

UNIVERSITY OF EDUCATION, WINNEBA

**ATTITUDE OF COACHES AND DEVELOPMENT OF PASSING AND RECEIVING
SKILLS OF STUDENTS IN SENIOR HIGH SCHOOLS IN WASSA AMENFI WEST
MUNICIPALITY IN THE WESTERN REGION**



POST GRADUATE DIPLOMA

MARCH, 2022

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A Dissertation in The Department of Educational Foundations,

**Faculty of Educational Studies, Submitted to the Graduate School Studies, in partial
fulfillment of the requirement for the award of the degree of (Post-Graduate Diploma) in
Education in the University of Education, Winneba**

MARCH, 2022

DECLARATION

STUDENT'S DECLARATION

I, Henry Gyasi Appiah declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work and it has not been submitted in part or whole for another degree elsewhere.

Signature:.....

Date:.....



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this dissertation was supervised in accordance with the guidelines for the supervision of thesis laid down by the University of Education, Winneba.

Name: Dr. Paul Kobina Effrim (Supervisor)

Signature:.....

Date:.....

DEDICATION

This project is dedicated to my parents Ms. Mary Appiah and Mr. Edward Appiah of blessed memory and to my lovely wife who has been my motivator and also to my family for their support both in financial and spiritual terms.



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My deepest appreciation goes to the Almighty God for the gift of life and strength throughout this piece of work. I am also grateful to my supervisor Dr. Paul Kobina Effrim, a senior lecturer at the Department of Educational Foundations of the University of Education, Winneba for his precious time, patience and the provision of information and guidelines in the completion of this project work., may the Almighty God bless you Sir and grant your heart desires.

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Finally, to other persons who in diverse ways helped me complete this project work, may God Almighty reward them abundantly.



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ABSTRACT

Recent academic literature on sport coaching has recognized the value of domain specialization, highlighting the importance of player motivations and the coaching environment in selecting good coaching practice. Although children's reasons for participating in sports have been a popular research topic, no attempt has been made to assess the research literature that particularly addresses this subject. This study discovered that a number of factors influence children's participation in sports, which include: gaining new skills, feeling competent, having fun, making new friends and peers. These findings imply that, in addition to the well-known psychological variables, the social-cultural setting in which children play increases their motivation to engage. If youngsters are to stay active in sports, coaches' behaviors and techniques must meet the demands of the young participants. Coaches are responsible for creating a developmentally appropriate learning environment in which children can continue to participate in sports. To accomplish this, coaches must carefully consider the attitudes they employ and how they structure their coaching sessions. Coaches should emphasize fun and enjoyment, teamwork and effort, and fun over winning and competition. The study covered all Senior High School Coaches, PE tutors and student's athletes or players in Wasa Amenfi West Municipality. The accessible population consist of all the PE tutors and coaches and students of the two Senior High Schools in the Wasa Amenfi West Municipality whose population is estimated over three hundred and fifty (350). The main instrument for the data collection for the study was the Systematic Observation Instrument (SOI), which was used to record coaches' attitude towards inappropriate actions by players or student athlete. The attitude of the coaches were tallied to ascertain whether their attitude affected the player positively or negatively. The validity of the instrument was certified and accepted by the researcher's mentor who also guided the researcher in the proper use of the instrument. The raw data was tabulated at the end of each period with calculations made for each type of coach's attitude and the total number of the coach's attitudinal reactions. It was concluded that the coach's attitude is directly related to the content taught, its application may affect the achievement of the set objectives either positively or negatively. It was recommended that in no circumstances should coaches or managers use negative or hash words on any player or athlete because these actions used sometimes demotivate and thereby makes players dull in training and leads to players committing a lot of errors during training or performing a skill.

CHAPTER ONE

INTRODUCTION

1.0 Overview

Football is one of the most difficult games to learn and master. The range of skills and techniques required using almost every part of the body to control and move the ball through a 360-degree spectrum of possibilities under regular pressure from opponents, this means that a lengthy period of practice, training and development is necessary for each individual player.

In sports, players motivation can be the key to success. Of the various outside influences that have an effect on athletes throughout their sport experience, the coach-athlete relationship is one of the most important influences on athlete motivation and performance (Mageau & Vallerand, 2003).

From a humanistic perspective, a coach can conduct leadership through five different methods: training and instruction, democratic behavior, autocratic behavior, social support and positive feedback (Gardner, Shields, Bredermeier & Bostrom, 1996). “Coaching, from this point of view, capitalizes on a person’s inherent tendency to self-actualize and looks to stimulate a person’s inherent growth potential” (Ives, 2008). Similar to coaching, psychotherapy shares the purpose of developing individuals, enhancing their potential and creating a supportive relationship (Ives, 2008). Throughout the United States, tens of millions of young athletes participate in competitive sports every year on a weekly and in many cases daily basis. If there are tens of millions of young athletes participating in athletics throughout the year, this means that they are interacting with millions of different coaches who are also involved in athletics (Britton, Hill & Ward, 2017)

1.1 Background to the Study

The acquisition of soccer skills is fundamental to the enjoyment of the game and is essential to the attainment of expertise. Skill development is a process of identifying the skill gap of your employee or athlete and ensuring you develop these skills. Your skills determine your ability to execute plans and achieve your set goals. Skill development and training is an integral part of an employee's life. Organizations that encourage skill development have a stronger workforce, employees are motivated and engaged and have higher productivity.

When you want to achieve your goals, your skills become your tools. If you have the right tools accomplishing goals becomes easy.

Without the right skills you will not be able to work towards your goal and it will increase frustration and lower your efficiency. That is the reason why skill development and training is important. Channelize your energy to understand the skills you have and which ones need to be developed and polished. Skills is an athlete's ability to perform and successfully and regularly choose the right techniques at the right time with a minimum of effort. Soccer is a sport that requires a player to learn many specific skills such as kicking (passing and receiving), ball control, dribbling, heading and tackling. This skills development are the reason coaches spend time with players or athletes to engage them for their betterment and accomplishment of target goals.

Players spend most of their time in practice with the intention of improving technical skills. Coaches are central to talent development in youth soccer and what they say and do impacts on players' achievements and well-being. Researchers have systematically observed coach attitude or behaviour and practice activities within this setting (i.e., 'what coaches do'). Besides an outstanding knowledge of the gameplay, it is necessary to fully master pedagogical skills to help players learn better and faster. A good coach not only delivers technical instructions, but must also know how

to provide learning for the players they work with. The information that is not well communicated to players cannot be assessed and processed for the end result, therefore there is a need to watch the attitude of players or athlete as well as coaches to attain the set goals.

Attitudes are said to be our predispositions to react positively or negatively to a certain social situation or event (Nastran Ule 2000). They can be either general or specific, pertaining to certain social groups or functions. An attitude has a cognitive, conative and behavioural aspect, the latter means readiness to react upon something, attitudes however should not be equaled with action. Attitude is a person's mental outlook, which defines the way human think or feel anything. It is a predisposition to respond in a settled way to a person, event, opinion, object, which is reflected in our body language. It has a strong impact on our decisions, actions, stimuli, etc. Education, experience and environment are the major factors that affect a person's attitude.

Attitudes can also be defined as relatively permanent cognitive, emotional and conative settings toward different objects, people, matters and views. For example, attitudes may be geared towards sports, nature, healthy lifestyles (Marentic-Pozarnik 2000; Krech, Crutchfield, Ballachey 1972).

Attitudes can be contradictory and have different strengths. Sometimes they can be conflicting and actions taken can also be the consequences of conflicting attitudes. Sometimes, no action taken can be the result of conflicting attitudes (Marentic-Pozarnik 2000).

Attitudes serve several purposes, they have a defensive function, they help the individual maintain positive self-image, they are in a way defense mechanism, they help an individual express him/herself, they also work as an adaptive mechanism, they can help the individual adapt to life's reality, to develop and enforce our lifestyles and they also serve as a cognitive function, attitude can help an individual organise and understand the world around him, attitude simplify and classify the vast number of stimuli around us (Nastran Ule 2000).

There are several coaching styles that any individual coach can adopt or adapt as their own while they are in charge of a group of athletes, regardless of their age, sport or level of skill. Each coaching style tends to exhibit its' own specific attitudes and characteristics resulting in different impacts on the athletes with whom they are associated. There are a number of problems which may occur over the course of training sessions due to the behavior of players. This includes attendance problems, disruptive or misconduct during training.

The handling of these problems are why most coaches are not hired or sometimes decide to quit coaching because of their attitude or way of dealing with such issues when they are faced during training and matches. Example can be attributed to Jose Mourinho former Chelsea coach before leaving the club lost control of himself and could not deal with some attitude of his players which resulted the performance of his team. These research work focuses on the issues or disruptive behaviours that emanate from training sessions by players and how coaches' deal with the issues in other to enhance the development of basic skills like passing and receiving by students-players or athletes. Coaches have a responsibility towards the opposition, the league, referee and parents or the environment.

This research highlights some of the major problems or challenges and how to deal with it. Actions of players at training sessions include all conscious inactions to enhance the probability of people, individually and in groups choose behaviours which is personally fulfilling, productive and socially acceptable. For younger players, positive and negative consequences can go a very long way both in changing their habits and in shifting the way they think about performing as part of the team. For that reason alone, each act of discipline needs to be implemented with plenty of calculation and thought involved, as the coach never quite know how you might shape the experience of your players in both the short and the long-term.

Coaches attitude towards behaviours of players at training sessions include all the actions and conscious inactions to enhance the probability of people, individually and in groups choose behaviors which are personally fulfilling, productive and socially acceptable. In dealing with the behaviors, the focus must be on maintaining order and the management skills are of particular importance to the coaches in the learning process. Many of the principles and techniques used are the same as behaviour management yet delivered in a less intensive and consistent fashion. Usually, management of behaviour is applied at the group level by coaches as a form of behavioral engineering to produce high rates of players work completion and minimize disruption.

