

Perspectives of Pakistani Team Sports Players and Coaches Regarding Coaching Competence in Relation to Performance Efficacy

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The current was designed to investigate the role of coaching competence as perceived by players and coaches towards performance efficacy of team sports i.e. hockey and cricket. Research questions formulated as how team sports players perceive their coaches' coaching competence helpful for enhancement of their performance efficacy and how coaches perceive their coaching competence helpful in enhancing performance efficacy of their team sports players? Open ended, semi-structured and detailed interviews were conducted with twelve team sports players and twelve team sports coaches. Results analyzed using Grounded Theory approach and revealed perceptions of hockey players and cricketers how their coaches' coaching competence influences their performance efficacy, whereas, perceptions of hockey and cricket coaches how their coaching competence influence performance efficacy of their players. This research will work as an empirical proof for hockey and cricket boards and federation to conduct coaching competence and effectiveness training programs for the enhancement of performance efficacy both for their players and coaches.

Keywords: Coaching competence, performance efficacy, Interpretative Phenomenological Analysis

The multidisciplinary science of sport psychology is becoming increasingly important in sport sciences. The primary focus of sport psychological training and counseling is to monitor the effects of healthy and specialized performance enhancement and thus the players' psyche (Gardner & Moore, 2006). Mental preparation aims to enhance the athlete's performance, monitor the athlete's psychological state, and achieve an empirically well-founded intervention, taking into account the wide-ranging diagnostic of individual-specific features. All this can be the key to an athlete's success, as international trends are increasingly reflecting that the outcome of a world competition depends to a great extent on the athlete's psychological state (Birrer & Morgan, 2009). The end of 1990s was marked as the era fitness revolution, the 2000s named as the sports science and analysis period and now the next era will be marked as dealing psychological aspects of sports (Carron & Hausenblas, 2005). The role of coaches in team sports is vital and oblivious as coaches flourish their players physically, psychologically, technically and tactically and enable them for accomplishing optimal goals. Coaches play a critical role in the lives of young athletes and have the potential to influence, positively or negatively, their sporting experiences (Zourbanos, et al., 2006). This is supported by the premises that positive results in sports are associated with the quality of this relation with the capacity of the coaches to effectively promote the sports development of the athletes

and its implications on the quality of sports training and sporting behavior (Jowett, 2005). Coaching involves a central tenet of improving team or athlete performance that requires a cognitive activity to make decisions upon a multitude of dynamic situational factors.

Today, sport psychological thinking is an indispensable condition for an integrated approach as number of factors and aspects required to be focused when optimizing sport performance (Gardner & Moore, 2006). The players should be viewed through a system approach as there are many exogenous factors affecting his functioning. The integrative approach gives space to the individual context of the athlete and treats him holistically. In addition to performance optimization, sport psychological training focuses on the player's individual psychological position, characteristics and well-being, highlighting and exploiting his skills, and helps acquiring skills that enhance the athlete's psychological status at both competitive conditions and overall life (Hardy, et al., 2010). During the sport psychological work, players' psychological profile is surveyed and mapped thoroughly, in order to emphasize strengths and eliminate weaknesses by psychologically handling critical situations.

The excellence of professional performance can be considered not only the result of acquired competence, but also of the self-assessment of one's own competences. The perception of professional competence is frequently explained as the feeling that a professional shows in relation to his or her own professionalism that is directly linked to career success (Mageau & Vallerand, 2003). Now-a-days, coaching has formulated an independent profession in different fields linked to growth. Professional coaches focus on interpersonal issues i.e. trustworthiness, regard, communication skills, positive mind set, problem solving, attitude and active involvement of the coachee (Brailsford, 2014). The concerns of professional competences are important for the coaching process and required attention of coaching literature (Myers, et al., 2010). The earlier researches restricted coaches to overt performance and faced major criticism for ignoring the underpinning psychological premises that provide better explanation of coaches' behavior. Therefore, literature pointed out to examine coaches' thinking patterns and knowledge (Kao, et al., 2017). Professional competence revealed a coach's ability to apply his or her knowledge and thoughts and enlarging his or her interests towards knowing through effective practices. Furthermore, knowledge and competence are being confused as same but they are different in nature and meaning (Brackenridge, 2002).

Psychological components related to sports have been classified as significant in improving one's sports related performance, however, the prediction of performance is based on the principles of sports psychology (Beauchamp, et al., 2002). Interventions in sports psychology based on imagery, relaxation, goal setting and self-talk tend to have a positive influence on players (Thelwell & Greenless, 2001). Whitmore (2002) stated that coaching manuals adhere to different psychological components and potential value of these factors is important in increasing performance. Chen et al. (2002) indicated that understanding limitations and optimal performance factors have always been area of interest for sports psychologists. In different competitive conditions, performance related demands of athletes can be categorized into three factors i.e. the physical ability to perform continued physical exercises, being involved in high intensity exercises, the ability of being athletic and the ability to progress a high power output, however,

COMPETENCE IN RELATION TO PERFORMANCE EFFICACY

performance is indomitable by a players' technical, tactical and psychological ability. It is obvious that the practical focus of sports psychology is on performance excellence and it can be named as performance psychology. Heuze, et al. (2007) elaborated performance psychology as a discipline that helps individuals how to perform persistently in crucial situations. In a broader spectrum, it can be claimed that sports psychology is a domain within performance psychology that investigates principles and interventions in context to competitive situations related to performance.

It is unanimously perceived by players and coaches that self-confidence is an important quality of successful performance in sports. Self-confidence can be viewed as an important psychological factor in sports and can be referred as the most significant factor in sports (Myers, et al., 2004). Self-efficacy is explained as beliefs that enable one to perform a certain task for accomplishing specific results (Bandura, 1997). However, it is not linked with skills one has but concerned with the judgments of what he or she possesses as skills. It can also be viewed as a situation related self-confidence and can be conceptualized to affect one's activities to approach and persistency he or she demonstrate in competitive conditions. Bandura (1977) theory of self-efficacy can be widely used for investigating self-confidence and can be defined as a cognitive mechanism for mediating motivation and behavior of people and their judgment towards their capability to perform at desired levels influence their behaviors. Gully et al. (2002) stated that self-efficacy is the most affective psychological concepts thought to influence achievement endeavors in sport performance. The concept of self-efficacy is vibrant to coaches and players. Coaches know what their players feel and feel about their abilities and characteristics. Secondly, a better conceptualization of players' psyche can significantly enhance the resulting sports performance (Magyar, et al., 2004).

