

**EFFECTS OF TEAM COHESION ON SELECTED ADDIS  
ABABA SUB CITY FEMALE FOOTBALL TEAMS**

**BY**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF SPORT  
SCIENCE**

**PRESENTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT FOR THE DEGREE OF MASTER OF SCIENCE IN  
SPORT SCIENCE**

**ADDIS ABABA UNIVERSITY**

**ADDIS ABABA, ETHIOPIA**

**JUNE**

**2018**

**EFFECTS OF TEAM COHESION ON SELECTED ADDIS ABABA KIFLE KETEMA FEMALE FOOTBALL TEAMS**

As member of the Board of Examiners of the MSc Thesis Open Defense Examination, we certify that we have read evaluated the thesis prepared by Addisu Shamena and examined the candidate. We recommend that the thesis be accepted as fulfilling the thesis requirement for the degree of Master of Science in sport science.

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## **Acknowledgements**

First and foremost, I would like to thank the almighty God for being there in all my endeavors and I would like to express my sincere gratitude and appreciation to my advisor Dr. AschenakiTadesse who helps this idea to become a reality. This project couldn't have been completed without the tremendous contributions of Addis Ababa university faculty of sport science department, Lideta females football team players and coaches my friends: Getu Tolera, Felemon Tsegaye, Biniyam Degemu, Asmamaw Zegeye and my families. I am also thankful to the research participants who showed their unreserved collaboration in giving me the necessary information.

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## **Acronyms and Abbreviations**

EFF= Ethiopian Football Federation

NFL= National Football League

FIFA= Federation International Football Association

GEQ= Group Eenvironments Questionnaire

IDEO= Innovation Design Engineering Organization

ATG= Attraction to Task Group

GIT= Group Integration Task

MSCI= Multidimensional Sport Cohesion Instrument

## **Abstract**

The purpose of this research was to study the effect of team cohesion on selected Addis Ababa sub city football teams and to suggest possible alternatives that would create cohesive team and the improvement of the performance of athletes and the team. The sample of the subject consists of 2(100%) football coaches, 20(80%) Lideta sub city women football club players, and totally twenty two participants were included. To conduct this research Descriptive surveys as well as both quantitative and qualitative method were employed. For this purpose a variable data suggest the team cohesion of women players in their clubs has a significance impact on the quality of playing football in the Lideta women football team. Questionnaires and observation were used to collect the data pertains. The result of the study indicates that the teams members are communicate smoothly, both coaches use democratic leadership style. Group size, communication break down and leadership style of the coach are factors affecting team cohesion. Finally the major finding of this study is that the effect of team cohesion is better individual and team performance.

**Key words:** performance, team, effect, cohesion and football.

## DECLARATION

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

Name: - : - ----- --- Signature: -----Date: - -----

This has been submitted for examination with my approval, as university advisor.

Name: - -----Signature: - -----Date: - -----

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

The history of sport probably extends as far back as the existence of people as purposive sportive and active beings. Sport has been useful way for people to increase their mastery of nature and the environment. The history of sport can teach as a great deal about social changes and about the nature of sport itself. Sport seems to involve the development and exercise of basic human skills for their own sake, in parallel with their being exercised for their usefulness. It also shows how society has changed its beliefs and therefore there are changes in rules. Of course, as one goes further back in history, dwindling evidence makes theories of the origins and purposes of sport more and more difficult to support. Crowther, Nigel B (2007).

Women may have been playing "football" for as long as the game has existed. Evidence shows that an ancient version of the game was played by women during the Han Dynasty (25–220 CE). Two female figures are depicted in Han Dynasty (25–220 CE) frescoes, playing Tsu Chu. There are, however, a number of opinions about the accuracy of dates, the earliest estimates at 5000 BCE Reports of an annual match being played in Scotland are reported as early as the 1790s The first match recorded by the Scottish Football Association took place in 1892 in Glasgow. In England, the first recorded game of football between women took place in 1895.

According to Magoun, Francis Peabody (1929), Mob football is regarded as the ancestor of modern codes of football and according to The history of FA, May 2006, Association football, the modern game, also has documented early involvement of women. In Europe, it is possible that 12th-century French women played football as part of that era's folk games. An annual competition in Mid-Lothian, Scotland during the 1790s is reported, too. In 1863, football governing bodies introduced standardized rules to prohibit violence on the pitch, making it more socially acceptable for women to play.

Women's football club systems exist in the Adelaide and the Mount Gambier regions. They refer to two different associations and are not connected to each other. They also differ in their main sporting values and their connectedness with the state system. The Mount Gambier club system is governed by South East Women's Football Association. In 2008, it comprised only eight clubs: six from Mount Gambier, one from Millicent and one from Portland, across the Victorian border (Western Border Soccer Association, 2008).

Since 1996, a Women's Football Tournament has been staged at the Olympic Games. Unlike in the men's Olympic Football tournament (based on teams of mostly under-23 players), the Olympic women's teams do not have restrictions due to professionalism or age.

England and other British Home Nations are not eligible to compete as separate entities because the International Olympic Committee does not recognize their FIFA status as separate teams in competitions. The participation of UK men's and women's sides at the 2012 Olympic tournament was a bone of contention between the four national associations in the UK from 2005, when the Games were awarded to London, to 2009. England was strongly in favor of unified UK teams, while Scotland, Wales, and Northern Ireland were opposed, fearing adverse consequences for the independent status of the Home Nations within FIFA. At one stage it was reported that England alone would field teams under the UK banner (officially "Great Britain") for the 2012 Games. However, both the men's and women's Great Britain teams eventually fielded some players from the other home nations.

The Ethiopian women's national team made its debut in September 2002 in the 2002 African Championship's qualifiers, beating Uganda to progress to the final tournament, where it ended last in its group, only grasping a tie with Mali. It subsequently played the 2003 All-Africa Games, losing all three games.

In 2004 they again qualified for the African Championship, where they made it to the semifinals after beating South Africa and drawing with Zimbabwe. After being knocked out by Nigeria, they lost the bronze to Ghana on penalties. As of 2013 it remains Ethiopia's best performance in the competition.

Ethiopia withdrew from the 2006 African Championship, and it didn't take part in the 2008 edition either. However it did take part in the 2007 All-Africa Games, losing its two games. In its return to the African Championship in 2010 it was defeated in the qualifiers by Tanzania. On the other hand in the 2012 Summer Olympics qualifiers Ethiopia made it to the final round after knocking out Congo DR and Ghana, ultimately losing an spot in the Olympics to South Africa.

Team Cohesion can be defined as the tendency for a group to be in unity while working towards a goal or to satisfy the emotional needs of its members. This definition includes important aspects of cohesiveness, including its multidimensionality, dynamic nature, instrumental basis, and emotional dimension. Its multidimensionality refers to how cohesion is based on many factors. Its dynamic nature refers to how it gradually changes over time in its strength and form from the time a group is formed to when a group is disbanded. Its instrumental basis refers to how people cohere for some purpose, whether it is for a task or for social reasons. Its emotional dimension refers to how cohesion is pleasing to its group members. This definition can be generalized to most groups characterized by the group definition discussed above. These groups include sports teams, work groups, military units, fraternity groups, and social groups. However, it is important to note that other researchers claim that cohesion cannot be generalized across many groups.

This study can contribute a lot for female's football team managers and coaches by increasing their team cohesion. By the end this study can find the major effects of team cohesion female football teams so; we can minimize factors that affect team's cohesiveness.

Different researches are conducted on this issue by different individuals and organizations. Qualitative study conducted by Eys and Colleagues (2015). According to these researchers cohesion may drive performance for females while performance may drive perceptions of cohesion for males. In essence, male and female teams may differ with respect to the speed that cohesion is facilitated (e.g., faster to develop in male teams).

## **1.2 Statement of the problem**

The aim of this study is to show the effect of team cohesion on the selected Addis Ababa kifle ketema female's football teams. In order to attain this researcher tried to see the research gap that there is no enough research conducted on the issue of team cohesion and females football in Ethiopia.

In addition to effects of team cohesion on the result of selected kifle ketema female's football team, factors affecting team cohesion and how to develop team cohesion are variables to be studied.

The leading research questions are;

- ✓ What are the factors that affect team cohesion?
- ✓ Do the team members communicate smoothly?
- ✓ Does effective team cohesion improve performance?
- ✓ What kind of leadership style does the coach use?

The following could be possible answers for the leading research questions;

- ❖ Ways of treatment and conflict resolution might be the factors.
- ❖ There is smooth communication.
- ❖ Yes, team cohesion can improve performance.
- ❖ Authoritarian leadership style.

## **1.3 Objectives of the study**

### **General objective**

- Effect of team cohesion on selected sub city female's football team will be known.

### **Specific objectives of the study are to:**

- Justify factors that affect team cohesion.
- Identify communication level of the players.
- Check whether team cohesion improves result or not.
- Differentiate coach's leadership style.

## **1.4. Significance of the study**

There are a lot of beneficiaries from this study. The first beneficiaries are Lideta sub city and other sub city female's football team because this study simply proves the effect of team cohesion; the second beneficiaries are the Ethiopian female's national football team because the national team simply found cohesive players; finally female footballers will be more beneficiaries because cohesive players are the choice of current football coaches so that they can earn better. In addition to these beneficiaries the football profession by itself can use from this study because team cohesion is a critical issue in modern football.

## **1.5 Limitations of the study**

Through in taking this study there will be shortage of reference materials that deal on the prospects and challenges of Ethiopian women football premier league. In fact, attempts made to overcome this inadequacy by making use of some relevant materials and documents. To one side from this, Constraints of time and finance was contributed to the inadequacy of the research. However; the researcher have been tried all his best to maintain the excellence of this research by putting utmost effort.

## **1.6 Delimitation of the study**

When I select subjects to be studied I have considered my time, budget and knowledge I have. Whereas I have decided the scope of this study in terms the availability of the population. Whatever the scope of this study is Lideta sub city females football team, others also could use from the finding, but all peoples who following this study should know all the data in this study gathered from Lideta sub city football players and coaches.

## 1.7 Operational definition of terms

The following terms which found in this study needs operational definition, they defined as follow:

- ✚ Technique: particular way of doing something, especially one in which you have to learn
- ✚ Temperaments: the tendency to get emotional and excited very easily and behave in an unreasonable way
- ✚ Stamina: physical strength that enables you to exercise for long period of time
- ✚ Cohesion: the act of being together
- ✚ Determination: a quality that makes you continue trying something even if it is difficult
- ✚ Empowerment: giving the authority to do something
- ✚ Marginalization: to make somebody to feel as not important
- ✚ Well-being: general health and happiness
- ✚ Agility: the ability to change quickly while maintaining control of the body.
- ✚ Touchline: the sideline, or side boundaries of the field.
- ✚ Trapping: bringing the ball under control and bringing it to a stop.
- ✚ Coach: a person who instructs other in the side of sport competition
- ✚ Game: a physical or mental competition conducted according to rules with participant in a direct opposition to each other
- ✚ Skill: the ability of using the correct time, energy efficiently and effectively.
- ✚ Talent: configuration of group of qualities, abilities and potential possibilities of an athlete
- ✚ Training: pedagogical process upgrading or improving the performance of athletes

## 1.8 ORGANIZATION OF THE STUDY

This study was organized in such a way that the first chapter presents and discusses the introduction (background of the study), statement of the problem, objective of the study, limitation, delimitation and significance of the study, definition of terms and organization of the paper. The second chapter attempted to forward various literature works of scholars that has relation to the topic under discussion. The concern of chapter three is on presenting research design and methodology of the study. Chapter four reports the presentation, analysis and discussion of the study and finally chapter five presents the summary, conclusion and recommendation of the study.