The colonial masters under Sir Gordon Guggisberg tenure of office in the 1919 advocated that any school constructional plan that does not include or provide playing field does not deserve to operate. That is one of the reasons why the physical education, recreation and sports and others organized forms of play have been fully incorporated into the curricula at all levels of the educational ladder in Ghana to fulfill that policy although some schools do not adhere to the directive or policy.

According to Muska & Sara 1994, coaching periods differ from one another because of the decision-making patterns that takes place in a given period. The decision made by the coach defines his coaching attitude or style and the decision made by the player or learner defines his learning behaviour. The coaching learning process is a continuous interaction between the attitude of the coach and that of the learner or player, this presupposes that coaching has a different and varied approaches to the realization of a pedagogy that is flexible and mobile from the command style to the discovery style of presentation.

1.2 Statement of the Problem

A well-managed training session will give good result when effective coach and disciplined players assume the basic responsibility of coach's directing and learning towards the target goals or objective of the training session. However, despite the widely held acceptance that it takes a longer time to learn how to play football, it takes the effort of the coach who knows everyone's role to put every player, plan to conduct training sessions to make the whole team better, observe and analyze the whole team performance on a match day, seeing the problems and identifying solutions. The many problems that come about or occur in the course of training or practice sessions due to the behaviour or actions of players or athletes, which include lateness, disruptions or misconduct during practice or training. Handling these situations or problems sometimes lead to the reaction of coaches which makes them exhibit certain attitude in dealing with such situations.

These research work focuses on the attitude coaches exhibit towards such issues that emanate during training and how they react to such issues and its effect on players development in passing and receiving skills and also highlight some major problems or disruptive behaviours by players or student-athletes and how to deal with the situation in order to help in the development of the basic skills in football.

Attitude changes occur under the influence of groups (primary and reference we belong to, if we belong to many groups and interact with different people, for example, we are likely to be more tolerant and accepting than if we only interact with one specific set of people, information and knowledge and personality traits and characteristics Nastran Ule, (2000).

Pre-existent research on coach's attitudes is relatively sparse, results of 1418 Slovene coaches from 64 different sports show that coaches seem to be greatly dissatisfied with their salaries, they are

both too low as well as defined without clear rules (specifically, they complain about the lack of reward systematization) Jost et al. (2001).

About 97% of all coaches were satisfied with their work and also feel that they have the respect of their employers. Coaches also agreed, that their work is managerial and that they have an important role in the adolescent period of their athletes. Among the problems they have to deal with it was also mentioned, that their work is harder than that of a PE teacher, but seems to be less appreciated.

Attitudes in sport are a psychological factor that can greatly affect the coach's work and his or her satisfaction, thus also the quality of their performance Pur (2005; Tusak, Tusak,; Tusak 2003; McCullagh, Noble (1996).

1.3 Purpose of the Study

The purpose of the study is to determine the attitude of coaches and the correlation to development of passing and receiving skills in Senior High Schools in Wassa Amenfi west municipality.

1.4 Objectives of the Study

The specific objectives of this research are to:

1. examine the attitude of coaches in Senior High Schools in the Wassa Amenfi West Municipality in the Western Region.
2. determine the relationship coach's attitude have on players participation on the training field.
3. identify the impact coach's attitude have on the development of player skills on the training grounds.

1.5 Research Questions

The statement of problem then gives the researcher the task of posing the following questions and finding answers to them:

1. What is the attitude of Sports coaches in Senior High Schools in the Amenfi West Municipality?
2. Which of the coaching attitude suit a training session with different generic level of skill proficiency at the Senior High Schools in the Amenfi West Municipality?
3. How can coaches plan for a well-managed session with desirable attitude at the Senior High Schools in Amenfi West Municipality?
4. How can coaches reduce wastage time and increase time on the task ahead by using the Academic Learning Time-instrument (ALT)?

1.6 Significance of the Study

The outcome of this research will be of help to physical education teachers, coaches and would be coaches towards planning and management of time for training, materials and resources that are very essential to developing passing and receiving skills in soccer and other sporting circles. They will also make ideal choices of coaching attitude and styles and also shape their attitude and that of their players to pre-empt desirable attitude outcome. It will also be of help to the Ghana Education Service and the Municipality in which the project took place.

1.7 Delimitation of the Study

The study was delimited to all Senior High School student athlete or soccer team and their coaches in the Wasa Amenfi West Municipality. It must be emphasized that the study has been delimited to Asankrangwa Senior High Technical (ASECTECH) and Asankrangwa Senior High School (ASANCO) in Asankrangwa.

1.8 Organization of the Study

The research is organised into five chapters. Chapter one presents the introduction of the study, this includes the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significant of the study, delimitation of the study and organization of the study. Chapter two of the study consist of a detailed review of literature with attention to both theoretical and empirical studies, definitions of terms and terminology; this includes the research design, target population, sample size and sample selection, research instruments, validity and reliability, sources of data and data gathering procedure, the instrument design statistical treatment of data and ethical consideration. In chapter four, results and analysis of data gathered from the field was presented in figures, tables and narrations. Chapter five entails the summary of the findings, conclusions and recommendations of the study.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is intended to present literature's which are related to the attitude and style of coaches and how it affects players development in passing and receiving skills in the game of soccer. Although many factors help determine outcomes in sports, coaches have a direct influence on players, their attitudes and athletic performance. Athletes perceive and interpret their athletic experience based on the leadership they receive as well as their ability to perform well.

Coaches have been widely studied in respect of their tasks and the dynamic functioning of their relationships with athletes, and different groups of coaches have been compared by personality traits, motivation and leadership styles, but few researches have focused on their attitudes. These are their relatively permanent cognitive, emotional and conative settings toward different objects, people, matters and views. Some of the athletes mentioned that they are having problems because of the coach's dissatisfaction and lack of control, and emphasized that these problems are having a negative effect on their performances in the course of time Pensgaard & Ursin, (1998). Holt & Hogg (1999) have found that the athletes who attended Women's Soccer World Cup Finals experienced stress about communication with the coach.

Many coaches oversee large groups of student-athletes and their supervision can be defined as abusive, which is defined in the article as "Subordinate's perceptions of the extent to which supervisors engage in the sustained display of hostile verbal and nonverbal behaviors, excluding physical contact" (Lescroart, Brown, Paskus, 2015). Coach's strategies in wanting to put teams in the "zone" prior to games using hostile verbal demands and nonverbal behaviors can create a negative overall experience for athletes and lessen the overall satisfaction of college selection for collegiate student-athletes. Impacting enrollment rates moving forward for a given higher

education institution with these negative reviews about satisfaction from previous or current student-athletes. Potential future recruits and dedicated students will choose other institutions that are spoken about highly by the student-athletes currently attending the University. This should raise concerns for institutions that lack to understand the importance of their decisions in hiring coaches at their institutions.

Coaches have an immense amount of power that many coaches at times don't even quite understand. Their influence on players goes far beyond the field of play, much like the way that newborn babies look towards the world to seek guidance on how to go about living their natural lives, collegiate athletes look towards their coaches to do the same. In an article written by Ricky Santo titled "Changing the Culture: Football" the author expressed how many coaches and collegiate institutes still participate in discriminatory acts towards many minority groups at their respective higher education universities.

Ricky went on, in the article to explain the various types of racism that exist in our society in modern-day giving in-depth background information on topics like overt, covert racism, individual level racism, institutional racism, societal racism, and lastly civilizational racism. The definition used to explain this phenomenon was "an individual's negative prejudicial attitude or discriminatory behavior toward people of a given race or institutional personnel, policies, practices, and structures (even if not motivated by prejudice) that subordinate people of a given race". (Santos, 2015). Coaches at higher education institutions must prioritize being well informed of all these levels of racism in our society because even though the level of diverse student bodies at universities continues to increase, universities have traditionally been resistant to change, especially in the area of accommodation of students labeled as "minorities", because of race, nationality, religion, disability, gender, or sexual identification or orientation (Santos, 2015).

Coaches when uninformed can create a massive divide between collegiate athletes and can create a negative culture where members of a minority group feel oppressed, left out, and abused. Industrial racism is a widely reoccurring phenomenon in small rural areas across the United States, as politicians create larger levels of division between minorities and the dominant culture, society experiences a spike in the amount of discriminatory activity towards minority groups. An example of overt racism has been experienced in the actions of the Los Angeles Clippers (NBA Team) last owner Donald Sterling.

Whose racist comments to his girlfriend were recorded and released to the public, his comments made to his girlfriend about bringing people to a Clippers game one evening were "Don't bring black people" (Santos, 2015). Which is outrageous because he was the owner of a team that was predominantly made up of more than 50% African American players. Racial discrimination at the collegiate level truly exists, especially when it exists this publicly in the realm of professional sports. More highly educated collegiate coaches must be put in place, and they must be held accountable for learning the necessary education needed to serve student-athletes from all races and walks of life.

There are many different leadership styles and attributes that play key major roles in the way a student-athlete perceives his coach to be a positive or negative force in their lives. When making a choice to attend a collegiate institution for sports, a student-athlete expectation is to grow, learn, and be molded into a better student-athlete due to future interactions with a given head coach or coaches.