Players performing at higher executive functioning can lead to higher performance and its association with performance may enhance awareness and appreciation towards sports. Bandura (1977) postulated self-efficacy theory as a process of identification modifiable antecedents of self-efficacy. The theory postulates self-efficacy acting as the common cognitive mediator between sources and outcomes. A considerable body of evidence shows that self-efficacy plays an influential role, as a motivational perception guiding behavior, determining the successful self-regulation of various health behaviours such as eating healthy and sport and exercise (Feltz, et al., 1999). In particular, self-efficacy is conceptualized as an influence the activities and challenges people choose to pursue. Importantly, when established goals become threatened we draw on self-efficacy beliefs to inform our decision of how much effort and persistence to put forth towards goal attainment. Thus, self-efficacy is an important psychological construct to consider when examining the self-regulation of sport and exercise behavior and performance as many exercise behaviors require the continued exertion of effort and persistence (Myers, et al., 2004). The objectives of the study were: To investigate how team sports players perceive their coaches' coaching competence helpful for enhancement of their performance efficacy? To explore how coaches perceive their coaching competence helpful in enhancing performance efficacy of their team sports players?

Method

Research Design

A qualitative study was carried to explore how team sports players perceives their coaches' coaching competence helpful for enhancement of their performance efficacy and how coaches perceive their coaching competence helpful in enhancing performance efficacy of their team sports players? Data was analyzed using Interoperative Phenomenological Analysis.

Participants

Twelve international team sports players ($n= 6$ hockey; $n= 6$ cricket) and twelve coaches ($n= 6$ hockey; $n= 6$ cricket) were selected for semi-structured, in-depth and one-on-one interviews. Information rich cases were selected as they would have been beneficial for the researcher for exploring issues that were important for this research. Purpose sampling was used for recruiting participants. The criteria for *elite* status will be based on their coaches' coaching and players' playing experience (in years). The sample was collected from Pakistan Hockey Federation and Pakistan Cricket Board (PCB).

Inclusion/ exclusion criteria.

- Hockey and cricket coaches who have completed Level III coaching course i.e. minimum five years of coaching experience participated in this study.
- Ex-hockey players and ex-cricketers who have been working with different teams as coaches after their retirement from the professional sport as a player were included.
- Hockey players and cricketers who are currently playing in Pakistan international hockey and cricket teams were included.
- Assistant coaching staff, physical trainers and management didn't take part in this study.
- Players and coaches having any kind of ban from Pakistan Hockey Federation (PHF) and Pakistan Cricket Board (PCB) were excluded.
- Hockey players and cricketers attending any kind of training in summer camps Pakistan Hockey Federation (PHF) and Pakistan Cricket Board didn't participate in current study.

Interview Guide

An interview guide was prepared with the help of previous literature for interviews to investigate how team sports players perceive their coaches' coaching competence helpful for enhancement of their performance efficacy and to explore how coaches perceive their coaching competence helpful in enhancing performance efficacy of their team sports players? Later on, interview guide was revised by the researcher under the supervision of research supervisor. After revision, the interview guide was pilot tested on team sports players i.e. hockey and cricket; and coaches and their feedback resulted as minor refinements to questions phrasing and narrative.

COMPETENCE IN RELATION TO PERFORMANCE EFFICACY

The full interview schedule comprised of four sections. In first section, introductory comments, aims and objective of the study and a declaration of rights of participants presented to each participant. Second section explained the participants that they would draw upon all aspects of their experience as a player and to create an overall picture of performance efficacy in hockey players and cricketers related to coaching competence. The third and main section of the interview schedule comprised of general and specific questions related to performance efficacy of hockey players and cricketers. The closing section summarized the interview experience by inviting the interviewees to discuss any issues that may have been overlooked by the researcher.

Procedure

After finalizing the interview guide, the researcher contacted Pakistan Hockey Federation (PHF) and Pakistan Cricket Board (PCB), Lahore for permission to conduct interviews as it was primary method of data collection. Availability of the participants and their feasibility was preferred in conducting interviews. After taking consent from the participants, they were briefed about the research purpose, process and outcome to preserve confidentiality and anonymity of the data as all interviews were audio recorded. Semi-structured form of interviews allowed the interviewer to ask questions in a convenient order that may differ from one interview to another. Each interview was consisted of 45 minutes to one hour. All interviews were transcribed with grammatical changes to improve the flow of the text if needed.

Results

Grounded theory employed in data analysis as it is the process of category identification and generating a theory. Grounded theory enabled researcher to identify different categories of transcribed data and eventually made links between categories by establishing relationships between them incorporated a number of key strategies including constant comparative analysis, theoretical sampling and theoretical coding and eventually provided an explanatory framework to investigate how team sports players perceive their coaches' coaching competence helpful for development of their psychological skills, sportsmanship and performance efficacy and to explore how coaches perceive their coaching competence helpful in teaching psychological skills, sportsmanship and performance efficacy to their team sports players?

Table 1

Perceptions of Hockey Players and Hockey Coaches towards Influence of Coaches' Coaching Competence on Performance Efficacy of Hockey Players

Sr. No.	Cricket Players		Cricket Coaches	
	Focused Codes	<i>f</i>	Focused Codes	<i>f</i>
1	Coaches' Influence on players performance		Coaching climate for optimal performance	
	Equal relation of coaches for all players	II	Friendly coaching, coaches are well-wishers	II
	Coaches' desire excellent performance of players	IV	Effective coaching boosts players' confidence	II
	Coaches motivate players	I		
2	Optimal performance enhances mutual relationship		Performance related coaching competence	
	Coaches are inspirations for their players	I		
	Players' failure in implementing coaches' plan offends coaches	I	Players understand coaches	II
	Coaches demand result in any case		Coaches psychologically relax their players	II
	Players enjoy mutual communication	III	Coaches' appreciation lessens players' mistakes	
3	Performance Threatening Factors		Psycho-competitive coaching	
	Mutual communication help players about their mistakes	I	Coaches' anger negatively influences players	I
	Distant coach-athlete relationship negatively affect players	IV	Players comply their coaches	I
	Coaches' critical analysis benefits players	II	Collective passion for game	
4	Limited freedom and coaching dependency		Coaches' concerns for players	
	Coaches concern for players' game		Players aspire from senior players and follow their coaches' instructions	I
	Playing selflessly, playing with patriotism	II	Coaches' critical evaluation of players	III