# CHAPTER TWO

## REVIEW OF RELATED LITRATURES

### 2.1. FOOTBALL

The word football is from the English language and was originally spelt as two words 'foot ball'. The original foot ball game was a ball game played at Shrovetide in medieval England. Other European countries also played Shrovetide ball games by different name which were very similar to Shrovetide football. The game had few rules but specifically prohibited the use of transport. As a result the game had to be played on foot hence the term 'foot ball'. All modern codes of football can be traced back to these Shrovetide ball games. Originally played all over England, the game has survived in some isolated places in England such as Derbyshire (www...encyclopedia. com.)

### 2.2. FOOTBALL IN AFRICA AND ETHIOPIA

Africa has a relatively long history in sport. In the field of soccer, the major focus has been on the period when the African states attained independence and took charge of the management of their affairs. The continent has so far made major strides in developing soccer from the 1950s, making remarkable advancements in the area. The founders of the Olympics, the ancient Greeks had their own version-episkiros. This form included kicking and throwing the ball and was the first game to have boundary lines. The Romans plagiarized the Greeks with their own more physical game called harpist. It was the Romans who brought this game to the shores of England in 43 A.D. England is credited with founding the modern game and it began with the Roman occupation. By the time the Roman Empire collapsed, the game was firmly entrenched as a highly popular sport. Football had progressed from a ball representing the sun ritually kicked across fields as a fertility symbol to a contest between two villages. The object was to kick the ball to the opposing village in a barbaric melee. The game spread from the villages to the cities where it was a violent threat to lives and property. Football was a menace to law and order, and the first royal proclamation banning football was issued in 1314. No one heeded the proclamation and everyone kept on playing. By 1349, a frustrated King Edward III who wanted to conquer France demanded prison terms to anyone playing football because it was not only a public menace, but also disrupted archery practice. King Edward III actually coined the name "Football" to the English language in an effort to produce better archers. Football in Africa, Gary Armstrong and Rechard Giulianoti, 2004.

The name came not from the obvious inference of a ball played with feet, but to differentiate a game played on foot rather than on horseback. It did not matter which following ruler or which following proclamation forbade football, it still prospered amongst the people. Such early forms of the sport had one dominant characteristic the complete lack of rules. Players advanced

the ball by any mean they could muster. Participants used tactics such as kicking, handling, running with the ball, brawling and fighting. However, the sport did progress enough to warrant some rules. Football is widely played in almost every country in the world. In most countries, it is the predominating sport enlisting a large number of participants and commanding a great popularity. It furnishes, to the highest degree, team combination, discipline and excitement. Ethiopia rising, Firdose Moonda, 2013

The Federation international de Football Association (FIFA) was formed on May 21, 1904, in Paris by the National Associations of seven countries (France, Belgium, Denmark, Netherlands, Spain, Sweden and Uruguay). In Africa, the first of the National Associations was established in there public of South Africa. Egypt was first on the international scene. In1924, only three years after forming a National football Association, they defeated Hungary in the Olympic Games in Paris. Conmebol was the first confederation of football association; the South American Confederation which was set up to organize a continental competition, the South American championships, in1917. It was nearly half a century later when the demand arose elsewhere for continental tournaments, before another such confederation was established. Thus, the union of European football Associations formed in 1954, same year its Asian counterpart and two years before the African football confederation, the central and North American and Caribbean baby, was launched in 1961. This body of world football, the Oceania Football Confederation was formed in 1966,( Diclemte,1955:3)

### 2.3.ETHIOPIAN WOMEN FOOTBALL

According to the researcher the beginning of Ethiopian female's football has its own contribution for the development of Ethiopian sport as a whole. This study is about the effect of team cohesion female's football so that this article is regarding to women's football in Ethiopia.

The Ethiopian national team made its debut in September 2002 in the 2002 African Championship's qualifiers, beating Uganda to progress to the final tournament, where it ended last in its group, only grasping a tie with Mali. It subsequently played the 2003 All-Africa Games, losing all three games.

In 2004 they again qualified for the African Championship, where they made it to the semifinals after beating South Africa and drawing with Zimbabwe. After being knocked out by Nigeria, they lost the bronze to Ghana on penalties. As of 2013 it remains Ethiopia's best performance in the competition. Ethiopia withdrew from the 2006 African Championship, and it didn't take part in the 2008 edition either. However it did take part in the 2007 All-Africa Games, losing its two games. In its return to the African Championship in 2010 it was defeated in the qualifiers by Tanzania.

On the other hand in the 2012 Summer Olympics qualifiers Ethiopia made it to the final round after knocking out Congo DR and Ghana, ultimately losing any sport in the Olympics to South

Africa. In 2012 the team qualified for the African Championship 8 years later, settling the score with Tanzania. It didn't manage to score; only grasping a draw with Cameroon.

#### 2.4.SPORT AS A TOOL TO PROMOTE GENDER EQUITY

As well, socio-cultural norms and constraints preventing girls and women from being physically active, leaving home unaccompanied, or being seen by men outside their family, are additional barriers preventing girls and women from becoming involved in sport and physical activity. At the same time, many international frameworks support women's participation in sport, with some national laws requiring equal access and opportunities for females.

A small but growing body of evidence has also begun to establish sport as a viable tool for addressing gender equity on a broader scale. (Beijing 1995).

Research on sport, gender, and development indicates that sport can benefit girls and women by: Enhancing health and well-being, Fostering self-esteem and empowerment, Facilitating social inclusion and integration, Challenging gender norms, and, providing opportunities for leadership and achievement. Sport can help increase self-esteem by giving girls and women opportunities to learn new skills, engage in positive relationships, acquire achievements, engage in volunteer service and receive public recognition. By providing women and girls with a voice in program design and decision-making, training, and opportunities for leadership and advocacy, sport programs can also empower and help equip them to take greater control over their own lives.

Sport programs can help to reduce the social isolation and exclusion that many girls and women experience; particularly those that cannot attend school and live in poverty. Sport programs can provide girls and women with safe places to gather, help them to build social networks, offer social support, and connect them to health, education and employment information, services, and opportunities that can help to address their marginalization in society. Sport programs can enhance the empowerment process by challenging gender norms, reducing restrictions and offering girls and women greater mobility, access to public spaces, and more opportunities for their physical, intellectual and social development. By involving families, community leaders, and boys and men in gender education, changes to gender norms can benefit men and women alike. Sport can also provide girls and women with powerful role models, leadership skills and experience that they can transfer to other domains such as their family life, civic involvement, and advocacy.

All of these beneficial effects are self-reinforcing, and may also make sporting opportunities for girls and women more sustainable over time. In spite of the benefits, the successful implementation of sport programs aimed at gender equity involves many challenges and obstacles. Not only do girls and women have limited time available for sport, but there is often little value placed on sport activities for girls by their families, by girls themselves, and by their Communities.

To overcome these challenges, and to convince key stakeholders about the benefits of sport programs for gender equity and empowerment, evidence to support the benefits must be documented. (Beijing 1995).

The researcher believes that sport is a tool to promote gender equity. Sport programs can provide girls and women with safe places to gather, help them to build social networks, offer social support, and connect them to health, education and employment information, services, and opportunities that can help to address their marginalization in society. This article can also support this study in terms of the use of female's participation.

## 2.5. TEAM

A group does not necessarily constitute a team. Teams normally have members with complementary skills and generate synergy through a coordinated effort which allows each member to maximize their strengths and minimize their weaknesses. Naresh Jain (2009) claims:

Team members need to learn how to help one another, help other team members realize their true potential, and create an environment that allows everyone to go beyond his or her limitations. Teams can be broken down into from a huge team or one big group of people, even if these smaller secondary teams are temporary.

A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.

Thus teams of game players can form (and re-form) to practice their craft/sport. Transport logistics executives can select teams of horses, dogs, or oxen for the purpose of conveying passengers or goods.

While academic research on teams and teamwork has grown consistently and has shown a sharp increase over the past recent 40 years, the societal diffusion of teams and teamwork actually followed a volatile trend in the 20th century. The concept was introduced into business in the late 20th century, which was followed by a popularization of the concept of constructing teams. Differing opinions exist on the efficacy of this new management fad. Some see "team" as a four-letter word: overused and under-useful. Others see it as a panacea that realizes the human-relations movement's desire to integrate what that movement perceives as best for workers and as best for managers. Still others believe in the effectiveness of teams, but also see them as dangerous because of the potential for exploiting workers in that team effectiveness can rely on peer pressure and peer surveillance. However, Hickman argued that team effectiveness should not be viewed only in terms of performance. While performance is an

important outcome, a truly effective team will contribute to the personal well-being and adaptive growth of its members.

Compare the more structured/skilled concept of a crew, the advantages of formal and informal partnerships, or the well-defined - but time-limited - existence of task forces.

Team size, composition, and formation

Of particular importance is the concept of different types of teams.

Interdependent and independent

One common distinction is drawn between interdependent and independent teams. The difference is determined by the actions that the team members take while working.

Interdependent teams

A rugby team provides a clear example of an interdependent team: no significant task can be accomplished without the help and cooperation of every member; within their team members typically specialize in different tasks (running the ball, goal kicking and scrum feeding), and the success of every individual is inextricably bound to the success of the whole team. No rugby player, no matter how talented, has ever won a game by playing alone.

Independent teams

On the other hand, a track-and-field team is a classic example of an independent team: races are run, or points are scored, by individuals or by partners every person in a given job performs basically the same actions how one player performs has no direct effect on the performance of the next player

If all team members each perform the same basic tasks, such as students working problems in a math's class, or outside sales employees making phone calls, then it is likely that this team is an independent team. They may be able to help each other—perhaps by offering advice or practice time, by providing moral support, or by helping in the background during a busy time—but each individual's success is primarily due to each individual's own efforts. Runners do not win their own races merely because the rest of their teammates did, and math's students do not pass tests merely because their neighbors know how to solve equations.

In the business environment, sales teams and traditional professionals (such as doctors, lawyers, and teachers), work in independent teams. Most teams in a business setting are independent teams.

Coaching differences between interdependent and independent teams

Coaching an interdependent team like a football team necessarily requires a different approach from coaching an independent team like a gymnastics team, because the costs and benefits to individual team members—and therefore the intrinsic incentives for positive team behaviors—differ markedly. An interdependent team benefits from members getting to know the other team members socially, from developing trust in each other, and from conquering artificial collective challenges (such as those offered in outdoors ropes courses)[citation needed]. Interdependent teams respond well to collective rewards, and independent teams perform better with individual rewards.

Hybrid teams and hybrid rewards, which try to combine characteristics of both, are sometimes created [by whom?] in the hope of getting the best of both types. However, instead, they tend instead to produce the negative features of each and none of the benefits, and consequently under-perform.

Pressuring teams to become independent or interdependent, on the grounds that management has decided that one type is intrinsically better than the other, results in failure. The nature of the team is defined by the type of work that is done, and not by management's wishes or by the fashions of the latest management fad.

#### Multidisciplinary and interdisciplinary

Teams in areas of work or study such as in the medical field may be multidisciplinary or interdisciplinary.

