study was discussed before the actual fill-in questionnaires. Study participants were not asked to disclose their names to protect their anonymity.

The participants were also informed that the information they provide would only be used for the study purpose and that it could not be given to a third party. In addition, the researcher ensured confidentiality by making the participants anonymous, respect the rights of the participants, strongly keep the secret of respondents, honor the requests and restrictions of the research site, report the research fully and honestly, the informed consent agreement was prepared and signed by all participants before the data collection.

3.9. The Pilot Study

The interpersonal relationship of player, coach, and manager were piloted to increase the reliability and validity. The pilot study of this work was conducted at one club that representing one region which was found in DEBUBE (Wolkettie Kenema Football Club), was chosen by random sampling technique. Since the target league level for the main study was a premier league, the pilot study too considered players on the same league level.

Table 1

Reliability Index Coefficients

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Player-player	.991	.992	(5)
Player-coach	.996	.968	(5)
Player-manager	.974	.975	(5)
Coach-manager	.992	.932	(5)

The above table 1 indicated that the reliability (r) values of the four adapted standardized questionnaires were considered excellent and suggested quite a strong relationship among the items and it was reliable.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

In this part of the study, the results obtained from fifty players, six coaches and two managers of the two clubs using questionnaires. More specifically, using data from questionnaires, the study examined interpersonal relationships among the two premier league football clubs in Bahir Dar Kenema and Fasil Kenema Ethiopian premier league Football clubs. Analysis of background information of players, managers and coaches as well as analysis of questionnaire responses of players, managers and coaches are made in this section.

4.1. Results

4.1.1. Demographic characteristics

The questionnaire consisted of item up on as their age group, years of experience and level of commutative experience, self-opinion concerning the interpersonal relationships among players, coaches and managers of both teams had filled the questionnaire. The results are summarized in the following table 1.

Table. 2.

Number of study participants

Participants	Bahir Dar Kenema (N)	Fasil Kenema (N)	Total (N)
Players	23 (100%)	27 (100%)	50 (100%)
Coaches	3 (100%)	3 (100%)	6 (100%)
Managers	1 (100%)	1 (100%)	2 (100%)
Total	27 (100%)	31 (100%)	58 (100%)

About one-third of the participants in the study are aged 20-23. This will help clubs to obtain players who can be coached and cultivated for maximum team performance and success. On the contrary, only 14% of the team members, including coaches and managers have ages greater than 33.

Table 3.

Age group of Participants

Participants	Bahir Dar Kenema (N)	Fasil Kenema (N)	Total (N)
20-23	9 (33%)	11 (35%)	20 (34%)
24-27	8 (30%)	7 (23%)	15 (26%)
28-32	6 (22%)	9 (29%)	15(26%)
Above 33	4 (15%)	4 (13%)	8 (14%)
Total	27(100%)	31(100%)	58(100%)

4.1.2. Level of the study variables

The first purpose of this study was to compare whether or not there exists a significant difference between the calculated mean and the mean test values of player -player, coach- player, coach-manager, player-manager and team performance. To do this, one sample of t-test computed and the results were presented in Table 4.

Table 4.

Level of the study variables

Variables	N	Mean	Std. Deviation	t	df	Test	
						Value	sig
Player-player	58	3.7363	.70935	11.744	56	3	.001
Player-coach	58	3.5022	.48786	11.647	56	3	.001
Coach-manager	58	3.7997	.41074	22.027	56	3	.001
Player-manager	58	3.4063	.49306	36.570	56	3	.001
Team performance	58	3.4361	.86825	40.109	56	3	.001

*. The mean difference is significant at the 0.05 level.

A one sample t-test was conducted to compare the calculated mean and the mean test values of interpersonal relationship among player-player, coach-player, player-manager, coach-manager, and team performance in Bahir Dar and Fasil Kenema Ethiopian premier league football clubs. There was a significant difference between the scores for the calculated mean value of player-player ($M=3.736$, $SD=.7093$); $t=11.744$ $p=.001$ and the mean test value which was 3. These results show that Ethiopian premier league football clubs player-player relationship is above average as perceived by football players. Similarly, there was a significant difference between the scores for the mean value of player-coach relationship ($M=3.5022$, $SD=.4878$); $t=11.647$, $p=.001$ and the mean test value which was 3. The results suggest that the player-coach relationship in the Ethiopian premier league football clubs is above average as reported by players-coach. On the other hand, there was a significant difference between the scores for the mean value of coach manager ($M=3.799$, $SD=.4107$); $t=22.097$, $p=.001$ and the mean test value which was 3. These results suggest that Ethiopian premier league football club coach-manager relationship was at an above average level. The results of one sample t-test indicated that there was a significant difference between the scores for the mean value of player manager ($M=3.406$, $SD=.493$); $t=36.570$, $p=.001$ and the mean test value which was 3. These results show that Ethiopian premier league football club player-manager relationship is above average as perceived by players-manager. The results of one sample t-test indicated that there was a significant difference between the scores for the mean value of team performance ($M=3.436$, $SD=.868$); $t=40.10$, $p=.001$ and the mean test value which was 3. These results show that Ethiopian premier league football club team performance is above average as perceived by players.