COMPETENCE IN RELATION TO PERFORMANCE EFFICACY

Sr. No.	Hockey Players		Hockey Coaches	
	Focused Codes	<i>f</i>	Focused Codes	<i>f</i>
5	Coaches' guidance guarantees optimal players' performance	I V	Coaches' concern for players	III
	Lack of professionalism in Pakistan hockey		Coaches' understanding for players	II
	Perceived coaching support		Psycho-competitive coaching competence	
	Coaches' attitude influences players performance	II	Psychologically fearless	II
	Coaches' positivity increases players' performance	II	Passion for game, coaches produce skillfulness	III
6	Coaches' negativity decreases performance of players	II	Coaches devotion and dedication inspire players	II
	Players' concerns about coaches			
	Coaches should understand players mentally	I II		
	Coaches non-professional attitude			
7	Coaches' should employ professional coaching	IV		
	Ineffective coaching as a threat to performance			
	Coaches' biasness influences players' performance	I II		
	Players hesitate from coaches	I		
	Distant coach-athlete relationship threatens players' performance	II		
8	Ineffective coaching distract players			
	Perceived coaching competence			
	Coaches are players' well-wishers	II		
	Coaches handle players tactically	I		
9	Coaches control players psychologically	II		
	Performance threatening factors			
	Technology is influencing players' performance	IV I		
	Players spend sleepless nights Players use internet all the night and avoid their matches	II		
	Excessive use of internet will decrease performance of players	III II		
	Players don't do hard work Wastage of time because of internet influences optimal performance			

10	Task Orientation	
	Task oriented responsibility	I
	Responsibility influences performance	I
	Individual differences in perception of responsibility	I

The question was about performance efficacy (how hockey players perceive that their coaches' coaching competence influence their performance efficacy and how hockey coaches see their coaching competence as an influence to performance efficacy of their hockey players). Table 1 showed ten focused codes for hockey players and five focused codes for hockey coaches. First of all, hockey players coined coaches' influence on players' performance as a major focused code by uniting equal relation of coaches for all players, coaches' desire excellent performance of players, coaches motivate players and coaches are inspirations for their players as supported by the following verbatim:

“I think coach should treat equally all his players. Coaches usually motivate and appreciate players on their performance. A coach only can influence my performance if I would follow his instructions. Coaches only require performance from us and spark passion in us to perform. Coaches behaves well with that players who perform well. In my case, I work harder and harder to meet expectations of my coach” [Extract 1].

Secondly, players' failure in implementing coaches' plan offends coaches, coaches demand result in any case, players enjoy mutual communication and mutual communication help players about their mistakes assimilated as optimal performance strengthens mutual relationship. Players displayed a strong insight about their performance as a link to relationship with their coaches as narrated:

“Usually, if I perform well my coaches behave well with me. I think my performance strengthens my relationship with coach. If we communicate well with coach and coach communicate well with us and we spend quality time, then we enjoy our game in a friendly environment. My coach tells me about my mistakes. Coaches show concern towards us and practically correct us our mistake during game” [Extract 2].

Another most important and unique conceptualization exhibited as performance threatening factors. It incorporated coach-athlete communication gap influences players' performance, distant coach-athlete relationship negatively affects players and coaches' critical analysis benefits players. Hockey players revealed different performance threatening factors as showed by the following verbatim:

“I try to be open with my coach and ask him about my frequent mistakes during match. I prefer not to have any kind of communication gap with my coach as it would negatively influence my performance. If I don't tell my coach about my mistakes then he would not be able to find out my flaws. I think if my coach try to be open then there is no point for me to be hesitant. If I wouldn't be open to my coaches, he would never able to critically evaluate my playing techniques” [Extract 3].

Limited freedom and coaching dependency constituted by playing selflessly, playing with patriotism, coaches' guidance guarantees optimal players' performance and

COMPETENCE IN RELATION TO PERFORMANCE EFFICACY

lack of professionalism in Pakistan hockey. An international player supported these focused codes as following:

“I have always tried to work hard for optimal performance. My country and its pride have always been important for me during match. Unfortunately, destructive criticism is very frequent in Pakistan. If we put our opinion in front of coaches, they perceive us as disobedient. Coaches usually tell players about life style, dressing sense and other social norms but as a player I feel that these restrictions limit my freedom and independence. I have faced many times that whenever I told my coach about my will and intention, he took it negatively and ultimately, my performance during match decreased” [Extract 4].

Hockey players shared their views about perceived coaching support as a major focused code comprising of coaches’ attitude influences players performance, coaches’ positivity increases players’ performance and coaches’ negativity decreases performance of players. Following verbatim is in the favor of this phenomenon:

“My relationship with coach or our two way interaction and communication influences my performance and enhances it to next level. It also provide me confidence. Obviously when I get the idea that my coach likes me then it influences my performance. My coach also give me confidence and automatically I start thinking positive. Sometimes, when my coach thinks negative about me, my performance automatically decreases I use to think negative about myself. My coach’s favor and support for me enhances my overall performance and attitude towards game” [Extract 5].

Players also revealed and expressed their concerns about their coaches and coined from coaches should understand players mentality, coaches non-professional attitude and coaches’ should employ professional coaching. Detailed depiction of this concern is followed as under:

“Usually, coaches make unnecessary comparisons among players. It is illogical to compare a twenty five years old player with a forty years old player. Coaches train every player with one set standard and don’t take individual sessions. Coaches should intervene at this level to initiate different levels of coaching as per requirement of their players. Authoritative coaching style irrespective to players’ needs and requirements are the real reason of demise of hockey in Pakistan” [Extract 6].

Another focused code named as ineffective coaching as a threat to performance that included coaches’ biasness influences players’ performance, players hesitate from coaches, distant coach-athlete relationship threatens players’ performance and ineffective coaching distract players. Detailed description of focused codes from the verbatim is as under:

“Performance vary from person to person. If I am close to my coach or he favors me then my other teammates would be psychologically low. They would not be able to show optimal performance. These players hesitate in sharing problems with coaches. They think that what so ever they would have been doing, their coach is never going to like me. I think coach is just like father to me just like and I prefer to discuss game

related problems with my coach. If coach is being harsh to players' questions then they would face different problems other than game and decreasing performance" [Extract 7].

Coaches are players' well-wishers and coaches handle players tactically and coaches control players psychologically organized under perceived coaching competence. One of the players highlighted and supported this concept as under:

"I think coaches guide players very well. Coaches realize players about the worth of game. I feel pride when my coach guide me and work hard for me. Coaches' hard work psychologically influences me. If I think about myself, dedication of my coach towards me inspire me to work hard and perform well and I think that is the vital and direct role of a coach towards his players" [Extract 8].

