

COACHING STRATEGIES AND SPORT PERFORMANCE OF FEMALE ATHLETES

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ABSTRACT:

The measurement of perceptions of female athletes about coaching strategies and their effect on athlete satisfaction and sport performance is vital for success. The aim of this study was to explore the relationship between perceived coaching strategies during training and self-reported satisfaction of athletes and their sport performance. A total number of 120 female athletes of individual and team sports from seven different universities of Lahore, Pakistan participated in this study. Three different scales were used to measure participant responses relative to strategic thinking, leadership and flow. Results indicated that female athletes Scale for Athletic Performance. The results indicated that female athletes of individual and team sports were satisfied with their coaches' coaching strategies ($p=0.001$) and a significant relationship between coaches' coaching strategies and sporting performance was also reported by female athletes ($p=0.001$). A significantly positive relationship was observed between problem solving strategies and sports performance of female athletes ($p=0.000$), no significant association between team building and sports performance was observed ($p=0.812$), and a significantly positive relationship was observed between leadership and sports performance of female athletes ($p=0.000$). Based upon results, coaches' problem solving and leadership skills were significantly associated with sport performance as compared to team building. It is recommended that additional research be conducted using different age groups and males to determine a more definitive perspective related to athlete perceptions.

Keywords: Coaching Strategies, Problem Solving, Leadership, Sports Performance, Satisfaction

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Introduction

Coaches play an important role in leading athletes and sport teams. Their goal is to enhance athletes' sport performance abilities, accomplish the best athletic achievement, and help maintain athletic performance for as long as possible. They also deal with athlete challenges. Whether it is training, teaching or competition, everything should be taken care of, because these are possible factors that can affect the performance of sport. Although coaches' primary role is to train athletes in sport skills, they sometimes provide advice on emotional, reciprocal, and social issues to help athletes in their personal development (Beattie, 2014). Therefore, the role of the coach does not change but is complex and variable. Niesten, (2015) stated that sport coaching is difficult and quite complex, filled with uncertainty, so a successful coach is highly valued. NOTE: Coaching is not a profession. Profession is defined as an area that is licensed and/or accredited. Those in the profession would need to pass exams, etc., similar to doctors, nurses, lawyers, and teachers.

More often, players see their coach as an influential component of the competitive experience. Many studies have indicated that coaches are a significant positive inspiration for young athletes as reported by different authors including (Larson, 2000; Horn & Butt, 2014; and Avolio, 2007). At the same time, coaches ranked first because it had the most positive effect on young people from all demographic groups (Rothwell, 2012). Coaches help their players improve their abilities and force them to demonstrate their abilities, gain confidence and develop character. Coaches maximize the value of the game and increase the motivation of their players to play the game. On the other hand, coaches who put too much emphasis on winning the most will most likely to create an environment where there is a lack of fair play and good manners. However, managing sport and recreational facilities can be a difficult and time-consuming task (Brown, 2015).

Coaches can use specific strategies that apply in the context of sport and beyond (Boies, 2015). Numerous studies have named several coaching strategies which will be described in more detail below. Based on a review of life skills, Gold and Carson (2008) have developed a model of coaching life skills that maps the strategies used by coaches and helps to describe the style that comes from coaches. According to the model, teaching strategies can be divided into direct and indirect strategies. Direct strategy strategies are deliberately developed, such as developing clear and consistent rules, providing quality guidance, offering leadership and decision-making

opportunities, focusing on the individual, administering justice, and team building. Indirect strategies are not under the control of coaches, such as the demands of the game, the success of the program, modeling, social support, positive social principles.

Another important aspect of coaching is taking care of the players. Coaches deliberately plan discussions on specific topics and provide opportunities for all their athletes to participate. They actively share information about themselves in these discussions and by informing their players that they can be contacted in any situation, at the level of the game and outside, if the athletes have any questions, comments or if they just want to talk, they get more involved in these discussions. Niesten, (2015) brings mutual trust and respect as key elements in building positive relationships. This means that the coach's attitude towards the players is respectful. Coaches often tell players that their opinion is important.