4.1.3. Level of interpersonal relationships

Table .5.

The level of interpersonal relationships among the players, coaches and managers in both clubs can be examined using correlation

	1	2	3	4	5
Player-player					
Player-coach	.231	1			
Coach-Manager	.279**	.027	1		
Player-manager	.122	.388**	.004	1	
Team performance	.464**	.542**	.213	.322**	1

** . Correlation is significant at the 0.01 level (2-tailed).

A Pearson product-moment correlation coefficient was computed to assess the relationship between player-player and team performance. There was a positive correlation between the two variables ($r = .464$, $p < 0.01$). This shows that as increases player-player relationship team performance also increases too.

Similarly, there was a statistically positive significant correlation between player-coach relationship and team performance ($r = .542$, $p < 0.01$). This shows that as player-coach relationship boost team performance also amplified too. In the same way, there was a statistically positive significant correlation between player-manager and team performance ($r = .322$, $p < 0.01$). This shows that player manager relationship increases team performance also increases.

However, there was no a statistically positive significant correlation between coach-manager relationship and team performance ($r = .213$, $p < 0.01$).

4.1.4. Differences in Team Performance

Table 6.

Comparison of Mean Difference in Studied Variables between Fasil Kenema and Bahir Dar Kenema Football clubs of Ethiopian premier league

	Club	N	Mean	Std.		t	df	sig
				Deviation				
Player-player	Bahir Dar	27	18.9259	1.83818				
	Fasil Kenema	31	16.9355	2.18991	3.717	56	.000	
Player-coach	Bahir Dar	27	22.8889	1.18754				
	Fasil Kenema	31	20.8387	3.43605	2.948	56	.005	
Coach-manager	Bahir Dar	27	15.8889	1.45002				
	Fasil Kenema	31	16.1290	1.66817	.581	56	.564	
Player-manager	Bahir Dar	27	11.0741	1.51723				
	Fasil Kenema	31	13.2903	2.13219	-4.497	56	.000	
Team performance	Bahir Dar	27	21.7778	1.64862				
	Fasil Kenema	31	25.0968	3.32019	-4.709	56	.000	

*. The mean difference is significant at the 0.05 level

An independent samples t-test was conducted to compare player-player relationship in Bahir Dar Kenema and Fasil Kenema football clubs. There was a significant difference in the scores for Bahir Dar Kenema ($M=18.925$, $SD=1.838$) and Fasil Kenema ($M=16.935$, $SD=2.189$) conditions; $t=3.717$, $p=.000$. These results suggest that the two groups are different in player-player relationship. Similarly, an independent sample t-test was accompanied to compare the player coach relationship in Bahir Dar Kenema and Fasil Kenema football clubs. There was a significant difference in the scores for Bahir Dar Kenema ($M=22.888$, $SD=1.187$) and Fasil Kenema ($M=20.838$, $SD=3.436$) conditions; $t=2.948$, $p=.005$. These results depicts that two groups are unlike in player-coach relationship in Bahir Dar Kenema and Fasil Kenema football clubs. Correspondingly, there was a statistically significant difference in player manager observed between Bahir Dar Kenema ($M=11.074$, $SD=1.517$) and Fasil Kenema ($M=13.290$, $SD=2.132$) conditions; $t=-4.497$, $p=0.000$. These result showed that the two clubs are different in player manager relationship. Likewise, there was statistically significant difference in team performance of

Bahir Dar Kenema ($M=21.778$, $SD=1.648$) and Fasil Kenema ($M=25.096$, $SD=3.320$) conditions; $t = .4.709$, $p = .000$. These result revealed that Bahir Dar Kenema and Fasil Kenema football clubs are different in team performance. However, there was no statistically significant difference of coach manager relationship observed between Bahir Dark Kenema ($M=15.888$, $SD=.1.450$) and Fasil Kenema ($M=16.129$, $SD=1.666$) conditions; $t = .581$, $p = .564$. These results indicate that the two Bahir Dar and Fasil Kenema football clubs are similar in coach manager relationship.

4.1.5. Predictors of Team performance

As discussed earlier, team performance was a function of many factors including interpersonal relationships. Attempt was made to determine the types of interpersonal relationships that significantly predict team performance. Accordingly, a regression analysis was run to isolate, among the variables under consideration, those that significantly predict team performance.

Table 7.

Multiple Regression analysis in predicting team performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.662 ^a	.438	.395	2.43797

a. Predictors: (Constant), coach- manager, player -coach, player- player, player- manager

b) Dependent Variable: Team performance

As Table 7 above shows that Player-player, Coach-Player, Coach-Manager, Player-manager relationships in the model jointly explained about 43.8% of the variance ($R^2 = .438$) in team performance.

Table 8.