Multidisciplinary teams involve several professionals who independently treat various issues a patient may have, focusing on the issues in which they specialize. The problems that are being treated may or may not relate to other issues being addressed by individual team members.

The interdisciplinary team approach involves all members of the team working together towards the same goal. In an interdisciplinary team approach, members of the core team will often role-blend, taking on tasks usually filled by people in different roles on the team. A common interdisciplinary team approach popularized by IDEO is the Balanced Team. IDEO interprets the balanced team as a composition of three discrete factors: desirability, feasibility, and viability. These three factors are assumed [by whom?] through human/design-oriented resources, technical-oriented resources, and business-oriented resources.

#### Executive teams

An executive team is a management team that draws up plans for activities and then directs these activities (Devine, 2002). An example of an executive team would be a construction team designing blueprints for a new building, and then guiding the construction of the building using these blueprints.

## Command team

The goal of the command team is to combine instructions and to coordinate action among management. In other words, command teams serve as the "middle man" in tasks (Devine, 2002). For instance, messengers on a construction site, conveying instructions from the executive team to the builders, would be an example of a command team.

## Project teams

A team used only for a defined period of time and for a separate, concretely definable purpose, often [quantify] becomes known as a project team. This category of team includes negotiation-, commission- and design-team subtypes. In general, these types of teams are multi-talented and composed of individuals with expertise in many different areas. Members of these teams might belong to different groups, but receive assignment to activities for the same project, thereby allowing outsiders to view them as a single unit. In this way, setting up a team allegedly facilitates the creation, tracking and assignment of a group of people based on the project in hand. The use of the "team" label in this instance often has no relationship to whether the employees work as a team.

## Advisory teams

Advisory teams make suggestions about a final product (Devine, 2002). For instance, a quality-control group on an assembly line would be an example of an advisory team: they may examine the products produced and make suggestions about how to improve the quality of the items being made.

## Work teams

Work teams are responsible for the actual act of creating tangible products and services (Devine, 2002). The actual workers on an assembly line would be an example of a production team, whereas waiters and waitresses at a diner would be an example of a service team.

## Action teams

Action teams are highly specialized and coordinated teams whose actions are intensely focused on producing a product or service (Devine, 2002). An NFL football team would be an example of an action team. Other examples occur in the military, paramedics, and transportation.

## Sports teams

A sports team is a group of people which play sports (often team sports) together. Members include all players (even those who are waiting their turn to play), as well as support members such as a team manager or coach.

## Virtual teams

Developments in information and communications technology have seen the emergence of the virtual work-team. A virtual team is a group of people who work interdependently and with shared purpose across space, time, and organizational boundaries using technology to communicate and collaborate. Virtual team members can be located across a country or across the world, rarely meet face-to-face, and include members from different. Organizationally and/or time dispersed knowledge workers who coordinate their work predominantly with electronic information and communication technologies in order to accomplish one or more cultures.

In their 2009 literature-review paper, Ale Ebrahim, N., Ahmed, S. and Taha, Z. added two key issues to definition of a virtual team: "as small temporary groups of geographically, organization tasks". Many virtual teams are cross-functional and emphasize solving customer problems or generating new work processes.

### 2.6.STAGES OF TEAM DEVELOPMENT

The first stage that Bruce Tuchman identified is forming. It is a stage where team meets for the first time and team members are mostly dependant on the team leader where they get most of the information from.

The second stage is Storming. This is very turbulent stage when team members have enough information to form their own ideas about goals and targets of the whole team. That is why some of them might struggle for power or position with other team members and they might challenge leader for position. At this stage it is very important for a leader to take control over the team and keep them focused on the goal.

Stage 3 is norming. In this stage members commits to the team and their responsibilities. There is a sense of bonding and unity between team members and leader is not challenged so much.

Crucial stage for the team is stage 4 which is performing where team really begins to work and show high performance. They are able to work positively towards goals and resolve conflicts effectively in positive and constructive way. At this stage team develops cohesion and builds positive relationships.

Last stage is Adjourning. This stage is not often seen as a part of the main theory, but it is still an important part to be examined. The fifth stage is when team is no longer needed as team's goals and targets been achieved successfully and team members have to go to other projects or jobs. This separation can cause insecurity to some sensitive people if they created strong bonds between teammates. It's important to deal with this stage sensitively to ensure that team members can move on to other projects without being sad.

## 2.7. TEAM COMMUNICATION

The researcher believes that communication is very important to facilitate team cohesion; smooth communication is one of the characteristics of cohesive team. Here is the article for team communication.

A major part of teamwork is communication. Team members send and exchange information to convey ideas, generate discussion, prompt action, create understanding, and coordinate activities. Effective communication means transmitting a message so that the recipient understands its content and intention. When team members communicate well, they can avoid common pitfalls such as misunderstandings, lack of trust, and conflict that can undermine team performance.

Team members share information in a variety of ways, including face-to-face meetings and other forms of verbal communication, as well as in writing—through e-mail, texts, and memos. Teams develop practices for how members will communicate with each other and with the group as a whole. Norms typically emerge about preferred modes, frequency, and timing of communication.

Communication patterns describe the flow of information within the group and can be described as centralized or decentralized. When centralized, communication tends to flow from one source to all group members. Centralized communication results in consistent, standardized information being conveyed, but often restricts its flow to one direction. In contrast, decentralized communication means team members share and exchange information directly with each other and with the group. This allows information to flow more freely, but often with less consistency in format or distribution. The results can be incomplete, untimely, or poorly distributed messages. Most teams use a mix of the two approaches, choosing centralized communication for messages that are more complex, urgent, or time sensitive, and decentralized communication when discussion and idea generation are needed.

## 2.8. TEAM COHESION

There are many aspects to team cohesion. One factor that contributes to team cohesion is team norms. Team norms are not connected to position specific roles in a player's style. Norms usually evolve through team development. One strategy is that coaches let the players set their own expectations on and off the field together as a group. This will improve an athlete's autonomy and will result in players committing to their own expectations. Thus, it creates higher team cohesion because they will commit to the expectations they set for themselves. Goal setting strategies have also been proven to enhance team cohesion. According to one article, "they tend to be more committed to the group's endeavors, thus resulting in improved group integration (Beauchamp & Dunlop Self, 2011, Para. 4)." efficacy is another dynamic to investigate when dealing with team cohesion. Self efficacy, defined in an article called Team and Group Dynamics in Sports, refers to self-- efficacy as "a situation specific

form of self confidence and has been found to be positively related to outcomes such as athlete persistence, effort, and task performance” (Beauchamp & Dunlop, 2011, Para. 6). Team collective efficacy is the members’ perceptions about their team as a whole and their confidence level. This influences team functioning as a whole and has been a determinant of team cohesion. When team members become more confident in each other, the team, as a result, is more cohesive, as well as vice versa (Beauchamp & Dunlop, 2011). In the Making of the Dream Team article, it explains self efficacy as the individual level of motivation and performance (Goodwin, Rosen, Burke, Fiore & Salas, 2006).

Self efficacy plays a huge role in leadership as well (Smith, Arthur, Hardy, Callow & Williams, 2013). Within a group, collective efficacy is the belief in the team’s competence to handle certain environmental demands (Chelladurai, 2004). Chelladurai (2004) mentions how “a cohesive group is characterized by (a) individual attraction (i.e., an individual values membership in the group) and (b) group integration (i.e., there are perceptions of positive and effective interactions among members) (para. 19). If participants are attracted to the group and are thought to be unified, the team would be believed to be more cohesive. Carron and colleagues created a four component model of cohesion entailing: (1) attraction to the group task, (2) attraction to the group integration task, and (4) group integration social (as cited in social, (3) group Chelladurai, 2004). This model is meant to cross task and social characteristics with the two categories of cohesion: individual attraction and group integration. According to a study in 2013, it is noted that highly cohesive teams are likely to work together more effectively, al., 2013 and as a result, will perform better than less cohesive teams (Smith et.). According to Mach, Dolan, and Tzafrir (2010), “highly cohesive groups tend to be more united and committed to success than groups with little cohesion” (p. 775). Carron and his colleagues found a significant relationship between cohesion and performance, and it was found stronger among women’s teams when compared to men’s. Suggestions were made that team building should focus on task oriented attitudes and interpersonal interactions. This strategy would benefit women’s teams (as cited in Chelladuria, 2004).

According to Carron, higher perceptions of cohesion happen when players tend to take on more of the team activities and share the responsibility for negative outcomes. When the team seem to be task hen members of integrated, they obtained higher levels of role clarity, role acceptance, role performance, and identifying outside causes for future failures. As a result, being a part of a cohesive team, members of the team tried harder during practice and had a higher level of commitment. One other factor to consider when building cohesion is the size of the group. A smaller group size has been found to be more cohesive, and also leads to conformity of group norms (as cited in Chelladuria, 2004). Psychological Needs Psychological safety is “a shared belief that the team is safe for interpersonal risk taking” (Goodwin et al., 2006, para. 20). strategy to build team cohesion. This kind of safety is something to consider when seeking a on to increase the performance of the team.

Psychological safety creates a team environment where players feel they can be themselves, which allows the team to develop a sense of trust (Goodwin et al., 2006).

High levels of psychological safety permit players to seek feedback from outside sources. In addition, players can view failure as an opportunity to increase their knowledge and change identified flaws (Goodwin et al., 2006). There is a correlation between the team's learning engagement and the team's psychological safety. Level of Psychological safety informs the player of the processes of the individual, team competencies, and how they merge into adaptive al., 2006).expert team performances (Goodwin et al., 2006). Autonomy, competence, and relatedness are three basic psychological needs necessary in order for an athlete to gain self-determination (Blanchard et al., 2009). Autonomy is when athletes initiate and regulate their behavior. The need for competence is when the players are able to interact with each other effectively and are able to prevent conflicting outcomes. The need for relatedness is when players are able to feel connected to their teammates and are able to relate to them. It has been suggested that players develop better in a friendly and warm atmosphere that enhances their psychological well-being environment. Determined forms of motivation are intrinsic motivation. These behaviors foster the three basic needs for self-motivation described as self-determination. Non self-determined types of motivation are "perceive a lack of contingency between their behavior and outcomes; there experience of incompetence and lack of control" interjected regulation meaning " (Vallerand & Bissonnette, 1992, individuals begin to internalize the reasons for p.602), their actions; the source of control is inside the individual is externally regulated (usually t " and external regulation which through rewards or constraints)" " occurs when behavior (Vallerand & Bissonnette, 1992, p. 600) . These behaviors negatively affect self-determination among athletes (Blanchard et al., 2009). As a result of the research, it is shown that there is a correlation between social factors, psychological needs, and self-determined motivation in sports, which are determined by the level of autonomy and competence (Blanchard et al., 2009). Motivational Climate Trust is positivity related to performance (Mach, et al. , 2010).

