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BARRIERS AND HINDRANCES EXPERIENCED BY SPORT COACHES IN GAUTENG PROVINCE

by

NTWANANO ALLIANCE KUBAYI

A dissertation submitted in fulfilment of the requirements for the degree of

MASTER OF PHILOSOPHY

in

SPORT SCIENCE

Faculty of Health Sciences

at the University of Johannesburg

Supervisor   **: Professor Yoga Coopoo**

Co-Supervisor   **: Ms Heather Morris-Eyton**
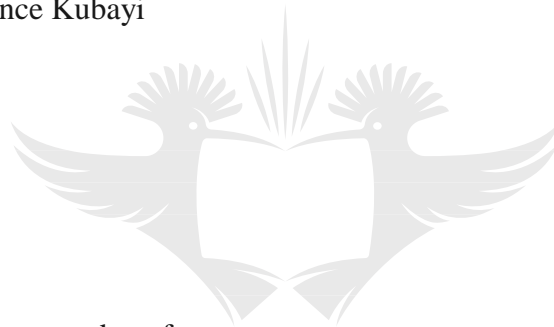
September 2015

Declaration

I declare that this thesis is my own, unaided work. It is being submitted for the Degree of Master of Philosophy in Sport Science at the University of Johannesburg, Johannesburg. It has not been submitted before for any degree or examination in any other University.

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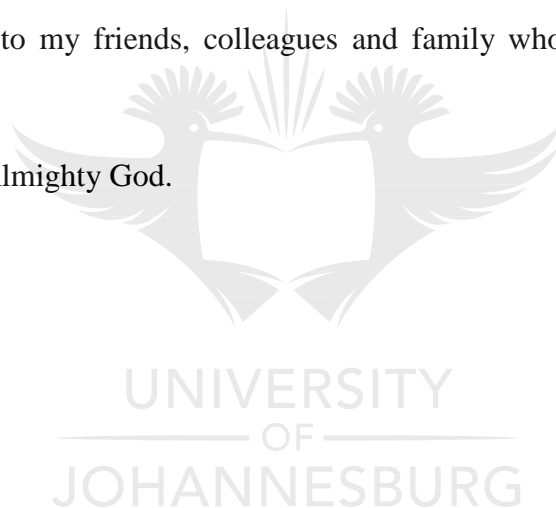
Abstract

Research has shown that there is a high turnover of sport coaches in South Africa, yet there has been relatively little attention paid to the barriers and hindrances encountered by sport coaches. The purpose of this study was to examine barriers and hindrances experienced by such coaches in the Gauteng Province of South Africa.

A combination of quantitative and qualitative approaches was used in this study. Questionnaires were distributed to 224 (122 males and 102 females) sport coaches. The Perceived Hindrance Scale (PHS), Reasons for Entering and Leaving the Coaching Profession Questionnaire (RELCPQ), Coach Motivation Scale (CMS) and Coaching Education Questionnaire (CEQ) were used to collect quantitative data. In addition, two focus groups, consisting of five participants each, were conducted. The participants were selected on the basis that they had been coaching for at least five years.

The Statistical Package for Social Sciences (SPSS) version 22 was used to analyse the quantitative data. Statistical methods such as means, standard deviations, frequencies, percentages, t-test and Principal Component Analysis (PCA) were used to analyse data. The level of significance was set at 0.05. On the other hand, qualitative data were analysed thematically. This method involved generating initial codes, reading and re-reading the transcripts and summarising raw data in order to identify emerging and meaningful themes.

The results of this study indicated the following as major barriers and hindrances encountered by these coaches: "Lack of support systems for women players", "Lack of support for women coaches from superiors", "Low salary", "Lack of opportunities for promotion", "Difficulties with parents/spectators" and "Lack of job security". Additionally, arising from the thematic analysis of the focus group interviews, interference from management, pressure to win, lack of resources and parental pressure were identified as major barriers and hindrances encountered by such coaches. In an attempt to overcome these barriers and hindrances, a sport

association for sport coaches should be formed. This association could play a pivotal role in ensuring that the needs of sport coaches are well catered for.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

Sport coaching is a social activity and consequently involves the interaction of athletes, coaches, parents, supporters and officials (Mallett, 2013). According to the South African Sports Confederation and Olympic Committee (SASCOC) (2011), sport coaching plays a pivotal role in engaging, recruiting and sustaining South Africans in sport and provides a positive experience for millions of South Africans every year (SASCOC, 2011). Sport coaches are important role models for children, and the manner in which coaches interact with their players determines the outcome of participation (Mallett, 2013). Coaches also have a responsibility to continually expand and improve their own capabilities so that they can fully meet the needs of their athletes (International Council for Coaching Excellence [ICCE] and the Association of Summer Olympic International Federations [ASOIF], 2012).

Sport coaches play a pivotal role in guiding the development of athletes as part of the sport programmes of clubs, federations, schools and other organisations (ICCE & ASOIF, 2012). They are also required to perform a myriad of duties, undertaking the roles of the sport psychologist, teacher, evaluator, motivator, coordinator, trainer, adviser, strategic planner, influencer, supervisor, administrator, organiser, manager, consultant and communicator (Surujlal, 2004; Surujlal & Nguyen, 2009; ICCE & ASOIF, 2012). This multiplicity of roles involves the coaches enabling the athletes' performance. Moreover, sport coaches are also required to develop confidence, competence, social skills and values among young people (SASCOC, 2011).

Coaching is a highly visible occupation (Wuest & Fisette, 2012) and is slowly but steadily becoming a profession in many parts of the world (Jowett, 2008). For instance, coaching in Australia, Canada and Greece is a profession requiring examination, formal training, licensing and certification (Jowett, 2008). According to Surujlal (2004), the profession has evolved over the past two decades in South Africa. The attention, influence, recognition and excitement associated with the profession of sport coaching makes it an attractive career choice (Wuest & Fisette, 2012). Currently, coaching opportunities are available in schools and commercial or private clubs (Wuest & Fisette, 2012).

Research has found that sport coaches enter the coaching profession for a variety of reasons, such as remaining involved in competitive sports, helping female athletes reach their potential and working with advanced and motivated athletes (Pastore, 1991). Wuest and Fisette (2012) are of the opinion that coaches aspire to a coaching career for their love of the sport, for their love of children, for enjoyment, due to the profound influence one of their coaches had on their lives and to share some of what they have learned through their participation in sports. Furthermore, their own previous involvement in sports, and having had a coach who was a positive role model, may influence someone's decision to pursue a coaching career (Wuest & Fisette, 2012). Wuest and Fisette (2012) further suggest that many coaches enter the coaching profession because of their belief that participation in sports can be a positive experience.

Despite the pivotal role that coaches play in sport, they continue to face hindrances from athletes, parents, management and fans. These hindrances are identified in the literature and include discrimination, time constraints, conflict with family commitments, unfavourable hours, low salary and time spent travelling to competitions (Everhart & Chelladurai, 1998; Kamphoff, 2010). Other barriers include job insecurity, burnout, homophobia, pressure to win, lack of administrative support, inadequate resources, lack of financial incentive, too much stress, and a lack of informal networking and social support (Everhart &

Chelladurai, 1998; Demers, 2004; Kerr & Marshall, 2007; Kamphoff, 2010). These perceived barriers, both internally and externally imposed, are thought to impede the carrier-related behaviour of both men and women (Everhart, 1994).

Any factor that decreases the number of people entering the sport coaching profession is of great concern, particularly as the number of sport participants increases (Kerr & Ali, 2012). With this in mind, previous research has shown that despite the increased number of women participating in sport, only a small percentage of sport coaches are women (Lyle, 2002; Kamphoff & Gill, 2008). A study in the United Kingdom conducted by Sports Coach UK (2007) found that of the 1.1 million regularly practising coaches, approximately three-quarters of them are men. Furthermore, data on the United States Olympic Committee's (USOC) website indicated that of the 40 head coaches of women's teams in the 2008 Summer Olympics in Beijing, only eight were women, and no women coached at the senior level of the men's Olympic team (Kamphoff & Gill, 2013).

Kamphoff and Gill (2013) further contended that, at best, one in five coaches is a woman, and added that this percentage is frequently much lower. However, numerous reasons have been provided to explain the lack of female coaches, including the lack of female mentors, low salaries, more responsibilities, inhibition in promotion of accomplishment, few resources, employers' reluctance to run the risk of hiring a female coach, job instability, conflicts with domestic responsibilities, harassment, and a lack of recruitment programmes and mentoring programmes as well as role models (Demers, 2004; Kilty, 2006; Kerr & Marshall, 2007; Kamphoff, 2010).

1.2 Problem statement

Several studies (Everhart & Chelladurai, 1998; Kamphoff, 2010; LaVoi & Dutove, 2012) examining the hindrances and barriers experienced by sport coaches have been conducted in other countries. In most of these studies, issues such as low salaries, time constraints, discrimination, lack of administrative support, burnout, conflicts with family commitments, inadequate resources, unfavourable working hours and time spent travelling to competitions were identified as major barriers experienced by sport coaches. In South Africa, while a lack of resources and the pressure from fans, media and management have been reported as barriers that interfered with the sport coaching profession (Singh, 2001; Surujlal, Singh & Hollander, 2004; Surujlal & Nguyen, 2009), no study has been undertaken that examines barriers and hindrances among sport coaches. The present study therefore attempts to fill this gap in the literature and contribute to the body of knowledge by examining barriers and hindrances experienced by sport coaches in the Gauteng Province of South Africa.

1.3 Purpose of the study

The primary aim of this study was to examine barriers and hindrances among sport coaches in various sports codes in Gauteng Province in South Africa. The secondary aim was to evaluate reasons for entering and leaving the coaching profession, motivational strategies as well as educational needs among sport coaches.

1.4 Significance of the study

South Africa was reinstated into the international sporting arena in 1991. Despite successfully hosting tournaments such as the African Cup of Nations in 1996, the Rugby World Cup in 1995, the Cricket World Cup in 2003 and, more recently, the Soccer World Cup in 2010, sport in South Africa still faces many challenges. One of these challenges is the high turnover of sport coaches, particularly in rugby and soccer (Surujlal, 2004). Therefore, it is the intention of this study to identify barriers and hindrances encountered by sport coaches and develop a framework for educational programmes to empower sport coaches to overcome barriers and hindrances and stay in coaching for longer periods. It is envisaged that the outcome of this study will provide practical applications for policymakers and sport organisations to retain sport coaches in South Africa.

1.5 Research questions

The research questions were formulated as follows:

- What are the perceived barriers and hindrances experienced by sport coaches?

- What are the reasons for entering and leaving the coaching profession?

- What intrinsic and extrinsic factors motivate coaches to choose sport coaching as a career?

- What are the educational needs of the sport coaches?

1.6 Limitations of the study

Thomas, Nelson and Silverman (2011:60) define a limitation as "a possible shortcoming or influence that either cannot be controlled or is the result of the delimitations imposed by the investigator". An important limitation of this study was the questionnaires. Adams and Cox (2008) are of the view that one major problem with very long questionnaires is the likelihood of participants skim reading them, which increases the likelihood of participants misinterpreting complex questions. The researcher was available at all times in order to clarify any problematic questions.

1.7 Definitions of terms

Terms used in this study are briefly defined in this section in order to lend clarity.

Barriers and hindrances : Barriers and hindrances can be described as factors
that restrict sport coaches within their coaching
profession.

Gauteng   : A province in South Africa

Sport coaching   : Sport coaching is a social activity and consequently
involves the interaction of many people, such as
athletes, coaches, parents, support staff and officials
(Mallett, 2013).

Volunteer coach   : An individual who helps others in sport through
formal organisations such as clubs or governing
bodies (Robinson, 2010).

Professional coach : One who is in paid full-time employment as a coach
(Robinson, 2010).

1. 8 Abbreviations

ASOIF   : Association of Summer Olympic International Federations

BMOC   : Barriers Model of Occupational Choice

CMS   : Coach Motivation Scale

CEQ   : Coaching Education Questionnaire

ICCE   : International Council for Coaching Excellence

ISCF   : International Sport Coaching Framework

LTCD   : Long-Term Coach Development

PCA   : Principal Component Analysis

PHS   : Perceived Hindrance Scale

RELCPQ   : Reasons for Entering and Leaving the Coaching

               Profession

SANCF   : South African National Coaching Framework

SASCOC   : South African Sports Confederation and Olympic

               Committee

USOC   : United States Olympic Committee

1.9 Outline of the thesis

Chapter 1 provides an introduction to the study and outlines the problem statement, purpose of the study, significance of the study, research questions, abbreviations and definitions of terms. Chapter 2 contains a review of the literature from a theoretical perspective regarding sport coaching. Chapter 3 presents the research methodology employed in the study. This chapter also discusses the research design, sampling methods and procedure, subjects of the study, research instruments, data collection procedure and data analysis techniques used. Chapter 4 focuses on the results of the study. Chapter 5 discusses the results of the study and provides practical implications for policymakers and sport organisations to develop the sport coaching profession in South Africa.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review and consists of the following sub-headings: Theoretical framework; A brief history of sport in South Africa; What is the sport coaching profession? The multidimensional nature of the coaching job; Emergence of coaching as a profession; Barriers and hindrances to sport coaching.

