

THE IMPACT OF COACHES BEHAVIOUR ON PLAYERS PERFORMANCE DURING THE COACHING PROCESS

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WHY?

- the performance of the academy soccer team has been considerably affected by problems relating to the BEHAVIOUR of soccer coaches.

HOW TO OVERCOME?

NEED DEPTH STUDY

WHAT IS COACHING PROCESS?

- The coaching process as defined by Lyle (2003) :

“the contract or agreement between athlete and coach and consists of the purposeful, direct and indirect, formal and informal series of activities and interventions designed to improve competition performance” (p.40).

- It is the most suitable term to describe the relationship between the coach and the athlete in order to improve performance (Lyle, 1999).
- Thus, the coaching process is meant to help the player learn and improve a particular skill (Borrie, 1996).
- Côté *et al.*, (1995a), coaches are expected to produce successful athletes though coaches often have little control over the talent of athletes with whom they are working.

RESEARCH QUESTIONS?

- What are the elements that impact upon coach behaviour of the soccer coaches at both academies in the coaching process?
- What is the impact of coaches' behaviour on players' performance during the coaching process?

METHODOLOGY

- INTERVIEWS
- OBSERVATIONS
- DOCUMENTS ANALYSIS
- INVOLVED (n=4) COACHES
- PLAYERS (n=40)
- DURATION= 15 MONTHS
- 2 SOCCER ACADEMIES
- DURING TRAINING AND GAME DAY

RESULTS

■ For Example:

From the Interview: “Though I’m heated, I wouldn’t want to show it because there are many spectators, especially the parents and the supporters nearby during the game.... and the players themselves may be nervous and stress” (Amrit).

From the Observation : ...some were lying down under a tree, some were listening to the music from their mobile phone, and some were reading the newspaper. It was already 5.30 p.m. but the training still had not started. At 5.45 p.m, the Chief Coach, Rafel turned up and apologized for being late. (8 April)

From The Document: the State FA, should include the coaches’ allowances, payment for bus rental, meal and lodging allowances for the team during away game. The above matter was clearly against the FAM's policy, whereby every football academy should be treated equally by the State FA. This matter was mentioned several times in the memo

RESULTS

- **Impact of Coaches' Behaviours on the Players' Performance during the Coaching Process**

- Behaviour of the coaches in this study is seen in the context of the coaches' characteristics in organizing the team, planning for the team's training activities to prepare for competition and the coaches' reaction during the competition. For example:

"We do understand the problems faced by our coaches ...it is the State FA's fault..... but because of the love of football, we just continue the training with the coaches. Though we used to perform excellently in the 6 previous games, now...sadly to say.... our performance is declining" (Sani).

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- The coaches' coaching style, the coaches' communication with the players and the coaches' personal attitude towards the players are the important examples accounted for in this finding.
- The finding revealed that the players from the Forest Soccer Academy preferred a democratic style of coaching (see page 229) and it suggests similarity with the previous research which discovered that athletes did not like their coaches adopting a strict, authoritarian manner (Sherman *et al.*, 2000; Smith and Smoll, 1977; Vealey et al., 1998; Smith, Smoll and Curtis, 1979; Chelladurai and Smith, 1978).
- However, the players' from City Soccer Academy performance in this study were not really affected by the autocratic style of the coaches since the players had got used to the style .
- Although the findings revealed that the coaches in one academy did not communicate effectively (verbally), demonstration and practical actions conducted by the coaches during training successfully constitute an effective way of communicating the knowledge and skills to the players.

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- Coaches' personal attitude towards the players constitutes another important behaviour of the coaches that have impact on the players' performance.
- the finding of this study also showed the importance of the coach having a good sense of humour as the key to motivate the players (Grisaffe, 1996; Barnet, Smoll & Smith, 1992; Legget, 1983; Bengoechea *et al.*, 2004).
- The players in the present study enjoyed the training and showed positive displayed a towards their coaches .
- During competition, the coaches showed positive attitude to give confidence to the players and they reacted positively by not being too emotional if the team played poorly or lost while showing good spirit or effort.

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- **The various factors which impact on the coaches' behaviour during the coaching process**

- **willingness of the coaches to continue learning and coaching and the coaches knew how to best learn through experience.**
- **hold to the principle of trusting own capabilities, being confident with one self, working hard and be positive in thinking, constantly assessing own doings and always learning from the weaknesses and strategies of others.**
- **players' personal characteristics also were shown to have an impact on the coaches' behaviour.**
- **frustration and dissatisfaction that eventually affected the quality of coaching .**
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CONCLUSION

- this study raise a number of issues relevant to coach education and ultimately the coaching practice.
- it provides valuable recommendations towards a better coach education in the country that will eventually help to upgrade the quality and image of the coaches.

RECOMMENDATION

- The National Soccer Association and State Soccer Association need to manage the game through professionally.
- it is the first research on coach education in the country to utilize qualitative methods and hoped to become a breakthrough for future research in coach education in the country. There is a need to conduct further similar studies to provide further details concerning the coaching practice that has taken place in other sports at various level and the problems faced by the coaches and the players during the coaching process.

thanks you for listening

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