The competency of the strategy attached to the organizational mission is highly implemented at the managerial level. It is the approach that predicts and determines the weaknesses and strengths in the internal and external environment, similar to a SWOT analysis that assesses strengths, weaknesses, opportunities, and threats. This qualification identifies internal and external factors that are favourable and inappropriate for achieving organizational goals, here managers focus on the resources of organizations and ensure that all their employees move towards the planned goals theory developed by House, (1971) and upgraded in 1996.

Fuchs & Delport (2005) argues that strategic competencies are competencies and efforts that are taken by organizations' missions and objectives, especially those of competitors, to gain knowledge of the business environment, rather than pursuing them. To guide, create a dynamic environment, consult the technical level. To have a serious ability to make the right decisions, and to direct the power of the organization to respond directly to any emergency.

In fact, the role of the coach is complex. At the youth level, multi-task coaches as motivators, teachers, instructors, social workers, discipline, friends, managers, fundraisers, therapists, and alternative parents. In addition, they are expected to appreciate the knowledge and depth of the work that they are coaching, both technically and professionally.

Despite these expectations, the average university coach has little training in any of the above areas. In addition, research by Rothwell, (2012) found that volunteer youth coaches have little knowledge of training, conditioning and sport safety. A study of coach utility training focused on

positive coaching, shows that the children involved have real benefits of effective coaching. In addition, there was a 26% decrease in the number of players playing for untrained coaches compared to 5% for trained personnel. In addition, in the latter, players have also reported lower levels of anxiety (House, 1996). This scenario raises the need for coaches with higher management skills.

It has been more than a decade that human resource and organizational development professionals have developed a keen interest in the concept of capabilities as a key element and measure of human performance. Selection of candidates for any open position using aptitude-based interviewing techniques, the ability to be used organizationally is becoming a frequently used and written vehicle. Develop the chances of succession of employees in an organization. The factors for success in jobs and roles in the organization should be made clear to the employees so that any issues raised can be overcome (Bhardwaj, 2013).

Current employment and future growth should be assessed in a timely manner so that all employees are aligned with the overall organizational mission and vision. Salary, promotions, and growth should be directly linked to the organizational mission and vision so that the work and progress of the organization can be tracked accordingly (Ensley, 2005). Employees and managers should be guided and informed about what is expected of them during their employment and how the value is explained even during dramatic changes and reorganizations. Increasing globalization and competitive pressures have also played a role in managing organizational performance to make the organization's performance, efficiency, and competitive interest prominent and prominent (Duff, 2013).

Because coaches serve as important developers of young people through sport, it is important for them to understand young people and have the skills to build guiding relationships to facilitate new skills and character learning. This means the importance of different development opportunities for coaches. Research shows that coaches' knowledge is developed primarily through direct coaching experience (O'Neil, 2008) in collaboration with other coaches. Shields, (2015) found that in being effective, coaches value higher life learning opportunities that are open to knowledge and flexibility and training and the ideas of others. Also, there are some examples where education raises the standard of coaching.

People at professional or non-professional levels are often involved in day-to-day decision-making, whether they are simple or complex issues, thus involving employees in problem solving and decision-making to enhance their creativity and level of awareness and a process of making a decision. Employers hire people who are able to diagnose problems and make effective decisions to solve problems. Problem solving is a process in which there is a gap between the current situation and the desired goal. Decision-making is a selection process where, depending on experience and knowledge to reach the desired goal, one of two or more possible solutions is chosen so that they can choose the best alternative to reach the management goals. And consistency decisions between management levels (Goldschmidt et al., 1992).

Decision-making and problem-solving measures are the same, which is more important depending on the level of management of the individual. Whenever the level of management is high, it is necessary to increase the capacity (Tiraieyari, 2011). There are approximately two approaches to problem-solving decisions, the first of which is based on a logical approach, such as the evaluation between analysis and alternatives, and this approach is based on the credibility of information, knowledge and methods of analysis. The second is the decision of intuition, which depends on the person's experience and circumstances, which involves human experts (Ensley & Hmieleski, 2005) taking shortcuts to certain actions. The purpose of the present study is to examine the role of coaches' coaching strategies on the performance of sport through the lens of athletes and coaches and finally compare their impressions.

