

Interpersonal Relationships among Ethiopia Water Sport Association Basketball Team

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Abstract

The purpose of this paper is to investigate the interpersonal relationships among the coach, players, and management of the Ethiopia Water Sport Association basketball team. The participants in this research were consisted of fourteen (14) basketball players, one head coach of the team. The participants were selected non random sample as purposely. The major instruments in this study were questionnaire and field observation. The findings of the study related to the interpersonal relationships among players of the team indicated that, the majority of players' responded that there is a mutual respect and were made freely communicate and take responsibilities about each other for loss or poor performance of the team. Players', however, were encouraged by the coach to improve confidence, close and informal relationships. Specifically, players' were found to have perceived coaches as organizers and facilitators, whom aided them to reach their optimal preparation for performance.

Keywords: Interpersonal relationships, Team cohesion,

Introduction

An interpersonal relationship is an association between two or more people that may range from fleeting to enduring. This association may be based on love and liking, regular business interactions, or some other type of social commitment. The coach-athlete relationship is not an add-on to, or by-product of, the coaching process, nor is it based on the athlete's performance, age or gender instead it is the foundation of coaching. The coach and the athlete intentionally develop a relationship, which is characterised by a growing appreciation and respect for each other as individuals.

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

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

The Ethiopia water sport basket ball team is one of the top clubs in the country which consists of 14 players in total. Among these players, 8 players are playing at national team. Consequently, the team have participated in different competitions at national and international level. For example the team has participated in 2000 East Africa clubs champion in Rwanda and also 2001 here in Addis Ababa with five East Africa clubs.

The Ethiopia water sport basketball team have got medal at different competitions. From these, in 1998/2006 (winner of Ethiopia basketball clubs knock out competition, winner of Ethiopia champion in Harari town. And in 2000/2008 (winner of Ethiopia champion in Jima town, winner of Nile day competition with Rwanda basketball club).

This interpersonal relationship would have a great impact on the performance, self-worth, motivation and enjoyment of the members' of the teams. This fact triggered the investigator to conduct this research which is aimed at exploring the interpersonal relationships among the Ethiopia water sport association basketball team.

Objective of the Study

The major objective of this study was to investigate the interpersonal relationships among the players and coach of the Ethiopia Water Sport Association basketball team. The researcher attempted to answer the following questions in the pursuit of data relative to the interpersonal relationships of among the players and coach.

RESEARCH METHODOLOGY

Selection of the Participants

The participants in this study were consisted of fourteen basketball players, one head coach of the team. The participants were selected as purposely non random sampling.

Data collection of instrument

In the process of data collection, questionnaire and field observation were used. The use of these of instruments proved to be helpful since it facilitated triangulation of information from the different sources and model questions which were modified by the researcher and took a pilot study to get more relevance of the questionnaire.

Data analysis and interpretation

The data was analyzed using Statistical Package for Social Science (SPSS 15.0) The descriptive analysis of the data were analyzed using percentage for each item were found for males players and for coaches too.

RESULTS AND DISCUSSION

Respondents Profile

Table 1.a. Players Profile

Male players		
Characteristics	Frequency	Percents
Age		
16-25 years	6	42.83
26-30 years	8	57.14
31-35 years	-	-
Playing experience		
1-2 years	1	
3-5 years	6	
6-10 years	7	
Total	14	100

As the above table 1a shows that the majority (57.14 %,) of players are at the age of 26-30 years of age; 42.83 % respondents were also between 16-25 years old. Therefore, we can understand from the above table that the majority of players were young players. According to players experience , 7(50%) of players have 6 to 10 years of playing service to the team, and 6(42.85%) participant players have also 3 to 5 years of service of playing time. The remaining 1(7.14%) player has 1to 2 years of service of playing time for the team. The fore, we can conclude that most of players have more than 6 years of playing experience.