According to one study, high levels of team trust will increase the chances of better team performance (Mach 2010). Trust adds value to a team by allowing the members to work well et al., towards achieving their goals, thus creating a better team performance. One possible reason for increased cohesion relating to trust within the team is rooted in the norm of reciprocity. This suggests that players help and do things for other players who help them. This then allows the team to work towards achieving the collective goal because everyone wants to help each other. The most effective element for highly skilled teams is a coach that provides necessary caring and emotional support because the players themselves are already task oriented. Therefore, it is important to balance out the task oriented mindset by meeting other psychological needs. However, "on less skilled or less competitive teams, successful coaches are those who are capable of focusing players attention on the goal of winning" (Bird, 1977, p. 222). An effective coaching style requires an adjustment according to the level of skill or competition of the play Cores you are coaching. Acting teams are

sports such as bowling, archery, and riflery. They perform independently when trying to reach their goal; these types of teams are known as individual sports. The sum or average of their performance determines if teams are successful when cohesion is seen as low. The success of the team. Coaching Interacting teams are sports like basketball, soccer, and football. They are defined as groups coming together to accomplish and achieve success. These teams are found to have more success when team cohesion is high because they are working together as one unit (Bird, 1977). Competitive athletes who are on competitive teams are more passionate about their sport, which in turn allows them to have higher perceptions of cohesion (Paradis, Martin, & Carron, 2012). According to Paradis et al. (2012), "If one athlete is not as passionate as the rest of the athletes on the team, cohesion may suffer because that one athlete may not share the same drive the team" (p. 29) and desire to achieve the team's goals and objectives as the rest of the team (p. 30). Very passionate athletes tend to place more importance on the task and become a cohesive team by being united and committed to strive for the same goals (Paradis et al., 2012). Thus, if everyone has this high commitment, high team cohesion involving the task will increase as a result. The article found, "harmonious passion to be associated with better coach athlete relationships," and found it to be "related to better quality of interpersonal relationships, feelings of closeness, and feelings of connectedness" (Paradis et al., 2012, p. 28). When discussing climates, it is important to know that a task involving climate and ego involved climate predicts high levels of relatedness. In addition, perceptions of autonomy and competence were there too, but not as prominently. This demonstrates a link between the three psychological needs and the coach's interpersonal approach. The results of some studies show the link between team cohesion and motivation. One thing that strengthens relatedness is a task involving climate.

Research shows that "task cohesiveness was a predictor of autonomy and competence as well" (Blanchard et al., 2009, p. 550). Cooperative learning was also helpful to produce a perception of social belonging, which can produce relatedness (Blanchard et al., 2009). In team sports, higher competence or relatedness may be more important for predicting self-determination among athletes in sports. Coaching Styles Team leadership is something to examine when looking at the impact it has on sports teams. Shared leadership happens among team members in order to take advantage of members' strengths, such as knowledge, skills, attitudes, perspective, and time availability (Goodwin et al., 2006). Shared leadership is determined by the demand of the environment and the level of the team. When leadership is shared, the team can adapt to situations by sifting leadership functions. This can help the team effectively move toward their goal. A formal leader can be effective by creating a climate where shared leadership is welcomed (Goodwin et al., 2006). In a study involving women's walking groups, "findings suggested that group leaders who are enthusiastic, have the ability to motivate their group members, are able to provide personal instruction to each group member, and are available outside of the group for further advice. Leaders with such traits would likely develop greater cohesiveness within their group" (Caperchione, Mummery & Duncan, 2011, p. 328). The article found that women preferred social necessities, such as

guidance and reassurance of their worth to the team. They thought this was important from their leader for their team environment. However, social necessities among men were not important. As a result, this shows that social cohesion is a factor in women's physical activity. The study showed that leadership and group cohesion might impact the behavior of women during physical activity (Caperchione et al., 2011). A coach can play a major role in fostering group cohesion and healthy team culture. Coaches who have transformational leadership "involves the building of relationships with followers through personal, emotional, and inspirational exchanges, so that perform beyond the level of the normal expectations" (Smith et al., 2013, p. 249). Thus, they create higher motivation among athletes and greater group cohesion. Transformational behaviors among coaches help athletes go beyond their self interest for the good of the group and give their group members the confidence to excel. As a result of this transformational leadership, athletes display more intrinsic motivation. (Beauchamp & Dunlop, 2011). According to Smith, "there are six distinct transformational behaviors: high performance expectations, appropriate role modeling, inspirational motivation, intellectual stimulation, individual consideration, and fostering acceptance of group goals and teamwork" (The Smith et al. 2013 study Smith et al., 2013, p. 250). focused on three transformational leadership behaviors that were found to predict positive task cohesion: individual consideration, fostering acceptance of group goals, and high performance expectations. When the coach shows concern for players' personal feelings and needs, it is considered individual consideration — the first of the three transformational leadership behaviors. A second behavior is exhibited when the coach influences players to work together to develop and achieve team goals they set for themselves — an example of fostering acceptance of group goals and teamwork. This allows players to set their own goals and to work toward achieving these common goals, fostering higher cohesiveness. The third behavior occurs when the coach best efforts — known as high expects high quality success from the team and each player's performance expectations (Smith et al., 2013).

When the coach has high performance expectations, the team then adopts a similar mindset, coming together and working harder for each other to achieve the expected result (Smith et al., 2013). Individual consideration allows the coach to "blend the player's individual talents into a cohesive working unit" (Smith et al., 2013, p. 250). The study then goes on to describe "embodying attentive listening, addressing individual's needs, and establishing a one relationship" (Smith et al., 2013). This will help improve team communication. To Communication is a key factor in the model of team building and bonding. The leader as one leadership within the team influences processes like communication, which in turn influences the development of team cohesion. Communication seems to be central to the social dynamic of groups, and while it does play a role in task cohesion, it does not play Smith and colleagues say, "intra a role in social cohesion. team communication was related to task cohesion, with communication acceptance and positive conflict displaying a significant positive relationship, and negative conflict a significant negative relationship with task cohesion" (Smith et al., 2013, One form of communication is the

style the coach uses to communicate with their players. According to Blanchard, “Coaches’ controlling interpersonal style was negatively associated with perceptions of autonomy” (Blanchard et al., 2009, p. 549). However, it did not predict low levels of competence and relatedness (Blanchard et al., 2009). The study referenced by Blanchard took place in the beginning of the basketball season, so the players might not have had a chance to perceive competence or relatedness (Blanchard et al., 2009). It was revealed that there is a significant relationship between relatedness, competence, and autonomy with self determination. This outcome created positive emotions and satisfactions with their sport (Blanchard et al., 2009). Cohesiveness positively predicted all three of these measures, but the strongest one is relatedness, followed by autonomy and competence (Blanchard et al., 2009). Summary The literature suggests that there is a positive relationship between high levels of team cohesion and team performance. In addition, the type of coaching style can impact both motivation and cohesion. Studies show that task cohesion promotes all three basic psychological needs, which are autonomy, competence, and relatedness. However, emphasis is placed on relatedness. Relatedness seems to be key in cohesive teams. Players need to feel connected to their team mates and relate to them in order to gain relatedness as a psychological need. Autonomy, on the other hand, promotes the best team performance outcome. This occurs when athletes initiate and regulate their behavior. Having a transformational leadership style seems to promote all three, and it is the best quality to have as a coach.

## 2.9.HOW TEAM BUILDING LEADS TO COHESION

Teams start to get cohesive after they confront and go through challenges together. Bruce Tuckman identified stages that lead to team cohesion and best performance. In early stages, team members have to be goal focused and avoid conflicts. Spending more time together not only in work environment will create positive relationships. Bruce Tuckman’s theory is flexible and can be applied to sports, business or Public services teams. When going through these stages team members gets to know each other and can provide support to one another when they need to. That is what makes team cohesive.

### Impact of good team cohesion

Good team cohesion will increase chances of completing the objective successfully with high performance. Team will be trusting each other and supporting. That will make job done faster and more effectively.

### Impact of poor team cohesion in the team

Poor team cohesion will lead team to poor performance that might prevent team from reaching their targets, goals or objectives. Individual team members have to forget about their arrogance and take their roles and responsibilities seriously. Managers, coaches and leaders have to put huge input in making team to get together. First of all leader has to choose right individuals. They have to be skilled and have good attitude towards working in a team and being positive about their work. You don’t want people who have qualifications and skills, but have no attitude, willingness or desire to do the job and have it only, because of the money.

## 2.10.MEASUREMENT OF COHESION IN SPORT

The body of knowledge pertaining to cohesion in sport has been aided by several attempts to measure athletes' perceptions of this group property. These attempts include the Sport Cohesiveness Questionnaire (Martens, Landers, & Loy, 1972), the Multidimensional Sport Cohesion Inventory (Yukelson, Weinberg, & Jackson, 1984), and the Group Environment Questionnaire (Carron, Brawley, & Widmeyer, 2002; Carron et al., 1985). The Group Environment Questionnaire (GEQ) has received the most attention and is the operationalization of the four dimensions of cohesion outlined in the previous section. Specifically, the GEQ is an 18-item measure assessing athletes' perceptions of their attractions to social (5 items) and task (4 items) aspects of the group, as well as their perceptions of how integrated their group is from both social (4 items) and task (5 items) perspectives. Over time, evidence has been provided regarding the validity and reliability of responses to this assessment tool (see Carron et al., 1998; Carron et al., 2002, for summaries), though certain limitations have been identified. For example, Eys, Carron, Bray, and Brawley (2007) noted that the strategy of using both positively and negatively worded items might create problems for the internal consistency of certain dimensions.

Furthermore, as Carron et al. (2002) noted, "The GEQ was specifically developed, its psychometric properties investigated, and norms established with recreational and competitive sport teams composed of North American female and male athletes between the ages of approximately 18 to 30 years" (p. 39) and encouraged careful consideration of the context specificity of the questionnaire. To this end, researchers have translated and adapted the GEQ to ensure they had a relevant measure of cohesion for their population. As just a few examples, Heuzé and Fontayne (2002) used the GEQ as the basis for a French language cohesion questionnaire (Questionnaire sur l'Ambiance du Group), while Estabrooks and Carron (2000) adapted the measure for use in an exercise class context (Physical Activity Group Environment Questionnaire).

More recently, efforts have been made to examine cohesion in younger athletes including youth (approximately 12 to 17 years of age; Youth Sport Environment Questionnaire; Eys et al., 2009) and children (approximately 9 to 12 years of age; Child Sport Cohesion Questionnaire; Martin, Carron, Eys, & Loughhead, 2012). Eys and colleagues (2009) noted several advantages of developing age-appropriate cohesion assessment tools including increased readability. Furthermore, for both questionnaires, the researchers found evidence that younger populations did not distinguish between group integration perceptions and their attractions to the group, but rather viewed their group more globally with respect to task and social cohesion (two dimensions vs. four dimensions). Overall, the efforts of researchers to develop appropriate measures of cohesion have led to a large body of literature within sport. The following section briefly highlights this information.

## 2.11.BEHAVIORS OF COHESIVE TEAM

Based on the bestselling book *The Five Dysfunctions of a Team* (Patrick Lencioni, 2003) *The Five Behaviors of a Cohesive Team* is a model and development program that guides intact teams through a journey to improve in five areas that are keys to productive team dynamics: Trust, Conflict, Commitment, Accountability and Results.

### Trust One Another

Members of great teams trust one another on a fundamental, emotional level, and they are comfortable being vulnerable with each other about their weaknesses, mistakes, fears, and behaviors. They get to a point at which they can be completely open with one another, without filters. This is essential because...

### Engage in Conflict around Ideas

Members of teams who trust one another are not afraid to engage in conflict around ideas that are keys to the organization's success. They do not hesitate to disagree with, challenge, and question each other, all in the spirit of finding the best answers, discovering the truth, and making great decisions. This is important because...

### Commit to Decisions

Teams that engage in conflict around ideas are able to gain commitment to decisions, even when various members of the team initially disagree. That is because they ensure that all opinions and ideas are put on the table and considered, giving confidence to team members that no stone has been left unturned. This is critical because...