A study conducted by Maureen R. Weiss and Warren D. Friedrichs in the Journal of Sports Psychology in 1986 suggested that leader behaviors were found to be significantly related to these team outcomes. In this study, analyses of data collected throughout a survey given across 23 NAIA

collegiate programs concluded that individual satisfaction scores revealed that size of a school, coach attributes and leader behaviors were predictive of athlete satisfaction (Weiss, Friedrichs, 1986). It was concluded in this study that coaches who engaged more frequently in social support behaviors and democratic style of decision making, produced more satisfied athletes. (Weiss, Friedrichs, 1986).

This is very important in understanding the mental health of student-athletes at the collegiate level especially when they are involved in sports. The leadership styles of a coach can attribute directly to the levels of satisfaction that is felt throughout an entire collegiate roster. If a coach shy's away from being a democratic style leader where players just as much as coaches are involved in the decision-making process, the satisfaction, distrust and a feeling of opinions not mattering to the coach begins to create a hostile environment. A hostile environment can be created just by a leader deciding to take a more dictatorship approach to his team, making all decision between coaches, making decisions that the team has no input or say in, simply taking charge or making all major decisions. In the discussion area of the study, paper results showed that several variables significantly influenced satisfaction among teams and individual athletes, while few variables were found to be associated with team performance (Weiss, Friedrichs, 1986).

In the results, only social support leader behavior was found to relate to team win/loss percentage (Weiss, Friedrichs, 1986). The mental health of a player that has a true relationship with his collegiate coach and has an immense of social support on the field but also off the field cannot be undermined. That social support structure creates confidence, enjoyment, satisfaction with decision making and creates a positive level of mental health in an athlete's life. The less social support and negative variables included in team dynamics the fewer players will want to give

100% and will want to show everything they have out on the field of play, resulting on much more losses than wins in any given sport.

In a study conducted by Mathew M. Martin, Kelly A. Rocca, Jacob L. Cayanus and Keith Weber titled “Relationship between Coaches’ use of Behavior Alteration Techniques and Verbal Aggression on Athletes’ Motivation and Affect” the player-coach relationship was investigated. The focus of the study was the impact that coaches use of behavior alteration techniques (BAT's) and verbal aggression and its effects on student-athletes. Verbal aggression was a BAT that negatively related to motivation and positive BATs were related to motivation and effect (Martin, Rocca, Cayanus, Weber, 2009). A coaches’ communication style is as important as any given skill that a coach may possess in his skill set (Martin, Rocca, Cayanus, Weber, 2009). The use of behavior alteration techniques is based on 5 unique types of power, coercion, reward, legitimate, expert and referent (Martin, Rocca, Cayanus, Weber, 2009).

Coaches use all these forms of power to try and mold players into the athletes they feel will put out the best positive outputs for their team’s season at hand. Bringing the “best out of a player” is what this is usually referred to by coaches. Coaches who lack legitimacy and lie frequently to their players find themselves losing all levels of trust from their players. A player's mental health is also damaged when a sense of self-worth is lost, players begin to feel as if their hard work is being overshadowed or in many cases their hard work is not being recognized altogether. Coercion is where coaches use specific communication styles to try and convince a player of something that will not actually be occurring, usually revolving around the topic of playing time.

Athletes reported higher effective learning when they perceived the leadership behaviors of encouraging democratic decision making, offering social support, providing training and instruction, and giving positive feedback from coaching staffs (Martin, Rocca, Cayanus, Weber,

2009). This is the basis around where the claim has been made that the study of how coaches communicate with their players creates the potential that coaches can adapt their communication styles to be more effective, given that how coaches communicate has a direct influence on how players perform and behave (Martin, Rocca, Cayanus, Weber, 2009). Negative communication styles tied with punishment for behavior is a dominant factor in the creation of a hostile environment and experience for every single athlete on a given coaches team. Depression, anxiety, are all symptoms in which a student-athlete is pre-disposed to when their head coach is aggressive, hostile, and carries himself/ herself in dictatorship manners.

Dugdale et al. (2002) pointed out in their study on New Zealander athletes that one of the biggest problems the athletes are facing during international big games is the coach behaviours. Campbell & Jones (2002) stressed that circumstances such as group interaction, poorness of communication, and unfavorable coach behaviors etc. have a negative influence on their performances. In their study which was made on professional Rugby players, Nicholls et al. (2006) uttered that the players are facing problems originated from coach behaviours like training contents, unfair team selection, and tactical mistakes. It was spoken out by O'Neil & Steyn (2007) that the South African endurance events athletes are trying to enhance their performances by competing with their own efforts and the coaches don't have much effect on their performances.

Studies which were conducted with purpose of defining the negative behaviours of the coaches observed by the athletes are important on account of presenting both athletes' point of view on the coaches and behavioral profiles of the coaches towards the athletes, and coaches' ability to make up for their lacking by reviewing their attitudes regarding the athletes (Karakoc et al, 2011).

2.1 Proper Management of Training Sessions

When coaching takes place between coaches and players, a special human connection evolves, a connection of many dimensions that concurrently affect the player and the coach. Both are subjected to an agreement to share information to deliver and to receive information. This connection inevitably invites feeling one another, a feeling of cooperation or rejection and anger or joy. It invites both coaches and players to participate in unique social context with special hierarchy rule and responsibilities according to (Muska & Sara 1986). This explains why coaches in this case must create cordial relationship or a good atmosphere that is conducive for coaching and learning while on the other hand players should reciprocate by demonstrating an acceptance behavior. As to how coaches can translate these educational processes into daily behavior,

Muska & Sara said coaches must have to bear in mind they choose the right methodology when entering the training field, how coaches want their players to accomplish the objective of the session and how to organize the session to achieve optimum skill acquisition. These are classified under the managerial task. Coaches must also prompt certain behaviors himself and from the players so that the session is motivated to learn.

From the above, it assumes that the coaching learning process is a continuous interaction between the attitude of the coach and the behavior of the players. Also commenting on a session management as a pre-requisite for effective session, Robert Pangrazi in his book “Teaching Elementary Physical Education”, management skills are a pre-requisite for effective instruction. Moving and organizing players quickly and efficiently requires comprehension or understanding of proper techniques and players acceptance of those techniques (Pangrazi 1977).

There is a great deal of research related to “behavior change” and “behavior management”. B.F Skinner and Carl Rogers have given two distinct approaches for addressing behavior. Skinner’s

approach says that anyone can manipulate behavior by first identifying what the individual finds rewarding, once the rewards of the individual are known, then those rewards can be selected that the manager is willing to give in exchange for good behavior. Skinner calls it 'Positive Reinforcement Psychology'. In dealing with discipline problems, the first trick in learning how to handle players is to establish your authority early. If players do not get the idea that you are the 'boss', and that you will insist that they follow your rules it will be very difficult to control them. Here are some time-honored ways to get this message across early. It is unusual for even professionals' players not to have at least a disruptive tendency.

In youth soccer, this form of distracting behavior can be particularly acute, the following soccer drill tips and tactics will be of help in tackling such problem:

2.1.1 Avoid long lines or queues in drills

The unwritten law of children waiting in lines say that, with more than three players in a line even the most well-behaved youngster or child starts to mess around. For a more disruptive child, certainly those with the lowest concentration threshold, this can lead to pushing, shoving and even bullying. It is irresistible, it is also hard to control when you are further up the field watching the session.

Instead have more than one starting point, so the queues are shorter. Alternatively, have players sit down on the side when soccer drill is completed before returning to the queue. Ideally though, the level of activity in the soccer drill should be such that queues rarely form but this might not be always possible.

2.1.2 Big groups, short chat

When talking to a big group, there is a danger of disruption due to the close proximity of players, the disruptive player or child will often be at the back. Sit them all down and bring the worst offenders to the front. Watch out for the players who wander behind when you are talking. Any group situation must be on your terms, with big groups anything more than a one-minute chat can be an ideal breeding ground for a disruptive player.

2.1.3 Organization, action and fun

Is a well-organized soccer drill session with a lot of activities for players will reduce the opportunity for disruption? Too many drills, too little time for games will make players get bored. And the greater the action, running around the more likely the players will become tired. A physically tired player will be less to muck around, they will be recovering.

2.1.4 Avoid negative feedback

A feedback can congratulate the athlete, inform them about what they are doing correctly and are not doing correctly, pointing them out the achieved distance, time, speed, the percentage of times they achieve it, etc. What the coach wants is that the player associates the proposed behavior to its consequence. It is about reinforcing the action chosen by a player to solve the situation in which they have been successful. If the coach has told me what I have done is right because I have achieved what he wanted, I will repeat it, the athlete seems to think. When highlighting how well they have done it, we help the athlete understand what they must do in the match. We are helping them to find out the solution.

Instead of criticism, use the “feedback” sandwich instead. Combining positive feedback with corrective feedback will make a player think about the practice or session rather than feeling the focus is on his behavior. If a player can repeat the instructions, this shows that they understand.

The worse thing you can do is use a phrase like “well if you had been listening and not mucking around”. A better approach would be to say “good weight on the pass Johnny” and try to improve your support play by keeping close to the first ball carrier”this is to a player who was chatting in the line and did not keep up.

2.1.5 Excluding a player

If you have tried all the tactics to keep a player in the drill or session, send him away for a short period of time to “cool down”. This should never be an empty threat and be adopted only as a last resort. It should be used very sparingly and if a child has to repeatedly sit out, then you are in a situation which goes beyond normal practice management. In this case refer to your club or school’s policy. This sits out should take place away from the other players eye line as much as possible away from the equipment and in a place where you can see them. Bring them back with quick word from you (which should look at the positives), with a response from them to indicate they understand. Then on with the drill, so a line has been drawn under the incident.