Table 1.b. Interpersonal Relationship between Players and Coach

A= Always, C= Occasionally, E = Never
 B= Often D= Seldom

Items	A		B		C		D		E		Total Responses	
	No	%	No	%								
1	1	7.14	5	35.71	6	42.85	2	14.28	-	-	14	100
2	-	-	7	50	5	35.71	1	7.14	1	7.14	14	100
3	-	-	7	50	3	21.42	4	28.57	-	-	14	100
4	1	7.14	4	28.57	4	28.57	1	7.14	4	28.57	14	100
5	3	21.42	2	14.28	6	42.85	3	21.42	-	-	14	100
6	-	-	7	50	4	28.57	3	21.42	-	-	14	100
7	3	21.42	5	35.71	4	28.57	-	-	2	14.28	14	100
8	-	-	2	14.28	10	71.41	2	14.28	-	-	14	100
9	-	-	2	14.28	7	50	5	35.71	-	-	14	100
10	-	-	-	-	8	57.14	4	28.57	2	14.28	14	100

Based on from the above table 1b that has different data were analysed with the following items.

1. The coach of my team puts the suggestion made by the team members in to operation

As the item 1 shows that 6 (42.85%) of respondents players stated that the coach sometimes puts the suggestions made by the team member into operation. 5 (35.71%) of players showed that the coach 'often' made in to operation and 1 (7.14%) players replied 'always' where as 2 (14.28) players replied 'seldom' to the statement. From the above responses, we can conclude that most of the respondents agreed that, the coach of the team puts

the suggestion made by the team members in to operation.

2. The coach of the team asks for the opinion of the players on the strategies for specific competition.

As can be seen in the above item 2, the half number of players 7 (50%) responded 'often' to the statement. 5 (35.71%) of respondent players said that the coach sometimes asks for the opinion of players on the strategies for specific. the remaining 1 (7.14%) of replied 'seldom' to the item. whereas 1 (7.14%) of also replied 'never'. Therefore, we can conclude the above responses; majority of players agreed on the coach of the team asks for the opinion of the players on the strategies for specific competition.

3. The coach of the team asks for the opinion of players on important coaching matters.

As indicated in the above item 3 shows that, 7 (50%) of participant players replied that the coach often asks for our opinion on important coaching matters, 3 (21.42%) of players responded 'occasionally' to the item. Whereas (28.57%) players were replied 'seldom' to statement. all in all, we can infer that most of players agreed with the coach was asks to the players of opinion on important coaching matters.

4. The coach of my team lets the players share in decision making and policy formation

According to item 4 described that, 4 (28.57%) of participant players said 'often' and 'occasionally' to the statement respectively. Only 1(7.14%) of participant player responded that the coach always lets the players share in decision making and policy formation. the remaining 1 (7.14%) of player replied 'seldom' and 4 (28.57%) of respondent players also said 'never' to the item. Therefore, we can conclude that majority of players replied that the coach lets to players to share in decision making and police formation of the team.

5. The coach of my team shows ok "or " thumbs up " gesture to players when they perform well

Regarding to the item 5 reveals that, 6 (42.85%) of participant players replied 'occasionally' to the item, 3 (21.42%) players also responded 'always' to the question and 2 (14.28%) of players also replied 'often'. The remaining 3 (21.42%) of players responded 'seldom'. Therefore, we can conclude that majority of players said the coach sometimes shows 'Ok' or 'thumb up' gesture to players when perform well.

6. The coach of my team encourages close and informal relationships with the players

As can be seen with the item 8, 7(50%) players replied 'often' to the question, 4 (28.57%) players also responded that 'occasionally', whereas 3 (21.42%) of participant players said 'seldom' to the item. All in all, we can say that majority of participant players said that the coach encourages close and informal relationships with players.

7. The coach of my team encourages the players to confide in the coach

As item 7 reveals that 5 (35.71%) of participant players said that the coach *often* encourages the players to confide in him. 4 (28.57%) of players responded also 'occasionally' to the item. on the other hand, 3 (21.42%) players replied 'always'. The remaining 2 (14.28%) of participant players responded 'never' to the item. Therefore, most of participant players said that the coach encourages to players in building confidence.

8. The coach of my team performs personal favours for the players

As indicated in the above item 8 shows that, out of 14 players respondent 10 (71.41%) of players were rated 'occasionally' to the item. 2 (14.28%) of participant players responded that the coach *often* performs personal favours for players. Only a very in significant number of respondents 2 (14.28%) replied *seldom*. From this, we can understand that the majority of respondent players said the coach sometimes performs personal favour for players.