### Hold One Another Accountable

Teams that gain commitment to decisions and standards of performance do not hesitate to hold one another accountable for adhering to those decisions and standards. What's more, they don't rely on the team leader as the primary source of accountability. This matters because...

### Focus on Achieving Collective Results

Team members, who trust one another, engage in conflict around ideas, gain commitment to decisions, and hold one another accountable are more likely to set aside their individual needs and agendas and focus on achieving collective results. They do not give in to the temptations to place their departments, career aspirations, or ego-driven status ahead of the collective results that define team success.

## 2.12. CONCEPTUAL MODEL OF TEAM COHESION

The researcher's critical issue in this study is team cohesion, different professionals define team cohesion in different ways, but team cohesion is the bonds between group members, it is very important for the group. The title of this study is effects of team cohesion on the results of selected Addis Ababa kifle ketema female's football teams. This article will explain what team cohesion is.

Generally speaking, cohesion represents the strength of the bonds among group members or, more informally, the degree to which individuals stick together (Carron & Eys, 2012). This group property has been the subject of considerable research over the past 60 years and definitions have indicated differing approaches to understanding cohesion. For example, Gross and Martin (1952) suggested that cohesion represents the collective resistance to disruption of the group (i.e., the degree to which the group can withstand outside pressures or unfavorable events). Alternatively, Festinger, Schachter, and Back (1963) defined cohesion as the sum of all the forces that cause members to be attracted to, and remain in, the group, and also considered these forces to be related to task and social aspects of the environment.

In sport and exercise research, the most accepted definition of cohesion was provided by Carron, Brawley, and Widmeyer (1998): “a dynamic process which is reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member affective needs” (p. 213). This definition implies several characteristics of cohesion that include an ability to change over the span of group development (i.e., dynamic), a focus on both task (i.e., instrumental objectives) and social aspects of the group (i.e., member affective needs), and, an assumption that it is multidimensional.

With respect to the latter points, and following from the varied approaches of earlier cohesion research, Carron, Widmeyer, and Brawley (1985) proposed a four dimension conceptual model that encompasses two different perceptual orientations (i.e., individuals' perceptions of their own attractions to the group as well their perceptions about the degree to which the group is integrated) regarding two broad aspects of the group environment (i.e., task and social concerns). In combination, the four dimensions represent individuals' perceptions of their (a) attractions to task aspects of the group (ATG-T), (b) attractions to social aspects of the group (ATG-S), (c) group's integration regarding task objectives (GI-T), and (d) group's integration regarding social objectives (GI-S).

Another interesting aspect regarding the concept of cohesion relates to the dynamism of individuals' perceptions of their group. McEwan and Beauchamp (2014) proposed that cohesion is an emergent state resulting from (and influencing) other behavioral processes in which the team engages (e.g., teamwork processes). In this sense, cohesion is proposed to be an outcome/antecedent of several group processes (as opposed to being a process unto itself). Regardless, it is interesting to consider whether the various dimensions of cohesion differ with respect to the speed and/or level with which they initially emerge within a group and their

ongoing stability. There is some support in the extant literature to suggest that all dimensions of group cohesion do not progress in lockstep. Arrow, Poole, Henry, Wheelen, and Moreland (2004) proposed that group members' attractions to their group have elements that develop at different speeds. More global attractions to the group are proposed to develop quickly while more specific interpersonal attractions (i.e., among group members) need more time to be fostered.

In a physical activity context, Dunlop, Falk, and Beauchamp (2012) tracked 46 group exercise classes and assessed participants' perceptions of the four dimensions of cohesion during the 2nd, 5th, and 8th week of the session. They found that perceptions of task cohesion remained relatively stable across exercise sessions, while social cohesion perceptions were more variable over those time points. The researchers suggested that their results had implications toward group interventions in exercise (i.e., opportunities to facilitate social connections within the classes) and provided support that cohesion perceptions are malleable. This result (i.e., greater stability for task cohesion perceptions vs. social cohesion) is consistent with Leeson and Fletcher (2005), who examined cohesion perceptions of 219 elite female netball players across four time points in a competitive season.

### 2.13. THEORETICAL FRAMEWORK OF TEAM COHESION

The evolution of studies on cohesion indicates that the first systematic work on the topic was conducted by Festinger 1950, who defined cohesiveness as the total field of forces which act on members to remain in the group." This encompasses two aspects: attraction among the members and forms of control. Carron 1985 include social and task-related components, cohesion thus being a dynamic process that reflects the intention of the group to stick together and remain united in pursuit of its instrumental objectives related to the task and/or for the satisfaction of members' affective needs.

And Tutko 1984 defined a cohesive group as the combination of people who think, feel, and act as a unit. Wolfe and box 1987 concluded that cohesion acts as a social construct element and has historically been based on a tripod: the similarity between individuals, which is judged more in the social than in the intellectual realm; the morale of the group or level of motivation, perceived through sociometric measures, which provide for mutual peer nomination and least/most preferred co-worker selections; and the group's basis to coordinate and control efforts, which is also based on the needs for authority or dominance. Convergent ideas are found in the importance of interaction between team members. Robbiens 2002 evidences three aspects that influence cohesion: time spent together; the small size of the team, facilitating interaction; and external threats, creating greater alignment of members. Rocco 2004 pointed out that initially, the concept of cohesion was a purely descriptive term. Several subsequent studies have found factors that affect group cohesion, including: the degree of compliance with the objectives proposed to the group; the interaction that the members establish in the group; antagonisms and intergroup conflicts; degree of proximity or cultural similarity; and the group's previous success stories. Machado 2005 goes further and mentions cohesion as a

complex, dynamic, and variable process over time, which does not emerge suddenly, and is not permanent. Maintenance is required, which can be stimulated by all members and leaders.

The first measuring instrument of cohesion level used was the Sport Cohesiveness Questionnaire, developed by Martens, Lander, and Loy in 1972. This instrument has seven items that measure interpersonal attraction or classify attractiveness to the group. No measures of reliability or validity of construction have been applied to this instrument Weinberg and Gould. The instrument features an emphasis on social cohesion, considered as a one-dimensional phenomenon. Dissatisfaction with these one-dimensional definitions led to the construction of new measurement instruments to be applied in the field of sport.

According to Carronetal 2002, group cohesion has two components: the first is associated with the development and maintenance of interpersonal relationships generated by the social relationship among group members, and the second is linked to the task processes associated with the group's activity to achieve goals. This view describes group cohesion as having a multidimensional nature. Studies solely based on group attraction are inadequate to explain the multidimensional nature of cohesion in teams. To assess group cohesion, the instruments should reflect not only the factors associated with goals and objectives that the group seeks to achieve, but also those related to the development and maintenance of positive interpersonal relationships, cohesion being a multidimensional factor.

A new instrument, called Group Environment Questionnaire (GEQ), translated into Portuguese as *Questionário de Ambiente Grupal - QAG*, which distinguishes between individual and group and social- and task-related interests. Thus, two distinct types of cohesion or two distinct forces act so that members remain in the group. The first is aimed at performing the tasks, entailing the collective efforts of the group to achieve common goals, whereas the second represents the social side, referring to the aspects of relationships and affinities among participants. This model follows the multidimensional conceptual framework, which tested and established the instrument construction reliability and validity. The cohesion model developed in separated social and task dimensions, and assumed individual and group aspects of cohesion:

- a. Group integration in relation to social aspects;
- b. Group integration in relation to the task;
- c. Individual attraction in the group in relation to the social aspects;
- d. Individual attraction in the group in relation to the task.

The first category - Group Integration - reflects the individuals' perceptions of the similarities and rapport within the group. The second category - Individual Attraction to Group - reflects the personal motives to remain part of the group. Interpret cohesion by the division of the two forces separating the social and task dimensions. Whereas the first refers to how comfortable group members feel in each other's company, and the extent to which they enjoy belonging to

the group, the second identifies the level of group work, i.e., the extent to which the group members work together to meet goals.

The study points out factors that influence group cohesion in sports teams, such as environmental, situational, or personal issues, as well as those referring to leadership and team styles, which represent a hierarchy going from the overall to the specific:

a. **Environmental factors:** considered the most general, they represent the normative forces that hold the group together. Examples include scholarships, age, proximity, or eligibility requirements;

b. **Personal factors:** extremely important variables in the study of cohesion on sport teams, they can affect the development of group cohesion when overlooked. The authors point out that these factors explain why team members participate and how they engage in the activities of the team;

c. **Leadership styles:** refers to the coach's interaction with team members and includes the leadership lifestyle and behavior that professionals exhibit and their relationship with their group. The leader plays a vital role in group cohesion through consistent and clear communication with the captain and the other members of the team, directing efforts to meet the objective and dividing the roles among team members;

d. **Team Factors:** refers to group task characteristics, such as individual or team sports, norms for group actions, desire for success, and team stability.

Cohesion is related to factors that actively affect team performance. The satisfaction of the individual in the group, the motivation to perform the tasks, the quality of the tasks, and acceptance of the leader's role at the head of the group are factors that show the breadth of the topic and the complexity of measuring team cohesion.

Reaffirm cohesion as a multidimensional process and portray the need for a more comprehensive measuring instrument. Following the multidimensional concepts of group cohesion, they developed a tool of 41 questions called Multidimensional Sport Cohesion Instrument (MSCI). The psychometric properties of this instrument were analyzed with the data coming from a sample of American basketball players. The final version of the study presented 22 items, measured on an 11-point Likert scale, to evaluate the subject of this article into four major dimensions: a) quality of teamwork; b) attraction to the group; c) unity of purpose; and d) valued roles. This instrument of 22 items for evaluation of sporting cohesion, which uses the principles of psychometrics, has been validated and approved as to its reliability and construct validity, with an alpha reliability coefficient of 0.93.

The instrument follows the definition of multi-dimensional cohesion factors, with reference to both social and the task. Aiming to measure the two factors, four dimensions were created: the

quality of teamwork; attraction to the group; unity of purpose; and valued roles. The line that evaluates social cohesion is represented by the dimension attraction to the group, and the line for the task is measured by the following aspects: unity of purpose, teamwork quality, and valued roles.

Quality of teamwork measures the relationship of team members in relation to the task. It also aims to identify whether the members work together within their functions; if they are compatible and well-defined; and levels of the following qualities: contribution of individuals, conflict resolution, respect, unity generated in the team, feelings of friendship, and discipline to achieve good performance.

## 2.14. TEAM COHESION AND PERFORMANCE

The main issue of the researcher in this study is team cohesion and performance. Team cohesion and performance has a great relationship and this article is very important for this study.

The question pertaining to whether cohesion is linked to team performance has stretched as far back as the 1960s, with individual sets of empirical results yielding a somewhat ambiguous picture of this relationship. In an attempt to rectify this situation, Carron, Colman, Wheeler, and Stevens (2002) conducted a meta-analysis of sport studies to determine the general relationship between cohesion and performance as well as potential moderators of this relationship. Specifically, Carron and colleagues examined whether the cohesion-performance relationship differed with respect to type of cohesion (task vs. social cohesion), type of sport (interdependent vs. individual sports), gender (male vs. female), skill level and age, and the direction of the relationship using any lagged longitudinal datasets that were available (cohesion leading to performance vs. performance leading to cohesion). Overall, the researchers found that there was a moderate, positive, and significant relationship between cohesion and performance (effect size = 0.655). This particular relationship held regardless of type of cohesion/sport, skill level, or direction of the relationship. However, there was a moderating effect of gender. In essence, while still significant for males (effect size = 0.556), the positive relationship between cohesion and performance was stronger for females (effect size = 0.949). A follow-up meta-analysis (Filho, Dobersek, Gershgoren, Becker, & Tenenbaum, 2014), examining studies conducted between 2000 and 2010, further supported the general positive relationship between these two variables as well as the moderating effect of gender. However, Filho and colleagues demonstrated there were some differences in the strength of the relationship based on skill level and sport type.