Players also mentioned different performance threatening factors that are hindrance and decreasing their performance. It incorporated technology is influencing players' performance, players spend sleepless nights Players use internet all the night and avoid their matches, excessive use of internet will decrease performance of players, players don't do hard work and wastage of time because of internet influences optimal performance. The verbatim is as under:

"Now-a-days, technology is badly affecting people i.e. mobile and internet. Players use to awake late at night and misuse internet. They don't get proper sleep and ultimately their performance in match decreases. Mobile and internet are harmful for a player's overall performance in match. Players prefer shortcuts for winning and don't do any kind of hard work. Internet is a major distractor for players and is a major threat for performance" [Extract 9].

The last focused code was task orientation that was supported by task oriented responsibility; responsibility influences performance and individual differences in perception of responsibility. Players highlighted the importance of game related tasks for them as followed by the verbatim:

"If a player is designated as captain, then his performance might be decreased because of pressure of his role. Responsibility before match is assigned by coaches and during match captain demand different type of roles from us. We discuss with each other and improve performance. In short, what so ever is being done during match is solely for the sake of optimal performance and completion of different assigned responsibilities" [Extract 10].

However, hockey coaches revealed five focused codes regarding the question how their coaching competence influence performance efficacy of their players. Firstly, coaching climate for optimal performance resulting from friendly coaching, coaches are well-wishers and effective coaching boosts players' confidence, derived from the following verbatim:

"I try to provide friendly environment for my players. I believe that friendly environment and my friendly behavior will make players happy. I try to learn players as much as possible and encourage them to question. I struggle hard for players but if they don't give me output then it is natural to be angry for me. My players obey me a lot even

COMPETENCE IN RELATION TO PERFORMANCE EFFICACY

more than their parents. My guidance and concern give confidence to my players” [Extract 11].

Secondly, coaches mentioned performance related coaching competence by uniting under players understand coaches, coaches psychologically relax their players, coaches’ appreciation lessens players’ mistakes and coaches’ anger negatively influences players. The verbatim of one of the international coaches is as followed:

“I am very lenient with my coaches. I understand my players and discuss their issues with them. I brief players about solutions of their problems and it increases their performance. I think a coach should be a very good motivator for his players. Motivation bring out passion from players towards their game. I ignore players’ minor mistakes and appreciate their minor achievements. It somehow helps me as my player himself tries to avoid committing mistakes” [Extract 12].

Coaches also coined their role as a mixture of different psychological and competitive skills enhancer accompanying by players comply their coaches, collective passion for game, coaches concern for players’ game and players aspire from senior players and follow their coaches’ instructions. The detailed verbatim is narrated as:

“Players have to give performance and my role as a coach is only to give my players a plan. On my part, I believe it is my responsibility to chalk out a perfect plan and enable my players to execute it well. Performance of players is only linked with coaches’ strategic planning for any match. As a coach, I plan according to opponents and make a solid plan for my players. It is very rare to change match plan as per situation of the match. I train my players in a certain way that they automatically avoid to commit mistakes. I give motivation to my players with different methods i.e. following senior players and application of theory in the field” [Extract 13].

Coaches’ concerns for players included coaches’ critical evaluation of players, coaches’ concern for players and coaches’ understanding for players. As showed by the following verbatim:

“As a coach, I try to be aware of personal issues of my players. I try to figure out any kind of psychological issue that is teasing my player and decreasing his performance. When I was a player, my coach never asked me about my personal problems. Since I am a coach, I try to be aware of psychological issues of my players along with physical fitness and game related concerns. I prefer to consider minor things of my players” [Extract 14].

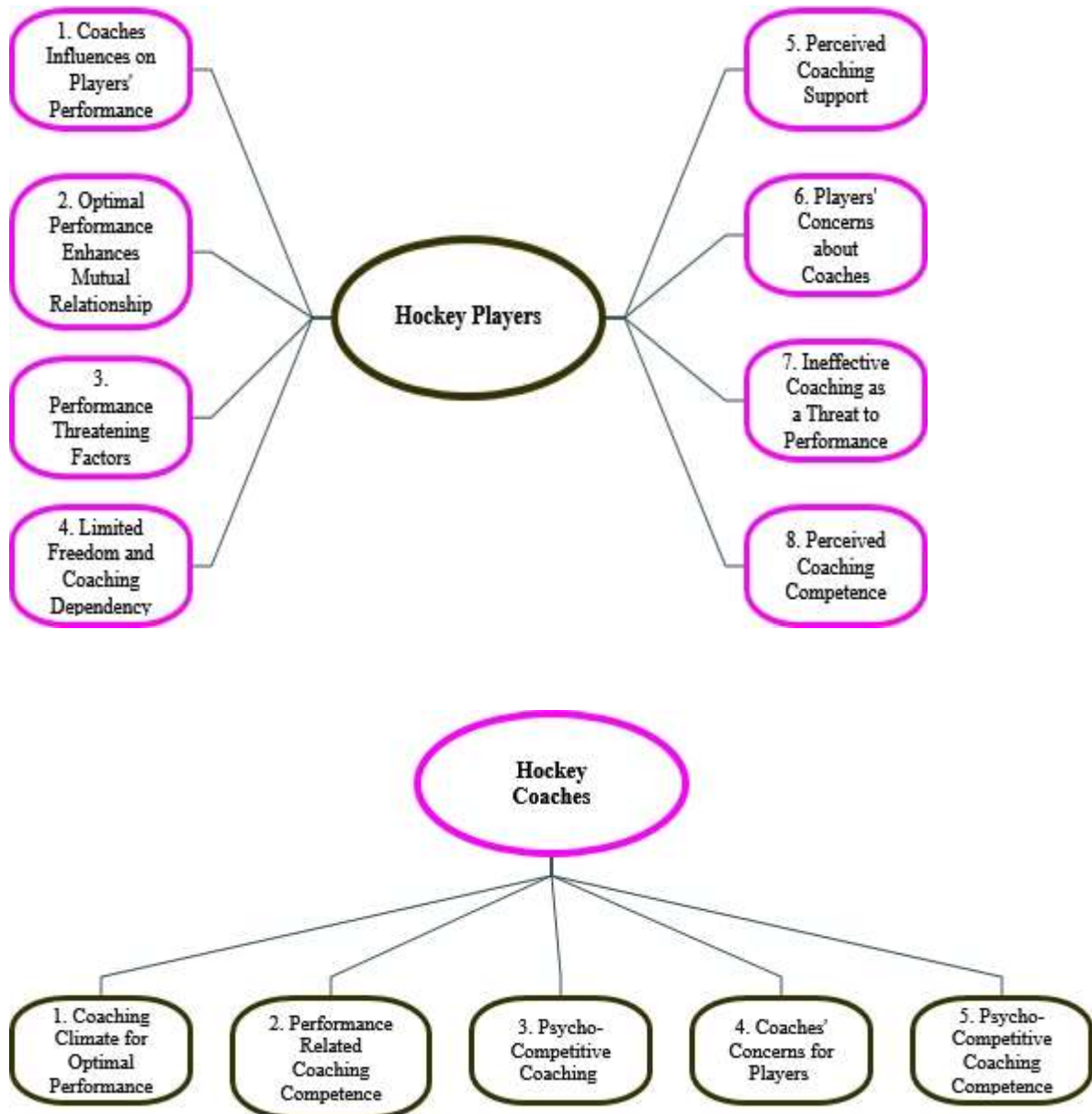
The second last focused code displayed as psycho-performance coaching competence including psychologically fearless, passion for game, coaches produce skillfulness and coaches devotion and dedication inspire players. The verbatim showed as:

“I try to be kind with my players and screen them mentally and psychologically. I motivate them and make them fearless towards their game. I try to improve performance of my players and don’t let them hesitate in pressure situations. I learn my players in friendly environment and require them to perform as per my input and hard work. A

player should be psychologically broadened. I try to find out hidden talent of my players that is not discovered even by themselves yet. I make my players skilled and passionate psychologically that they represent Pakistan at international level” [Extract 15].

Figure 1

Perceptions of Hockey Players and Hockey Coaches towards Influence of Coaches’ Coaching Competence on Performance Efficacy of Hockey Players



COMPETENCE IN RELATION TO PERFORMANCE EFFICACY

Table 2

Perceptions of Cricketers and Cricket Coaches towards Influence of Coaches' Coaching Competence on Performance Efficacy of Cricketers and Cricket Coaches

Sr. No.	Hockey Players		Hockey Coaches	
	Focused Coding	<i>f</i>	Focused Coding	<i>f</i>
1	Performance based coaching competence		Fearless Learning Environment	
	Quality practice by good coaches	II	Practical decision making	II
	Practice for progressive results	IV	Pressure handling during practice matches	III
	Coaches' excellent training depict in the field	III	Freedom from coaches produce positive results	IV
2	Coach as a psychological facilitator		Psycho-social support from coaches	
	Coaches insight for players' problems	IV	Players' insecurities coaches' support for players	III
	Coaching effectiveness for long term performance	II	Coaches helping players in dealing fear of failure	III
3	Mutual co-operation for performance		Affectionate teaching methods	
	Fulfillment of responsibility requires experience	II	Players being under pressure due to strictness	IV
	Coaches' plan helpful for better results	I	Affection leads to optimal performance	II
	Coaches' guidance leads to win	III		
4	Coaches' support for optimal performance		Practical learning	
	Coaches require commitment, coaches appreciate players' efforts	II	Practical exposure better for learning	III
	Coaches optimistic for better results	II	Coaches encourage players' feedback	II
5	Determination for hard work		Skilled training for players	
	Players' concerns for themselves	II	Coaches realize players important things	I
	Coaches cannot train players whole season	III	Coaches promote self-analysis in players	I
	Players' own efforts for improving game	I	Coaches strengthen players mentally	III

Sr.	Hockey Players	Hockey Coaches
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No.	Focused Codes	<i>f</i>	Focused Codes	<i>f</i>
6	Performance enhancing factors Support form coaches and captain Self-belief Self-confidence	III II II	Motivational coaching Mentally free for optimal performance Strictness hinders players psychologically Professional coaches gets performance from players	III III IV
7	Professionalism for performance Seriousness for competition, being more focused Basic techniques guarantee triumph	I IV	Performance Distractors External distractors for players Technology as performance distractor	IV II
8	Coaching threats to performance Low attention from coaches' let down bad performers Coaching for those who actually need it Coaches only appreciate higher performer	III II I	Coaches' Indirect psychological analysis for players Coaches' enhance players' mental strength Players' performance decrease due to pressure Short temperament distract players' attention	III II II
9			Psychological tactics for performance enhancement Coaches try to get players' performance back Coaches lift players to their own levels Coaches prefer experienced players Experienced players psychologically benefit players	I III II IV

This question was asked from cricketers about how their coaches' coaching competence influences their performance efficacy and coaches were asked how their coaching competence influence performance efficacy of their players. Table 2 showed eight focused codes for cricketers. First of all, performance based coaching competence was postulated consisting of quality practice by good coaches, practice for progressive results coaches' excellent training depict in the field as manifested from the following verbatim:

“As far as I am concerned, whenever I realize that my coach is showing interest towards my game, I get confidence and after getting confidence from my coach, there is no option left other than performing well without fear of failure. A good coach get his player out of failure and let their players to be focused on their performance. Pre-match

COMPETENCE IN RELATION TO PERFORMANCE EFFICACY

comments by my coach boost up my morale. Quality training and practice by coaches assure optimal performance by players during match” [Extract 1].

Coach as a psychological facilitator conceptualized coach's insight for players' problems and coaching effectiveness for long term performance that collectively worked as performance enhancement factors from coaches highlighted by cricketers. As one of the cricketers narrated:

“Coaches influences out performance a lot as they provide confidence to us and their confidence matters a lot in lowering or enhancing our performance. If a coach doesn't motivate and don't fulfill pros and cons for getting optimal performance by his players will defiantly wouldn't be a good coach. If my coach would trust my abilities and would provide solutions to my game related problems then I would try my level best to perform well for my coach. His concern for my game mentally relaxes me and encourages me to be psychologically prepare for the game” [Extract 2].

Performance was also found to be influential by cricket coaches as elaborated by the cricketers postulating mutual co-operation for performance. It encompassed sub-codes as fulfillment of responsibility requires experience, coaches' plan helpful for better results and coaches' guidance leads to win. The following verbatim is detail elaboration of these codes:

“Performance is linked with hard work. Coaches' advices are only beneficial after our own hard work for game and that increases performance. When we are not performing, then our mutual co-operation with captain and coach plays a vital role. We support each other and ultimately that helps the whole team. As I am playing under different coaches since a long time and I have played many matches where I executed game plan of my coaches during game and achieved success. Seeking help from coaches and their experience have made us win many matches at international level” [Extract 3].

Coaches require commitment and coaches appreciate players' efforts and coaches optimistic for better results lead to focused coding as coaches' support for optimal performance as mentioned in the following verbatim:

“Usually, harsh and demotivating comments of our coaches before match negatively influence our performance during match. Unfortunately, there are a few coaches who stand by us and support us by showing confidence in us. Confidence from coach and captain creates comfort zone for us. These shared confidences eliminate even merely shaky confidence in ourselves. Coaches only require commitment from us irrespective of results. They tend to be satisfied that their players have at least tried and show unsaid acceptance for us” [Extract 4].