Standardized and Unstandardized regression coefficients for the interpersonal relationship variables entered into the mode

	B	Beta	t	sig
Player-player	.448	.322	2.914	.005
Player-coach	.465	.417	3.658	.001
Coach-Manager	.224	.112	1.040	.303
Player-manager	.175	.121	1.077	.286

a. Dependent variable: team performance

As indicated in Table 8 above the results of the regression analysis revealed that there was a statistically significant contribution of player-player, and player-coach relationship to team performance $F_{(4, 52)} = 10.319, P < .001$. But the contribution of player manager and coach manager relationship to team performance were found to be not statistically significant.

The direct effect of the variables to team performance was determined using beta coefficients and the effect of player - player relationship to team performance was ($\beta = .322, t = 2.914, p = .005$). The effect of the player coach relationship to team performance was ($\beta = .417, t = 3.658, p = .001$). The effect of coach -manager relationship to team performance was ($\beta = .112, t = 1.040, p = .303$). The effect of player- manager relationship to team performance was ($\beta = .121, t = 1.077, p = .286$).

Table 9.

Independent contribution of the variables

Variables	R2	independent contribution	explained in percentage
Player-player		14.94	34.10%
Player-coach	43.8	22.60	51.59%
Coach-manager		2.58	5.43%
Player-manager		3.89	8.88%

The independent contribution of each of the variables to the variance of team performance was also calculated and the contribution of player-player to the variance of team performance was 14.94 to the total R2, which was .438. It is 43.10 % of the total R2. The independent contribution of coach-player to the variance of team performance was 22.60 to the total R2, which was .438. This is 51.59 % of the total R2. The contribution of coach manager to the variance of team performance was 2.38 to the total R2, which was .438. This is 15.43% of the total R2.the contribution of player manager to the variance of team performance was 3.89 to the total R2, which was .438.this is 8.88 to the total R2.The composite score R2 was 43.8%

4.2. Discussions

The first purpose of this study was to determine the level of the coach-player, coach-manager, player-player, player-manager relationships, and team performance in Bahir Dar and Fasil Kenema Ethiopian Premier League football clubs. To do this, one sample of t-test computed and the results of one sample t-test demonstrated that the mean value of coach-player, player-manager, and player-player were significantly higher than the mean test value. This result shows that Amhara region participants of Ethiopian premier league football clubs coach-player, coach-manager, player-player, player-manager, and team performance were above average as perceived by football players.

In relation to this, the data which has been found from the present study is compatible with research findings such as; Cote and Sedgwick (2003) found that both coaches and players perceived that establishing a positive environment was an essential aspect of a coach-player relationship. Jowett found that performance suffered when the relationship between a coach and a player broke down and the goals and communications became unclear. Furthermore, Kenow and Williams (1999) concluded that, for a coach-player relationship to be effective there needs to be a compatible relationship needs to be evident. Studies may not as such be diversified in terms of significant variables in the interpersonal relationships dyads to examine Player-Manager, Coach-Manager, Player-Player dyads as the focus only on coach player relationships is a very determine the team performance.

The second purpose of this study was to determine the player-player, coach-player, coach-manager, player-manager and team performance between Bahir Dar Kenema and Fasil Kenema in Ethiopian premier league football clubs. To do this, independent sample -test computed and the results of independent sample t-test demonstrated that there was significant mean score difference between Bahir Dar and Fasil Kenema of player-player, coach-player, player-manager and team performance.

In relation to this, the data which has been found from the present study is well-matched with research findings such as; Lago, Ballesteros and Lago, Peñas (2010) which exhibited that there was statistically significant team performance differences in divisions of football teams. This was also similar to the finding of Bush (2015) which indicated that the top-ranked team performances have evolved more in division B than any other division in the English Premier League.

The third purpose of this study was to examine the relationship among players, coaches, manager and team performance. To do this, the Pearson correlation coefficient computed and the results of the Pearson correlation coefficient demonstrated that there was a statistically positive significant correlation in Bahir Dar and Fasil Kenema Ethiopian premier league football clubs player-player, coach-player, player-manager and team performance. Depend on this finding, the research work was conducted by Stewart et al. (2012) entitled "The relationship between coaches' leadership, the coach-athlete relationship, team success, and the positive developmental experiences of adolescent soccer players at the University of

Wollongong, Northfields, Australia". The results showed that the coach-athlete relationship has a moderate positive correlation with developmental experiences on team performance. In a nutshell, interpersonal relationships has been shown to be important in determining the quality and success of an player's sporting experience and can be perceived as a positive or negative influence on players' careers, performances, preparations, and training processes (Poczwardowski et al., 2002). Therefore, if researchers are able to find ways to improve this relationship between coaches and players, it is reasonable to assume that players will not only play sports longer, but enjoy them more and play them at a higher level to improve team performance. In this vein, the current study aspires to determine most salient factors of these relationships to maximize team performance.