The finding that gender moderates the cohesion-performance relationship was discussed by the groups of researchers. Carron and Colleagues (2002) suggested that this might be important practical knowledge for coaches and sport psychology professionals to consider when working with teams. From a research perspective, Filho and Colleagues (2014) encouraged investigators to “focus on asking ‘why’ (e.g., Why do women and men differ in cohesion dynamics?) to

provide explanation of the mediating mechanisms underlying gender idiosyncrasies” (p. 174). This question pertaining to why there may be gender differences was pursued in a qualitative study conducted by Eys and Colleagues (2015). These researchers interviewed 22 Canadian and German coaches who had experience coaching both male and female competitive sport teams over the course of their careers. The researchers asked coaches to comment on the findings and to offer their perspectives regarding why cohesion may be a more important group property for female teams as compared to males. While it is beyond the scope of this article to highlight the results in their totality, coaches tended to agree with the empirical results in the sense that they believed that cohesion was important for both males and females, but that there is a tendency for it to be more important in female teams. Furthermore, coaches offered interesting ideas that could form the basis for future research questions. For example, some coaches observed that the direction of the cohesion-performance relationship might differ for males and females; specifically, that cohesion may drive performance for females while performance may drive perceptions of cohesion for males. This is an interesting proposition that has not yet been tested in the previous meta-analyses. As another example, coaches also felt that there may be temporal differences in the development of cohesion. In essence, male and female teams may differ with respect to the speed that cohesion is facilitated (e.g., faster to develop in male teams).

There are a few limitations to previous research examining the cohesion-performance relationship included in the previous meta-analyses. These include a reliance on young adult populations (+18 years), cross-sectional designs, and sub-elite competitive levels. Benson, Šiška, Eys, Priklerová, and Slepčák (2016) sought to address some of these issues in a prospective investigation of the cohesion-performance relationship with elite Czech and Slovak Republic youth football (soccer) and handball teams. Their study included 246 athletes from 18 teams whose perceptions of cohesion were obtained at mid-season and late season along with their team’s performance. In contrast to the general tone of the extant literature suggesting that cohesion leads to performance, Benson and colleagues found evidence that performance outcomes drive perceptions of cohesion in elite youth sport teams. This finding opens up several research questions regarding this relationship across sport and the researchers encouraged continued investigation of the psychological mechanisms (i.e., mediators) and boundary conditions (i.e., moderators) of the cohesion-performance relationship. Certainly, their study had several limitations (e.g., Czech and Slovak Republic athletes only, predominantly male, limited number of sports). Regardless, their result suggesting that performance leads to cohesion in the elite youth sport environment is tantalizing within a body of research that often suggests a bi-directional relationship and/or promotes cohesion as a performance enhancing necessity.

## 2.15. STRATEGIES FOR DEVELOPING COHESIVE TEAMS

In many workplaces, workers do not tend to business tasks in isolation, but instead, work as part of a team. If your workers will work together often, it is wise to put effort into developing cohesive teams. Conducting team building exercises and working to promote workplace unity,

you can improve the degree to which your employees can work cooperatively together and bolster your productivity levels.

#### Team Member Selection

The first step in developing a cohesive team is careful selection of team members. When selecting team members, companies should take care to pair workers with peers they get along well with. If workers are placed with individuals they fight with or cannot work cooperatively with, the teams will likely not prove successful.

#### Objective Identification

For teams to function cohesively, all members must clearly understand the team objectives. Developing an objective is the first task that teams should undertake. After deciding upon an ultimate goal, workers will be better able to function cooperatively to work toward that goal.

#### Keep Communication Open

Communication is a key in successful team building. Managers who oversee teams should encourage their workers to communicate regularly with each other. They may also develop methods to aid in their communication, such as setting up email lists that the members of the team can use to communicate with ease.

#### Promote Trust

For a team to be cohesive, the members that fill it must trust each other. Managers can promote trust by arranging trust-building exercises or encouraging employees to develop relationships that extend beyond the workplace, creating bonds between the members that fill the team.

#### Assist in Conflict Resolution

Even the best-planned teams experience conflict from time to time. While some managers may be hesitant to step in, it is a must when team members are experiencing conflict. By assisting in conflict resolution, managers can ensure that these conflicts don't hurt the overall team dynamic.

#### Encourage Feedback

While managers may want to create cohesive teams that are largely autonomous, it is still necessary to keep tabs on them. Managers can promote the development of cohesive teams by encouraging their workers to give feedback on the functioning of the team. If they learn through this feedback that something within the team needs to be modified, they can act quickly keep their teams functioning well.

## Time for Fun

Though the primary function in developing a cohesive team is for workers to tackle business tasks, leaving time for fun is also important. By allowing teams time to socialize, celebrate past successes, or craft meaningful relationships among members, managers can enhance the overall quality of their teams. (Erin Schreiner, 1998)

## 2.16. TEAM COHESION – HELP OR HINDER?

Team cohesion in sport involves a variety of factors e.g. coaches and the environment and can be defined as: ‘a dynamic process that is reflected in the tendency of a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member affective needs’ which suggests the level of cohesion will affect outcome goals (Carron et al, 1998). The sum of the individual members of a team has been recorded to be greater than each person working independently and this explains why teamwork is so vital. Team cohesion refers to inter personal relationships and the extent to which these effect, either positively or negatively, on a team’s performance whether on a daily basis or competition.

There are many influences on cohesion and its links with success. Communication is crucial to function effectively as well as understanding and defining roles to determine common goals. There are different types of goal which can be divided into task or social and for the strongest cohesion these must be present in all individuals in the same quantities. Task cohesion: ‘refers to the degree to which members of a group work together to achieve common goals, for example, to win a specific game’ whereas social cohesion: ‘reflects the degree to which members of a team like each other and interact accordingly’ (Richardson, 2013). Even though both aspects need to be present in a team, some studies have suggested that the social factor is not as essential for team success. ‘Most coaches and athletes prefer team mates to like each other, but it appears that as long as they are completely focused on their common task and share the same goals and beliefs success is possible even without social cohesion’ (Brandon, 2014).

Even though high cohesion is viewed as a positive this may not always be true and many of the main research articles explored this topic. In some situations having too high cohesion may become negative by generating: ‘pressure to conform, groupthink, and group polarisation’ which may be associated with performance deterioration from excessive social cohesion (Rovio et al, 2009). Pressure to conform may occur when a player fears for his position within a team and of being viewed negatively: ‘a high status player revealed that he had difficulties in giving critical feedback to his team- mates’ which in turn could reduce the effectiveness of the team and overall performance (Rovio et al, 2009). However, it is the coach or sport psychologists job to prevent this, either by speaking with the team first or teaching the captain how to present feedback to increase cohesion and performance. Groupthink is another aspect which may decrease the likelihood of a team discussing any performance issues, Rovio’s research continued, ‘and it leads to the deterioration of decision making in the group’ which is a vital aspect so there is no confusion and everyone knows what needs to be done. Following these themes group polarisation demonstrates ‘a shift towards the opinion of the majority’ which

again removes the chance of feedback and progression if needed and ‘the group’s assessment of its performance had become too positive’ and so even though social cohesion was very high, task cohesion may not be. However, when task cohesion or social cohesion is low especially at the individual level social loafing is likely to present, which is where ‘individuals within a group put forth less than 100% effort because of losses in motivation’ and this may be because members do not agree with the goals and so overall team performance decreases (Weinberg and Gould, 2011). Furthermore, when interlinked with the issues of high social cohesion ‘ignoring social loafers would help to preserve feelings of team unanimity’ so for the team to become successful, social cohesion may need to be reduced and task cohesion promoted with set goals that all players are agreed on for the greatest cohesiveness and performance.

Research within cohesion has integrated a broad range of topics which suggests that there are a number of factors which it is influenced by and these all must coincide for the greatest results. There can be negatives to high cohesion especially within the social aspect, as team members could become too involved and lose focus of the team and there is also more likely to be clashes between members. However, high social cohesion can also be a positive as those individuals are more likely to enjoy sport and therefore extend length of participation. There must be defined and specific goals to avoid confusion and promote the best cohesion and undoubtedly this should enhance success and high level performance from all players. This is fundamental for psychologists, coaches and players alike to understand in order to promote the best team environment and team building interventions are a thriving method of improving cohesiveness. Therefore, all aspects of cohesion must be balanced and positive within a sports team both at an individual and group level in order to have the highest level of performance and success.

**Give feedback.** Throughout a project and after a project is complete, you need to give your team feedback. This should be a combination of individual feedback and for the team as a whole. Explain what worked well, what didn’t, and the results of their project. Constructive feedback will make for a more cohesive team during the next project.

**Ask for feedback.** Not only should you give your team feedback, but also you should ask them to give it to you. Ask what they thought worked well and not so well. Multiple opinions can really shine a light on flaws in the process. Plus, your team members will feel like their opinion matters when you take it in to account for next time.

**Celebrate success.** When your team successfully accomplishes the mission you established at the beginning, it’s important to recognize them for it. Make sure the group knows you appreciate their work and thank them.

Building a cohesive team is a never-ending process. With every new project come different challenges. It is important to consistently make sure your team is working well together and reaching results effectively.

## 2.17.FACTORS INFLUENCING TEAM COHESION

Group size, degree of dependency, physical distances, time spent together, severity of initiation, cooperation, threat history of past successes are the major factors. These factors are influencing the group cohesiveness in an organization. We shall discuss about the above factors below: (Adele Thomas, 2013)

### Group size

Small group size is a greater probability of being cohesive than large groups in a team. When team size increases, in this circumstance, possibility of agreement towards the common goal and mutual interaction decreases. When team increases it restricts inter group and intra group communication and encourages for the formation of sub groups.

### Degree of Dependency

It is a positive between the degree of cohesiveness and dependency in a team. It requires greater attractiveness towards goals in a team. The greater the degree of dependency which will be greater attraction and consequently the higher group cohesiveness in a team.

### Physical Distance

It is very important when people working together at a very close distance are likely to have greater opportunity for interaction in an organization.

It enhances the free exchange of ideas, sharing the problems and prospects in an organization. Therefore, it develops closeness among the team members who leading to greater cohesiveness.

### Time spent Together

Time spent together and cohesiveness is positively related people who met frequently and spend time together for developing mutual attraction and interpersonal interaction. Team members are developing friendship and communication among members in an organization.

### Severity of Initiation

It is positively correlated towards with cohesiveness. When strict admission procedures are prescribed for entry into group that is create severity of initiation.

In this case, the group becomes unique and elite in the eyes of other teams in a team.

It arises out of the natural human tendency which share among the team members and get benefits for their efforts in a team.

### Cooperation

It is the team spirit that is developed by all team members in the team. It helps to share their personal opinion, suggestion, and recommendation relating to group tasks, reward system in a team and teamwork. Well designed team structure promotes greater cooperation in this way cohesiveness is enhanced.