Roger proposes that in order to effectively address behavior problems, individual must be persuaded to want to behave appropriately. This is done by teaching the individual the difference between right and wrong including why he should do what is right. Rogers believe that the individual must have an internal awareness of right or wrong. The handbook for International Olympic Committee of sports leadership course (1995) also says “the coach as a manager is also a leader and describes an effective teacher or coach as one whose group members feel their needs are getting certified and the leader himself feels he is getting his own needs met, that is there is equitable exchange (I.O.C 1995).

The book went further to say that to be an effective leader, you must be ‘task oriented’ or able to get the job done as well as ‘process oriented’ or focused on creating a healthy inter-personal

relationship. How then can one have effective instruction? In addition, greater focus has been placed on building self-control.

Brophy 1986 writes; contemporary behavior modification approaches involve players more actively in planning and shaping their own behavior through participation in the negotiation of contracts with their coach and through exposure to training designed to help them to monitor, evaluate their behavior more actively to learn techniques of self-control and problem solving and to set goals and reinforce themselves for meeting these goals.’’ (p.191)

Pangrazi (1977) identifies three basic requirements for effective class or session management, these are;

1. A competent coach
2. Instructional material
3. Effective time management



In addition to this thorough pre-instructional planning is a pre-requisite. Effective time management involves maintenance of order and reducing the incidence of potential disruptive behaviors by players, this can be realized by making use of every minute and or little time to accomplish all the managerial behavior that relates to the lesson or session activities. The instructor or coach should let players know about session management skills because moving and organizing players quickly and effective and efficiently requires comprehension of proper techniques and players acceptance of those techniques.

Pangrazi 1977 also identifies the following management techniques;

1. Stop and start a class or training session; consistently teaching or coaching cannot begin if the coach cannot start and stop sessions, a voice command should be use to start a session.

Moral soon degenerates if some players stop and listen to directives from the coach and others do not.

2. Deliver instructions efficiently; if players are not listening when instructions are given, little learning will occur, instructions should be delivered in small doses focusing on one or two doses at a time, tell players 'When', before 'what' to do.
3. Move players into groups and formations quickly by designing simple and enjoyable activities and rapid fashion to move players without time wasting. Examples 'find a partner' quickly the coach can add 'toe to toe' or find a partner with the same colour'.
4. Use squads to expedite session organizations; this helps the coach to manage his training sessions effectively as players of equal ability will be put together and this will speed up the organization. Avoid selecting squad or groups in a way that will embarrass a player who might be chosen last.
5. Learn players names; this makes the session management very easy and is required that you address players by their names because when 'hey' is used for praise, feedback or correction it goes succeeded. A coach can memorize the names of his players by making a photo album of his team or players.

During the coaching of players, behavior for some hours were evident that some coaches had problems organizing groups for an activity, maximum use of available equipment and moving from session area to another (Castells and Lanbach 1978).

Players also spent a large chunk of the time doing managerial task from role taking to organization for practice to choosing teams to transition from one place to another and changing activities and equipment within the lesson or session (Seidentop 1991).

Management typically accounts for fifteen to twenty percent of players time in training session but the managerial chores are not insuperable and the evidence suggest that some coaches or physical education teachers do not utilize effective managerial skills. Broadly speaking, session management refers to the provisions and procedures necessary to establish and maintain the environment in which the institutions of learning occur (Duke 1976).

At this level of generality, the level is often ambiguous, this term is equated to discipline that is misbehavior in the training sessions. Management is commonly viewed as pre-requisite to instructions, sometimes to get out of way so that teaching can occur. Some investigators as (Doyle 1979), (Berliner 1980) recently placed management at the center of the task of teaching or coaching. Also asserting to similar fashion, (Allington 1983), Brophy 1982, Buke 1981, Duff and Malutyre 1982 have cautioned that coaches or teachers appear to subordinate instructions to management concern.

The emphasis on context is important for management research because in a fundamental sense, session management is about the pitch or classroom (Brook & Johnson 1977). If coaches or teachers met individual players privately or voluntarily, there will be little to talk about session management. But coaches meet players in groups on daily basis for extended period of times to achieve a purpose that do not necessarily coincide with the immediate interest of players. In general, normative sense, attendance is mandating and for all practical purposes' groups are arbitrarily formed.

It is established that academic work is implicated in classroom management so as to sports the implication is on the field as a significant part of the primary vector of action in the classroom activities. In order words, the nature of the work of players do play part or central role in getting lessons or sessions done or accomplish in real time. One important consequence of this connection

is that academic work can be used to achieve order. (Doyle 1984) suggested that, effective teachers or coaches in difficult management situations push student or players through the curriculum or training plan as a way of achieving and sustaining order. Traditional conceptions of management functions have focused in large measure individual's player behavior. It is common to associate classroom or training management to discipline.

(Duke and Meckel 1984, Jones and Jones 1981, Tanner 1978; Clickmand and Wolfgang 1980) focused on inappropriate behavior of individual students or players. Studies of teaching or coaching have emphasized that students or players engagement time on task as a predictor of achievement (Berliner 1979) Denham and Liberman 1980, Fisher et al 1978 and engagement have been commonly used as a criterion variable in classroom or training field management studies. Classroom or training field management refers to the actions and strategies teachers or coaches use to solve the problem or order in classroom field.

Because order is a property of a social system, the language dimension of the classroom or training pitch environment and to the context within which it is defined and achieved, management is a complex enterprise because order is jointly accomplished by coaches and players actions.

Many disruptive behaviors occur at the transition times, example when players are moving from one activity end to the other. It is therefore, essential to plan for routines and transitions. Transitions can be flagged by the coach e.g., in five minutes, we will finish this activity and have a launch break''. A child with a specific learning difficulty may for example, find organizing books and equipment a particular challenge. A verbal or visual clue about what will happen next can therefore, help with management of classroom life.

Giving clear instructions to children about what is required of them is part of everyday life in the classroom. Teachers give enormous number of commands during the school day with some

research indicating an average number in a half -hour of thirty-five. This has been shown to rise to sixty where children have more behavior problems (Webster-Stratton, 1999). Webster-Stratton describes children as being caught in a “command storm”. In order to make teachers or coaches instructions more effective she suggests that command should be;

1. Delivered after the teacher or coach has sought and gained the attention
2. Short, clear and specific
3. Expressed in positive terms
4. Followed by times for children to comply

Followed by positive reinforcement of children who have followed the commands and reinforced by giving further signals to non-compliant children such as by standing close, using eye-contact and calling their names.

2.2 Managing Time Spent on Managerial Periods by Coaches

Behavior management is essential especially in kids sports coaching. Sports coaches often plan excellent training sessions for their sports kids. Sometimes during the session, a little disruptive behavior begins to snowball. Unfortunately, the minor bad behavior if let go too far can transform a great training session into an unsafe, unfocused waste of time. Sports coaches ‘should know, it happens to me’. You give the sports kids an inch and they take a mile.

According to the author of coaching-kids-sports information and education 2013, regrouping is a strategy for refocusing children or players. It is simple because at the sound of a long blast of the whistle it brings the team or squad together. It makes him sit the group down allow the talk to stop and then quietly speak to the group. Talking quietly makes the players need to settle and focus on your voice and the disruptive behavior ceases. The coach needs to outline what’s going to happen

next in the session. These writers called this **regrouping**. He used it when he felt his players have lost focus or negative behavior is appearing.

Engagement rate depends on the coach's ability to organize and manage sessions, fields as an efficient learning or practicing environment where training activities run smoothly, transitions are brief and orderly and little time is spent getting organized or dealing with inattention or resistance.

Key indicators of effective time management include; good preparation of the session and installation of rules and procedures at the beginning of the year, overlapping in general and interactions with players, smoothness and momentum in lesson pacing, variety and appropriate level of challenges in skill, consistent accountability procedures and follow ups concern seat work and clarity about when and how players can get help and about what options are available when they finish Seidentop (1991).

Joyce Harrison observed that the key to good classroom or field control comes from an understanding of the worth of the child or player. In addition, all students or players need the guidance and security that is only provided by well-defined rules of expected behavior coupled with the knowledge that the coach or teacher cares enough about them to enforce these rules consistently (Harrison 1983). Rosenshine 1971, reported that data from different investigations using different methods indicated that certain teacher or coach behaviors were consistently correlated with student or players achievement gains. Measures of a teacher or coach control over students or players typically relate either positively or curve linearly to achievement.

Indicators of teacher or coach control over players or students' behaviors, physical movement, socializing, show positive relationships. Student or players learn more in classroom or on the field where teachers or coaches establish structures that limit players freedom of choice, physical

movement disruption and where there is relatively more teachers or coaches talk and control of students or players task behavior (Soar & Soar).

Steward 1980 stated that if the behavior of students or players are not managed well it disrupts the content. Most studies indicate that the disruptive behaviors are frequent in physical education classes or during training sessions, although minor kinds of off task behavior are far more frequent. Physical educators or coaches seem to control off task behavior primarily by responding to it with reprimands. Management is important because it creates the learning environment and good managers use too much time of the class or training sessions managing due to the inappropriate behavior exhibitions.

Castello (1977) reported that research indicates that between 15-35% of the class time is devoted to management with the average being 25% for those students or players below 15years, specifically primary schools or under 12-15 and 22% for second cycle schools or under 17-20year, these are high figures. Teachers or coaches manage the start and end of the class or session, the transition within the lesson or session, the removing of equipment and many more. The managerial periods are typically devoid of learning time for players. Players also spend the larger part of their time doing managerial task that is role taking, organizing for practice and choosing teams to transition from place to place and changing of activities and equipment within the lesson or session.

Seidentop 1991 agrees that time management is high in some activity units such as team games typically lower for others like aerobics, research shows that elementary classes often have high management time probably because there are more activities requiring more transitions. Most physical educators or coaches use the direct style of teaching or coaching keeping control of the instructional and management functions themselves.