The fourth purpose of this study was to identify the major determinant factors to predict the team performance. To do this, the multiple linear regressions were computed and the results of the regression analysis discovered that there was a statistically significant contribution of the variables player -player and coach -player to team performance in Bahir Dar and Fasil Kenema Ethiopian premier league football clubs. In support of this finding, team performance is the foundation of sport psychology and significant research has been conducted on improving team performance over the last half century. Research has shown the importance of cohesion on team performance and the impact that both a collective efficacy and coaching competency play on team performance. (Manning, 2007,) Accordingly, the relationship between cohesion and performance has been found to be positive with research showing that high levels of cohesion in teams are a predictor of better team performance. This finding is one of the most important findings in sports psychology literature because of its impact on coaching, performance, and group dynamics.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Drawing on quantitative data collected and analyzed in this study, the following conclusions could be reached about interpersonal relationships among coaches, players, and managers at Bahir Dar Kenema and Fasil Kenema Ethiopian Premier League Football Clubs. Subsequently, recommendations are given.

5.1. SUMMARY

The objective of this paper was to study the interpersonal relationships among players, coaches and manager at Bahir Dar Kenema and Fasil Kenema Ethiopian Premier League Football Clubs. In order to achieve the objective fifty players, six coaches and two general manager of Bahir Dar and Fasil Kenema Ethiopian Premier League football Clubs were participated. The required data were gathered through questionnaire.

In the second chapter of the study of the review of related literatures and related works were presented to get basis for the discussion of the findings. They deal with issue History of Football in Ethiopia, the concept of interpersonal relationships, interpersonal relationships in sport, coach-athlete relationship, and coach-athlete relationship and team performance.

In the third chapter the collected data was resented and analyzed. The results from questionnaires were tabulated and frequency and percentages were calculated. For the data from few sample subjects, only the frequency on their response was used in analysis. Literatures from different scholars were used to strengthen the relevancy of the analysis and arguments in the study. Finally the findings are presented as follows: The overall intent of this study was to examine the degree and type of interpersonal relationships among players, coaches and managers in two football clubs in Ethiopian Premier League Clubs (Bahir Dar and Fasil Kenema). To this end, the research set the following specific objectives:-

1. To examine the level of the coach-player, coach-manager, player-player, player-manager relationships, and team performance in Bahir Dar and Fasil Kenema Ethiopian Premier league football clubs.
2. Determine the difference between Bahir Dar Kenema and Fasil Kenema Football clubs in the coach-player, coach-manager, player-player, player-manager relationships, and team performance in Ethiopian Premier League football clubs.
3. To point out the major types of relationships that affect team performance in Bahir Dar and Fasil Kenema Ethiopian premier league football clubs.

To achieve these objectives, the following research questions were formulated:

1. Is there a significant relationship among the coach-player, coach-manager, player-player, player-manager relationships, and team performance in Bahir Dar and Fasil Kenema Ethiopian Premier League football clubs?
2. Do Bahir Dar Kenema and Fasil Kenema Football clubs differ in the coach-player, coach-manager, player-player, player-manager relationships, and team performance in Ethiopian Premier League football clubs?
3. To what extent the coach-player, coach-manager, player-player, player-manager relationships, significantly predict the team performance of Bahir Dar and Fasil Kenema Ethiopian Premier League football clubs?

The study employs correlational design where quantitative data was collected and analyzed through regression and comparisons. Data was collected from coaches, players and managers through questionnaires. Fifty players, six coaches and two managers who filled questionnaire were selected using available sampling. The study used mean and standard deviation, independent samples t-test and regression to analyze the data. The findings are the following:-

1. High levels of interpersonal relationships are found among the players, coaches and managers in both Bahir Dar Kenema and Fasil Kenema clubs.
2. The coach-player and player-player relationships in both clubs are higher than player manager and manager coach relationships.
3. Player-manager relationships tend to be comparatively lower on both clubs indicated by a lower mean and a higher standard deviation.
4. Both Bahir Dar Kenema and Fasil Kenema clubs result indicate that there are statistically significant differences in coach-player, player-player, player-manager aspects of interpersonal relationship.
5. There is no a statistically positive significant correlation between coach-manager relationship and team performance
6. There are a statistical positive significant correlation among player-player, coach -player, player- manager relationship and team performance.
7. Player-Player, Coach-Player, Coach-Manager, Player-Manager relationships jointly explained about 43, 8% of the variance (Adjusted R = .438) in team performance or result.
8. Coach - manager and player – manager relationship is found to be no statistically significant predictor of team performance.
9. Coach-player, and player-player relationships are found to be statistically significant predictors of team performance.

5.2. Conclusions

In this study, an attempt has been made to examine the interpersonal relationships among players, coaches and managers at Fasil Kenema and Bahir Dar Kenema Football clubs. Based on the findings of the study, the following conclusions are made.

The main conclusion to be drawn from the results of the correlation statistics was that a relationship does exist between players, coaches, managers and team performance. Besides, the interpersonal relationship among players, coaches and managers of Fasil Kenema and Bahir Dar Kenema Football clubs was higher in both clubs. Specifically, the player-player relationships, player-coach, coach managers and player manager dyads demonstrate high interpersonal relationship within these clubs. However, though statistical, the mean comparisons of the player-player, coach-player and player –manager relationships in both clubs are higher than coach-manager relationships.