There are several elements of leadership skills that a coach can take advantage of that are sensitive depending on the circumstances, the sport or potentially the movement and skill level of the athletes. Six conduct measurements of authority exist, including despotic, vote based, positive input, social help, preparing and guidance, and situational thought (Smart, 2005). Autocratic authority constrains the inclusion of its members in choices. The utilization of orders and disciplines are pervasive similar to the solution of plans and strategies for exercises (Smart, 2005). With despotic administration, a coach will outline an arrangement with practically nothing, assuming any, contribution from the athletes. The despotic conduct measurement is a prime case of a coach giving the competitor what a coach thinks. Democratic authority takes into consideration the support of athletes in choices, and mentors are deferential of their privileges (Smart, 2005). Under this measurement, athletes are permitted to set their own objectives and are allowed to give contribution about their preparation program.

The sport performance is a high level, globally registered in all the sport branches, requires a reconsideration of the training process in its whole, through the combination of the strategies oriented to the effort scientific management with the psychological and methodical assistance needed by the athlete, in order to turn into better results his technical-tactical acquisitions induced by training (Inoue, 2013). Because sport training represents a complex process which involves planning, organization, leading and assessments, a managerial approach becomes activity. Sport coaches apply different principles, concepts, methods, and programming frameworks that belong to the management area (Rothwell, 2012). As a manager, the coach provides the feedback meant to influence and to improve specific skills of athletes, and, on the other hand, to facilitate their personal development by using some supporting and self-assertion actions (Beattie, 2014). In this sense, coaching is a managerial tool through which the coach identifies the motivation, encourages to become aware of his own potentialities and challenges to find different solutions and strategies to solve the concrete issues. Because training in different sports represents a complex process that involves planning, organizing, leadership, and evaluations, a management approach becomes the key to successful way of providing various tools for each component for sport performance as reported by Teodorescu, (2013).

Literature Review

Gould, (2008) explained that team leader skills reflect interpersonal relationships, behaviours that demonstrate the ability to handle tasks by influencing others, and the ability to do things appropriately. This ability is to perceive at the external and internal environment. Some researchers have shown that leadership skills emerge in situations that involve making tough decisions, dealing with risks, responding quickly, and taking positive steps toward success while accepting changes, increasing knowledge through teaching, and motivating employees. This can affect employee performance and encourage delivery beyond expectations of good results by setting the required tasks and showing positive returns (House & Dessler, 1974).

Coaching strategies are a source of competitive advantage in any type of sport. It is a complex task that requires specific strategies and practices to meet specific expectations. The coaching strategy consists of different variables. According to Russell, (2009), it is a skill, aptitude, ability, competence, or fitness. Houlihan, (2009) explained that to be effective, a coach needs to develop at least four types of skills or abilities: technical skills, conceptual skills, managerial or

managerial skills, and mutual or human skills. In fact, past researchers have pointed out the importance of the usefulness of coaching in terms of athlete success.

Athletes create goal sheets that include long-term and short-term goals, and both sports and personal goals. Ideally, guided by their coaches to have goals focused on improvement rather than goals based solely on competition. This approach provides a clearer vision for the athlete to achieve these goals, as well as let the athletes know that the coach is by their side to help them achieve. In addition to setting goal, coaches review goals of each player throughout the season to determine the ways they can achieve them as reported by Sammut-Bonnici, (2015). The Theoretical Pathway Objective is an indication of the critical concern that executives and employers have about the perceptions of workers to meet their goals, specific ways to accomplish these goals, and to guide, facilitate and support by following the path-goal theory.

In a critical outline of employment and leadership, the scholars highlighted two elements of operational management and the managerial response, the introduction of the framework, and the concerns that affect worker performance and organizational outcomes. - Based on these ideas and assumptions, Karreman, (2009) discusses the simplification of operational management and management professional performance lines, methods, structure, response style to accomplish tasks in assigned tasks. There are reasons. Workers. According to this objective theory, workers generally perform better when their executives and employers provide them with appropriate guidance and direction in the right direction, when workers seek guidance from their superiors and managers.

Operational executives and managers offer all the equipment that is not appreciated, and according to them, it is important for the workers to achieve their goals (Loughead, 2004). Leaders and executives can improve workers' goals by providing them with incentives as it was introduced by Carron, (2002). In response to the cooperation and understanding of leaders and executives, there is automatically a kind of reward, which is at their disposal.