2.3 Academic Learning Time and Engagement Time

Academic learning time is the portion engaged time when the players are appropriately engaged in carrying out a task or practice assigned to them by the coach.

Interest in learning time can be traced to Carroll's 1963 original model of school learning which hypothesized that learning is a function of time engaged relative to time needed for learning. The earliest and most extensive research program to examine the relationship between learning time and achievement was the Beginning Teacher Evaluation Study (BTES) Denham & Lieberman (1980). The purpose of (BTES) was to identify teaching activities and classroom conditions that promote student learning.

Based on observations in classrooms over a 6years period, Beginning Teacher Evaluation Study researchers arrived at the concept of Academic Learning Time (ALT). According to Fisher and Berliner briefly said Academic Learning Time is the amount of time during which students are actively, successfully and productively engaged in learning Fisher & Berliner (1985).

2.4 Components of Academic Learning Time

Academic Learning Time may be defined as the portion of instructional time allocated to a content area during which students or players are actively and productively engaged in learning Gettinger, (1995).

Four variables contribute to Academic Learning Time;

1. Allocated time
2. Time actually used for instructions
3. Engaged time
4. Academic success and productivity

2.4.1 Allocated Time

Is the amount of time teachers or coaches plan to use or allocate for instructional activities. Allocated time represents the upper limit of in-class opportunities for students to engaged in learning. Research has documented significant variations across schools and classrooms in the amount of time allocated for instruction (Anderson & Walberg, 1993). Although this chapter focuses on time allocated for instructions within schools, it is important to note that students in the same classroom, can self-allocate variables time for learning outside of the school. For example, one student or player may self-allocate 20minutes everyday to study or practice any skill he is not conversant with whereas another may spend only 5minutes. Over a five-day period, this will result in variables study time across students or players ranging from 25-100minutes. Thus, the amount of total allocated time will vary considerably across individual learners even in the same team or classroom. Differences in allocated time alone however, account for only small portion of the variance in obtained achievement (Gettinger, 1989).

Some players or student simply may require more time for mastery of content than others. A discrepancy between the amount of time allocated and the amount of time needed for learning contributes to low achievement, not allocated time in itself (Gettinger 1991). As such, the most critical time-allocated issue facing teachers or coaches is the need to evaluate and accommodate individual differences among students in the amount of time they require for learning.

2.4.2 Instructional Time

Is the proportion of allocated time that is actually spent on instructional activities. Studies of time use in schools consistently document that a limited portion of allocated time between 50% and 60% is used for instructions (Hollywood et al. 1995). A variety of events typically occur in classrooms or field that may reduce the number of scheduled minutes that are converted to

instructional time. “Lost time” is the amount of time allocated to instructional activities that for a number of different reasons is not used towards the completion those activities.

Based on direct observations conducted in eight elementary classrooms, Hollywood et al 1995 identified six categories of sources of lost instructional time;

1. Student or players interruption e.g. Disruptive behavior.
2. Teacher or coach interruptions e.g. Disciplinary actions, distribution or collection materials.
3. Visitors to the class
4. Loudspeaker announcement
5. Transitions
6. Other sources e.g., Lateness, late starts of lessons.

2.4.3 Engagement rate

Is the proportion of instructional time during which students or players are engaged in learning as evidenced by paying attention, completing written work or interacting with peers about assigned work? Engaged time includes passive responding in which students or players are passively attending to a presentation or task where as active responding in which students or players are actively responding in a relevant manner to a presentation or task. Even in classrooms or field where students or players have an equal opportunity to learn, disparities exist among students in their individual levels of engagement.

For example, Wharton-McDonald, Pressley and Hampston (1998) conducted observations in nine first-grade classroom of teachers who had been nominated as outstanding in terms of their literacy instruction, although most students were engaged approximately 80% to 90% of the time, in some classrooms engagement rates were as low as 50%. Engagement rate is an important time variable;

however, it does not impute any particular value to the activities in which students are engaged. The literature has contrasted two distinct forms of student engagement, procedural engagement and substantive engagement (Nystrand & Gamaron, 1991).

Procedural engagement includes observable behaviors such as paying attention in class and completing assignments. When researchers refer to “engagement rate”, they typically mean procedural engagement. Substantive engagement however, transcends procedural engagement and involves a sustained personal commitment to and engagement in the content of instruction. Although procedural engagement is linked with achievement, academic learning time is not possible without sustained substantive engagement.

This distinction between procedural and substantive engagement is important for understanding ALT. ALT depends not only on students or players, procedural involvement with their school work but also on the nature and quality of schoolwork in which they invest themselves. If students are required to engage in tasks that are not well-matched to their individual characteristics such as interest, ability level or background knowledge then ALT is minimized because substantive engagement is likely to be low. For example, it is possible for students to spend time procedurally engaged in learning activities that are too easy, difficult, uninteresting or superficial to be of educational element of ALT.

The rate of academic success and productivity reflects the proportion of engaged learning time during which students or players are performing meaningful and relevant instructional task that provide a balance of high and medium success with activities targeted at a high-success level. Notwithstanding the need to provide a certain amount of challenging material or content, research indicates that children gain most from their learning time when they experience a relatively high level of success about 80% accuracy (Greenwood, Terry, Marquis and Walker, 1994). That is,

students should encounter a preponderance of success in their daily works (eg. Responding to teachers' questions, completing math problems or practicing spelling words) with the ratio between correct and incorrect responding favoring success by a 4 to 1 margin.

Maximizing academic success and productivity depends to a great extent on teacher's ability to match learning task to individual learner needs in terms of knowledge, skills and interest. Although the amount of time teachers allocates (allocated time) and use for instruction (instructional time) as well as the proportion of time during which students are engaged (engagement rate) are positively correlated with learning, it is the proportion of engaged time that is productive, active and successful that relates most strongly to achievement. Specifically, best practices require that;

1. Teachers maximize their allocation of instructional time and maximize lost time
2. Students maintain high engagement rates, both procedurally and substantively and
3. Students experience a high level of success on meaningful academic tasks.

(Castello, 1977) concluded that the academic learning time which can be called engaged time or functional time can be judiciously used if the time is managed well within the stated time. If the coaches' attitude in management is inappropriate, more of academic learning time (ALT) can be misused in engaging in things that do not relate to the content of the training session.

(Pieror, 1980) analyzed and said that, there are large ranges of players or students engaged time as low as 10% to 15% to as high as 70% to 80% of class or session time. The average amount of engaged time however is 25% to 30%. Metzler, Dapaepe and Rife in 1985 observed that academic learning time (ALT) should be based on judgement of whether it has a reasonable potential for completing a motor successfully.

2.5 Behaviour Interaction

This is an act of coming into contact with students or players and the environment interactions are short duration reactions which is corrective for both social, organizational, off task behavior and for students or players performance (Anderson 1980).

According to Anderson 1980, students or players in physical education class or sessions also spend more of their time waiting for the next portion of class or session to begin performing managerial activities and receiving information from the teacher or coach. The need for interaction by teachers or coaches with the student or players is necessary because they may not know how, when and what to do after an event. Teachers or coaches use this means to guide, correct off task behavior, give feedback and reinforcement to students or players.

According to Steward 1980, teachers or coaches must be equipped with knowledge to respond to any frequent disruptive and other off task behaviors in physical education classes or sessions.

According to Skinner 1971, punishment is not the best way of shaping our off-task behavior, he suggested alternative for punishment that removes the child or player from the environment where punished behavior is likely to occur or reinforce behavior incompatible with the undesired behavior, eg. If a child or player cannot stay on a task and keeps on wandering about in the classroom or session on the field, praise whenever a players or student makes an attempt to stay on task. This encourages the student or players to always strive to stay on task during sessions or lessons.

During students or players practice time, teachers or coaches provide feedback to players both in terms of their organizational, social behavior and performance. In effect, the typical soccer coach or spends a great deal of time on off task behavior organization and then monitors or supervises

players during practice sessions. Interaction therefore, are short duration and corrective for both social organizational behaviors and for players performance.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

The research study examined how the attitude of coaches relate to the development of passing and receiving skills of students of Senior High Schools soccer team in the Amenfi West Municipality.

This chapter will provide information on the research design, population, sample and sampling techniques, research instrument, validity and reliability, data collection procedures, data analysis technique and ethical issues.

3.2 Research Design

Research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data Trochim, William M.K. (2006). it is also defined as the outline plan or strategy specifying procedure to be used in seeking answers to the research questions Zikmund (2003). This has to do with how the researcher will arrange the conditions for collection, analyzing and interpreting data in the most economical way. Surveys are advantageous since they involve the collection of data to test a hypothesis phenomenon Cresswell, (2009). The researcher used the descriptive analytic design for the study. The Systematic Observational technique was the Systematic Observational Instrument for school attachment programme on coach's Instructions and player's social behaviour in the area of discipline.

3.3 Population

Merriam Webster define population as the number or group of people or animals who lives in a particular place. Hair, Lamb and McDaniel (2000), describe population as the identifiable total set of elements of interest being investigated by a researcher. So, the population as used in this research refers all the people or persons the researcher intends to study. A population refers to any collection of specified groups of human beings or of non-human entities such as objects, educational institutions, time units, geographical areas, prices of wheat or salaries drawn by individuals. The subjects that were studied for this research covered the coaches' and students or players of the Senior High and Technical Schools in Asankrangwa in the Wasa Amenfi West Municipality. The study covered all coaches and student athletes or players of the senior high schools in the Wasa Amenfi West municipality. The target population comprised all the Senior High School coaches and student athletes or players in Wasa Amenfi West Municipality. The accessible population consist of all coaches and student athletes of the two Senior High Schools in the Wasa Amenfi West Municipality whose population is estimated at three hundred and fifty (350).