2.2 Theoretical framework

The theoretical framework underpinning this study is the Barriers Model of Occupational Choice (BMOC), which postulates that individuals (coaches) may also perceive numerous external obstacles or barriers to their entry into an occupation (i.e. coaching) or subsequent satisfaction of their needs (Everhart & Chelladurai, 1998). These barriers are categorised as individual/interpersonal, interpersonal, interpersonal/structural and socio-cultural (LaVoi & Dutove, 2012).

Individual/intrapersonal barriers include biological, personal and psychological factors such as emotions, cognition, values, beliefs, expertise and the personality of the individual. An individual barrier, for example, might be a lack of self-efficacy, meaning a person does not believe him/herself to be competent enough to coach (LaVoi & Dutove, 2012). Given a specific occupation (coaching), a person is evaluated as to whether he/she possesses the necessary skills and talents to be successful in that occupation (Everhart & Chelladurai, 1998). If such an evaluation is negative, that person is not likely to choose that occupation. In extending this approach to the study of women's preferences for coaching occupations, it can be postulated that if women do not prefer coaching, it could be because they may not perceive themselves as possessing the necessary skills and

talents to be successful in coaching (Everhart & Chelladurai, 1998). Conversely, those who prefer to be coaches might become assistants, but may not go on to become coaches because they have grave doubts about their skills and abilities (Demers, 2004).

Interpersonal barriers refer to social-relational influences such as colleagues, parents and friends (LaVoi & Dutove, 2012). An example of an interpersonal barrier could include a lack of support at home from a significant other (LaVoi & Dutove, 2012). Coaches who receive little support are more likely to experience family–work conflict. This conflict is more prevalent amongst female coaches than their male counterparts (Boloorizadeh, Tojari & Zargar, 2013). This is due to the fact that women perform multiple roles, i.e. wife, coach, mother, being in loco parentis, and so forth. This situation could be due to the fact that they have to balance the demands of family and work concurrently because of the societal expectations that they face (Eagly & Carli, 2007). In order to stay in coaching for an extended period, Mallett (2013) is of the view that coaches need to strike an appropriate lifestyle balance.

Organisational/structural barriers are defined by organisational policies, professional practices, job descriptions, use of space, and opportunities (LaVoi & Dutove, 2012). The travel required of a coach for recruiting and competitions may interfere with family caretaking responsibilities and lead some women to choose between coaching and parenting (LaVoi & Dutove, 2012). It is well documented in the literature that women carry a greater burden of domestic responsibilities (Kubayi, Nongogo & Amusa, 2014; Kerr & Marshall, 2007) than their male counterparts. This could be due to sport organisations viewing family responsibilities as being outside of their control and interest (Kerr & Marshall, 2007).

Finally, *socio-cultural barriers* encompass norms and cultural systems (LaVoi & Dutove, 2012). In this instance, gender stereotypes associated with traditional femininity and leadership may affect how an individual behaves within the coaching role (LaVoi & Dutove, 2012). Women exhibit different leadership styles from those of men and tend to show more empathy, communicative competence, and willingness to cooperate (Kerr & Marshall, 2007). As a result, female coaches have to wage a struggle to prove that they possess the skills and abilities to do their job well (Demers, 2004).

2.3 History of sport in South Africa

Sport has been a central feature of South African society for many years, operating at school, municipal, provincial and national levels to varying degrees, depending upon the sport as well as local and social circumstances (Segwaba, Vardhan & Duffy, 2014). According to Surujlal (2004), during the apartheid era, sport was governed and administered under a dichotomous system, evolving along the lines of two South Africas in one (National Department of Sport and Recreation, 1995). Sport was organised within umbrella bodies which took two forms, i.e. a disadvantaged non-establishment sector, which was predominantly black, and an advantaged establishment sector, which was predominantly white (National Department of Sport and Recreation, 1995). However, during the latter years of the apartheid era, sport became a powerful international tool in South Africa to move away from a discriminatory form of social order (Segwaba et al., 2014). As a result, changes were advocated in the South African legislation (Tesnear & Surujlal, 2012) and all people were afforded the opportunity to participate in sports of their own choice.

During the apartheid era, sport coaching was in a state of hibernation because South Africa was banned from international competition. As there was no international competition, there was no need for high-level coaching (Surujlal, 2004). However, since the end of apartheid in 1994, the sport coaching profession has burgeoned tremendously in South Africa (Surujlal, 2004). More recently, the SASCOC has developed the South African National Coaching Framework (SANCF) in order to provide skilled and qualified coaches to support the development of South Africans at all levels in sport, to develop new coaching pathways and standards for all South African sporting codes, which will support the different stages of development, participation and excellence, as well as to mobilise coaching in support of the Government's drive to create an active and winning nation (SASCOC, 2011).

2.4 What is the sport coaching profession?

Sport coaching involves the interaction of athletes, support staff, parents, officials and sport coaches (Mallet, 2013). The ICCE and ASOIF (2012) define this form of coaching as a process of guided development and improvement in a single sport at identifiable stages of an athlete's development. Cruess, Johnston and Cruess (2004:75) define a profession as "an occupation whose core element is work based on a mastery of a complex body of knowledge and skills".

According to Duffy et al. (2011), sport coaching is a 'blended professional area', where the coaching workforce consists of volunteer, part-time paid and full-time paid roles. Volunteer coaching roles usually include assistant coaches and the coach roles that are carried out without remuneration (SASCOC, 2011). Qualifications, child protection and minimum standards in relation to safety are applied in these roles. These coaches are expected to comply with a Coaches' Code of Ethics and Good Practice (SASCOC, 2011). Part-time paid coaching roles include coaches who coach part-time but are remunerated. These coaches are also expected to comply with child protection regulations and minimum standards

in relation to safety and qualifications (SASCOC, 2011). Full-time coaching roles typically include coaches who work on a daily basis. Such coaches are paid in any coaching capacity (SASCOC, 2011).

2.5 The multidimensional nature of the coaching job

The coaching profession is unique in its nature and is different from other professions (e.g. teaching, engineering and medicine). Unlike in the past when the main duty of the coach was to admonish his/her athletes on the training ground and disseminate knowledge, today the coach is now called upon to perform a myriad of functions, which include a management as well as an education component (Surujlal & Nguyen, 2011). Additionally, coaches are also required to fulfil a variety of roles that may include being a motivator, manager, educator, adviser, teacher, trainer, mentor, organiser, evaluator, planner and leader (Figure 1) (Surujlal, 2004). Other duties may include being a counsellor, instructor, chauffeur, friend, supporter, facilitator and assessor (France, 2009).

Along with the increased job demands placed on sport coaches (Surujlal & Nguyen, 2011), the key roles and responsibilities associated with the coaching profession have also increased immensely (Mallett, 2013). These include instructional and managerial responsibilities (Wuest & Fisette, 2012). The instructional responsibilities of the coach include conducting practice as well as coaching during the game. Therefore, in this regard, the coach must be able to teach in order to instruct the athletes in more advanced skills (Wuest & Fisette, 2012). Managerial responsibilities include dealing with equipment, recording statistics or phoning prospective athletes (Wuest & Fisette, 2012).
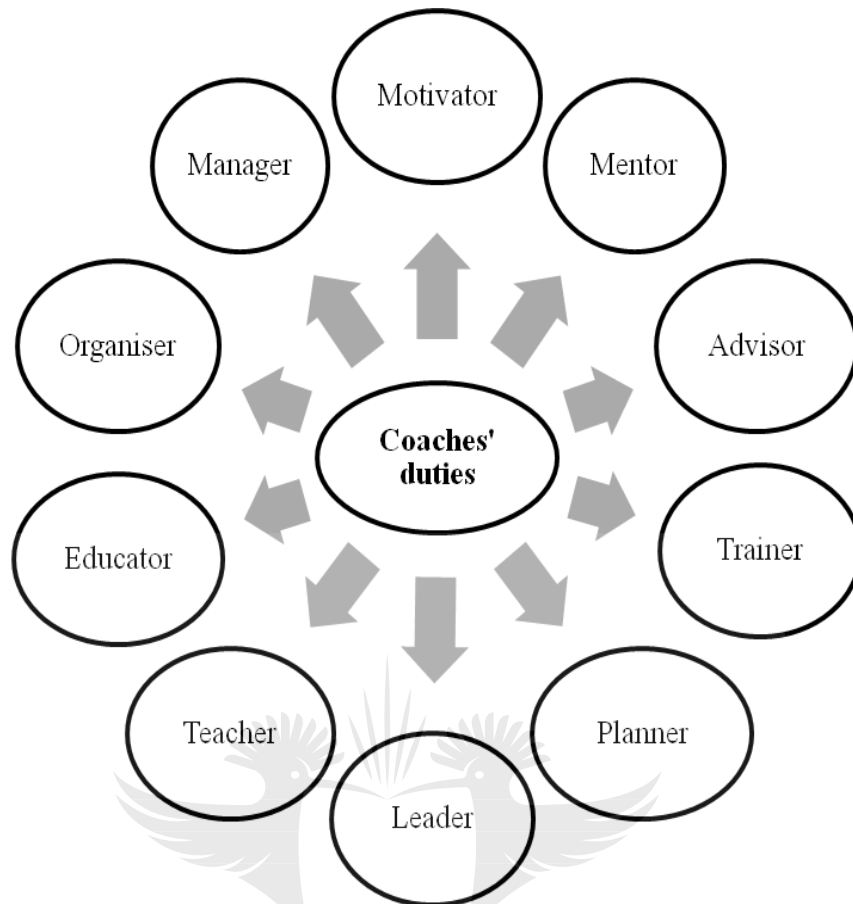
Figure 2.1: Roles of a coach (Surujlal, 2004:112)

In addition, according to Crisfield, Cabral and Carpenter (2000), other key responsibilities of the coach are to:

- Identify and meet the needs of each performer.

- Improve performance through a progressive programme of safe, challenging, guided practice and/or competition.

- Evaluate the success of the programme in relation to the performer's needs.

- Create an environment both within and outside the competitive arena in which performers are motivated to maintain participation and/or improve performance.

Coaches must also take responsibility to further their education as coaching is associated with continuing development in becoming a knowledgeable, competent and ethical coach (Mallett, 2013). This ongoing development requires coaches to be lifelong learners, consistent with many other vocations and professions (Mallett, 2013). Furthermore, coaches are also obliged to attend to many behind-the-scenes activities, such as raising funds, planning seasons, communicating with parents, working with committees, reflection on their own performance, obtaining feedback from others and further development of their own coaching skills (Schembri, 2001).

2.6 The emergence of coaching as a profession

The trend to focus more strongly on the position of sport coaching as a profession was prompted internationally upon the establishment of the International Council for Coach Education (ICCE) in 1997 at the Wingate Institute in Israel (ICCE, 2000 cited in Duffy et al., 2011). In order to promote coaching as a globally recognised and accepted profession, the Magglingen Declaration was published at a general assembly meeting, involving 29 countries, held at the Swiss Federal Sports Institute during 2–5 July in 2000. The Declaration highlighted the need to develop education systems for coaches who support open learning and to widen the access to coaching education and professional development opportunities, whilst still maintaining the quality of provision, delivery and outcome (ICCE, 2000).

With this perspective, the ICCE recently corrected this anomaly by establishing the International Sport Coaching Framework (ISCF) to provide a common ground for developing and evaluating coaching qualifications, encouraging coach education and training, working across international boundaries and establishing ethical guidelines and standards of practice (ICCE & ASOIF, 2012). Table 2.1 presents a model showing how certification programmes of national and international federations might align with coaching roles and with other forms of

educational advancement (ICCE & ASOIF, 2012). The model consists of Coaching Assistant, Coach, Advanced/Senior Coach and Master/Head Coach (ICCE & ASOIF, 2012).

Table 2.1: Alignment of achievement standards with coaching roles (ICCE & ASOIF, 2012:36)

Coaching Roles	Achievement Standards		
	National and International Federation Levels	University/Higher Education Awards	Other Coach Education Institution and Agency Awards
Master/Head Coach	Level 4	University Degree or Postgraduate Degree	
Advanced/Senior Coach	Level 3	University Diploma or Degree	
Coach	Level 2		Coaching Certificate
Coaching Assistant	Level 1		Coach Introductory Course Award

Similarly, the South African government also recognised the need to promote coaching as a viable profession in South Africa and made a significant commitment by giving the SASCOC the responsibility to establish the South African National Coaching Framework (SANCF) and the Long-Term Coach Development (LTCD). The SANCF and the LTCD were established to create an inclusive, effective, cohesive and ethical coaching system that promotes transformation and excellence in an active and winning nation (SASCOC, 2011). The SANCF and the LTCD derived from the ISCF and were created based on the needs of the South African coaching system (SASCOC, 2012). Although the SANCF was developed to promote coaching, the barriers and hindrances have not been well surveyed in South Africa.