The reactions to professional choices and careers are based on potential wisdom and reflective wisdom. Before that, the potential wisdom explains the consequences, expecting success in their endeavours and wishing them success. The second, on the other hand, sheds light on the complexities of the past, including the emotional state of making decisions and reactions and reading (Morgan, 2013). However, this research study is quite complex but still offers a general

idea for encouraging professional choice in the framework of personal, conditional and professional choice and mutual cooperation in response. In the selection of professional fields, this inspiration is usually exchanged with professional assurance and is supported by many studies and research in this area of professional growth and management (Osterbeck and Van, 2013).

Meanwhile, the theory of path leadership is evident in the presence of different patterns of operational management and managerial response, management training measures as an operative management, and a significant response in the context of the path-finding theory. Management training courses, which are considered as operational leadership and management approach, can reduce the uncertainty in the role of the worker through descriptive goals and tracks and consequently overcome the uncertain part of their performance. (Ohlert, 2012). The level of satisfaction of athletes with their assigned work and with the managerial staff or coaches is always important for them. The level of happiness, and their cooperation, facilitates income and evidence, eliminates barriers and worries, and introduces construction, encouraging the results of open labour (Rovio, 2009).

The level of employee satisfaction with their work and their commitment to their professional career is also important. Management training focuses on resources such as a real managerial response for managers and group support for professional growth working in the field of career stimulus theory. In fact, attributing decision-making power through cooperative, collective goal models and success schedules, positive and productive feedback, and managerial training for professional career development can immediately affect a worker's inner satisfaction with his work and motivate sustainability (Vincer, 2010).

The organization's theory supports investigations in identifying and delimiting variables of possible outcomes on the administrative training curriculum in an ongoing research case: the level of worker satisfaction and commitment to their professional career. Management training focuses on resource managers and group support, such as a real managerial and managerial response. It is for the professional development of the workers in terms of the organization's ideology of cooperation. At the same time, workers find the supportive role of management and managers in organizational care to be motivating. Workers who receive management training can create a sense of satisfaction among employers in relation to employers and participate with employee reassurance. Organization development. Eliminating the above theories, they play an important

role in identifying variables in the possible outcome of management training in an ongoing research case (Carron, 2002).

The guiding leadership theory is tantamount to encouraging management training to encourage an operational management and management response, and to delight management workers in expanding their job offerings toward the completion of assigned tasks. Similarly, the ideas of organization support and career encouragement encompass management training courses through the collaboration of administrators and management to motivate and reassure workers and establish their assurance with a professional career (Lievens, 2010).

The movement for professional choice has been linked to inspiring, thoughtful, and, of course, inspiring jobs. In particular, the study of professional development and resilience is related to management and is linked between personal and strong development goals. McCarthy, (2013) worked on this research, examining and reassuring the background of professional choices and their results, which was the basis of career motivation theory. He discovered that the organization's prospects are important outcomes as a result of professional assurance of the role of predictor, professional satisfaction and prediction of dismissal targets.

The “team-development model” based on four phases: formation, storm, quality, performance and postponement. To achieve high team performance, teams must follow these five steps and it should be clear to the coaches that the teams need to achieve the desired level of performance in matches. Formation is an early stage of team development in which team members get to know each other and begin to overcome their anxiety and stress (Cumming, 2006). At this stage, the leader is responsible for increasing the comfort level of the team members so that they can start working according to the developed work pattern.

The second stage is the storm in which team members begin to push against the boundaries set in the initial stage. This type of pushing each other also help control the level of stress of teams. The next step in which team members begin to accept each other's roles in a team. This is when the team members begin to appreciate the strength of the team members and accept the role of leader. The next stage is the performance in which team members begin to perform their tasks according to the guidelines given by the coach or leader (Fransen, 2012). The leader will be able to assign responsibilities easily and effectively at this stage, as the members have accepted their

role and responsibility with determination and confidence and, above all, have learned to fulfil these responsibilities.

The final stage of team development is being postponed in which any team will start to overcome the team's influence after achieving the team's goals or after the end of the project. This step will not apply to projects that are short-term, but cannot be observed or applied to long-term projects that may face new challenges under the current plan (Haslam, 2011).