3.4 Sample and Sampling

Sample is a selected group of some elements from the totality of the population. It is from the study of this sample that something is known and said about the whole population. The assumption is that what is revealed about the sample will be true about the population as a whole. Sampling is the process of selecting a sample from the population. Mark and Workman (1987), describe sample as the point out that the chemist conjure up the image of a small pile of something or perhaps a small container of liquid, paste or may be 'gunk' of which the composition must be determined.

Amoani (2005) defines sampling as the procedure whereby elements or people are chosen from the population to represent the characteristics of that population since it is impossible to test everyone or every single individual in the population.

In all, 150 participants were sampled which consisted of 50 Physical education tutors and coaches and 100 athletes or players. The stratified sampling technique were employed in the selection of the participants for the study since the groupings and sub-groupings would give a fair idea about the participants. During the former, a purposive sampling was also employed to select out the tutors for the study. This enabled the researcher to obtained an in-depth information into the case since the sample comprises of tutors who suit the study purpose (Latham, 2007;2002). And it also gave a clear representation of the sample population and eliminated any sought of bias (Branner,2005; Bourke, 2014).

3.5 Research Instrument

The main instrument for the data collection for the study was the Systematic Observation Instrument (SOI), which was used to record coaches' attitude towards inappropriate actions by players. The Systematic Observation Instrument is a self-designed instrument for school attachment programme on Health Physical Education Recreation and Sports (HPERS) on teachers' instructions and students or athlete's social behaviour in the area of specialization.

3.6 Scoring the Instrument

The Interval Recording Technique (IRT) was used in the collecting of data on players or athlete motor appropriateness and inappropriateness while the Systematic Observation Instrument (SOI) was used to record coaches' attitude towards inappropriate actions by players.

A pre-recorded test was used in which a six minutes observation was made and six minutes used in recording the activity, the player was engaged in within the periods of observation while the other instrument would observe the coaches and record all reactions towards player social behavior in the warm up phase, main activities and the culminating phase and cool down for the whole period of the training sessions. The attitude of the coach was tallied to determine whether his attitude affected the player positively or negatively. The raw data was tabulated at the end of each period with calculations made for each type of coach's attitude and total number of the coach's attitudinal reactions.

3.7 Validity and Reliability

The validity of the instrument was certified and accepted by the researcher's mentor who also guided the researcher in the proper use of the instrument. The researcher first learned the definitions of the categories with the mentor or supervisor from a number of briefings. A reliability check indicated the following inter-observer agreements; Management (M), Motor In appropriate (MI), Social Behaviour (SB) and Off Task (OT). Throughout the period, the researcher went to observe the training sessions unannounced, this was necessary because any prior notice or information about the researchers' intent could have modified or tempered with the instrument and even the feedback from players.

The observation was done in two training sessions where the researcher observed a target player and the instructor or coach. This was done alongside by well-trained research assistant who briefly showed how to observe and record the periods of transition (T). Management (M) and Social Behaviour (SB). In all a total of six (6) training sessions were observed involving six (6) players, three (3) from the female's soccer team and three (3) from the male's soccer team.

3.8 Data Collection Procedure

A letter of introduction was collected from the University of Education, Winneba which was presented to the heads of the selected schools in the Wassa Amenfi West Municipality to allow access to the school training grounds. The researcher met the headmasters of the schools and briefed them about the project work and its importance to the school and the community and the Ghana education service and the development of sports in the community and the country as a whole. The researcher used one month to gather the data.

3.9 Data Analysis Technique

Data analysis is the interpretation of raw data in order to obtain its meaning and pattern Bell, (2010). Data gathered from the training sessions were used for the analysis by feeding it into tables, simple percentages and bar charts. Finally, the researcher elaborated views based on the data obtained from the participant actions and backed it by related literature.

3.10 Ethical Consideration

In the process of collecting data, the identity of the researcher will not be concealed from the respondent or participants for ethical reasons. The researcher explained to the participant that participation within the study is solely voluntarily. In addition, the objective of the study was explained to participants while seeking the consent of participant before all-training sessions. Finally, the researcher assured the participants confidentiality and anonymity by not disclosing the participants response to anyone likewise their names to their actions respectively.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter indicates the results and discussions on the study of attitudes of coaches and development of passing and receiving skills of Senior High Schools in Wassa Amenfi west municipality. The chapter focuses on data collected from the field which have been analysed and presented in tables and charts.

In all, three training sessions were observed from the male and three from the female teams in the second cycle level because the researcher took cognizance of the fact that there may be varying levels of player's or athlete's social behaviour and for that matter different reactions to these inappropriate behaviours from coaches or instructors.

The instrument that was used to collate the data for the analyses was the Systematic Observation of Coach Instruction and Player Social Behaviour in the area of discipline (SOCIPSB). The instrument used is a self-designed instrument meant to record the frequency of Coach's instruction in coaching periods, the player social Behaviour and the reaction of the Coach to such inappropriate behaviours and its effect on skill acquisition or performance. The result of the analysis was presented in five diagrams with three tables and two graphs.

4.1 Data Representation

This section present tables and graphs showing results of the training sessions in the male and female athletes' behaviours and the reaction of coaches.

Table 1: Attitude of Coaches at Training Sessions

Lessons Observed	Duration	Coach Instruction	Player Behaviour	Coach's Reaction					
				S	INS	C	I	TOTAL	%
1	40mins	55	56	40	10	-	4	54	36
2	40mins	50	19	23	4	-	8	35	23.3
3	60mins	12	6	7	2	-	1	10	6.7
4	60mins	21	16	7	2	-	1	17	11.3
5	40mins	7	10	8	-	-	4	12	8
6	60mins	14	5	9	7	-	6	22	14.7
Total	300	159	112	94	25	-	24	150	100
Mean	50	26.5	18.7	15.7	4.2	-	4	25	100
Converted	50	27	19	16	4	-	4	25	100

Table 1 shows all the six training sessions that were observed, three of the sessions were observed in the female soccer team while the other three were observed from the instructions of different coaches of the male soccer team all in the Senior High School.

The sessions were observed for 60 minutes in the male training sessions in the Senior High School and 40 minutes in the female training sessions in the Senior High school. The average time used for each of the six sessions was 50 minutes. In the six sessions observed, there were a total of 159 instructions issued out, giving an average of 26.5.

In all 112 Social behaviours were recorded with the highest number emanating from the female training sessions while the least number of players inappropriate behaviours were from the male

training sessions which is of purely matured and very active understanding academicians who are experienced in that arena. There was a very close correlation between the players social behaviour and the reaction of the coach.

The female side recorded the highest number of coach reprimands of 54 comprising of 50 ‘Shout’, 10 ‘Insults’, four ‘Ignores’ with no corporal punishments representing 30% of all the reprimands as against 10 reprimands comprising of seven ‘Shouts’, two ‘Insults’, one ‘Ignore’ being 6.7% in the male training sessions.

Table 2: Players Social Behaviour and Coach Reactions in the Female Training Sessions

Sessions	Duration	Coach	Player Social							
			Instructions	Behaviour	Coach’s Reaction					
Observed					S	INS	C	I	TOTAL	%
1	40mins	55	56	40	10	-	7	54	50.9	
2	40mins	50	19	23	4	-	8	35	33.0	
4	40mins	21	16	7	4	-	6	17	16.0	
Total	120mins	126	91	70	18	-	21	106		
Average time	40mins	42	30.3	23.3	6	-	7	35.5		

From table 2, it can be observed that the number of instructions issued by the coach of the female are far ahead of those of the male team. The number of instructions issued are higher in the female than the male respectively. This can be attributed to the skill proficiency and maturity level or inexperience. It was also observed that the female side took the training session more in a playful manner than the skill learning activity by my observation. The maturity level of the female players was found to be far less than that of the male team therefore their behaviour during training. There was also a factor of inadequate equipment to keep busy a larger number of the session at a time

for the female team, the coach had to issue other instructions to each group of players doing a particular drill in turns. The players who were not working or performing an activity at a particular time were engaged in one type of inappropriate behavior or the other.

Table 3: Players Social Behaviour and Coach Reactions in the Male Training Sessions

Sessions	Duration	Coach	Player Social		Coach's Reaction					
			Instructions	Behaviour	S	INS	C	I	TOTAL	%
Observed										
3	60mins	12	6	7	2	-	1	10	22.7	
5	60mins	7	10	8	-	-	4	12	27.2	
6	60mins	14	5	9	3	-	10	22	50.0	
Total	180mins	33	21	24	9	-	11	44	99.9	
Average	60mins	11	7	6	3	-	3.6	149		

From this table depicts the data collected for coaches of the Male teams, the highest number of instructions were issued in the sixth session observed and that was a training session of the Male soccer team while the least number of instructions were issued in the fifth training session of the male volleyball team under their instructor or coach. Players Social behaviour was higher in this training sessions. Coach reprimands were also as low as eight in the fifth session and nine in the sixth session.