Thus, the player-manager dyad tends to be comparatively lower on both clubs. That was most of the players, coaches and managers have developed trust and support each other to reach their personal goal and achievement of the team goals together. It can be concluded that the coaches have good leadership, communication skills and cooperative coaching style which raised interpersonal relationships among coaches, players and managers to a higher level. However, both clubs did not show statistically significant differences in Coach-Manager relationship dyads. Thus, it can be concluded that both clubs do have different interactions within their members regarding player-player, coach-player, and player –manager relationships. As interpersonal relationships within teams are crucial for team performance, Player-Player, Coach-Player, Coach-Manager and Player-Manager, explained about 43.8% of the variance in team performance. The rest variance in team performance is explained by other factors which future research may examine. In comparing the predictive power of Coach-Player, Coach-Manager, Player-Player relationships, the Player-Manager and coach-manager relationship was not found to be statistically significant predictor of team performance. Others, that are Coach-Player and Player-Player relationships stood out to be significant predictors of team performance. Based on these findings, it can be concluded that, the coach –manager and player-manager relationship was lower compared to other dyads.

5.3. RECOMMENDATIONS

Based on the conclusions drawn in light of the research findings, the following subsequent recommendations are forwarded.

1. The findings of this particular study showed that both clubs had not statistically significant differences interpersonal relationships between player-manager and coach-manager. Therefore, both clubs must work harder to improve these relationships so that one will better off or make a difference on the other to win competitions.
2. Players, coaches and Managers should need to adapt approaches that are friendly, mutual, trusting and respecting to enhance interpersonal relationships.
3. Regarding improvement of the relative contribution of reach dyad, clubs should be needed to consider or special attention on coach manager and player manager relationship as it does not predict team performance.
4. Further studies need to be conducted to determine other significant variables that affect team performance than interpersonal relationships examined here. More than 56.2 per cent of the variance is yet to be explained by other factors that did not inter into the model.
5. This study was enclosed on questionnaires for only players so that it requests for other similar research to be conducted on coaches, team leaders, medical staff, fans, technical directors and sport journalists by incorporating interview, observation, focus group discussions, and document analysis in a longitudinal manner.
6. Further researcher should be incorporate related review literature in player-manager and coach-manager relationship to conduct the research regarding the effects of team performance.

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Appendix A
Bahir Dar University
Sport academy
Department Of Sport Science
Post Graduate program In Football Coaching

Dear participant:

My name is Abraham Melaku and I am a candidate graduate student at Bahir Dar University, sport academy. This questionnaire is designed for the purpose of a research study in order to fulfill my final project of a post graduate, MSc program in football coaching at Bahir Dar University, Sport Academy. Its main aim is to gather data on investigating the interpersonal relationship among team members which influence team performance in the case of Amhara region Ethiopian premier league participant football Clubs. I am inviting you to participate in this research study by completing a questionnaire.

The success of the study depends on your genuine response to those questions. The information provided by you will not be viewed by another. In order to ensure, all information will remain confidential. All questions have equal credit for this study. Read each question carefully and give your appropriate answer.

Remind:

1. You are not expected to include or write your name.
2. No need of consulting others to fulfill the questionnaire.
3. Please! Do not leave the questions without answering.

Thank You in advance for your cooperation!

Team Outcome Questionnaire

This questionnaire is designed to assess team goal accomplishment. Using the scale below, indicate to what degree you believe your team has achieved each goal. Please answer each item considering the season in its entirety, and not for individual games or practices.

Key: 1=Strongly Disagree, 2=Disagree, 3=Moderate Agree
 4=Agree, 5= Strongly Agree

No	Item	1	2	3	4	5
1	My team accumulated its potential amount of victories.					
2	My team worked as hard as possible in practice.					
3	My team performed in games with great effort.					
4	My team competed with a high quality of play.					
5	My team played as a coordinated unit during games.					
6	My team reached its potential in tournaments.					
7	My team executed its strategy effectively during games.					

Appendix B
BAHIR DAR UNIVERSITY
SPORT ACADEMY
DEPARTMENT SPORT SCIENCES
Interpersonnel Relationship Questionnaire

Direction: This questionnaire is designed to collect data on the interpersonal relationships among players, coaches, and managers in Amhara Region Ethiopian Premier League participant football Clubs. The items present opinion regarding such relationships. You are free to respond and do not write names. The responses will be kept confidential and will be used only for the purpose of this study. Your genuine responses will matter to the quality of the result.

Thanks in Advance

Put a “√” mark in the scale you feel will describe your judgments.

Key: 1=Strongly Disagree, 2=Disagree, 3=Moderate Agree
4=Agree, 5= Strongly Agree