2.7 Barriers and hindrances to sport coaching

A number of studies have identified barriers and hindrances to sport coaching. They are identified in the literature as job insecurity (Surujlal et al., 2004), pressure to win (Wuest & Fisette, 2012), technical demands of sport coaching (Everhart & Chelladurai, 1998), work–family conflict (Dixon & Bruening, 2005), homophobia (Demers, 2006), burnout (Wuest & Bucher, 1999), low salary (Kamphoff, 2010), parental pressure (Surujlal, Dhurup & Sooful, 2008) and lack of resources (Surujlal & Nguyen, 2009). The following section discusses the identified barriers and hindrances.

2.7.1 Job insecurity

Internationally, there is a high turnover of sport coaches. This view is supported by Surujlal, Singh and Hollander (2004), who asserted that, globally, coaches are dismissed by the clubs that are impatient for success. For instance, Charreyre (the ex-Romanian rugby coach) and Hoddle (ex-England and Tottenham Hotspur football coach) were dismissed despite their impressive track records (Surujlal et al., 2004). The situation with regard to South African sport appears no different.

More recently, there has been a high turnover of coaches, particularly in the national soccer team (Surujlal et al., 2004).

As shown in Table 2.2, the South African national soccer team "*Bafana Bafana*" has experienced a high turnover of sport coaches, with nine coaches being appointed in 10 years. Of further concern is the high turnover of sport coaches also witnessed in the domestic league. It has been reported that during the 2003 Premier Soccer League (PSL) season, four coaches in the 16 teams vacated their positions in one day (Surujlal & Nguyen, 2011).

Table 2.2: Coach turnover in the South African national soccer team

Year	Coach
2005	Ted Dumitru appointed as national coach
2006	Pitso Mosimane appointed as caretaker coach for seven matches
2007	Carlos Alberto Pereira appointed as national coach
2008	Joel Santana takes over as national coach
2009	Carlos Alberto Perreira replaced Joel Santana before the 2010 FIFA World Cup
2010	Pitso Mosimane appointed as national coach
2012	Steve Komphela appointed as caretaker coach for two matches
2012	Gordon Igesund appointed as national coach
2014	Shakes Mashaba appointed as national coach

Adapted from Surujlal (2004:103)

Similarly, rugby has also had a high turnover of coaches in South Africa at the national level. Surujlal et al. (2004) found that the national rugby team (the "Springboks") had appointed nine coaches in 10 years. Furthermore, the former South African national rugby team coach, Jake White, was also dismissed despite winning the 2004 Tri Nations and the 2007 Rugby World Cup. Previous research has shown that coaches are dismissed from their employment due to poor team selection, political reasons, the negative attitude of the coach and the dissatisfaction of players and administrators with the coach (Singh, 2001).

2.7.2 Pressure to win

Many sport coaches leave the coaching profession because of the pressure to win. Today, some sport organisations are led by administrators who demand that coaches win at all costs (Martens, 2012). This sentiment is supported by Wuest and Fisette (2012), who argue that coaches are often placed under tremendous pressure to win. According to Kamphoff (2010:367), coaches described the pressure to win as a "constant stress" and "hard to sustain". This pressure typically comes from the media, fans, parents and management. Among these various factors, the media has been particularly identified as a major source of pressure. For instance, Singh (2001) found that the pressure felt by coaches from the media affected their coaching performance significantly, putting them under public scrutiny and therefore exerting pressure on them to deliver successes (Singh, 2001). Of great concern is how the success of a team is usually measured in terms of a win/loss record (Surujlal & Nguyen, 2009).

Coaches who help young people to become better human beings but fail to win are considered losers, and all too often are dismissed (Martens, 2012). Many coaches are dismissed because of a poor working relationship with the administration or alumni (Wuest & Fisette, 2012). Kamphoff (2010) found that female coaches were fired for not winning at their universities, inferring that the administration was sending a message that winning was a top priority. It should be noted that over-emphasis on winning might result in coaches over-training young

players, and thus have a significant impact on their development and long-term participation (Coopoo & Fortuin, 2012).

2.7.3 Technical demands of sport coaching

The demands of sport coaching are extensive. According to Everhart and Chelladurai (1998), what is considered to be leisure time for other occupations becomes work time for the sport coaching profession, impeding coaches from engaging in normal social and family activities. Moreover, higher levels of coaching are characterised by greater intensity of competitions, longer seasons, more travel over longer distances and additional time for recruiting and scouting (Everhart & Chelladurai, 1998). The hours spent coaching during practices and competitions are the most visible indications of the time involved in coaching (Wuest & Fisette, 2012).

Untold hours may be spent counselling athletes, performing public relations work, preparing for practice, reviewing the results of games and planning for the next encounter (Wuest & Fisette, 2012). Coaches are expected to plan for training sessions and competitions, motivate athletes to achieve, teach them relevant skills, provide encouragement, interact with the public and, frequently, to go out scouting for talent (France, 2009; Wuest & Fisette, 2012). As illustrated in Figure 2.2, coaches must also prepare their athletes to achieve peak fitness and maintain that fitness, teach them life skills and plan for training sessions (Surujlal & Nguyen, 2009; Coopoo, 2012). In an effort to fulfil these demands, coaches have to make choices about how to apportion their time and effort in order to balance those demands (Wuest & Fisette, 2012).
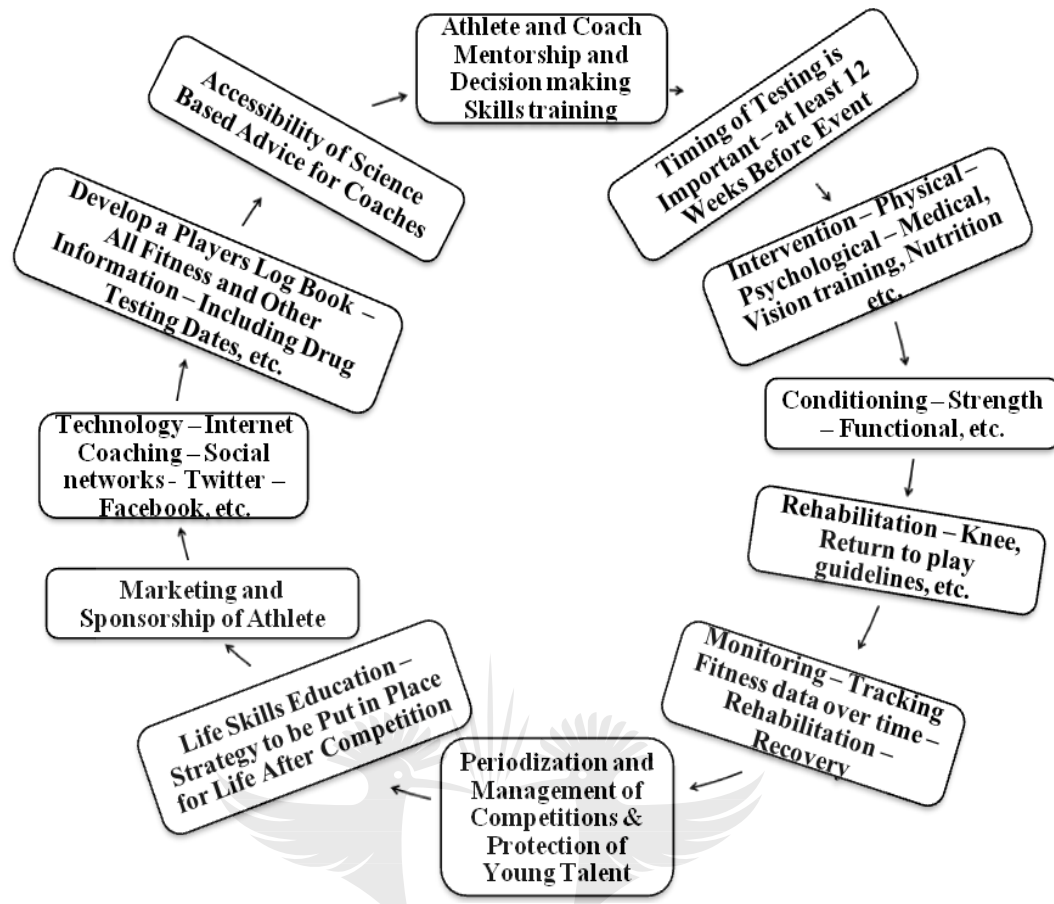
Figure 2.2: Player management strategy (Coopoo, 2012)

2.7.4 Work–family conflict

In the coaching profession, there is a conflict between work and family. As mentioned previously, leisure time for those in other occupations is working time for the sport coaching profession (Everhart & Chelladurai, 1998). Most occupations within the sport industry require extensive travel and long, non-traditional working hours (Dixon & Bruening, 2005). This pertains to coaching as well. As a result, this prevents coaches from engaging in family and social activities (Everhart & Chelladurai, 1998), which may lead to a work–family conflict. As discussed earlier, this may be even more challenging for women than men, because the former are usually expected to perform household-related work (Morris, 2012). Although there appears to be a paradigm shift towards men assuming more domestic responsibilities, including staying at home to raise

children, the gendered division of labour is still prevalent (Kerr & Marshal1, 2007).

This is a major setback for female coaches who have children. Kamphoff (2010), for example, reported that one female coach left coaching because she could not give her children the attention, time, and energy they needed and deserved. She further stated that she felt like her days were all about trying to balance how she was going to coordinate everything (Kamphoff, 2010). This could be due to the fact that sport organisations are not known for prioritising or accommodating family responsibilities. In fact, as mentioned previously, family responsibilities are often viewed by sport organisations as outside their control and interests. Consequently, female coaches must constantly find creative ways to balance both work and family, particularly if they have children (Dixon & Bruening, 2005). Kerr and Marshall (2007) suggested that providing childcare could help reduce conflict between family and work commitments of female coaches.

2.7.5 Homophobia

Homophobia is one of the most important barriers in the coaching profession. Although homophobia affects both men and women (Morris-Eyton, Coopoo & Roux, in press), it nonetheless affects more women than their male counterparts (Demers, 2006). This could be attributed to the fact that female athletes prefer everything to be out in the open and for people to be clear about their sexual orientation (Demers, 2006). Demers (2006) further indicated that lesbians who are open to other team members about their sexual orientation are accepted most of the time.

In contrast, lesbian coaches are not equally accepted in wider society. This view is substantiated by Kamphoff (2010), who found that one coach stated that parents were unable to accept their daughter going to play for a gay woman. As a result, coaches may need to hide their sexual orientation. Kamphoff (2010) further reported that three coaches who disclosed that they were lesbians discussed the need to hide their sexual orientation in their day-to-day living. One lesbian coach continued to discuss the frustration she felt for having to hide who she was. Two lesbian coaches stated that the pressure to hide their sexual orientation contributed to their decision to leave coaching (Kamphoff, 2010). The coaches further concluded that they felt less threatened after leaving coaching (Kamphoff, 2010). As the South African coaching environment moves towards a more professional approach with coaching certification becoming mandatory for coaching at all levels, education across a broad range of sensitive issues, such as homophobia within the coaching context, requires facilitation (Morris-Eyton et al., in press).

2.7.6 Burnout

Burnout is defined as "physical, emotional and attitudinal exhaustion" (Wuest & Bucher, 1999). Similarly, Maslach (1993) defines burnout as a psychological syndrome of emotional exhaustion, depersonalisation and reduced personal accomplishment. Weinberg and Gould (2007) characterised burnout as involving both physical and emotional exhaustion, as well as feelings of low personal accomplishment, low self-esteem, depression, depersonalisation and devaluation. In light of these indicators of burnout, coaches need to be aware of the causes and consequences of it, as well as strategies they can use to prevent its occurrence (Wuest & Bucher, 1999). In the coaching domain, burnout may be caused by long seasons, time pressures as well as administrative and community stresses. Furthermore, personal problems such as money difficulties, family conflicts or perhaps problems with relationships may cause additional stress for the individual, which may hasten the onset of burnout (Wuest & Bucher, 1999).

Burnout may result in coaches remaining in their current jobs but being dysfunctional or ineffective, seeking another coaching position or leaving the profession entirely (Gencay & Gencay, 2011). It should be noted that burnout varies greatly depending on the age, experience and coaching style. For example, Weinberg and Gould (2007) are of the view that young coaches appear to have higher levels of perceived burnout than older coaches, probably because the latter have already burned out and left the profession. Weinberg and Gould (2007) further contended that older, more experienced coaches who remain are likely to have good coping skills for handling stressors in their environment.

2.7.7 Remuneration

Research (Demers, 2004) has shown that coaching does not pay enough. According to Wuest and Fisette (2012), payment in coaching varies significantly depending on the type of sport coached, the level coached and the position of the coach, whether as head coach or assistant coach. Kamphoff (2010), for example, found that inadequate payment had an impact on female coaches' deciding to leave the coaching profession, with one coach stating it as the main reason for her leaving. The coaching job requires both male and female coaches to perform the same duties under similar conditions; however, according to Surujlal (2006), females are paid less than their male counterparts. In Norman's study (2008), one female coach expressed her anger at the negligible number of opportunities for women to move into salaried and powerful positions of coaching.