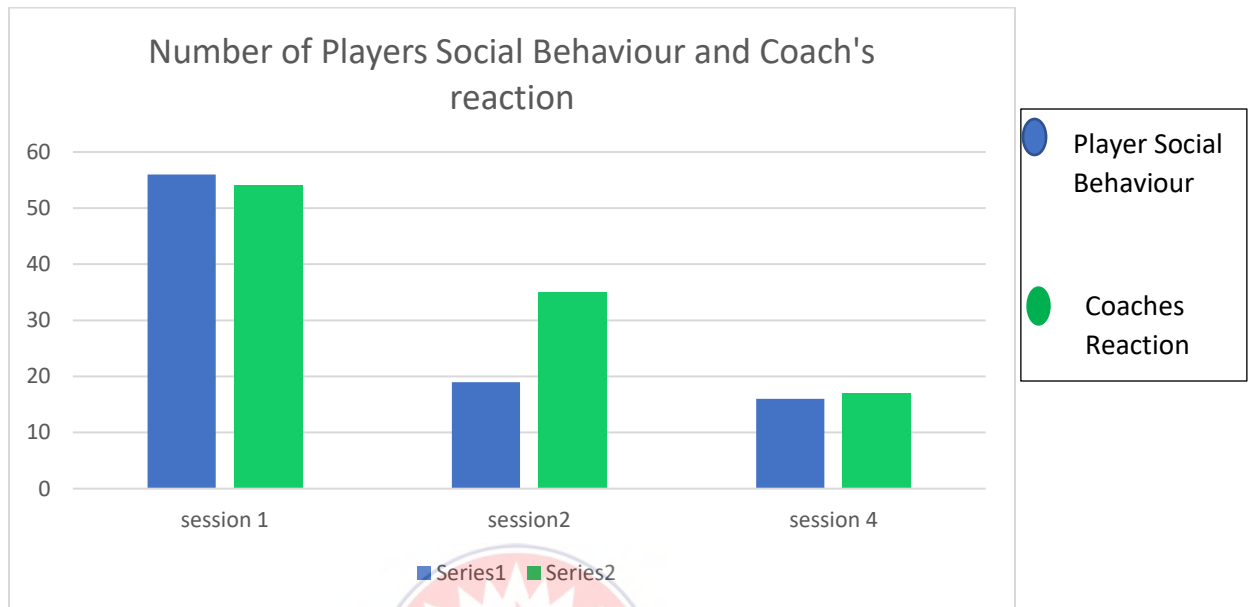
However, the sixth session recorded the highest number of coach reprimands of 22 comprising of nine 'Shouts', three 'Insults', and 10 'Ignores' as usual there were no corporal punishment recorded. This was against seven 'Shouts', two 'Insults' and one 'Ignore' as the lowest recording or reprimands. The observation in the opinion of the researcher were so because the players were

keen at the skills taught and again their experience and maturity level made them take the instructions at the first instance.

There was enough equipment for practice hence every player was busily consolidating the skill in readiness for a competitive training for selection in a match. The researcher also observed that there was an exhibition of artificiality in the coaching and practicing the skill for the female players. There was an abnormally reprimands, even though no corporal punishment, the players also comported themselves well enough because of the presence of the new or strange faces on their training grounds, that in the opinion of the researcher was why the players social behaviour to some extent was minimal.

On the contrary, the Male players mistook the presence of the new face may be assessing their performance for the coach to include them in the final list for the competition since it has been their routine sometimes for the head coach to call on some people to select players for the head coach's consideration so they approached the training with all seriousness although the training has always been serious but throughout the short period the researcher visited there was extra work than before.

Figure 1: A bar graph representing players Social Behaviour and Coach's reaction for the Female team.



Training sessions in the Female team

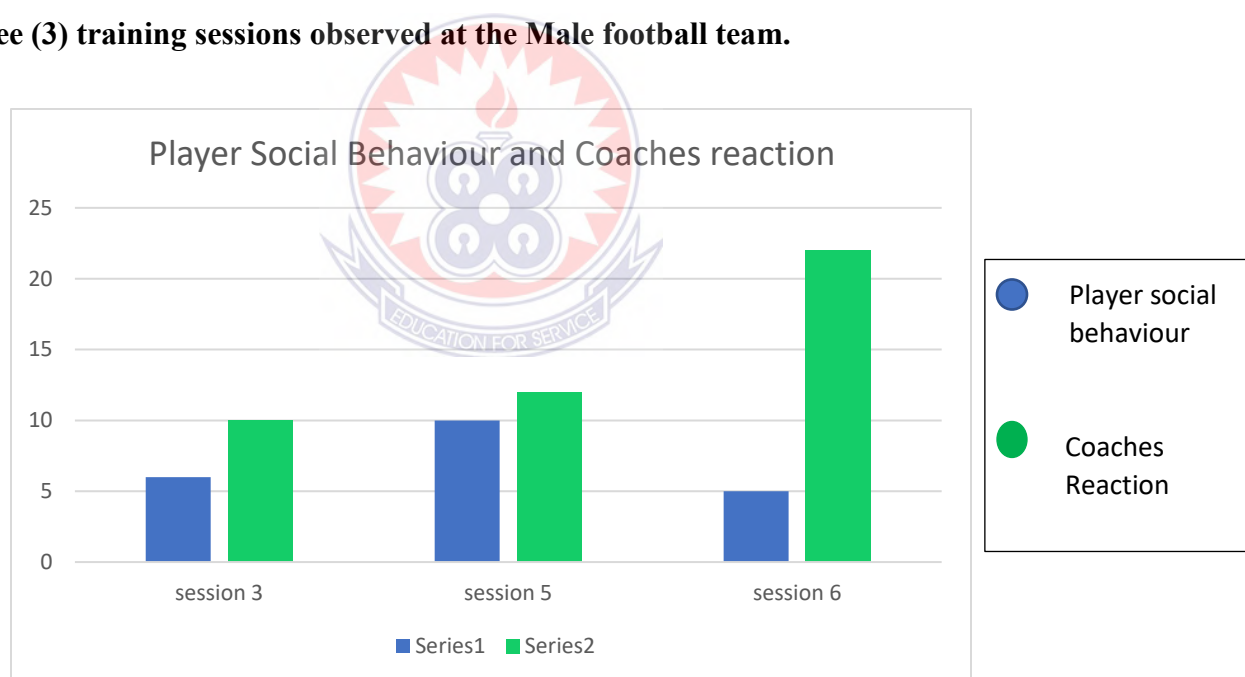
The bar graph shows the three sessions observed in the female category named session one, session two and session four. They are identified as such in the order of observation. The green portion represents the frequency of players Social Behaviour while the blue represents the coach's reaction in the form of reprimands such as 'Shout', 'Insults', 'Corporal punishment' and 'Ignores'. The graph shows that, in session one, there were 56 Social Behaviour while the coach reacted to only 54 of the inappropriate behaviours with either 'Shouts', 'Insults' or 'Ignores'.

In session two, there were 19 Social Behaviours by the players but the coach reprimanded only 35 times. This suggest that the coach attitude was not a strict one, however, the details shows that the reprimands were made of only four 'Insults' and 23 'Shouts' with eight 'Ignores' which means that there were mild reprimands perhaps to prompt players of inappropriate behaviour.

During the fourth training sessions, 16 players Social Behaviour were recorded, coach’s reactions were 17 with seven “Shouts”, four ‘Insults’ and six ‘Ignores’. This development however, symbolizes that the coach was accommodating and was like a lazier-faire coach in attitude judging from the number of ‘Ignores’ to most of the inappropriate behaviours that players exhibited during training sessions.

The researcher coincidentally recorded players performance rate with the Academic Learning time (ALT) in physical education instrument on a simple player and the results was very high success in skill performance. This shows that the coach management technique was meaningful.

Figure 2: A bar graph representation of Players Social Behaviour and the Coaches Reaction in the three (3) training sessions observed at the Male football team.



Training session observed in the Male team level

This graph shows the three training sessions observed in the Male football team level named as session three, session five and session six is also in the order of observation. The colour blue depicts the Social Behaviour of players whereas the green shows the reaction of the coach to those

inappropriate behaviours and instructions given in harsh tones. These were in the form of ‘Shouts’, ‘Ignores’ and corporal’.

The graph shows that in session three, there were six Social Behaviour exhibited by players but in responds, the coach reacted to a total of ten 10 with seven ‘Shouts’, two ‘Insults’ and one ‘Ignore’. The session also happened to have the least frequency of players Social Behaviour and coach’s reactions. This was so because as the Male players, they were supposed to behave responsibly and the coach should also treat them as such, it was a real little bit matured academicians who were compelled to consolidate the practiced skills to be performed during matches.

In the fifth session, there was 10 player Social Behaviour and 12 coach’s reaction and out of the 12 reactions, there were no ‘Insults’, but there were eight ‘Shouts’ and four ‘Ignores’ demonstrating the level of cordiality that prevailed in the session and this testifies that the coach’s attitude was a healthy one that of should promote effective coaching practices or skill acquisition and performance. The observer can attest to the fact that there were high successes in skill acquisition, in fact there was general feeling of satisfaction on the part of the players and that could be read from the faces of the players.

In the sixth session, there were five player Social Behaviour exhibited by players and that was recorded throughout the research and from the researcher’s observation, the behaviours were not intended to but they were either done as some means of releasing tension and fatigue. The exceedingly high coach reactions in session six could be interpreted in two dimensions that are normal managerial strategies. The session recorded 22 reprimands detailed as nine ‘Shouts’, seven ‘Insults’ and had no corporal punishment with six ‘Ignores’. The management style of the coach was that of a cultivating one that was used to pep tied players to perform with revived energy.

In totality, there was no corporal punishment or reprimand in the Female team because of their immaturity in the game and experience so it was very difficult sometimes to understand certain things and the coaches also thought they were not kids that needed to be manhandled and they had come to acquire the needed skill which is passing and receiving which will help them improve on the game of football and also in the Male team, the coach thought they were well educated and matured in the game and therefore had some experience so if players wanted to be in the team they needed to be responsible and well behaved enough to be in the team to acquire and practice the needed skill.