No	Item	1	2	3	4	5
Player-player relationships						
1	players of our team would rather go out on their own than get together as a team					
2	The players is united in trying to reach its goals for performance					
3	In the team there is a mutual respect between players and players.					
4	The team members did communicate freely about each player’s responsibilities during competition or training practice.					
5	In case if one of our team members has problems in practice everyone wants to help so we could get back together again.					
Coach-player relationship						
6	The Coach Lets us to participate in decision making and policy					

	formation.					
7	The coach Treats all equally and fairly					
8	The coach frequently asks for opinion during planning strategies					
9	The coach helps the players to solve their personal problems					
10	The coach allows you to train your selves or to make your own style of training					
Player-manager Relationships						
11	Players are satisfied with regarding to the equipment (fitness materials) provide by the management					
12	Players are satisfied with the schedule of the management to meet your parents?					
13	Players are satisfied with the supply of athletic facilities (such as sport wear, transport, medical, financial support) to the team.					
14	Players have some insurance by the club.					
15	Players are happy with regard to their interpersonal relationships with the management of the clubs.					
Coach-Manager Relationships						
16	The coach and manager are coordinated in overall team building.					
17	The coach and manager demonstrate high degree of agreement in club activities.					
18	The coach and manager exert high professional commitment					
19	The coach and manager make open discussion before decision making.					
20	The coach and manager highly promote team performance					

Appendix C (Amharic Version)

ባህርዳር ዩኒቨርሲቲ

ስፖርት አካዳሚ

ስፖርት ሳይንስ ትምህርት ክፍል

የእርስበርስ ግንኙነት መጠይቅ

ውድ ተሳታፊዎች፤

ስሜ አብርሃም መላኩ እባላለሁ በባህርዳር ዩኒቨርሲቲ ስፖርት አካዳሚ የ2ኛዲግሪ ተመራቂ ተማሪ ስሆን ይህ የጽሁፍ መጠይቅ የተዘጋጀው በባህርዳር ዩኒቨርሲቲ ስፖርት አካዳሚ የድህረምረቃ ፕሮግራም በእግርኳስ አሰልጣኝነት ትምህርት ለሚሰጠው የሁለተኛ ዲግሪ ጥናት ነው።

የጥናቱ ዋና አላማ አማራ ክልልን ወክለው በኢትዮጵያ ፕሮሜርሊግ የሚሳተፉ የእግርኳስ ክለቦች ላይ (ፋሲል ከነማ እና ባህርዳርከነማ) ላይ የተጨዋቾች፣ የአሰልጣኞች እና የማናጀሮች የእርስበርስ ግንኙነት ለክለቡ ውጤታማነት በሚመለከት በቡድኑ አጠቃላይ ውጤት ላይ ያላቸውን ግንኙነት በስፋት በጥናት በማሳየት በጥናቱ ውጤት ላይ የተመሰረተ አመለካኝ መነሻ መፍትሄ የሚሆን ግብአት ማዳበርን ያለመ ክልላዊ ጥናት ነው። በመሆኑም ይህን መጠይቅ በመሙላት ረገድበዚህ የምርምር ጥናት ላይ እርስዎ እንዲሳተፉ እና መጠይቁን እንዲሞሉልኝ መርጨዎታለሁ።

በመሆኑም የዚህ ጥናት ውጤታማነት የተመሰረተው እርስዎ በሚሰጡት መልስ ላይ ስለሆነ እና የሚሰጡት መልስ ሌላሰው የማያየው መሆኑን እንደምተማመን እየገለጽሁኝ እርስዎ የሚሰጡት ምላሽ ለጥናቱ አላማ ብቻ በሚስጠር የሚያዝ መሆኑን አረጋግጣለሁኝ። ስለዚህ መረጃው የተሟላ ይሆን ዘንድ የእርስዎ መልስ ትክክለኛ እንደሚሆን ተስፋ እያደረኩኝ ሁሉም ጥያቄዎች እኩል የሆነ ዋጋ ስላላቸው በተቻለመጠን በጥንቃቄ አንብበው እውነትን መሰረት ያደረገ የራስዎን ተገቢ የሆነ መልስ በታማኝነት እንዲሞሉልኝ በአክብሮት እጠይቃለሁኝ።

ማሳሰቢያ፡-

1. እባክዎ ስም መጻፍ አያስፈልግም።
2. መጠይቁን ሲሞሉ ሌላ ሰው ማማከር አያስፈልግም።
3. እባክዎ መልስ ሳይሰጡ ጥያቄ እንዳያልፉ።

ጊዜዎትን ሰውተው መጠይቁን በመሙላት ላደረጉት ሙያዊ ትብብር አስቀድሜ ምስጋናየን አቀርባለሁኝ።

- 1-“በጣም አልስማማም” (0%) 2-“አልስማማም” (25%) 3-“በአማካይ አስማማለሁ” (50%) 4. “አስማማለሁ” (75%)
 5-“በጣም አስማማለሁ” (100%)