A study undertaken by Demers (2004) reported that a good salary would be a major incentive for female coaches and enable them to coach on a full-time basis. Additionally, the literature indicates that coaches who coach cricket, rugby, and soccer in South Africa earn more money than coaches who coach other sports (i.e. netball, tennis and hockey) (Surujlal, 2006). This could be due to the fact that these sports (cricket, rugby and soccer) attract larger viewer support, larger sponsorship and are more profitable to the media (Surujlal, 2006).

2.7.8 Parental pressure

Although parents have been responsible for the initial exposure, encouragement, motivation, support and guidance required by their children to be successful at sport, fulfilling the diverse roles of chauffeur, refreshment provider, administrator, coordinator and official, amongst others (Singh, 2005), research has demonstrated that parents tend to interfere in coaching (Surujlal et al., 2008). According to France (2009), there are four main areas where parents have disagreements with coaches: playing time, style of coaching, skills being taught and the competitive level of play.

2.7.8.1 Playing time

Playing time is the primary topic of parent complaints (France, 2009). This is more prevalent in team sports because teams are allotted more players than is necessary to field a side. In other words, teams nearly always have substitutes available on game days (Hill & Green, 2008). France (2009) is of the view that parents always want to see their child play as much as possible. At a younger age, this is usually not a problem (France, 2009) because the focus is on developing children's physical, psychological and social skills (Kubayi, Toriola & Monyeki, 2013), and an athlete's well-being is more important than winning (Martens, 2012). Therefore, coaches give everyone considerable playing time as this is the only way in which children are going to learn, and it gives them the opportunity to have fun (France, 2009). The literature indicates that with a "winning is everything" philosophy, young athletes may lose opportunities to enjoy participation, to develop their skills, and to grow socially and emotionally (Smoll, Cumming & Smith, 2011). However, as athletes progress to participating in a competitive environment, especially in the high school environment, winning becomes more prominent, and some players play more than others (France, 2009). Consequently, this can lead to frustration on the part of the athlete and, in turn, the parents (France, 2009). As a result, parents might exert pressure on the coaches to give their respective children more opportunities to play.

2.7.8.2 Coaching style

A coach's style of coaching also poses a problem for some parents (France, 2009). This could be due to a coaching philosophy wherein some coaches prefer to sit back while others are very intense; some have strict rules to follow, while others let players come and go as they please (France, 2009). As a result, the parents are more likely to try to take over as coaches. This view is confirmed by the findings of Surujlal et al. (2008), who found that parents' involvement in coaching caused conflict between the coaches and parents. Weinberg and Gould (2007) asserted that one way to prevent conflict between coaches and parents is to hold parental orientation meetings at the beginning of the season, in which coaches inform parents about their coaching philosophy and discuss issues such as team rules, coaches' roles and expectations from parents.

2.7.8.3 Skills development

The skills taught by coaches might also be a source of conflict (France, 2009). This could be due to parents' perceptions that they are more knowledgeable than coaches. In most cases, these parents are not aware of their children's sporting ability and they usually place unrealistic demands on them to perform (Surujlal et al., 2008). In an effort to avoid this, coaches need to communicate with the parents who meddle in coaching duties – either face to face or through others – not to continue with their behaviour (France, 2009). The longer a coach takes to talk to such parents, the more difficult the situation becomes (France, 2009). Although negative behaviour will never be eliminated in sport, much can be done to educate parents and improve the lines of communication between them and coaches (Weinberg & Gould, 2007).

2.7.8.4 Competitive play

The competitive level of play is another potential source of conflict (France, 2009). This could be attributed to parents who are never quite satisfied with their child's performance and usually give the impression that it is more "their" game than it is the athlete's (Smoll et al., 2011). Such parents continuously instruct the athletes, sitting directly behind the bench and expecting their children to win all the games (Surujlal et al., 2008; Smoll et al., 2011). In order to avoid these kinds of situations, coaches should allow parents to volunteer in some other activities for the team, and this might turn an adversary into an ally (France, 2009).

2.7.9 Lack of resources

Lack of resources was reported as another important barrier to coaching. A previous study conducted by Surujlal and Nguyen (2009) found that a lack of resources was perceived as one of the major barriers encountered by South African soccer coaches. More recently, Fortuin and Coopoo (2012) also reported that coaches had to hire sport facilities or had an arrangement with a school where they trained and played competitive games. Notably, previous studies (Surujlal & Nguyen, 2009; Kamphoff, 2010) have shown that inadequate resources had an impact on coaches' decisions to leave coaching. Kamphoff (2010), for instance, reported that women cited a lack of adequate resources related to budget, scholarship funding, support staff, and facilities. One interviewee further stated that she decided to leave the coaching profession and take early retirement because of the lack of sport facilities (Kamphoff, 2010).

2.8 Summary

This chapter discussed the theoretical framework, a brief history of sport in South Africa, an overview of sport coaching in South Africa, the topic of 'What is sport coaching?', the multidimensional nature of the coaching job, the emergence of coaching as a profession, as well as barriers and hindrances to sport coaching. The next chapter addresses the research methodology of the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology used in the present study. The major areas discussed include the research design, population and sample size, sampling method, measuring instruments, validity and reliability, ethical considerations, data collection procedure and data analysis.

3.2 Research design

Research design is defined as "the overall plan for deciding how the information or data will be collected and analysed" (Clifford, Carnwell & Harken, 1997:56). In this study, a cross-sectional study, using a combination of both quantitative and qualitative approaches, was used. The quantitative research approach was chosen because it allows researchers to follow a set of research goals decisively and to arrive at objective conclusions (Nolan & Surujlal, 2010). On the other hand, a qualitative study, in the form of focus group interviews, was used because it is a rapid way of collecting information from many participants, thus providing checks and balances for each other, which are very useful for identifying incorrect information, extreme attitudes or factual errors (Bless, Higson-Smith & Sithole, 2013).

3.3 Population and sample

The population is defined as a larger group from which a sample is taken (Thomas, Nelson & Silverman, 2011:101). In this study, the population comprises sport coaches from the Gauteng Province of South Africa. The sample in this study consisted of 224 sport coaches (122 males and 102 females) coaching at amateur level. The sample size for this study is adjudged to be above the

benchmark level of 100 elements for each group, as recommended by Sudman (1976). The participants were purposively recruited to participate in this study. According to Hennink, Hutter and Bailey (2011), purposive recruitment is deliberate and flexible, and it seeks a diverse range of participants who can provide a variety of experiences on the study topic. The participants were chosen on the basis that they were coaching the priority sporting codes (athletics, boxing, cricket, netball, rugby, soccer and swimming) recommended by the Department of Sport and Recreation of South Africa.

3.4 Measuring instruments

Table 3.1: Questionnaires used in the study

Questionnaires	Authors	Description
Demographic questionnaire (DQ)	-	The demographic questionnaire seeks variables such as age, gender, race, coaching experience, and type of sport.
Perceived Hindrance Scale (PHS)	Kamphoff & Gill (2008)	The questionnaire assesses hindrances that are experienced by sport coaches.
Reasons for Entering and Leaving the Coaching Profession Questionnaire (RELCPQ)	Pastore (1991)	The questionnaire examines the reasons for leaving and entering the coaching profession.
Coach Motivation Scale (CMS)	Frederick & Morrison (1999)	The questionnaire investigates extrinsic and intrinsic motives in coaching.
Coaching Education Questionnaire (CEQ)	Vergas-Tonsing (2007)	The questionnaire assesses coaches' interests in educational topics, reasons for, and/or barriers preventing them from, pursuing coaching education, and perceptions of coaching education.

Table 3.1 shows the questionnaires that have been used in the study.

3.4.1 Demographic questionnaire

The demographic questionnaire (Appendix A) sought information on the participants' demographic profile such as age, gender, race, marital status, coaching experience, type of sport coached and highest qualification.

3.4.2 Perceived Hindrance Scale

The Perceived Hindrance Scale (PHS) (Appendix B) developed by Kamphoff and Gill (2008) was used to collect data. Participants were asked to rate the most important hindrances in their coaching profession. The questionnaire comprised 34 items which were scored on a 9-point Likert scale ranging from 1 = not at all a hindrance, to 9 = completely a hindrance. The hindrances were: racial/ethnic minority coaches are treated unfairly, racial/ethnic minority coaches are discriminated against, lack of support for racial/ethnic minority coaches, lack of role models for racial/ethnic minority coaches, women coaches are treated unfairly, male coaches do not accept female coaches, men hiring only men, affirmative action has created extra hassles, female players prefer male coaches, women coaches are discriminated against, lack of training programmes for women coaches, lack of support systems for women players, lack of support for women coaches from superiors, perception of homosexuality among women coaches, women coaches are perceived to be unattractive, perceptions of women coaches as unfeminine, lack of role models among women coaches, coaching takes too much time, having to do a lot of training, unfavourable working hours, pressure to win, public scrutiny of life, lack of opportunities for promotion, difficulties with alumni, difficulties with parents/spectators, coaching interferes with social life, hassles with the media, time spent travelling to competitions, coaching means working evenings and weekends, coaching conflicts with family commitments, low salary, lack of job security, other professions are more attractive and it is difficult to obtain an entry coaching position.

3.4.3 Reasons for Entering and Leaving the Coaching Profession Questionnaire

The Reasons for Entering and Leaving the Coaching Profession Questionnaire (RELCPQ) (Appendix C) developed by Pastore (1991) was used to assess the reasons for entering and leaving the coaching profession. The original questionnaire consisted of seven reasons for entering the coaching profession and 12 reasons for leaving it. However, two reasons for entering the coaching profession: "increase in the number of head coaching positions because of Title IX" and "mandate of equal pay for coaching women's teams because of Title IX" were deleted, as they were not applicable in the South African context. The reasons for entering the coaching profession were: to stay involved in competitive athletics, work with advanced and motivated athletes, help female athletes reach their potential, become a role model and follow in the footsteps of a former coach. The reasons for leaving the coaching profession were: decrease in the amount of time with family and friends, lack of financial incentive, too much stress, increased intensity in the recruitment of student-athletes, pressure to win, administrative duties becoming too much of a burden, decrease in amount of leisure time, difficulty in motivating athletes, coaching skills/techniques inadequate for athletes, lack of job security, discriminatory practices by administrators and increases in the amount of time required for coaching. These reasons were scored on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

3.4.4 Coach Motivation Scale

The Coach Motivation Scale (CMS) (Appendix D) developed by Frederick and Morrison (1999) was used to examine intrinsic and extrinsic motives among sport coaches. The CMS consists of two sub-scales measuring intrinsic (six items) and extrinsic (five items) motivation factors. The intrinsic motivation factors were as follows: I coach athletes because it is fun, because the work is interesting, because I find coaching to be exciting, because I like the challenge of coaching, because I

enjoy the thrill of the competitive situation and because it makes me happy. Similarly, the extrinsic motivation factors were: I coach athletes because the pay is good, because the benefits associated with my coaching job are good, because I like the prestige associated with coaching, because I like being in charge of others and because the "perks" of the job are good. The questionnaire was scored on a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree).

3.4.5 Coaching Education Questionnaire

The Coaching Education Questionnaire (CEQ) (Appendix E) developed by Vergas-Tonsing (2007) was used in this study. The questionnaire was designed to assess coaches': (1) interests in educational topics, (2) reasons for, and/or barriers preventing them from, pursuing coaching education, and (3) perceptions of coaching education. Section one comprised 15 coaching topics scored on a 5-point Likert scale ranging from 1 (not at all helpful) to 5 (extremely helpful). It included the following topics: communication with athletes, communication with parents, advanced instructional drills, goal setting, advanced first aid, character building, visualisation, stress management, sport psychology, conditioning drills, addictive behaviour, gender differences, as well as drugs in sport and sport nutrition. Section two comprised nine questions and was also scored on a 5-point Likert scale ranging from 1 (not at all important) to 5 (extremely important). This section investigated the following reasons and barriers related to the pursuit of further coaching education: cost of the course, time required, online availability, league requirements, relevant topics, a desire to coach at higher levels, monetary compensation, convenience, and insurance. Section three included seven questions designed to assess coaches' opinions and perceptions of coaching education and certification. Coaches responded to these questions by indicating 1 (yes), 2 (no) or 3 (don't know).

3.5 Focus group interviews

Two focus groups, consisting of five participants each, were solicited for this study. According to Bender and Ewbank (1994), and Krueger and Casey (2009), the focus group interviews should consist of a minimum of four to a maximum of 12 participants per group. The participants in this study were selected on the basis that at the time of the study, they had been coaching for at least five years. A focus group interview protocol (Appendix F) was developed based on an extensive review of the literature.

3.6 Validity and reliability

Validity is described as the degree to which a test or instrument measures what it purports to measure (Thomas et al., 2011). Reliability, on the other hand, is defined as "the degree to which the instrument produces equivalent results for repeated trials" (Bless et al., 2013:222). The validity of this study was established by conducting a pilot study with 20 participants. These participants were not part of the data used in the actual study. The results of the pilot study indicated the relevance and clarity of the questionnaires and the suitability for data collection within the South African context. The Cronbach alpha method was used to determine the reliability of the questionnaires. According to Thomas et al. (2011), the Cronbach alpha is probably the most commonly used method of estimating reliability for standardised tests and is more versatile than other methods. The results of the reliability coefficients are recorded in Table 3.2.