Another focused code was extracted as determination for hard work that included players' concerns for themselves, coaches cannot train players' whole season and players' own efforts for improving game. These codes can be seen in the verbatim as below:

“Dedication and hard work for game vary from individual to individual. Professional players maintain balance in their personal and professional life and those who don't tend to face many problems. Some players are quick learners and a few learns

slowly. At the end of the day, only players have to be determined for themselves and overcome their mistakes. Coaches only supervise their players at international level and mostly players have to be dedicated towards their game for career excellence” [Extract 5].

Support from coaches and captain, self-belief and self-confidence were also emerged as performance enhancing factors as the following verbatim showed:

“Professional cricketers have constantly been observed by expert coaches and management; therefore, they try their best to perform at their level best. Being an international player, one work hard to perform to be an integral part of the team. Moreover, captain also plays a vital role to lead his players and bring best performance out of them for optimal performance. It also requires self-confidence and self-belief. Coach and captain can negatively and positively influence players” [Extract 6].

Second lastly, professionalism for optimal performance was coined as a vital component perceived by cricketers about their coaches. Seriousness for competition, being more focused and basic techniques guarantee triumph were demonstrated by one of the cricketers as under:

“The most important thing in cricket is to move forward. Learn anything new daily and differentiate success and failure comprehensively. A professional player foresees his coach as his well-wisher. Good and bad phases are part and parcel of a professional cricketer but one should always maintain his work ethics and have control on his basics. Without taking for granted the match, he should enjoy and be ready for next match being focused and consistent to his basic playing techniques” [Extract 7].

Finally, coaching threats to performance included low attention from coaches’ let down bad performers, coaching for those who actually need it and coaches only appreciate higher performer as extracted by the verbatim as under:

“I use to perform well if I am assigned any responsibility by my coach and feel myself very important to fulfil that responsibility. I realize my self-worth in such situations. Coaches also evaluate their each and every player for such tasks. Good and bad performance is not always permanent but coaches should behave well in every situation. If a player ignore bad performer of any match then he would feel himself let down psychologically. These players need support of their coaches in such situations. Unfortunately, coaches avoid those players and only praise good performers and try to get credit of their success” [Extract 8].

On the other hand, cricket coaches were required to answer how their coaching competence influence performance efficacy of their players and following focused codes from verbatim of cricket coaches were taken out.

Coaches coined fearless learning environment as first performance influential factor for their players. It included practical decision making, pressure handling during practice matches and freedom from coaches produce positive results. As one of the coaches stated:

COMPETENCE IN RELATION TO PERFORMANCE EFFICACY

“I have seen many players playing fearlessly and taking decisions at their own. Thought these decisions are helpful and harmful according to situation but they show fighting spirit that makes me happy. Therefore, I have always required my players for a fighting match and asked them to be independent in decision making and match planning. They tend to pressurize initially but later they get advantage in such situations and make me proud at international level” [Extract 9].

Secondly, psycho-social support from coaches was emerged as viewed by players' insecurities coaches' support for players and coaches helping players in dealing fear of failure. Different psychological and social factors facilitating performance efficacy of cricketers by cricket coaches were mentioned verbatim as mentioned below:

“A good coach professionally grooms and shines his players by providing them self-belief. I give game plan for match after having discussion with my players before match and play accordingly, however, in post-match team meetings, I discuss winning and losing factors of the match and reasons that tend to increase or decrease their performance. Sometimes, my player tells me that he is having pressure of not performing then as a coach I work on him. I support him and provide him consistent chances in team. I encourage him to play efficiently and mentally boosts him. I try to bring him out of pessimism and make him learn how to tackle failure” [Extract 10].

Players being under pressure due to strictness and affection leads to optimal performance established the phenomenon of affectionate teaching methods. As one of the coaches shared his views as under:

“As a coach I can only guide my players about match from the pavilion. I make them realize that if they would follow me, their performance would be positively affected. I require their attention and concentration towards learning and warn them to avoid mistakes. I mostly tend to be affectionate with players but have to be harsh sometimes as per situation of the match. I avoid being strict in my coaching methods that's why my players show their optimal performance in pressure situation” [Extract 11].

Practical learning involved practical exposure better for learning, coaches encourage players' feedback and practicality encourages self-belief. Following is the verbatim of a coach in support to this focused code:

“I try to make my players say what they actually desire from me as a player. I foresee their hidden confidence and ask them to perform for me. Consequently, they performed and brought their team out of critical situation. When they fail, I discuss with them and assure not to repeat previous mistakes. I practically make my players learn by involving them in practical competitive scenarios. Practical learning leads to quick learning as I get feedback from them. I ask them to be open with me and promote self-belief in them” [Extract 12].

Skilled training for players incorporated coaches realize players important things, coaches promote self-analysis in players and coaches strengthen players mentally. Training needs were elaborated in detail in the verbatim as under:

“Firstly, I inquire about family background of my player and always take it under consideration. It is very difficult for a coach to transform every boy as a player. Players who work on their basics groom as champions and establish themselves mentally and physically. I cannot comprehend what my player will follow or not but I try to make him realize on which weakness he needs to work frequently. I try to mentally strong my players” [Extract 13].

Mentally free for optimal performance, strictness hinders players psychologically and professional coaches get performance from players directed as focused code naming motivational coaching. Motivational coaching from coaches influence performance efficacy of cricketers was sustained by one of the coaches as:

“I promote freshness of mind and discourage distractors during ground in my players. I ask them to study well and co-operate with them to be a professional cricketer. Pre-match mental relaxation enable players to perform well. If I would be authoritative with them, they would never perform well. Our players gradually emerge as mature cricketer by playing regional cricket. On the other hand, we also know how to get optimal performance out of my players” [Extract 14].

Coaches also mentioned performance distracting factors including external distractors for players and technology as performance distractor. These factors are mentioned in detail as under:

“Players’ performance is disturbed by several reasons. Sometimes they have any domestic problem and mentally disturb during practice. The most important thing for a coach is to make his players stress free and happy. Secondly, mobile phones and internet have been a negative influence on performance of players. If a player receives any kind of bad news related to his family or friends disturb his game. He disturbs mentally but as a coach we try to be co-operative with them in dealing with such distractors” [Extract 15].

Coaches’ indirect psychological analysis for players was emerged from coaches’ enhance players’ mental strength, players’ performance decrease due to pressure and short temperament distract players’ attention. Coaches’ analytical reasoning towards their players improves performance efficacy of their players as one of the coaches postulated that:

“I observe body language of my players during practice sessions and analyze how they are playing mentally. I promote critical analysis for opponents in my players. I provide him confidence in such situations. It is very important to increase mental strength of my players. It is natural that if my player is being under pressure then automatically his performance will be decreased. I try to be aware of psychological fitness and temperament of my players along with their physical and cricketing abilities” [Extract 16].