No	አጠቃላይ የቡድኑን ውጤታማነትን በተመለከተ	1	2	3	4	5
1.	የእኔ ቡድን ብዙ የሚባል የማሸነፍ ብቃት አለው					
2.	የእኔ ቡድን በልምምድ ጊዜ ጠንካራ የሆነ ስራ ይሰራል					
3.	የእኔ ቡድን በየጩዋታዎችትልቅ ጉልበት በማውጣት ይጫወታል					
4.	የእኔ ቡድን ከፍ ባለ ደረጃ ብቃት ያለው ጨዋታ በመጫወት ረገድ ተወዳዳሪ ነው					
5.	የእኔ ቡድን በእያንዳንዱ ውድድሮች የተደራጀ ጨዋታዎችን ያከናውናል					
6.	የእኔ ቡድን በየውድድሮች ከፍተኛ ብቃት ደረጃውን ያሳያል					
7.	የእኔ ቡድን የመረጠው ስትራቴጂክ በእያንዳንዱ ጨዋታዎች ውጤታማ ነው					
	የተጨማሪ ተጨማሪ ግንኙነትን በተመለከተ					
1	ተጨማሪ እንደቡድን በአንድ ላይ ከመንቀሳቀስ ይልቅ በየግላቸው መንቀሳቀስ ይስተዋላል					
2	የቡድኑን ብቃት የማሳደግ አላማውን ለማሳካት ተጨማሪ አንድ ለመሆን ይሞክራሉ					
3	በቡድን ውስጥ ተጨማሪ ከተጨማሪ መልካም የሆነ መከባበር ሁኔታ አለ					
4	በቡድን አባላት መካከል በእያንዳንዱ ተጨማሪ ሃላፊነት ዙሪያ ግልጽ የሆነ ውይይት ይደረጋል					
5	በቡድን አባላት ላይ ችግር ሲደርስ ሁሉም ተጨማሪ ችግር የደረሰበትን ለመርዳት እና ከችግሩ እንዲወጣ ፍላጎት አላቸው					
	የአሰልጣኝ እና የተጨማሪ ግንኙነት					
6	አሰልጣኝ በፖ.ሲ.ሲ. ቀረጻና በእያንዳንዱ ውሳኔዎች እንድንሳተፍ ያደርጋል					
7	አሰልጣኝ ሁሉንም ተጨማሪ በእኩል እና ያለአድሎ ይንከባከባል					
8	አሰልጣኝ በስትራቴጂዎች ቀረጻ ጊዜ ሃሳብ እንድንሰጥ በተደጋጋሚ ይጠይቀናል					

9	አሰልጣኙ በተጨማሪ የግል ችግርን ለመፍታት እርዳታ ያደርጋል					
10	አሰልጣኙ የራሳችንን ልምምድ የመስራት ፍላጎት እንድንሰራ ይፈቅድልናል					
	የተጨማሪ እና የማናጀር ግንኙነትን በተመለከተ					
11	ተጨማሪ በአመራሩ በኩል በሚቀርቡ የስፖርት ማቴሪያሎች የአካልብቃት ቁሳቁሶች ደስተኛ ናቸው					
12	ተጨማሪ ከበተሰብ ጋር ውይይት ለማድረግ በሚወጡት ፕሮግራም ደስተኛ ናቸው					
13	ተጨማሪ ለቡድኑ በሚቀርቡ የስፖርት ፋሲሊቲዎች (ለምሳሌ፡ የስፖርት-ልብስ፣ ትራንስፖርት፣ የህክምና አገልግሎት እና በገንዘብ ድጋፍ ደስተኛ ናቸው					
14	ተጨማሪ በክለቡ የተወሰነ የኢንፎርሜሽን አገልግሎት ተጠቃሚዎች ናቸው					
15	ተጨማሪ ከክለቡ አመራሮች ጋር ባላቸው የእርስበርስ ግንኙነት ደስተኛ ናቸው					
	የአሰልጣኝ እና የማናጀር ግንኙነትን በተመለከተ					
16	የቡድን አጠቃላይ ግንባታ ላይ አሰልጣኙ እና ማናጀሩ መልካም የሆነ ቁርጠኝነት አላቸው					
17	በክለቡ እንቅስቃሴዎች በአሰልጣኙ እና ማናጀሩ ከፍተኛ መጠን ያለው ስምምነቶች ይስተዋላሉ					
18	በአሰልጣኙ እና በማናጀሩ ከፍተኛ የሆነ የሙያ ቁርጠኝነት ይታያል					
19	ከውሳኔ በፊት አሰልጣኙ እና ማናጀሩ ግልጽ የሆነ የውይይት መድረክ ያዘጋጃሉ					
20	አሰልጣኙ እና ማናጀሩ የቡድኑን ውጤታማነት ያሳድጋሉ					

APPENDIX D (T- TEST RESULT)

T-Test

One-Sample Test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Player player	58	17.8621	2.25130	.29561
Player coach	58	21.7931	2.81449	.36956
Coach manager	58	16.0172	1.56150	.20504
playermanager1	58	12.2586	2.16479	.28425
teamperformance 2	58	23.5517	3.13538	.41170

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Player player	60.424	57	.000	17.86207	17.2701	18.4540
Player coach	58.970	57	.000	21.79310	21.0531	22.5331
Coach manager	78.119	57	.000	16.01724	15.6067	16.4278
playermanager1	43.126	57	.000	12.25862	11.6894	12.8278
teamperformance 2	57.207	57	.000	23.55172	22.7273	24.3761