Table 3.2: Reliability of the questionnaires

Questionnaire	Cronbach alpha
Perceived Hindrance Scale	0.947
Reasons for Entering and Leaving the Coaching Profession Questionnaire	0.815
Coach Motivation Scale	0.694
Coaching Education Questionnaire	0.805

The Cronbach alpha values ranged from 0.694 to 0.947. Nunnally and Bernstein (1994) recommend that the coefficient alpha should be adjudged to be above the benchmark level of 0.70 in order to be able to conclude that the proposed dimensions are reliable. Although the alpha value for the Coach Motivation Scale fell below the benchmark level of 0.70 recommended by those authors, this value was, however, higher than the lowest permissible threshold of 0.5 to 0.6 (Kim & Kim, 1995).

As much as quantitative research strives for validity and reliability, qualitative research strives to reduce the possibility of misinterpretation of the data in order to enhance trustworthiness (Golafshani, 2003; Lincoln & Guba, 1985). Content validity of the focus group questions was ascertained by conducting one focus group interview with the participants who met the inclusion criteria. Based on participants' responses, minor changes were made in the focus group interview schedule. The standardised question format was used; however, the sequence of the questions differed according to the responses of the participants. This ensured flexibility and a smooth flow in the conversation (Surujlal, 2013). Trustworthiness was ensured through credibility and transferability. Credibility was facilitated through member checking; the latter was accomplished by providing a verbatim transcript of the interview to two members of each group so that they could check the accuracy of the recordings. Transferability was ensured through a purposive sampling and a complete, dense description of the method of conducting the interviews (Lincoln & Guba, 1985; Jooste & Khumalo, 2012).

3.7 Data collection procedure

Supervised data collection was undertaken by the principal researcher and trained fieldworkers. Participants were identified during the Gauteng Sports Council coaching seminars and workshops. In some instances, questionnaires were administered during coaching courses (i.e. cricket, soccer and netball). Participants were guided to complete the questionnaires independently, which took approximately 10–15 minutes to complete.

The focus group interviews were conducted by the principal researcher with the participants who met the inclusion criteria. The instructors of various coaching courses were approached and briefed on the purpose of the study and were requested to identify sport coaches who had been coaching for at least five years. Due to the interviewees not feeling comfortable in being audiotaped, the field notes were taken. This enabled the researcher to record the observations that were made during the focus group interviews (De Vos, Strydom, Fouché & Delport, 2005). A focus group interview format with open-ended questions was chosen as the most suitable way of obtaining in-depth information. Although a standardised interview guide was used, the follow-up questions varied according to the participants' responses. Each focus group interview lasted between 20 to 30 minutes.

3.8 Ethical considerations

Ethical clearance to conduct the study was obtained from the University of Johannesburg's Higher Degree Ethics Committee. Permission to conduct the study was also sought from the Gauteng Sports Council in Gauteng Province. The ethical principles of respect for autonomy, beneficence and non-maleficence, as outlined by Dhai and McQuoid-Mason (2011), were adhered to throughout the study. Autonomy was respected by informing the participants, through a covering letter, about the purpose of the study in order to allow them to make informed decisions with regard to their participation. The respondents participated in the

study after informed consent was obtained. The consent included the nature of the research, a description of the research's aims, risks, benefits, and expected outcomes, and the data collection procedures of the study. Beneficence was accomplished by ensuring that the study was in the best interest of the participants. This was achieved by motivating the participants by explaining to them how valuable their contributions would be (Bless et al., 2013). Non-maleficence was ensured by preventing harm and unnecessary discomfort. Participants were also assured of the anonymity and confidentiality of their responses and were informed that only the researcher and supervisors would have access to their data.

3.9 Data analysis

3.9.1 Quantitative analysis

Descriptive statistical methods were used to analyse the quantitative data. Descriptive statistics refer to the analytical approach used to simplify presentation of data from a given sample (Newell & Burnard, 2011). In this study, the descriptive statistics included means, standard deviations, frequencies and percentages. Inferential statistics were also employed to analyse the data. In this case, the t-test was used to determine significant differences between male and female coaches. The level of significance was set at 0.05. Finally, principal component analysis (PCA) was undertaken to examine the factor structure of the Perceived Hindrance Scale. The factor analysis was used to reduce a large number of related variables to a more manageable number (Pallant, 2011). The statistical analysis was performed using the Statistical Package for Social Sciences (SPSS) version 22.

3.9.2 Qualitative analysis

The qualitative data were thematically analysed (Braun & Clarke, 2006). Thematic analysis is defined as a "method of identifying, analysing and reporting patterns (themes) within data" (Braun & Clarke, 2006:6). This method was used because it is flexible, generates unanticipated insights, summarises the key features of a large body of data and offers a thick description of the data set (Braun & Clarke, 2006). In this study, the transcripts were refined, read and re-read, summarised and grouped together in order to identify emerging and meaningful themes (Braun & Clarke, 2006; Surujlal, 2013). The transcripts were coded and managed using the ATLAS.ti. 7.

3.10 Summary

This chapter discussed the research design used in this study, which was a quantitative and qualitative approach. It also explained the population, target population, sample size and sampling method as well as outlining the data collection procedure and statistical analysis of the data.

CHAPTER 4

PRESENTATION OF RESULTS

4.1 Introduction

This chapter presents the data that were gathered by means of the questionnaires and focus group interviews. The major areas discussed are demographics, perceived hindrances experienced by sport coaches, reasons for entering and leaving the coaching profession, motivational factors among coaches as well as coaching educational needs.

4.2 Demographics

4.2.1 Gender, race, age and employment status

Table 4.1: Gender, race, age and employment status among sport coaches

Demographic information	Number of participants	Percentage
Gender		
Male	122	54
Female	102	46
Total	224	100
Race		
Black	146	65
White	55	25
Coloured	17	8
Indians	5	2
Total	223	100
Age		
Under 18	7	3
18–25	95	42
26–35	67	30
36–45	44	20
46–65	8	4
65+	3	1
Total	224	100
Employment status		
Paid	72	33
Volunteer	147	67
Total	219	100

Table 4.1 shows the frequencies and percentages of the sport coaches according to gender, race and age as well as employment status. With regard to gender, a total of 224 respondents completed the questionnaires; of these, 122 (54%) were male and 102 (46%) were female. In terms of age, the majority of the sport coaches were in the 18–25 years age group (42%), followed by the 26–35 years age group (30%) and the 36–45 years age group (20%). Three (1%) were over the age of 65 years. Regarding race, the majority of these coaches were Black (65%), followed by White (25%), Coloured (8%), and Indian (2%), and one participant did not indicate their race. Concerning their employment status, 147 (67%) of the participants were volunteers, whereas 72 (33%) were paid and five participants did not indicate their employment status.

4.2.2 Coaching experience

Table 4.2: Number of years coaching

Years coaching	Number of participants	Percentage
1–5 years	138	63
6–10 years	43	20
10–15 years	17	8
16+	19	9
Total	217	100

Table 4.2 illustrates that a total of 138 (63%) sport coaches had 1–5 years of coaching experience. This implies that the majority of them were inexperienced. Forty-three (20 %) of them had 6–10 years of coaching experience, whereas 17 (8%) had 10–15 years and 19 had 16+ years of coaching experience.

4.2.3 Marital status

Table 4.3: Marital status of the sport coaches

Marital status	Number of participants	Percentage
Singe	160	71
Married	53	24
Divorced	9	4
Widowed	2	1
Total	224	100

Table 4.3 shows the frequencies and percentages of the marital status of sport coaches. One hundred and sixty (71%) were single, followed by 53 (24%) who were married, 9 (4%) who were divorced, and only 2 (1%) who were widowed.

4.2.4 Sport being coached

Table 4.4: Sport coached

Sport	Number of participants	Percentage
Athletics	45	20
Boxing	4	2
Cricket	19	9
Netball	44	20
Rugby	12	5
Soccer	87	39
Swimming	10	5
Total	221	100

The frequencies and percentages with regard to the sports coached are listed in Table 4.4. The majority of participants coached soccer (39%), athletics (20%) and netball (20%). A lesser number coached cricket (9%), swimming (5%) and boxing (2%). Three participants did not indicate their sport.

4.2.5 Highest academic qualification

Table 4.5: Highest academic qualification

Highest qualification	Number of participants	Percentage
Grade 12	104	47
Post-matric certificate	32	15
Diploma	44	20
Degree	23	10
Honours degree	9	4
Master's	6	3
PhD	3	1
Total	221	100

The frequencies and percentages of the highest academic qualification are illustrated in Table 4.5. One hundred and four (47%) had attained Grade 12 certification, 40 (20%) had gained diplomas, 32 had attained post-matric certificates (15%), 23 had a degree (10%), nine held honours degrees (4 %), six (3%) had a master's degree and three (1%) had a doctoral qualification.

4.3 Factor analysis on perceived hindrances to sport coaching

This section presents the principal component analysis (PCA) with regard to the Perceived Hindrance Scale (PHS) among sport coaches. Prior to performing PCA, the suitability of data was assessed for factor analysis. The correlation matrix revealed the presence of coefficients of .3 and above. The Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy was .886, exceeding the recommended value of .60 (Kaiser, 1974), and Bartlett's Test of Sphericity (x^2 = 3845.612; df = 561; p<0.000) provided sufficient evidence that the data were suitable to proceed with factor analysis (Bartlett, 1954). A minimum eigenvalue of 1 guided the

extraction of factors. Table 4.6 reports the factor analysis on the perceived hindrances to sport coaching.

Table 4.6: Factor analysis on the Perceived Hindrance Scale

Factors	Item loading
Minority/Gender Bias (Eigenvalue = 11.60, % of Variance = 34.11)	
Racial/ethnic minority coaches are discriminated against	.87
Racial/ethnic minority coaches are treated unfairly	.85
Lack of role models for racial/ethnic minority coaches	.64
Lack of support for racial/ethnic minority coaches	.61
Men hiring only men	.46
Affirmative action has created extra hassles	.43
Women coaches are treated unfairly	.42
Female players prefer male coaches	.34
Male coaches do not accept female coaches	.32
Gender Issues (Eigenvalue = 3.52, % of Variance = 10.35)	
Lack of support for women coaches from superiors	.83
Lack of support systems for women players	.80
Lack of training programmes for women coaches	.79
Perception of homosexuality among women coaches	.62
Women coaches are discriminated against	.54
Lack of role models among women coaches	.54
Women coaches are perceived to be unattractive	.42
Perceptions of women coaches as unfeminine	.30
Nature of Coaching (Eigenvalue = 1.89, % of Variance = 5.56)	
Having to do a lot of training	.83
Unfavourable working hours	.83
Coaching takes too much time	.75
Pressure to win	.66
Public scrutiny of life	.41
Lack of opportunities for promotion	.38
Difficulties with alumni	.35
Conflicts with Others (Eigenvalue = 1.39, % of Variance = 4.07)	
Coaching interferes with social life	.71
Difficulties with parents/spectators	.51
Time spent travelling to competitions	.51
Coaching means working evenings and weekends	.48
Coaching conflicts with family commitments	.35
Hassles with media	.31
Professional Issues (Eigenvalue = 1.28, % of Variance = 3.76)	
Low salary	.81
Lack of job security	.73
Other professions are more attractive	.48
Difficult to obtain an entry coaching position	.49

The results of the PCA revealed the presence of five factors with eigenvalues exceeding 1, explaining 34.1%, 10.4%, 5.6%, 4.7% and 3.8% of the variance, respectively. The five-component solution explained a total of 58.6% of the variance. To aid in the interpretation of these five components, an oblimin rotation was performed. Both factors showed a number of strong loadings.

4.4 Gender bias and issues among sport coaches

Table 4.7: Gender bias and issues among sport coaches

Minority/Gender Bias	N	$\bar{x}$ (SD)
Racial/ethnic minority coaches are treated unfairly	221	3.6 (2.5)
Racial/ethnic minority coaches are discriminated against	219	3.9 (2.6)
Lack of support for racial/ethnic minority coaches	220	4.4 (2.7)
Lack of role models for racial/ethnic minority coaches	219	4.5 (2.7)
Women coaches are treated unfairly	221	4.7 (2.9)
Male coaches do not accept female coaches	218	4.6 (3.1)
Men hiring only men	216	4.7 (3.1)
Affirmative action has created extra hassles	213	4.7 (2.8)
Female players prefer male coaches	211	4.0 (2.8)
Gender Issues		
Women coaches are discriminated against	217	4.7 (3.0)
Lack of training programmes for women coaches	221	4.9 (3.0)
Lack of support systems for women players	219	5.4 (2.9)
Lack of support for women coaches from superiors	222	5.4 (2.9)
Perception of homosexuality among women coaches	219	4.3 (3.0)
Women coaches are perceived to be unattractive	216	3.9 (2.9)
Perceptions of women coaches as unfeminine	220	4.0 (2.8)
Lack of role models among women coaches	215	4.7 (3.0)

All items are measured on a 9-point Likert scale ranging from 1 = not at all a hindrance, to 9 = completely a hindrance.