### Status

Status and cohesiveness are positively related in a team. Status is identity of team and team members and their tasks in an organization Status will come to heard dedication, achievement, growth and development of the organization.

### Threat

It is also considered determining factors of cohesiveness. External threat is unpredictable and uncontrollable Internal threat can be predictable and controllable, its impact on the group, its identity, and process in a team. Strong and united team can easily face threat in a team.

### History of Past Successes

It is very important factors influencing the group cohesiveness in a team. Past result, performance, growth and development is the step stone towards the future goals and mission and vision of a team. Team will be evaluated the past results and analysis and interpret future result for survival and growth and development of a team.

## 2.18.WAYS TO BUILD COHESIVE TEAM

In every workplace, there comes a time when you will need to work on projects as a team. For managers who are not used to group work, it can be a challenge to establish a cohesive team. Even for managers who work with teams all the time, it can still be a challenge to get people to work together.

No matter if you're building a team for the first time, or just trying to refine the process, here are eight ways to successfully build a cohesive team:

Establish a mission. The most important factor to determine before selecting members is your team's mission. Decide the goals of the group and how you will accomplish those goals. Then select team members who will contribute best to the mission.

Look for diversity. The most successful teams require diversity. Diverse teams have access to many people with varying skills and experiences. A diverse group will be able to pull from all these experiences in order to achieve the mission.

Practice teamwork. Team-building exercises are the best way to see how individual members will work together to accomplish a goal. Before your team has to work on important tasks, see how they handle something simple like an ice breaker. Who took the lead? Who worked well together? Use what you observe and apply it to the real mission. Plus, your team members will bond with each other in the process.

Utilize individual strengths. Determine the strengths of each team member and assign them to specific tasks based on their strengths. Delegating based on strengths is the best way for the group to accomplish its goals. Be clear about what each member is responsible for and hold them accountable.

Communicate effectively. A team cannot be cohesive if communication is ineffective. Make sure to methods of communication are consistent. Clearly explain the team's instructions and goals. Make sure all messages are constructed for the benefit of the team.

## 2.19.LEADERSHIP STYLES IN COACHING

A leadership model that links the effectiveness of a leader's style to the current work environment is referred to as situational leadership. Described by both Goleman and Blanchard, 2011 a deep understanding of conditional leadership allows the manager to change their leadership style as conditions warrant.

Goleman and Blanchard, 2011 agree that most managers exhibit multiple leadership styles at work; however, the dominant style should be matched to the current environment to maximize the manager's effectiveness. Goleman used his emotional intelligence model, and leveraged what he learned through research, to come up with six conditional leadership styles:

- Coercive: accomplishes task by bullying employees; works best when a fast company turnaround is needed.
- Authoritative: an expert that knows what needs to get done; works best when the workgroup is without clear direction.
- Affiliative: promotes harmony and helps to solve problems; works best when morale is low and teambuilding is needed.
- Democratic: gives followers a vote in nearly every decision; a time consuming style that requires knowledgeable employees.

- Pacesetter: sets very high work standards for themselves and the followers; works best when followers are skilled and morale is high. Coaching: clearly defines roles and tasks, focus is on two way communication; works best when followers are experienced and agreeable.

Blanchard derived four situational leadership styles, which were based on two basic kinds of leadership behaviors, directive and supportive:

- Directing: provides specific instructions and closely monitors progress; works best when followers are inexperienced.
- Supporting: provides direction and works together with followers to solve problems; works best when followers are not yet comfortable making decisions.
- Delegating: turns over responsibility for making decisions to followers; works best when followers are experienced and comfortable making decisions.

# **CHAPTER THREE**

## **RESEARCH DESIGN AND METHOD**

### **3.1. RESEARCH DESIGN**

This part of the study deals with the research design, participants, instrumentation, procedures and analysis of the study. Descriptive survey approach will be used in carrying out this research. Descriptive survey was used because it is particularly useful to describe the situation and understand some information regarding to the effect of team cohesion. Thus, a descriptive survey approach is best suited to be employed in this research. In relation to the research methods indicated above, this research study followed a quantitative and qualitative research approach. The reasons for these are the researcher has employed quantitative and qualitative approach. In addition to the above reasons the data obtained through structured questionnaires and observation can be quantified in this case.

### **3.2. SUBJECT AND SAMPLING PROCEDURES**

Participants in this study were women football players of the Lideta kifle ketema and coaches who participated in the study.

Coach with a certification for coaching football and had completed the coaching course in Football. All coaching participants had extensive experience in coaching. Questions are asked regarding a variety of coaching and athletic experiences such as the structure of training, years of experience coaching at these levels, and engagement in coaching development activities.

#### **3.2.1. SOURCE OF DATA INSTRUMENTATION**

This study followed both qualitative and quantitative research design to obtain complete data for the study. The following data collection instruments were used-

- ✓ Training session observation with check list
- ✓ Questionnaire for 20 players and 2 coaching staffs

The researcher tries to see the previous documents on this issue to analyze the previous findings, the training session observation were by using observation check list; semi-structured questionnaires were organized to obtain data from the respondents.

Participants in this study were women football players of the Lideta sub city and coaches of the same club.

This sample team was selected based on the following criteria:

- ❖ Availability,
- ❖ Easy to transportation; and
- ❖ Proximity to the researcher's working place.

Non probability method of sampling is used to determine respondents in this study. Convenience sampling (ease of access) technique is suited for the nature of the participants.

### 3.2.2. QUESTIONNAIRE

A questionnaire is prepared and administered to the sample players to collect data regarding to team cohesion of women football to coaches and players. In order to elicit the necessary data, both questionnaires were constructed based on the review of related literatures; consisting of two main sub-topics: I, personal profiles, II, effects of team cohesion on the result of selected sub city female's football teams. This was constructed in keeping with the main themes of research guiding questions as well. There are two sets of questions, some of them comprise close-ended while most of them consist of open ended questions which, the researcher believes, would help the respondent to write their real feeling about the phenomena they are asked.

Even though it is very difficult to analyze the second set of questions, the researcher believes that it gives the respondents much freedom to suggest their subjective thought more appropriately than the first types of questions. To satisfy the need for confidentiality, respondents were not asked to put their names on the questionnaires. Instead, they were kindly requested to indicate their sex, age, qualification and experience as far as the background characteristics are concerned. The questionnaires were examined by English graduated student to avoid errors related to accuracy, fluency, and contents and to validate the frame items.

Besides, the questions were also examined by my friend who is graduated from Kotebe Metropolitan University in the department of English to see if any correction is needed and to determine whether they lead to certain conclusion for the significant purpose of the study. Moreover, the instruments which were initially prepared were given to my advisor in order to comment the extent to which the items were appropriate in securing the relevant information for the research. Based on the feedback obtained from my advisor, amendments were made.

The researcher selected questioner as data gathering tool because of its convenience for the investigation. That is, its suitability for survey research. Using questioner makes the research less expensive and in addition it increases the likelihood of obtaining accurate information. But, by its nature questioner suffers from weakness such as lack of opportunities to clarify issues and responses cannot be supplemented with other information.

### **3.2.3 OBSERVATION**

Observation is prepared to gather additional information. Five consecutive observations were carried out in order to accomplish the task. There was well organized check list having nine important questions, most of the questions are used as an indicator of whether there is team cohesion or not.

Besides, the questions were also examined by my friend Biniyam Degemu who is graduated from Kotebe Metropolitan University in the department of English to see if any correction is needed and to determine whether they lead to certain conclusion for the significant purpose of the study. Moreover, the instruments which were initially prepared were given to my advisor in order to comment the extent to which the items were appropriate in securing the relevant information for the research. Based on the feedback obtained from my advisor, amendments were made.

### **3.3. PROCEDURE**

All participants were volunteered to participate in the study and were known to the primary researcher, who had worked with them and their teams. This already established relationship with the participants was perceived as beneficial and consistent with the researcher. A semi-structured in, questioner and observation with check list were used in this study. This combined strategy offers the flexibility of probing and exploring certain subjects in greater depth. The standardized approach used in this study consisted of a series pre-planned open-ended questions organized into a number of interrelated sections.

### **3.4. METHOD OF DATA ANALYSIS**

The content analysis of the data is based on the method of both qualitative and quantitative research methods are implemented to analyze the content of the data.

Participants were given the opportunity to clarify or change any of their responses. They were also asked whether they had any comments, questions or concerns about the interviews. Second, an interceder consistency check was used to ensure the researchers' analysis of the data was appropriate and therefore minimizing researcher bias.

### **3.5. VALIDITY**

Very simply, validity is the extent to which a test measures what it is supposed to measure. The question of validity is raised in the context of three points, the form of the test, the purpose of the test and the population for whom it is intended.

In the case of this study the researcher decided to use concurrent validity to check whether it is valid or not. Concurrent validity is the degree to which the scores on a test are related to the scores on another, already established test administered at the same time, or to some other valid

criterion available at the same time. Example, a new simple test is to be used in place of an old cumbersome one, which is considered useful; measurements are obtained on both at the same time.

### 3.6. RELIABILITY

Research requires dependable measurement. Measurements are reliable to the extent that they are repeatable and that any random influence which tends to make measurements different from occasion to occasion or circumstance to circumstance is a source of measurement error. Reliability is the degree to which a test consistently measures whatever it measures. Errors of measurement that affect reliability are random errors.

To check whether it is reliable or not the researcher decided to use test-retest reliability, it is the degree to which scores are consistent over time. It indicates score variation that occurs from testing session to testing session as a result of errors of measurement. Pilot study will be the best method to realize the reliability.

### 3.7. ETHICAL CONSIDERATIONS

This study incorporates all the components of research and follows the right procedure of senior essay. The researcher also tries to check the reliability and validity of the research. On the other hand all ethical issues of a research also considered in this study. The researcher also is careful in sampling not to become biased.

### 3.8. BUDGET PLAN

Duty	Purpose	Unit price	Total price
Proposal	Transportation	-	150. birr
	Stationary	-	200. birr
	Facilities	-	200. birr
Main research	Transportation	-	300. birr
	Stationary	-	400. birr
	Facilities	-	500. birr

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1. PRESENTATION

In this section, the results obtained from the questionnaire and observation check list are analyzed and interpreted in such a way that Percentage is employed to analyze responses of close-ended items in the questionnaires while descriptive statements are employed to interpret open-ended items in the questionnaires.

#### 4.2. BACKGROUND CHARACTERISTICS OF THE STUDY GROUP

Based on the responses obtained from players and Coaches the characteristics of the study groups were examined in terms of their sex, age and work experience. This section will presents the result of the analysis on the self administered questionnaires, and observation cheek list. The respondents to the study include players and coaches.

Table1. Characteristics of respondents (players)

NO	ITEM		RESPONDANTS	
			FREQUENCY	PERCENTILE
1	Sex	Male	0	0
		Female	20	100
		Total	20	100
2	Age	Less than 20	8	40
		21-25	7	35
		26-30	5	25
		Total	20	100
3	Professional Experi	0-2	6	30
		3-5	11	55
		5-10	3	15
		Total	20	100
4	Number of team for	1	5	25
		2	9	45
		3	6	30
		Total	20	100

As indicated 100% of respondents are females, this is because of the nature of the study. Regarding age the majority 40% of the players are less than 20; this indicates the team is young enough. 55% of the respondents also have enough professional experience this also create conducive environment for team management. The last requested characteristics of the players was the number of teams played for, and regarding this majority 75% of the players are played for more than 1 team. This also helps the players to share experience to each other.