Group Statistics

	CLUB	N	Mean	Std. Deviation	Std. Error Mean
Player player	Bahir Dar	27	18.9259	1.83818	.35376
	Fasil Kenema	31	16.9355	2.18991	.39332
Player coach	Bahir Dar	27	22.8889	1.18754	.22854
	Fasil Kenema	31	20.8387	3.43605	.61713
Coach manager	Bahir Dar	27	15.8889	1.45002	.27906
	Fasil Kenema	31	16.1290	1.66817	.29961
Player manager	Bahir Dar	27	11.0741	1.51723	.29199
	Fasil Kenema	31	13.2903	2.13219	.38295
Team performance	Bahir Dar	27	21.7778	1.64862	.31728
	Fasil Kenema	31	25.0968	3.32019	.59632

APPENDIX E (INDEPENDENT SAMPLE TEST RESULT)

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Lower	Upper
Player player	Equal variances assumed	.397	.531	3.71 7	56	.000	1.9904 4	.53548	.91775	3.0631 3
	Equal variances not assumed			3.76 3			55.9 34			.000
Player coach	Equal variances assumed	8.101	.006	2.94 8	56	.005	2.0501 8	.69545	.65702	3.4433 4
	Equal variances not assumed			3.11 5			37.9 69			.003
Coach manager	Equal variances assumed	1.163	.285	- .581	56	.564	- .24014	.41346	- 0	1.0684 .58812

	Equal variances not assumed			-	56.000	.560	-	.40944	-	.58006
Player manager	Equal variances assumed	2.159	.147	4.497	56	.000	2.21625	.49278	3.20340	1.22910
	Equal variances not assumed			4.602	53.973	.000	2.21625	.48157	3.18175	1.25074
Team performance	Equal variances assumed	5.586	.022	4.709	56	.000	3.31900	.70475	4.73077	1.90722
	Equal variances not assumed			4.914	45.209	.000	3.31900	.67548	4.67930	1.95869

APPENDIX F (CORRELATION RESULT)

Correlations

		Player player	Player coach	Coach manager	player manager1	teamperformance2
Player player	Pearson Correlation	1	.231	-.279*	-.122	-.464**
	Sig. (2-tailed)		.081	.034	.361	.000
	N	58	58	58	58	58
Player coach	Pearson Correlation	.231	1	-.027	-.388**	-.542**
	Sig. (2-tailed)	.081		.840	.003	.000

	N	58	58	58	58	58
Coach manager	Pearson Correlation	-.279*	-.027	1	.004	.213
	Sig. (2-tailed)	.034	.840		.977	.108
	N	58	58	58	58	58
Player manager	Pearson Correlation	-.122	-.388**	.004	1	.322*
	Sig. (2-tailed)	.361	.003	.977		.014
	N	58	58	58	58	58
Team performance	Pearson Correlation	-.464**	-.542**	.213	.322*	1
	Sig. (2-tailed)	.000	.000	.108	.014	
	N	58	58	58	58	58

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

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX G (REGRESSION RESULT)
Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Player manager1, coach manager, player player, player coach		. Enter

- a. Dependent Variable: teamperformance2
b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.662 ^a	.438	.395	2.43797

- a. Predictors: (Constant), playermanager1, coach manager, player player, player coach

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	245.330	4	61.332	10.319	.000 ^b
	Residual	315.015	53	5.944		
	Total	560.345	57			

a. Dependent Variable: team performance

b. Predictors: (Constant), player manager, coach manager, player player, player coach

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.958	6.136		5.860	.000
	Player player	-.448	.154	-.322	-2.914	.005
	Player coach	-.465	.127	-.417	-3.658	.001
	Coach manager	.224	.216	.112	1.040	.303
	playermanager 1	.175	.162	.121	1.077	.286

a. Dependent Variable: teamperformance2

APPENDIX H (RELIABILITY RESULT)

Scale, ALL VARIABLE

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.991	.992	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q8	14.64	30.990	.983	.977	.988
Q9	14.56	30.423	.991	.990	.987
Q10	14.76	32.023	.966	.953	.990
Q11	14.60	30.750	.983	.984	.988
Q12	14.88	33.193	.952	.916	.993

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.969	.968	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q13	13.80	25.500	.960	.967	.954
Q14	13.72	25.043	.959	.952	.954
Q15	13.88	25.943	.969	.972	.952
Q16	14.48	30.093	.727	.563	.988
Q17	13.88	26.193	.946	.911	.956

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.929	.932	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q23	12.96	22.290	.771	.889	.921
Q24	12.12	20.777	.838	.872	.908
Q25	12.00	20.917	.777	.963	.921
Q26	12.48	21.093	.953	.973	.889
Q27	12.84	21.307	.755	.798	.925

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.990	.990	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q1	21.76	67.440	.950	.973	.989
Q2	21.72	67.627	.941	.921	.989
Q3	21.64	66.157	.972	.975	.987
Q4	21.64	66.240	.968	.955	.988
Q5	21.64	65.990	.981	.988	.987
Q6	21.60	65.750	.973	.980	.987
Q7	21.68	66.810	.936	.898	.990

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.974	.975	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q18	15.44	22.090	.965	.946	.962
Q19	15.28	21.127	.964	.933	.961
Q20	15.16	20.723	.949	.906	.963
Q21	15.24	21.773	.843	.769	.980
Q22	15.36	21.740	.910	.903	.969