Lastly, psychological tactics for performance enhancement were described by sub-codes: coaches try to get players’ performance back, coaches lift players to their own

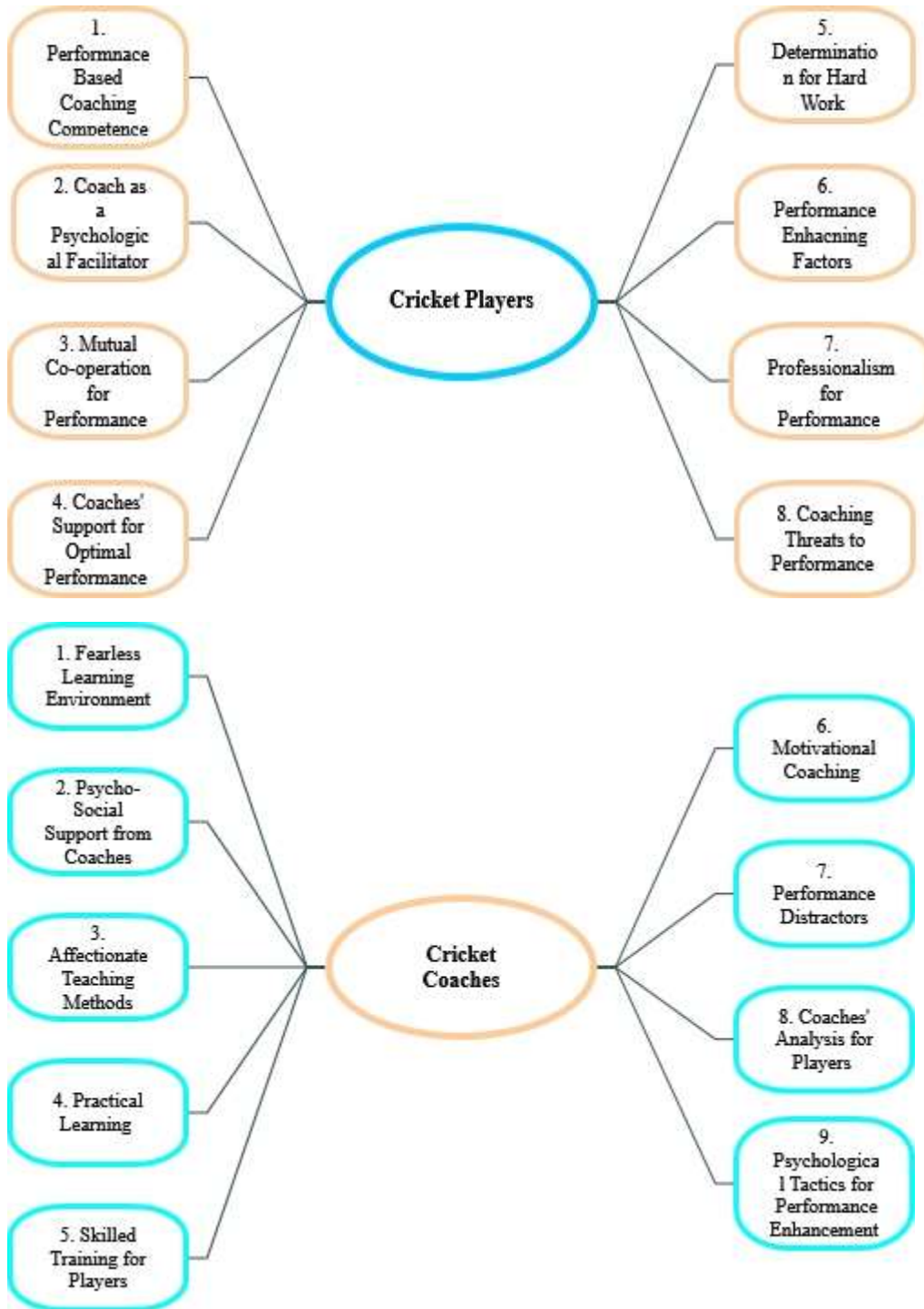
COMPETENCE IN RELATION TO PERFORMANCE EFFICACY

levels, coaches prefer experienced players and experienced players psychologically benefit players. It was emphasized by the following verbatim:

“Luck plays a vital role in cricket despite of struggle and hard work of a player. In such situations, I alter playing positions of my players and try to safeguard him from being waste. I work extra hard on my player who has good match reading ability. If a player is having bad phase in performance, I also work hard on him. I require my players to meet my playing standards. The presence of my champion player in ground psychologically disturbs my players. These experienced players make fellow players smile and motivate them” [Extract 17].

Figure 2

Perceptions of Cricket Players and Cricket Coaches towards Influence of Coaches' Coaching Competence on Performance Efficacy of Cricket Players



Discussion

In sports, coaching has always been used as identical with all aspects that coaches need to fulfill in their roles (Côté, et al., 1999). Coaching as a profession is considered as least one of different perspectives that coaches are required to fulfill for betterment and effectiveness of their coaching. Learning and results are significant in competitive sports and several relational issues are considered as fundamental to accomplish development among players (Jowett & Meek, 2000). A beneficial coach-athlete relationship guarantees to develop talents of players (Poczwadowski, et al., 2002). Lim, et al. (2014) defined that helpful coach and athlete relationships are concerned by mutuality between feelings, thoughts and behaviors of coaches and their players and it is generally emphasized by studying closeness, commitment, complementary and co-operation.

Performance psychology addresses investigation and application of psychological principles of human performance that help individuals in performing capabilities and enjoy performance process. Performance psychology trainers are specialized in engaging individuals in broader range of activities that include execution of different psychological and emotional components related to knowledge, skills and abilities needed for excellence in performance (Kozub & McDonnell, 2000) Moreover, it covers conceptualization of different psychological, behavioral components that are required for improvement of performance and facilitate consistent execution and positive experience in performers. Generally, performance elaborates a discrete phenomenon where one performance a specific set of developed knowledge, skills and abilities that is required for successful performance and consistently involve executing an assigned task and incorporates the development of situation related knowledge, skills and abilities applying to a distinct performance event (Lindsley, et al., 1995).