Table 4.7 presents means and standard deviations of the gender bias and issues among sport coaches. The major hindrances encountered by sport coaches were: "Lack of support systems for women players" ($\bar{x}$ = 5.4; SD = 2.9), "Lack of support for women coaches from superiors"($\bar{x}$ = 5.4; SD = 2.9), "Lack of training programmes for women coaches" ($\bar{x}$ = 4.9; SD = 3.0), "Women coaches are treated unfairly" ($\bar{x}$ = 4.7; SD = 2.9), "Affirmative action has created extra hassles" ($\bar{x}$ = 4.7; SD = 2.8) and "Men hiring only men" ($\bar{x}$ = 4.7; SD = 3.1).

4.5 Nature of coaching, conflicts with others and professional issues

Table 4.8: Nature of coaching, conflicts with others and professional issues among sport coaches

Nature of Coaching	N	$\bar{x}$ (SD)
Coaching takes too much time	219	4.3 (3.0)
Having to do a lot of training	221	4.1 (3.0)
Unfavourable working hours	220	4.1 (2.9)
Pressure to win	222	4.6 (3.0)
Public scrutiny of life	217	4.7 (2.9)
Lack of opportunities for promotion	221	5.1 (3.0)
Difficulties with alumni	212	4.7 (2.1)
Conflicts with Others		
Difficulties with parents/spectators	219	5.1 (2.7)
Coaching interferes with social life	219	4.4 (3.0)
Hassles with media	221	4.2 (2.9)
Time spent travelling to competitions	218	4.5 (3.0)
Coaching means working evenings and weekends	221	4.7 (3.1)
Coaching conflicts with family commitments	214	4.9 (3.0)
Professional Issues		
Low salary	217	5.2 (3.2)
Lack of job security	217	5.0 (3.1)
Other professions are more attractive	217	4.7 (3.2)
Difficult to obtain an entry coaching position	219	4.7 (2.9)

All items are measured on a 9-point Likert scale ranging from 1 = not at all a hindrance, to 9 = completely a hindrance.

Table 4.8 indicates the means and standard deviations of the nature of coaching, conflicts with others and professional issues among sport coaches. The major hindrances experienced by sport coaches were: "Low salary" ($\bar{x}$ = 5.2; SD = 3.2), "Lack of opportunities for promotion" ($\bar{x}$ = 5.1; SD = 3.0), "Difficulties with parents/spectators" ($\bar{x}$ = 5.1; SD = 2.7) and "Lack of job security" ($\bar{x}$ = 5.0; SD = 3.1).

4.6 Focus group interview findings related to barriers and hindrances to sport coaching

During the focus group interviews, sport coaches identified barriers they had experienced in coaching. The thematic analysis of the focus group interviews yielded four themes: interference from management, pressure to win, lack of resources and parental pressure.

4.6.1 Interference from management

The sport coaches expressed their concern about management interfering with coaching. This is a practice that is unacceptable in South Africa (Surujlal & Nguyen, 2009) yet is being practised and is commonly supported by managers and club owners. The interference of management staff in coaching was highlighted as follows: "*The management just gives you the starting line-up and they tell you who to put in.*" "*The team manager sits on the bench during the match…*"

4.6.2 Pressure to win

An examination of the transcripts revealed that most of the sport coaches were pressurised to win. The pressure usually came from the club owners. The following narrative is indicative of the pressure to win: "*The club owners interfere in coaching and they want us to win all the games that we play.*"

4.6.3 Lack of resources

Another important barrier that emerged from the focus group interviews was the lack of resources. This broad theme encompasses a lack of sport facilities and equipment. The lack of resources was expressed in the following excerpt: "*There is a lack of equipment in my team.*" One coach also stated that: "*We don't have enough facilities in our team, and the facilities that we have are in poor condition and not well maintained.*"

4.6.4 Parental pressure

The sport coaches expressed their concern about the pressure they experienced from parents. One coach stated that: "*The parents coach their children during games. They stand next to the line and give instructions to their children. In some instances, they insult the match officials and other parents from the opposition teams.*"

4.7 Reasons for entering the coaching profession

Table 4.9: Reasons for entering coaching

	All	Males	Female	p-value
Reasons	$\bar{x}$ (SD)	$\bar{x}$ (SD)	$\bar{x}$ (SD)	
Become a role model	4.4 (1.0)	4.5 (.95)	4.3 (1.1)	.258
Help female athletes reach their potential	4.3 (1.0)	4.2 (1.1)	4.4 (1.0)	.14
Stay involved in competitive athletics	4.1 (1.1)	4.1 (1.1)	4.1 (1.2)	.765
Work with advanced and motivated athletes	4.1 (1.3)	4.1 (1.2)	4.1 (1.4)	.648
Follow in the footsteps of the former coach	3.9 (1.3)	3.7 (1.3)	4.1 (1.3)	.046*

* Significant at p<0.05. All items are measured on a 5-point Likert scale ranging from 1 = strongly disagree, to 5 = strongly agree.

The descriptive statistics of reasons for entering the coaching profession are listed in Table 4.9 according to gender. Overall, the most important reasons for entering the coaching profession were: "Become a role model" ($\bar{x}$ = 4.4; SD = 1.0), "Help female athletes reach their potential" ($\bar{x}$ = 4.3; SD = 1.0) and "Stay involved in competitive athletics" ($\bar{x}$ = 4.1; SD = 1.1). In terms of gender, female coaches rated the reason "Follow in the footsteps of the former coach" significantly higher ($\bar{x}$ = 4.1; SD = 1.3) than male coaches did ($\bar{x}$ = 3.7; SD = 1.3), t [222] = −2.004, p<0.05.

4.8 Reasons for leaving the coaching profession

Table 4.10: Reasons for leaving coaching

Reasons	All $\bar{x}$ (SD)	Males $\bar{x}$ (SD)	Females $\bar{x}$ (SD)	p-value
Lack of job security	3.3 (1.5)	3.4 (1.5)	3.2 (1.5)	.275
Lack of financial incentive	3.2 (1.4)	3.1 (1.5)	3.3 (1.4)	.359
Increased intensity in the recruitment of student-athletes	3.1 (1.4)	3.1 (1.4)	3.1 (1.4)	.722
Pressure to win	3.1 (1.4)	2.9 (1.4)	3.3 (1.4)	.022*
Decrease in the amount of time with family and friends	3.0 (1.4)	2.9 (1.3)	3.2 (1.5)	.078
Increase in the amount of time required for coaching	3.0 (1.3)	2.8 (1.4)	3.1 (1.3)	.132
Coaching skills/techniques inadequate for athletes	2.9 (1.4)	2.8 (1.4)	3.1 (1.5)	.247
Too much stress	2.9 (1.4)	2.8 (1.4)	3.0 (1.4)	.321
Administrative duties becoming too much of a burden	2.9 (1.4)	2.8 (1.4)	3.0 (1.4)	.135
Decrease in amount of leisure time	2.8 (1.3)	2.7 (1.3)	2.9 (1.4)	.424
Difficulty in motivating athletes	2.7 (1.3)	2.5 (1.2)	2.9 (1.4)	.050*

* Significant at p<0.05. All items are measured on a 5-point Likert scale ranging from 1 = strongly disagree, to 5 = strongly agree.

Table 4.10 illustrates the reasons for leaving the coaching profession. The most important reasons for leaving the coaching profession were: "Lack of job security" ($\bar{x}$ = 3.3; SD = 1.5), "Lack of financial incentive" ($\bar{x}$ = 3.2; SD = 1.4), "Increased intensity in the recruitment of student-athletes" ($\bar{x}$ = 3.1; SD = 1.4), "Pressure to win" ($\bar{x}$ = 3.1; SD = 1.4) and "Decrease in the amount of time with family and friends" ($\bar{x}$ = 3.0; SD = 1.4). There were significant differences in the responses to the following reasons: "Pressure to win" (t [222] = −2.311, p<0.05) and "Difficulty in motivating athletes" (t [222] = −1.967, p<0.05). Female coaches scored higher than male coaches in their responses to these two reasons.

4.9 Focus group interview findings related to the reasons for entering coaching

During the focus group interviews, sport coaches were asked to comment on the reasons for entering the coaching profession. After a comprehensive analysis of the interview transcripts, three themes emerged: role model, interest in working with children and skills development.

4.9.1 Role model

The sport coaches indicated that they coach because they want to be role models. This was evident in the following excerpts: "*I coach because I want to be a role model.*" "*I want to be someone people look up to in my community.*"

4.9.2 Interest in working with children

Some of the coaches were involved in coaching because of their interest in working with children. Excerpts from the interviews regarding the coaches' interest in working with children include the following: "*I love children and I enjoy coaching them because they are always willing to learn new things.*" "*I like children a lot because they will never give you problems. Every time you talk to them, they listen to you.*"

4.9.3 Skills development

Another important reason for entering the coaching profession was to develop players' skills. This was encapsulated as follows: "*I coach because I want to give back to the community and teach children about life skills.*" "*I want to develop children physically and socially…*"

4.10 Extrinsic and intrinsic motivation among sport coaches

Table 4.11: Intrinsic and extrinsic motivation factors

Intrinsic motives I coach the athletes:	All $\bar{x}$ (SD)	Males $\bar{x}$ (SD)	Females $\bar{x}$ (SD)	p-value
Because I like the challenge of coaching	6.2 (1.4)	6.2 (1.4)	6.2 (1.4)	.934
Because I find coaching to be exciting	6.1 (1.4)	6.2 (1.2)	6.0 (1.6)	.208
Because I enjoy the thrill of the competitive situation	6.1 (1.4)	6.1 (1.4)	6.0 (1.5)	.542
Because the work is interesting	5.9 (1.6)	6.0 (1.5)	5.8 (1.5)	.492
Because it makes me happy	5.7 (1.9)	5.7 (1.9)	5.6 (1.9)	.751
Because it is fun	5.5 (1.8)	5.6 (1.8)	5.3 (1.7)	.189
Extrinsic motives I coach the athletes:				
Because I like the prestige associated with coaching	4.1 (2.1)	4.1 (2.2)	4.0 (2.0)	.089
Because I like being in charge of others	3.8 (2.2)	3.6 (2.1)	4.1 (2.2)	.068
Because the pay is good	3.8 (2.3)	3.3 (2.3)	4.3 (2.3)	.002*
Because the benefits associated with my coaching job are good	3.7 (2.1)	3.7 (2.0)	3.9 (2.2)	.448
Because the "perks" of the job are good	3.7 (2.0)	3.6 (2.0)	3.6 (2.1)	.902

* Significant at p<0.05. All items are measured on a 7-point Likert scale ranging from 1 = strongly disagree, to 7 = strongly agree.

Table 4.11 summarises the intrinsic and extrinsic motivational factors. Overall, the most important motives were: "Because I like the challenge of coaching" ($\bar{x} = 6.2$; SD = 1.4), "I coach athletes because I find coaching to be exciting" ($\bar{x} = 6.1$, SD = 1.39) and "I coach athletes because I enjoy the thrill of the competitive situation" ($\bar{x} = 6.1$, SD = 1.4). With regard to gender, male coaches indicated that they were intrinsically motivated by the challenge and excitement of coaching. In contrast, female coaches were intrinsically motivated by the challenge of coaching and the thrill of the competition. No significant ($p>0.05$) differences were noted between mean values for male and female coaches with regard to intrinsic motives.

The most important extrinsic motives were: "I coach athletes because I like the prestige associated with coaching" ($\bar{x} = 4.1$, SD = 2.1), "I coach athletes because I like being in charge of others" ($\bar{x} = 3.8$, SD = 2.2) and "I coach athletes because the pay is good" ($\bar{x} = 3.8$, SD = 3.3). In terms of gender, whereas male coaches were motivated by the prestige and benefits associated with coaching, female coaches were motivated by being in charge of others and good payment. There was a significant difference for the following variable: "I coach athletes because the pay is good" (t [222] = −3.107, $p<0.05$). Overall, coaches scored higher on intrinsic motives than extrinsic motives.

4.11 Focus group interview findings related to coaches' motivation

The analysis of the transcripts regarding the factors that motivate sport coaches to coach yielded three themes: winning, enjoyment and financial rewards.