Gould, (2008) explained that team leader skills reflect interpersonal relationships, behaviours that demonstrate the ability to handle tasks by influencing others, and the ability to do things appropriately. This ability is to take a look at the external and internal environment. Some researchers have shown that leadership skills emerge in situations that involve making tough decisions, dealing with risks, responding quickly, and taking positive steps toward success while accepting changes, increasing knowledge through teaching, and motivating employees. This can affect employee performance and encourage delivery beyond expectations of good results by setting the required tasks and showing positive returns (House & Dessler, 1974).

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Methodology

The study used a descriptive correlational research design and collected data without any change or manipulation in the environment. A total of 120 female athletes from seven universities were made to participate in this study. Female athletes chosen to participate in this study were identified by an athletic administrator at their respective universities located at the region of Lahore, Pakistan. Female athletes from various sport, including team and individual sport who were representing their respective universities were randomly chosen to participate in this study. Three different scales were used to measure participants' responses on strategic thinking by Dierdorff, (2009), the revised leadership scale for sport developed by Burdette (2008) and Flow State Scale for Athletic Performance Adapted from Eklund, (2008).

Results

A total number of 120 female athletes with a mean age of 17.79 participated in this study. The results of Independent Sample T-Test (Table-1) revealed that female athletes of individual and team sport were satisfied with their coaches' coaching strategies ($p=0.001$) and a significant relationship between coaches' coaching strategies and sporting performance was also reported by female athletes ($p=0.001$).

Table-1: Sport Performance and Satisfaction

		F	Sig.
Coaching Strategies	Equal variances assumed	13.21	.001
Sport Performance	Equal variances assumed	13.21	.001

Regression Analysis (Table-2) indicated a significantly positive relationship between problem solving and sport performance of female athletes ($p=0.000$), no significant association

between team building and sport performance was observed ($p=0.812$), and a significantly positive relationship was observed between leadership and sport performance ($p=0.000$).

Table-2: Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.158	0.283		-0.559	0.578
	Problem Solving	-0.996	0.096	-0.968	-10.366	0
	Team Build	0.006	0.027	0.006	0.239	0.812
	Leadership	1.997	0.093	1.931	21.384	0

a. Dependent Variable: Sport Performance

Conclusion

Effective coaching strategies can include factors such as team building, problem-solving and leadership skills, and players' skill levels. As a formal leader, a coach can influence a team's and the player's behavior (Boyz, Fisht & Gill, 2015). Thus, the aim of this study was to explore the relationship between perceived coaching strategies of coaches by female athletes during training and self-reported satisfaction of athletes and their sport performance. The relationship between coaching strategies and sport performance was not a linear relationship as depicted below in Figure-1.

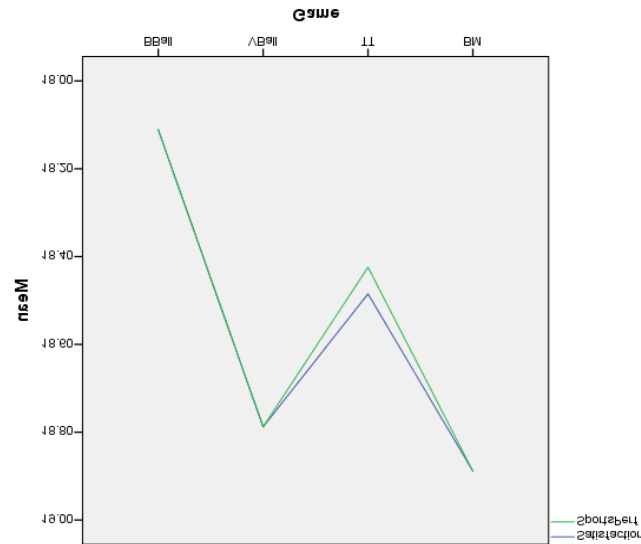


Figure-1

Based on the results, it can be concluded that there was a significantly positive relationship between problem solving strategy and sport performance. Similarly, a significantly positive relationship between leadership and sport performance was observed. No significant relationship, however, was found between team building and sport performance of female athletes. These results are limited to female athletes only. Therefore, it is recommended that research be done in the future with both the genders to make gender comparisons on different variables.

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