4.2 Research Question 1: What is the attitude of Sports coaches in Senior High Schools in the Amenfi West Municipality?

This section presents the results of the attitude adopted by some of the coaches in the Senior High School in the Wassa Amenfi West Municipality. Many of the attitude adopted by coaches combine to influence how they manage or handle athletes or players during training sessions. Table 1 shows the instructions from coaches and the responses from their athletes towards the instructions received based on their understanding and the reactions from the coaches based on the responses from their athletes, based on these reactions that is either shouts, insults, ignores or corporal punishment from the coaches that have been tallied to determine the attitude of the coaches towards their athlete. The study results as depicted in Table 1 shows that 159 instructions were issued out in the six sessions observed representing an average of 26.5.

In all this instructions, it was observed that coaches way of handling certain behaviours from players or athlete were not the best as a 54 reprimands were issued out representing an 36.7 in both male and female training sessions which can lead to affect the developments of athletes or players or better still put some form of jittery in the athletes when they turn up for training or may not even

turn up at all because you could see from their faces depicting some the words used on them did not go well.

4.3 Research Question 2: Which of the coaching attitude suit a training session with different generic level of skill proficiency at the Senior High Schools in the Amenfi West Municipality?

From the research question one, it could be observed that the coaches any time there were some form of abusive words or that kind of am the boss so listen and act affected the emotions of athlete but when they the athletes were involved in decision making and the training being a little bit of fun got the athletes along and you could see all smile on the faces of the athletes which lead to fewer instructions and the use of abusive words or reprimands.

From the table you could noticed that coaches reprimands were as low as 17 in both training sessions, due to this the researcher saw that the best form of attitude at training sessions by coaches should be of attitude that would involve athletes or players to understand what is before them and that would help in their development.

4.4 Research Question 3: How can coaches plan for a well-managed session with desirable attitude at the Senior High Schools in Amenfi West Municipality?

Coaches must create cordial relationship and a good atmosphere that is conducive for coaching and learning while players reciprocate by demonstrating an acceptance behaviour. Coaches must have short starting points and avoid long ques, break big groups into smaller ones when giving out instructions since it bring about disruptions and always give positive feedback to encourage athletes put up the best behaviour that will not warrant coaches shouting on top of their voices to correct inappropriate situations. Instead of criticism on players, use the corrective feedback which

will make the player think about the practice or sessions and not feel that the focus is on his behaviour.

4.5 Research Question 4: How can coaches reduce wastage time and increase time on the task ahead by using the Academic Learning Time-instrument (ALT)?

According to Siedentop et al. (1986, p.270) defined management as the "ability of the teacher to organize learning environments and maintain appropriate behaviour". Siedentop et al. (1986) also suggested that developing efficient organization procedures may have the potential to decrease management time. Keeping students profitably engaged in appropriate activities seems the best form for preventing problems. Successful classroom management involves not merely responding effectively when problems occur, but preventing problems from occurring in the first place (Brophy, 1983). In regard to physical education, Metzler (1986) pointed out that many physical educators work under conditions that limit realistic opportunities for student learning:

Extremely large classes of students with a wide range of skill abilities and physical maturation levels, too little time allocated for teaching, irregular scheduling patterns, use of non-specialists in many elementary schools, a neglect by administrators, a lack of accountability systems for grading (mostly the teacher's fault), and a generally low position on the list of school priorities, comprise the reality for many physical educators today. To hold them accountable for student achievement under such conditions is simply unfair (p. 32).

Kounin (cited in Brophy, 1983) found that good classroom managers did not differ a great deal from poor ones when responding to student misconduct. Effective classroom managers minimized the frequency with which students became disruptive in the first place. To maximize the time a student spends engaged in the task also maximizes the student's opportunity to learn, and this is exhibited in superior performance on achievement tests (Brophy, 1983). A successful learning

environment reveals organization and planning. Arlin (cited In Brophy 1983, p.266) claimed that ‘Transitions between activities are accomplished effectively following a brief signal or a few directions from the teacher, and students seem to know where they are supposed to be, what they are supposed to do and what equipment they need.

The researcher got from the whole session that, time wastage could be reduced by breaking the athletes into smaller groups if there is a large number of athletes in a session, athletes being involve and understanding the goals and objectives of the training session and also each athlete having a goal to achieve at the end of their workout. So the researcher find this troubles and agree to previous work in the classroom which also pointed out and so more equipment would also be needed to allow practice go on concurrently.

4.6 Discussions of Findings

The study established that over 60% of the coaches attitude at training or workouts affected the acquisition of skills in the game of football in the second cycle institutions in the Wasa Amenfi Municipality, whiles less than 40% can be attributed to the athletes or players when it comes to acquiring the basics or rudiments of the game. These findings were also confirmed by Warrick (1981). In Warrick (1981) article, ‘‘Leadership Styles and their Consequences’’, a democratic leader is the one who places high emphasis on both people and performance and for that matter in these circumstance the athletes were there to learn and practice a skill so the leader or coach must be a person who places the athletes first before the performance can be achieved. A coach who employs this style of leadership sets clear objectives with athletes and made them aware of their responsibilities to achieving the set goals coupled with planning, organizing, controlling, communicating and motivating athletes to reach the goals and objectives. Bringing athletes closer to you as a coach would promote a sense of belonging, teamwork since they were involved in decision making.

Lastly, athletes would feel responsible for their actions and in-actions in whatever happened during practice sessions since they had fair knowledge of what to do to achieve a decision taken by both athletes and coaches before practice sessions.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Study

The study was conducted to find out whether Coaches attitude can affect the skill learning periods, make comparison between the players social behaviour in the female team and that in the males' football team and corresponding coach reactions to those behaviours. Coach's reactions as revealed by the study agrees that reactions are very useful in coaching because out of the short interactions, corrective measures both social organizational behaviour and players performance is ascertained. It was identified that most coaches at the SHS used more aggressive language which abuse students athlete or players without given credence to their skill proficiency, some even went to the extent of holding canes on the training grounds at the instance a skill was being executed or performed. The purpose of the training sessions was geared towards win win and not for the development of student athletes which should and must be the fundamental for each session and that frightened athletes for fear of making mistakes and even deter some students athlete from showing interest in going out for sessions. Coaches should provide a conducive playing area or environment for students athletes to learn and have fun and also group students athlete or players in small groups and give well and accurate feedback to enhance practice in the minimum time allocated for the session.

5.2 Findings of the Study

The study established that in all the training sessions as observed, 159 instructions were issued out by coaches representing an average of 26.5. 112 social behaviours were recorded from the female sessions which accounted for 54 reprimands from coaches on the players representing 30. 10 reprimands issued out on the male football team representing 6.7, the attitude of coaches were exhibited as and when instructions were issued out to athletes or players to perform activities and

based on the responds from athletes a determination was made based on the observation by the researcher.

The researcher designed his own instrument known as the Systematic Observation on Coaches Instruction and Player Social Behaviour in the area of discipline in sports coaching (SOCIPSB). This instrument gathered data on the number of instructions issued in a particular coaching period. The players social behaviour and the reaction of the coaches towards such behaviours in view of promoting discipline for a successful practical session or training rated for very high success. The instrument was scored by strokes representing the frequency of the periods that the recorder was looking out for. The frequencies were tallied and expressed into percentages and comparison drawn between the various coaching periods and also the findings made in the female training sessions of coaching and those made in the male soccer training session.

5.3 Conclusions

The researcher drew a conclusion that the coaches' attitude is directly related to the content to be taught, its application may affect the achievement of the set objectives either positively or negatively. A good manager or coach can petition for and maintain players engagement in the content but poor managers or coaches use too much of the time allocated for coaching to concentrate on inappropriate behaviours which affects the Academic Learning Time because of the behaviour exhibited.

Finally, the availability of adequate equipment for training session would minimize the management time used, few specific instructions and thereby making no room for inappropriate behaviour because players will be busy throughout and coupled with active supervision, skill acquisition will be enhanced at the shortest possible time.

5.4 Recommendations

Based on the results of the findings of the research, the following recommendations are proposed for effective managerial attitude of coaches;

1. The researcher suggests that under no circumstances should a coach or manager use negative or harsh words on any player because this harsh words used sometimes demotivate and thereby makes players dull in training or performing a skill.
2. There should be more positive interaction between the coaches and players which may lead to less time on managerial periods.
3. Enough equipment should be made available for all players to get involved to pin down misconduct or inappropriate behaviour out of idleness active supervision must be upbeat to check players social behaviour and coaches' instruction or feedback must be always positive.
4. Positive reinforcement and specific feedback must be more than negative reinforcement and feedback even if there is inappropriate social behaviour.

5.5 Areas for Future Research

The following are recommended or put forward for future research:

It is recommended that further study be conducted to determine whether skill enhancement would not be achieved by the use of another variable such as rewards rather than reprimand. It is recommended that further studies be conducted on the perception of coaches and players on how school authorities' attitude towards sports influences performance in the Wassa Amenfi West Municipality.

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APPENDIX

**A SYSTEMATIC OBSERVATION FOR SCHOOL ATTACHMENT PROGRAMME-
1999-2000 ON HPERS TEACHERS INSTRUCTIONS AND STUDENTS SOCIAL
BEHAVIOUR IN THE AREA OF DISCIPLINE, PHYSICAL EDUCATION LESSON.**

SCHOOL:.....**OBSERVER:**.....**EVENT:**.....

CLASS:.....**DATE:**.....**SKILLS:**.....

NO. ON ROLL:.....**TIME:**.....

ACTIVITY:.....

INSTRUCTOR:.....**DURATION:**.....

APPARATUS:.....

	TEACHERS REACTION	STUDENTS SOCIAL BEHAVIOUR	TEACHERS REACTION			
			S	INS	C	I
PREPARATION PHASE						
MAIN CONTENT						
CULMINATING PHASE						
CLOSURE						
TOTAL						

COMMENTS