4.11.1 Winning

The majority of the respondents indicated that winning at all costs motivates them to coach. These sentiments are aptly encapsulated as follows: "*I'm motivated by winning all the games*". "*I want to coach champions so that I can also be a champion too.*"

4.11.2 Enjoyment

Sport coaches indicated that they coach because of the enjoyment associated with sports. This is supported by the excerpt below: "*... I enjoy coaching children more than anything...*"

4.11.3 Financial rewards

An examination of the transcripts also revealed that coaches were motivated to coach by being paid enough money. This sentiment is encapsulated in the following excerpt: "*I am motivated by getting a lot of money...*"

4.12 Coaching educational topics

Table 4.12: Coaches' preferences for continuing education topics

Topic	All $\bar{x}$ (SD)	Male $\bar{x}$ (SD)	Female $\bar{x}$ (SD)	p-value
Motivational techniques	4.5 (0.9)	4.7 (0.6)	4.4 (1.2)	.048*
Advanced instructional drills	4.5 (1.0)	4.5 (0.8)	4.5 (1.1)	.895
Advanced first aid	4.4 (1.0)	4.5 (0.9)	4.4 (1.1)	.348
Goal setting	4.4 (1.0)	4.5 (0.8)	4.3 (1.2)	.161
Character building	4.4 (0.9)	4.4 (0.8)	4.3 (1.1)	.553
Conditioning drills	4.3 (1.0)	4.3 (1.0)	4.3 (1.1)	.656
Communication with athletes	4.3 (1.3)	4.5 (1.1)	4.1 (1.5)	.078
Visualisation	4.3 (1.1)	4.3 (1.0)	4.3 (1.2)	.042*
Communication with parents	4.2 (1.3)	4.4 (1.1)	4.1 (1.3)	.040*
Sport psychology	4.2 (1.1)	4.3 (1.1)	4.2 (1.2)	.346
Stress management	4.2 (1.1)	4.1 (1.1)	4.3 (1.1)	.486
Sport nutrition	4.1 (1.3)	4.3 (1.3)	4.0 (1.4)	.082
Gender differences	3.8 (1.4)	3.8 (1.3)	3.7 (1.5)	.373
Addictive behaviour	3.7 (1.5)	3.6 (1.5)	3.8 (1.4)	.457
Drugs in sport	3.4 (1.7)	3.3 (1.8)	3.5 (1.6)	.283

* Significant at $p<0.05$. All items are measured on a 5-point Likert scale ranging from 1 = not at all helpful, to 5 = extremely helpful.

Table 4.12 summarises the coaches' preferences for continuing coaching education. The results of this study found that the sport coaches wanted to learn more about "Motivational techniques" ($\bar{x} = 4.5$; SD = 0.9), "Advanced instructional drills" ($\bar{x} = 4.5$; SD = 1.0), "Advanced first aid" ($\bar{x} = 4.4$; SD = 1.0), "Goal setting" ($\bar{x} = 4.4$; SD = 1.0), "Character building" ($\bar{x} = 4.4$; SD = 0.9) and "Conditioning drills" ($\bar{x} = 4.3$; SD = 1.0). With regard to gender, male coaches preferred to learn more about "Motivational techniques" ($\bar{x} = 4.7$; SD = 0.6), "Goal setting" ($\bar{x} = 4.5$; SD = 0.8) and "Advanced first aid" ($\bar{x} = 4.5$; SD = 0.9), whereas female coaches preferred to learn more about "Advanced instructional drills" ($\bar{x} = 4.5$; SD = 1.1), "Motivational techniques" ($\bar{x} = 4.4$; SD = 1.2) and "Advanced first aid" ($\bar{x} = 4.4$; SD = 1.1). There were significant differences for the following variables: "Motivational techniques" (t [222] = 1.773, p<0.05), "Visualisation" (t [222] = .291, p<0.05) and "Communication with parents" (t [222] = 2.074, p<0.05).

4.13 Reasons for the pursuit of further coaching education

Table 4.13: Reasons to pursue coaching education

Reason	All $\bar{x}$ (SD)	Males $\bar{x}$ (SD)	Females $\bar{x}$ (SD)	P-Value
Desire to coach to a high level	4.4 (1.0)	4.6 (1.0)	4.2 (1.1)	.010*
Relevant topics	4.2 (1.0)	4.2 (1.0)	4.2 (1.0)	.812
League requirements	4.1 (1.1)	4.2 (1.1)	4.1 (1.2)	.818
Online availability	4.0 (1.2)	4.0 (1.3)	4.0 (1.2)	.970
Time required	4.0 (1.3)	4.0 (1.3)	4.0 (1.2)	.860
Monetary compensation	3.8 (1.3)	3.6 (1.6)	4.1 (1.1)	.008*
Convenience	3.8 (1.3)	3.7 (1.4)	4.0 (1.2)	.137
Cost of course	3.8 (1.4)	3.8 (1.5)	3.9 (1.3)	.685
Insurance	3.7 (1.4)	3.9 (1.3)	3.5 (1.6)	.189

* Significant at p<0.05. All items are measured on a 5-point Likert scale ranging from 1 = not at all important, to 5 = extremely important.

Table 4.13 indicates the coaches' reasons for pursuing coaching education. Overall, coaches indicated that they would be more likely to continue in coaching education if it was motivated by the following: "Desire to coach to a high level" ($\bar{x} = 4.4$; SD = 1.0), "Relevant topics" ($\bar{x} = 4.2$; SD = 1.0), "League requirements" ($\bar{x} = 4.1$; SD = 1.1), "Online availability" ($\bar{x} = 4.0$; SD = 1.2) and "Time required" ($\bar{x} = 4.0$; SD = 1.3). Gender differences were noted for "Desire to coach to a high level" (t [222] = 2.608, p<0.05) and "Monetary compensation" (t [222] = −2.675, p<0.05).

4.14 Perceptions of coaches for continuing coaching education

Table 4.14: Perceptions of coaches for continuing coaching education

Perceptions	Yes N (%)	No N (%)	Not sure N (%)
Do you plan on pursuing further coaching education?	191 (87)	7 (3)	23 (10)
Do you plan on pursuing further coaching education online?	135 (61)	6 (21)	40 (18)
Are you more likely to pursue coaching education if it is available online?	148 (68)	38 (17)	33 (15)
Is coaching education important for youth sport coaches?	212 (96)	5 (2)	4 (2)
Should coaching education be mandatory for youth sport coaches?	204 (92)	13 (6)	4 (2)
Should coaching certification be required for all coaches?	190 (86)	17 (8)	14 (6)
Should coaches be expected to pursue continuing education?	193 (87)	8 (4)	20 (9)

Table 4.14 reveals the perceptions of coaches for continuing coaching education. Overall, the majority of the coaches (96%) indicated that coaching education is important for youth sport coaches. Additionally, 92% of the sport coaches felt that coaching education should be mandatory for youth sport coaches. Furthermore, 87% of the sport coaches reported that coaches should be expected to pursue continuing coaching education, while 86% felt that coaching certification should be required for all coaches.

4.15 Focus group interview findings related to educational needs among sport coaches

The participating coaches were asked to comment on their coaching education preferences. After an extensive analysis of the interview transcripts, three themes emerged: sport psychology, nutrition and management skills.

4.15.1 Sport psychology

Sport psychology is important for improving athletes' performance. This sentiment was supported by the following excerpt: "*I want to develop athletes' confidence and improve their motivation for optimal performance.*"

4.15.2 Nutrition

Sport coaches indicated that nutrition is important for their athletes. As one coach declared: "*Nutrition is very important for me as a coach, so that I can teach athletes how to take care of their bodies.*"

4.15.3 Management skills

Sport coaches were of the opinion that a coach should not only be a master of techniques and tactics but also know how to manage his/her team. This was supported by the following statement: "*Coaching is not about the tactics and techniques only, but also about knowing how to manage your team.*"

4.16 Summary

To summarise, it was determined that the major hindrances experienced by sport coaches were: "Lack of support systems for women players", "Lack of support for women coaches from superiors", "Low salary", "Lack of opportunities for promotion", "Difficulties with parents/spectators" and "Lack of job security". Arising from the thematic analysis of the focus group interviews, interference from management, pressure to win, lack of resources and parental pressure were identified as barriers and hindrances encountered by such coaches. On the other hand, to "Become a role model", "Help female athletes reach their potential" and "Stay involved in competitive athletics" were cited as positive features for remaining in coaching. However, "Lack of job security", "Lack of financial incentive", "Increased intensity in the recruitment of student-athletes" and "Pressure to win" were cited as possible reasons for leaving the coaching profession. Furthermore, coaches scored significantly higher on intrinsic motives than extrinsic motives. The results of this study further indicated that the sport coaches wanted to learn more about "Motivational techniques", "Advanced instructional drills", "Advanced first aid", "Goal setting", "Character building" and "Conditioning drills". The following chapter addresses the findings.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings and provides recommendations for retaining and developing sport coaches in South Africa. The findings of each research question are addressed.

5.2 What are the perceived barriers and hindrances experienced by sport coaches?

The purpose of this study was to better understand the perceived hindrances experienced by amateur sport coaches in the Gauteng Province of South Africa. Overall, this study found the lack of support for women players and coaches to be a major hindrance encountered by the sport coaches. This finding is consistent with those of a study conducted by Norman (2008), in which it was reported that female coaches lacked support from governing bodies and felt isolated. In her qualitative study, Norman (2008) further reported that one of the female coaches was overlooked for promotion despite being the most qualified woman coach in her sport. Therefore, it could be surmised that women coaches are still oppressed and marginalised in coaching.

Low salaries were also reported as a major obstacle for the sport coaches. This echoes the finding of Kamphoff (2010), who stated that meagre salaries had an impact on sport coaches' decisions to leave the coaching profession. This issue among sport coaches in this study could be attributed to the fact that the majority (44%) had no coaching qualifications, and previous research (Surujlal, 2004) has demonstrated that most of the sport federations in South Africa base their compensation systems on coaching qualifications as well as often favouring qualified coaches. Therefore, this study recommends that sport coaches need to be

encouraged to attend coaching courses in order that their inward knowledge may lead to them earning a reasonable salary, which might motivate them to stay in coaching for longer periods. Demers (2004) further argued that a good salary as an incentive would also motivate coaches to coach on a full-time basis. Although monetary incentives are important for sport coaches, other rewards should also be introduced to motivate them to stay longer in coaching (Surujlal, 2006). These may include transport allowances and medical insurance.

Lack of opportunities for promotion was identified as another important setback to the sport coaches. A similar finding was reported in a study by Kamphoff (2010), in which most of the sport coaches left the coaching profession for promotion opportunities in other professions. Therefore, this study suggests that a promotion system should be in place that could encourage such coaches to stay in coaching for longer periods. Sport coaches further indicated that they experienced difficulties with parents/spectators, probably because the majority of them were coaching children. This result is in agreement with those of Reade and Rodgers (2009), who found that dealing with parents was a major challenge for sport coaches coaching young children.

Parental pressure was apparent in the focus group interviews. Excerpts from the coaches' narratives are as follows: "*The parents coach their children during games.*" "*They stand next to the line and give instructions to their children.*" The present findings are consistent with those reported in a previous study by Surujlal et al. (2008), in which parents were often reported as interfering in coaching and exerting pressure on their children to perform. This is of great concern, as previous research has shown that children who are pressurised to perform by their parents are more likely to withdraw from sport (Stroebel, 2006).

Consistent with a view expressed by Reade and Rodgers (2009), the result of the present study demonstrates that sport coaches in South Africa are not given the necessary tools to deal with parents effectively. According to Weinberg and Gould (2007), negative behaviour in youth sport will never be completely eliminated; however, what can be done is to educate parents about their roles in sport. This could be achieved by inviting parents to attend club meetings with a view to informing them about the team rules, the coach's philosophy and the roles played by parents, coaches and athletes (Weinberg & Gould, 2007). Informing parents about the responsibilities that the coach expects them to fulfil should be the most important part of the meeting (Smoll et al., 2011), and this might prevent conflict between the parents and coaches. More positively, the meeting may strengthen the coach–parent relationship, thus resulting in high levels of sport participation among children.

Another important hindrance which emerged from this study is the lack of job security. The literature indicates that there is a high turnover of sport coaches in South Africa, particularly in soccer and rugby (Surujlal, 2004). One serious concern is that some of the sport coaches are dismissed by their clubs despite their impressive track records (Surujlal et al., 2004). In order to enhance the job security of sport coaches, it is recommended that their contracts be equally binding for both the coaches and the sport clubs (Surujlal et al., 2004). This will create security for both the coach and the sport club for a specific period of time.

The suggestions that coaching interferes with social life, takes too much time and conflicts with family commitments were, however, not supported by the results of the present study. These results contradict those of Kamphoff (2010), who found time constraints and family commitments to be major hindrances to sport coaching. These discrepancies could be explained in the light of the fact that most of the sport coaches (71%) in the present study were single. Consequently, it is possible that since they were unmarried they might not have gained a firm grasp of future social and family commitments (Everhart & Chelladurai, 1998).

Discrimination was perceived as the least significant hindrance in coaching. This finding is incongruent with findings of a study conducted by Kamphoff (2010), who reported that most of the sport coaches were discriminated against and that, in some way, the homophobic atmosphere had an impact on the decision of lesbian coaches to leave coaching. The observed finding might possibly be explained by the fact that the majority of the sport coaches (63%) were inexperienced and might not yet have experienced discrimination in their coaching careers. Another plausible explanation is that such coaches could have regarded discrimination as something that they could surmount in their future career (Everhart & Chelladurai, 1998).

Another important finding which emerged is interference from management. This finding lends credence to Surujlal and Nguyen's (2009) proposition that members of management interfere with coaches. Of particular concern is how the marginalisation of coaches from the final decision-making process renders them powerless, yet they remain responsible should the team lose (Singh, 2001). Therefore, this study suggests that the management staff should not interfere in coaching; instead, they should fulfil their specific managerial roles and let the coaches perform their coaching duties.