Table.2. Characteristics of Respondents (Coaches)

NO	ITEM		RESPONDENTS	
			FREQUENCY	PERCENTILE
1	Sex	Male	2	100
		Total	2	100
2	Age	Greater than 31	2	100
		Total	2	100
3	Professional Experience	B-5	1	50
		Greater than 10yrs	1	50
		Total	2	100
4	Educational level	Secondary educ.	2	100
		Total	2	100
5	Coaching license level	A License	1	50
		B License	1	50
		Total	2	100

As indicated on the table 100% of the coaching staff are males, it is known that the team is women's club so it is better to have women coach. Regarding age 100% of the coaching staff greater than 31 which is the age of better maturity compared with others. One of the coach (the head coach) 50% has professional experience of more than 10 years this will be an important demand for the coaching staff. Regarding educational level 100% of the coaching staff is on secondary education this also hinder their work, because football by itself is a science. In relation to coaching license 50% of the coaching staff has A License which is very important for current view of modern football.

### 1.3.DATA OBTAINED FROM QUESTIONNAIRE

Table.3. Response from the questionnaire (Players)

NO.	ITEM	N	MEAN	SD	YES		NO	
					F	%	F	%
1	Are you satisfied with playing in this team?	20	1.20	0.410	16	80	4	20
2	Do you like the style of play of this team?	20	1.35	0.489	13	65	7	35
3	Some of my best friends are on this team?	20	1.25	0.444	15	75	5	25
4	We all take responsibility for any poor performance by our team?	20	1.45	0.510	11	55	9	45
5	Are members of your team play individually more than a team?	20	1.70	0.470	5	30	14	70
6	Do you have smooth communication with your team mates?	20	1.05	0.224	19	95	1	5
7	Does effective team cohesion can improve team performance?	20	1.0	0.000	20	100	0	0
8	Does the coach treat all players equally?	20	1.30	0.470	14	70	6	30
9	Does incentive money leads to better team cohesion?	20	1.00	0.000	20	100	0	0

N= Total number of respondents, F= Frequency, SD= Standard Deviation

As indicated on the above table 80% of the respondents are satisfied with their team this also is a good indicator of there is team cohesion in that club. Player's satisfaction with their team is one of the characteristics of cohesive team.

Regarding the second question 65% of the team members like the style of play in their team, players of cohesive team are devote themselves for the style of play in their team whatever if it is not interested.

The third question is about the number of best friends they have in their team, according to the calculated data 35% of the team members said that some of my best friends are in this team, this is meaning that the majority of the team members are best friend to each other this also is one characteristics of cohesive team.

On the fourth question 55% of the respondents said that they all take responsibility for any lose or poor performance by their team this shows that the team is cohesive because majority of them share responsibilities of the team cooperatively.

Only 30% of the respondents confirmed that members of their team play on their own than as a team this indicates majority of the team members play as a team for that matter the team is said to be cohesive.

Regarding question number six 95% of the respondents said that they have smooth communication with their team mates, as we know communication is the prerequisite for building team cohesion, so we can conclude players this team has great communication to each other.

Almost all 100% of the respondents on the seventh question confirmed that effective team cohesion can improve performance; this is meaning that team cohesion and performance are directly proportional.

In relation to question eight 70% of the respondents said that the coach treat all players equally, if players treated equally the team will have better sprite this also is important to build cohesive team.

On the last close ended question 100% of the respondents confirmed that incentive money leads to better team cohesion. This pocket money is given for players during every win, so that players became cohesive to win and get that money.

Here are frequently appeared answers for the open ended question. 20 respondents are requested about factors affecting team cohesion frequently appeared answers are lack of effective communication between players, coach's leadership quality and personal interest can hinder development of team cohesion.

Table.4. Response from the questionnaire (Coaches)

NO.	ITEM	N	MEAN	SD	YES		NO	
					F	%	F	%
1	Did you take a course on sport psychology?	2	2.00	0.000	0	0	2	100
2	Do you treat all players equally?	2	1.00	0.000	2	100	0	0
3	Do you think that you have cohesive team?	2	1.00	0.00	2	100	0	0
4	Does effective team cohesion leads to better performance?	2	1.00	0.000	2	100	0	0
5	Do your players have smooth communication with you?	2	1.00	0.000	2	100	0	0
6	Does incentive money leads to better team cohesion?	2	1.50	0.707	1	50	1	50

N= Total number of respondents, SD= Standard Deviation, F= Frequency

As indicated on the table above 100% of the respondents did not take a course on sport psychology, as we know team cohesion is one component of sport psychology. Every coach need to have scientific knowledge of football psychological preparation is also one of the components of football.

Regarding the second question 100% of the respondent said that they treat all players equally. If the coaches treat all players in the team equally there will be smooth communication with all players as communication is a key concept in team cohesion.

In the third question also 100% of the respondents agreed on that they have cohesive team, accordingly cohesive team have better performance. The respondents are confident on the cohesiveness of their team.

100% of the respondents on question number four said that effective team cohesion leads to better team cohesion this simply indicates that effective team cohesion and performance are directly proportional.

Regarding the level of coach's communication with all players 100% of the respondents have smoothly communicated with the players. This smooth communication is important to build team cohesion.

The last close ended question is about the use of incentive money, 50% of the respondents confirmed that incentive money leads to better team cohesion but the second respondent need precondition in relation giving incentive money.

There are three open ended questions for the two coaches and the data is interpreted as follows. On the first question which is about listing important points which help us to build cohesive team communication and way of treatment are frequently appeared answers from both respondents. This indicates us smooth communication and equal treatment of players are crucial for team cohesion.

Regarding the second open ended question which is about factors affecting team cohesion group size, communication breakdown and leadership style of the coach are frequently appeared answers from both respondents. If you have large team size it is difficult to manage the players this also can affect your team cohesiveness. As the same time if you have players of different age their communication can be broken down this also affect team cohesion.

The third open ended question is about the style of leadership they prefer; both respondents are confirmed that they prefer to use democratic leadership style.

#### **1.4. DATA OBTAINED FROM OBSERVATION**

This data gathered from the observation during from five consecutive training and game observations.

Members of the team liked and cared about each other. This shows that the team is cohesive.

The coach is democrat while leading his team. As the coaches prefer democratic style of leadership they have applied during training sessions this helps them to communicate smoothly with their players.

The members communicate smoothly to each other. The important issue in team cohesion is communication and there is no communication breakdown in the team this is one behavior of cohesive team.

The members never depended upon the group leader for direction. Every player assumes that they should share responsibilities regarding their team this also is important to keep team cohesiveness.

There was friction and anger between the members. But it is not such a conflict rather it is nature of football game and the coach manages it quickly.

The members were not distant and withdrawn from each other. The researcher observed that the players are close enough to each other and never withdrawn to each other this indicates the level of cohesiveness of one team.

The members communicate smoothly with their coaches. There is no communication breakdown between players and coaches because the coaches treat all players equally.

There is no members rejected and distrusted each other rather they share ideas and experiences during training this also has positive impact on team cohesion and performance as well.

The team players perform well in the game. During my game observation the team looks cooperative and supports each other and played as a team. The majority of the players perform well in the game this simply is the effect of team cohesion.

# CHAPTER FIVE

## SUMMARY, CONCLUSION AND RECOMMENDATION

### 5.1. SUMMARY

Whatever the concern of this study is Effects of team cohesion on selected Addis Ababa sub city female football teams the researcher tried to raise the following issues throughout the study:

- ❖ As we know team cohesion is one of the major components of sport psychology. Before trying to know the effect of team cohesion the researcher find out whether the team is cohesive or not.
- ❖ Communication is the other variable in which the researcher tried to deal with. This communication can be between players or it can be between players and coaches.
- ❖ The other issue which covered throughout the study was factors affecting team cohesion, team cohesion can affected by a lot of factors. This study tells us what those factors are.
- ❖ In relation to factors affecting team cohesion this study deals with ways to build team cohesion. Building cohesive team is not that much easy but under this study the researcher tried to cover how we can build cohesive team.
- ❖ Different coaches use different leadership style this also decide the nature of team they build. Under this study the researcher incorporates the type of leadership style used by the controlled coaches.
- ❖ The critical issue that dealt in this study is effect of team cohesion. Throughout the study this variable is covered and it is also the general objective of this study. Whatever the researcher point out different variables effect of team cohesion is the final result.

### 5.2. CONCLUSION

After an intensive discussion of the finding on the problem, effects of team cohesion on selected Addis Ababa sub city female football teams, the researcher concludes that:

- ✚ The teams members are communicate smoothly (95%). Actually there is effective communication between the players and the coaches too.
- ✚ Both coaches use democratic leadership style. Democratic leadership style is the most preferred style of leadership. Both coaches also confirmed that democratic leadership style is their best.
- ✚ The team members including the coaches believed that team cohesion leads to better performance (100%) so that better performance is effect of team cohesion. This also confirmed by the researcher during his consecutive observations
- ✚ Group size, communication break down and leadership style of the coach are factors affecting team cohesion. This also confirmed by the two coaches.

### 5.3 RECOMMENDATION

The following recommendations are very important for lideta female's football team and other team players and coaches to create conducive environment in their team as well as to improve their performance.

- As communication is a prerequisite for team cohesion female's football team coaches should work to create smooth communication between players and players and coaches. Because this smooth communication is the reason for effective team cohesion.
- There are factors which contribute a lot in building team cohesion; one of them is incentive money. Incentive money increases player's motivation this motivation also leads to better team cohesion. So that, Addis Ababa sub city females foot ball teams should use this method of increasing team cohesion.
- Team cohesion has a positive effect on player's performance and team performance too, so that coaches should follow up the cohesiveness level of their team by using group cohesion questionnaire. This helps them to know the level of their team cohesion, as team cohesion improves performance.
- Methods of treating players and smooth communication are ways to build cohesive team coaches should apply them in their daily training program and in game situation as a result teams become cohesive.
- All the coaching staff should follow the same leadership style which should be democratic and every rule and regulations should interpret in equal circumstance for all players.

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YES

NO

6. Do you have smooth communication with your team mates?

YES

NO

7. Does effective team cohesion can improve performance?

YES

NO

8. Does the coach treat all players equally?

YES

NO

9. Does incentive money leads to better team cohesion?

YES

NO

10. What are factors that affect team cohesion?

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4. Does effective team cohesion leads to better performance?

YES  NO

5. Do your players have smooth communication with you?

YES  NO

6. Does incentive money leads to better team cohesion?

YES  NO

7. List important points that help us to make cohesive team?

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8. Write some factors that affect team cohesion?

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9. What kind of leadership style do you use? Why?

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OBSERVATION CHECK LIST

INSTRUCTION; Read each statement carefully and as you answer the questions think of the TEAM as a whole. For each statement fill in the box under the MOST APPROPRIATE heading that best describes the TEAM during the four sessions. Put (× or √) in the box

1. The members liked and cared about each other.
2. The coach is democrat while leading his team.
3. The members communicate smoothly to each other.
4. The members depended upon the group leader for direction.
5. There was friction and anger between the members.
6. The members were distant and withdrawn from each other.
7. The members communicate smoothly with their coaches
8. The members rejected and distrusted each other.
9. The team players perform well in the game