9. The coach of my team helps the players with their personal problems

According to the item 9 shows that, 7 (50%) of players revealed that 'occasionally' to the statement, 5 (35.71%) of participant players rated 'seldom'. Only 2 (14.28%) of players responded that 'always' to the item. From the above responses, we can conclude that most of participant players said the coach sometimes helps personal problems of the players of the team.

10. The coach of my team lets the players try their own way even if they make mistakes

Regarding to the item 10 reveals that, 8 (57.14%) of respondent players rated 'occasionally' to the item while 4 (28.57%) of players also 'seldom' the remaining 2 (14.28%) participant players responded 'never' to the question. All in all, majority of respondent players responded that the coach sometimes to let players on their own way even if they make mistakes.

Discussions

The findings are discussed according to the following headings,

- From the findings obtained through the questionnaire, players in the study seem to have positive relationship with players, coach of the team.
- Contrary to the above finding, however, It was found 7 (50%) of participant players replied that the coach often asks to players opinion. 3 (21.42%) of players said that the coach sometimes asks to players opinions. whereas 4 (28.57%) respondent players replied that the coach rarely asks the players opinions on important coaching matters.
- It was also found that, 10 (71.42%) participant players have not decided on the coach treats to all players

equally and fairly. In other words 71.42% of the participant players believe that the coach of their team didn't treat to all players equally and fairly. 2 (14.28%) participant players replied they disagreed with the coach treats equally and fairly to all players. but the remaining 1(7.14%) players have strong agreed and agree on this statement respectively. Therefore, most players or 85.70% believe that the coach of the team has not treats to all players equally and fairly.

In sum, the findings from the entire investigation reveal that the coach has a good interpersonal relationship with each players of the team.

Major findings of field observation

To sum up, observations were made on both players and the coach of the team during training and competition sessions.

At this time the researcher observed on the following points.

- The coaching ability and communications at practice and competition session.
- The team relationship and interpersonal skills
- The personal characteristics /role model
- Coaching Style / coaching behaviour

From the above check list points the research found that there is a mutual respect among each other while the players were not treated equality and fairly by the coach. And also Coaching style has important implications in terms of communication and mental preparation of the team.

A match between the coach's actual coaching style and the players' preferred coaching style can reduce stress, and lead to a more productive pre-game preparation. Coaches and players were implicitly developing compatible coaching styles to balance coach, and team needs.

CONCLUSION

In this study, an attempt has been made to examine the interpersonal relationships among Ethiopia Water Sport Basketball Team. Based on the findings of the investigation, the following conclusions are reached. The study showed that there is somewhat a positive relationship among each players of the team, coach –players', coach – management of the team. The study also showed that most players agreed the coach contributes positively to the moral and spirit of the team.

In addition to this, the study revealed that majority participant of players responded that the coach sometimes lets the players on their own way even if they make mistakes.

Moreover, almost all respondent players replied that the coach asks for the opinion of players on the strategies for specific competitions. As a result, the study indicated that most of participant players said the coach encourages the players to enhance confidence at him.

Therefore, it can conclude that majority of the players were made freely communicate and take responsibilities about each other for loss or poor performance of the team. That is to say, Most of the participant players were united and together in trying to reach its goals and helps each other for performance of the team.

Recommendation

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

- A key element in a coach-player relationship is the development of independence of the player. Players must be encouraged to accept responsibility for their own behaviour and performance in training, competition, and in their social life.
- The coach-player relationship component was a combination of coach and player personal factors, and the interactions/interrelationship between coach, player and team. This category reflected the overall coach-player relationship, and included aspects such as coach-player compatibility, trust, respect, and the degree of communication, between coach and player of the team.
- It is emphasised that due to the interpersonal nature of this relationship between the coach and the athlete, the quality of this relationship would have a great impact on the possible consequences for both the athlete and the coach, for example performance, self-worth, motivation and enjoyment.
- All in all, to improve the team performance success, it is a great impact the team providing sufficient athletic facilities and equipments, giving motivations like incentives and bonuses.

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