Coaches' perceptions about the value attributed to given working competences could vary according to their coaching background which includes among other aspects their coaching qualifications, experience and level of education. Particularly the academic background in the fields related to sport sciences and Physical Education can provide a richer understanding about the whole coaching process. In the same line of thought, coaching experience (Santos et al., 2010) and coach educational level i.e. recreational, developmental or elite level coaching. Gaining insight into actual could have influence on the value attributed to working competences as coaches bring rich information to coach education, and development (Myers, et al., 2006). Beyond their coaching background, the specificity of the sport in which they have coached could differentiate their perceptions about the issues related to the working competences. For this reason it is important to identify the coaches' perceptions taking in consideration the sport they coach or have coached in order to obtain a more contextualized knowledge, bringing new insights for coaching education in this particular setting. The analysis of coaches' perceptions about the value attributed to the working competences was applied in handball, a sport with a high impact and it was evident that coach education is somewhat under-developed leaving each specific sport federation to decide to have or not to have a coaching education structure handball is one of the sports with a higher developed framework of coach education (Jowett, 2003). An extensive domain of competences related to social and cultural issues, sport management and coaching education was proclaimed by

coaches from this study that emerged through the third and fourth factors. Wilcox and Trudel (1998) using verbal cueing stimulated recall interviews, found that youth ice hockey coaches ascribed importance to the planning and management of the players' sport careers where the personal and social issues are mostly emphasized. Nowadays, the implementation of youth sport programs is considered as the main factor to foster positive development, in sport and life in general, while decreasing the risk of behavioral problems where coaches develop an important role alongside the parents (Young & Medic, 2011).

Firstly, hockey players were asked how hockey players' coaches' coaching competence influences their performance efficacy and coaches were asked how their coaching competence influence performance efficacy of their hockey players? For hockey players, focused codes for psychological skills emerged as coaches' influence on players' performance, optimal performance enhances mutual relationship, performance threatening factors, limited freedom and coaching dependency, perceived coaching support, players' concerns about coaches, ineffective coaching as a threat to performance and perceived coaching competence. For hockey coaches, coaching climate for optimal performance, performance related coaching competence, psycho-competitive coaching, coaches' concerns for players and psycho-competitive coaching competence were coined as focused codes. Coaching experience seems to accentuate the importance of some working competences. Indeed, coaching experience has been perceived by coaches as a main source of coaching knowledge (Boardley, et al., 2008) since it comprises learning by doing, develops skills of reflection in and on action and could allow coaches to decide about the appropriateness of their decisions and behaviours, facing the difficulties placed by the environment. The results of this study showed that high experienced coaches perceived the competences related with the training and competition, joined to the daily practice, as more important than less experienced ones. The major importance ascribed by high experienced coaches could be explained by the fact that experienced coaches are more diligent planners, taking more time to plan and expressing far more confidence in the efficiency of their plans than inexperienced ones. Indeed, the skills to plan proactively by preparing training and competition facing the dilemmas of the daily practice and preparing the athletes for unexpected situations is built continuously throughout the development of the coach's career (Côté & Sedgwick, 2003).

Moreover, the competences related to the coaching knowledge background, coaching methodology, team leadership and coaching education, which are particularly essential on the highest levels of the practice, were more valued by the highly experienced coaches than the intermediate and less experienced ones. This profile was also confirmed according to coaches' certification level which is comprehensive as the most experienced coaches usually coached on the higher levels of the practice which is only accessible to coaches with the highest level of certification (Delamillieure et al., 2010). The great awareness of the coaches with more experience and from the highest certification level could be explained, into certain extent, due to the sport-specific coaching context of Portuguese handball, where a strong competitive environment especially in more advanced levels of practice, like the professional league, demands higher levels of performance. Therefore, on this level of practice refining, deepening

COMPETENCE IN RELATION TO PERFORMANCE EFFICACY

coaching competences to reach athletes' performance and being a team leader are fundamental for their athletes' success (Thelwell, et al., 2017).

Secondly, cricketers were asked how their coaches' coaching competence influences their psychological skills and coaches were asked how their coaching competence influences performance efficacy of their cricketers? For cricketers, focused codes related to performance efficacy coined as performance based coaching competence, coach as a psychological facilitator, mutual co-operation for performance, coaches' support for optimal performance, determination for hard work, performance enhancement factors, professionalism for performance and coaching threats for performance. On the other hand, for cricket coaches, fearless learning environment, psycho-social support from coaches, affectionate teaching methods, practical learning, skilled training for players, motivational coaching, performance distractors, coaches' indirect psychological analysis for players and psychological tactics for performance enhancement were postulated as focused codes. In relation to coaches' leadership behavior, Feltz and Lirgg (1998) reported that team sport athletes preference for training and instruction leadership style was significantly greater than that of individual sport athletes. Closed-sport (low-variability tasks) athletes also preferred significantly more training and instruction than did the open-sport athletes (high variability tasks).

Smith and Holmes (2004) found that athletes in independence sports (team sports) preferred more democratic and less autocratic behavior than did the athletes in interdependent sports. In another study by Terry and Howe (1984) reported that team sport athletes preferred significantly more training and instruction, autocratic behavior, and positive feedback, but less democratic behavior and social support than individual sport athletes. Hardy, et al. (2003) has done a study on coaching leadership in individual sports. The purpose was to determine leadership behavior in sports and establishing the relationship between satisfaction and leadership among athletes. It was found that both democratic behavior and social support has a significant relationship. The higher the democratic behavior shown by coaches, the more social support the athletes will acquire. Chow et al., (2009) examined coach-perceived coaching efficacy and athlete-perceived coaching competency, perceptions of coaches' endorsement of unfair play, and team norm for aggression on athlete-level moral variables in Botswana youth soccer. Participants were youth soccer players and their coaches. Results revealed that team norm for aggression, athletes' perceptions of their coaches' endorsement of aggression/cheating and game strategy coaching competency were significant predictors of athletes' likelihood to aggress and perceptions of peer cheating. The findings contribute to previous research demonstrating the influence of the coach on athletes' antisocial behaviors.

Implications

Hockey players and cricketers were approached from only registered clubs and academies under the platform of Pakistan Hockey Federation (PCB) and Pakistan Cricket Board (PHFR). Results from qualitative study can be used for understanding perceptions of hockey and cricket coaches towards how their coaching competence influence on performance efficacy of their players and perceptions of hockey players and cricketers

how coaches' coaching competence enhancement of performance efficacy of team sports players. These results can be helpful for initiating awareness in hockey players and cricketers on coaching competence training programs.

Future Recommendations

Future research must be conducted for assessing coaching competence, and performance efficacy including players other than hockey and cricket. Under fifteen and female team sports players should be included in future researches. It is also advised team sports officials may include in future researches for obtaining maximum information regarding coaching competence and performance efficacy. Educational courses must be initiated for club and academy players for the better coach-athlete mutual understanding for the sake of performance enhancement.

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