Furthermore, the results of this study revealed that sport coaches were pressurised to win. As noted, it is well documented that sport coaches are often placed under tremendous pressure to achieve and have a winning season (Wuest & Fisette, 2012). Martens (2012) is of the view that coaches who fail to win are considered losers and are often fired. This perception should be dismissed, in particular, when coaching children. Rather, the emphasis should be placed on developing athletes' physical, social and psychological well-being rather than on winning (Kubayi et al., 2013). Martens (2012) further stated that what is important is not how many games are won, but how many young people are developed. Paradoxically, winning should only be emphasised at high-performance levels. Lack of resources, equipment and sport facilities, in particular, were other important hindrances identified in this study. The present findings are congruent with those

of a study conducted by Kamphoff (2010), which found that inadequate resources was a hindrance experienced by sport coaches.

5.3 What are the reasons for entering and leaving the coaching profession?

While previous research (Surujlal, 2004) has demonstrated that there is a high turnover of sport coaches in South Africa, no study has yet examined coaches' reasons for entering and leaving the coaching profession. Therefore, this study has attempted to fill the gap in the literature by assessing the coaches' perceptions for entering and leaving the coaching profession. With regard to the reasons for entering the coaching profession, most of the participants indicated that they coach because they wanted to become role models. This finding was also apparent in the focus group interviews. A possible explanation for the finding could be, as intimated, that sport coaches might have been mentored by a coach who was a positive role model during their playing career; therefore, a desire to emulate this individual might have influenced their decisions to pursue a coaching career (Wuest & Fisette, 2012).

More female than male coaches in this study indicated that they entered the coaching profession to "help female athletes reach their potential". This finding may be attributed to the fact that female coaches might have entered the coaching profession to promote the recruitment of new female coaches, because female athletes identify more closely with their coach's style (Demers, 2004). Moreover, some of them might have entered coaching to sustain female athletes' participation in sports and help them to achieve their goals. Demers (2004) further contended that female coaches might instil in some female athletes the belief that a career in coaching is a real possibility. Another important reason raised in the focus group interviews is that coaches were inclined to coach because of their interest in working with children. This finding could be interpreted as a reflection of the coaches' preference for coaching children more than adults because they love working with children and they want to teach them new things.

Similarly, with regard to reasons for leaving the coaching profession, the results indicated that sport coaches would most likely leave the coaching profession because of job insecurity. This finding is not a new phenomenon among sport coaches in South Africa. A previous study conducted by Surujlal and Nguyen (2011) reported that four coaches of the 16 teams in the premier soccer league vacated their positions in one day. In order to enhance the job security of coaches, sports clubs need to ensure that coaches are given the latitude to draw up their own programmes and coaching rules (Surujlal et al., 2004) and are given opportunities to make final decisions regarding all coaching-related activities.

Lack of financial incentives was also identified as an important reason for leaving the coaching profession. An unexpected finding in this study is that more male sport coaches than female sport coaches rated the lack of financial incentives as the most important reason for leaving the coaching profession. This finding contradicts those of previous research conducted by Burnett (2001), which showed that accolades and rewards are largely unequal in sport and do often favour men. The reason why male sport coaches in this study rated the lack of financial incentive as the most important reason for leaving the coaching profession is not clear. Therefore, further studies are needed to determine the lack of financial incentive, especially among male coaches, as a possible reason for leaving the coaching profession.

It was also important in this study to discuss the reasons that were not significant. The results of the present study showed that there were non-significant (p>0.05) differences in the "decrease in the amount of time with family and friends" and "increase in the amount of time required for coaching" between male and female sport coaches. This echoes the findings of Kamphoff and Gill (2008), who found that there were no significant (p>0.05) differences between male and female coaches with regard to time constraints concerning family responsibility. However, the present finding, in which more female coaches than their male counterparts reported that they would be most likely to leave coaching due to the decreased time spent with family and friends, is consistent with previous research

(Lumpkin, Favor & McPherson, 2013). A plausible reason for this finding could be due to the fact that females still carry a larger burden of family responsibilities and domestic work (Kubayi, Nongogo & Amusa, 2014). Although there appears to be a paradigm shift towards men assuming more domestic responsibilities, such as staying at home to raise children, the gendered division of labour is still prevalent (Kerr & Marshall, 2007).

The culture of sport, in general, does not tend to be "family-friendly" (Kerr & Marshall, 2007), especially for female coaches. This could be attributed to family responsibilities not being prioritised or accommodated by sport organisations and being viewed as outside of their control and interests (Kerr & Marshall, 2007). Consequently, it could be speculated that coaches who experience family responsibilities as a burden are those who have children. Therefore, the results of this study suggest that female coaches who have children should be provided with childcare to ameliorate the impact of domestic responsibilities which interfere with their coaching. It is further recommended that female coaches with children should also be provided with assistant coaches. As a result, this would allow a shared responsibility and flexible arrangement that could accommodate women who are performing multiple roles (LaVoi & Leberman, 2015).

5.4 What motivates sport coaches to coach?

Previous research (Surujlal & Nguyen, 2011) has demonstrated that individuals who enter the coaching profession are motivated by a number of factors. These are categorised as extrinsic and intrinsic motives (Surujlal & Nguyen, 2011). According to Surujlal and Nguyen (2011), extrinsic motivation is defined as comprising the external factors that benefit the individual, while intrinsic motivation is described as consisting of factors that satisfy the internal needs of the coach. Extrinsic motivation refers to external rewards in coaching, such as high salaries or good benefits, whilst intrinsic motivation reflects internal rewards such as fun and enjoyment (Fredrick & Morrison, 1999).

The results of the present study indicated that the majority of the sport coaches were intrinsically motivated. This finding, however, when compared with those of Surujlal and Nguyen (2011), is contradictory. The discrepant findings could be attributed to the fact that the sport coaches in the present study were drawn from a variety of sports (athletics, boxing, cricket, netball, rugby, soccer and swimming), whereas those in Surujlal and Nguyen's (2011) study included only soccer coaches.

However, the high ranking of intrinsic motives expressed by sport coaches in this study could be due to various reasons. Firstly, it should be clarified that the majority of sport coaches in this study were coaching children, and that previous research (Fredrick & Morrison, 1999) has shown that sport coaches who coach children use a 'high intrinsic–low extrinsic' style of coaching. Sport coaches adopting such a style benefit children who participate in sports because they are open and warm, thus promoting learning and growth of athletes by listening to their ideas and providing a role model for well-informed decision making (Fredrick & Morrison, 1999). Secondly, the findings could be related to the fact that the majority of sport coaches were volunteers (67%). It is possible that the coaches might be coaching on a part-time basis as a hobby in order to supplement their internal motivational needs (Surujlal & Nguyen, 2011).

The low ranking of extrinsic rewards noted among sport coaches in this study could be attributed to the fact that most of them are coaching children at an amateur level. It is well documented that when coaching at this level, emphasis should be placed on the holistic development of athletes. Conversely, when coaching at a professional level, emphasis should be placed on developing a winning team, while improvements in players' decision making and technique are secondary aims (Potrac, Jones & Armour, 2002). Although this study found that sport coaches were more motivated intrinsically than extrinsically, Jowett (2008) is of the view that the coaching environment should be structured in such a way that it proffers both extrinsic and intrinsic motives, because extrinsic rewards appear to enhance further intrinsic motivation.

5.5 What are the educational needs of the sport coaches?

This study also assessed the educational needs of sport coaches. Particular emphasis was placed on assessing coaches' reasons, perceptions and preferences for continuing coaching education. The results of the study revealed that the majority of sport coaches wanted to learn more about motivating athletes, advanced instructional drills, advanced first aid, goal setting and character building. These results reflect a lack of a systematic approach to coaching education (Morris-Eyton & Coopoo, 2014). Therefore, this study suggests that there is a dire need for coaching education programmes for these coaches. However, the fact that the majority of the sport coaches in this study were coaching on a part-time basis necessitates the structuring of coaching courses in such a way that coaches are able to attend – i.e. during weekends.

While a previous study conducted by Vargas-Tonsing (2007) has recognised the importance of communicating with parents, the present study demonstrates that sport coaches showed least interest in learning how to communicate with parents. It could be speculated that poor communication skills between parents and the coach may perhaps be due to parents who assume the role of sideline coaches and are often found leaning over the bench making suggestions to athletes (Smoll et al., 2011). In most cases, these particular parents' instructions contradict those of coaches and disrupt the team (Smoll et al., 2011), thereby weakening the potential strength of the sport triangle (coach–athlete–parent relationship) and the overall sport experience of the athlete (Vargas-Tonsing, 2007).

A disconcerting finding of this study was that sport psychology was rated as the least important reason for continuing education; yet, in contrast, it was reported as the most important reason in previous studies (Morris-Eyton & Coopoo, 2014; Cheung & Fung, 2007). This finding may reflect how the needs of coaches are not being met in the current coaching system (Vargas-Tonsing, 2007). This finding may also support Cheung and Fung's (2007) contention that perhaps the application of the concepts of "sport psychology" was not made explicit to the

coaches during their training. It could also be the case that coaches are not aware of the value of sport psychology to their coaching. Therefore, the present findings imply a need to educate coaches about sport psychology. As Weinberg and Gould (2007) stated, sport psychology plays an important role in improving athletes' performance. This could be achieved by encouraging sport coaches to read sport psychology journals and magazines and motivating them to attend workshops on this subject.

The results of this study further indicated that sport coaches would be more likely to continue coaching education if they had a desire to coach at a high level, topics were relevant and courses were in line with league requirements and were available online. The present finding, in which sport coaches showed a keen interest in continuing their coaching education if it is available online, is consistent with those reported in a study conducted by Allen and Seaman (2010), who found that the number of students taking online courses has increased dramatically to nearly a million. Although previous studies have shown that students appreciated the positive experience of online education, which included working in collaborative groups, flexibility with time, and convenience (Poole, 2000; Petrides, 2002), other studies have reported negative experiences such as delayed feedback from the instructor, poor communication between student and instructor and lack of connection with the instructor (Howland & Moore, 2002; Petrides, 2002; Vonderwell, 2003). Thus, more research is urgently needed into online coaching education in South Africa.

A system that needs to be fast tracked in South Africa is the Recognition of Prior Learning (RPL). According to Morris-Eyton and Coopoo (2014), RPL is essential for the retention of experiential "capital" within the sports federation. The implementation process would therefore require guidance from the SASCOC to ensure that all coaches receive the necessary recognition and "licence" to coach, whilst taking into account their needs and those of the athletes they coach (Morris-Eyton & Coopoo, 2014). An encouraging finding in this study is that the coaches indicated that coaching education is important and felt that it should be

mandatory for young sport coaches. These findings demonstrate that sport coaches appreciate the need to attend coaching courses. Therefore, it is recommended that sport organisations should regularly organise such courses so that coaches could attend from time to time. Moreover, sport organisations should organise other, alternative methods of learning, such as coaching seminars, workshops or clinics, so that coaches' knowledge could be enhanced.

5.6 Conclusions

The main conclusions of this study can be summarised as follows:

The majority of participants perceived the lack of support systems for women players and women coaches, low salary, lack of opportunities for promotion, difficulties with parents/spectators, lack of job security, lack of resources, interference from management and pressure to win as the major hindrances to sport coaching.

Sport coaches further indicated that the most important reasons for entering the coaching profession were to become a role model, to help female athletes reach their potential, and to stay involved in competitive athletics. Similarly, the most important reasons for leaving the coaching profession were a lack of job security and financial incentives as well as the increased intensity in the recruitment of student-athletes.

In terms of motivation, the participating coaches scored higher on intrinsic motivation than extrinsic motivation. The results of this study further indicated that sport coaches wanted to learn more about motivation, advanced instructional drills, advanced first aid, goal setting, character building and conditioning drills. The coaches' responses also revealed that coaching education is important for young sport coaches, that it should be mandatory for youth sport coaches and there should be a coaching certification.

5.7 Recommendations

Based on the results of this study, the following recommendations may assist in reducing the high turnover of sport coaches and developing the coaching profession in South Africa:

- The South African Department of Sports and Recreations should provide sports clubs with adequate resources as a way of motivating coaches to stay in the coaching profession for longer.

- There should be a sport association for sport coaches. This association could play a pivotal role in negotiating better contracts and better compensation for sport coaches, which may increase their job security and motivate them to remain longer in coaching (Surujlal et al., 2004).

- In order to avoid parental pressure, the following sport parent code of conduct outlined by the American Sports Education Program (1994), cited by Weinberg and Gould (2007), is suggested:

  o Remain in the spectator area during games.

  o Don't advise the coach on how to coach.

  o Don't make derogatory comments to coaches, officials, or parents of either team.

  o Don't try to coach your child during the contest.

  o Don't drink alcohol at contests or come to a contest having drunk too much.

  o Cheer for your child's team.

  o Show interest, enthusiasm, and support for your child.

  o Be in control of your emotions.

  o Help when asked to do so by coaches or officials.

- o Thank coaches, officials, and other volunteers who conduct the event.

- These parental codes of conduct should be included in the SASCOC guidelines for the Long-Term Coach Development initiative.

- The coaching environment should be structured in such a way that it provides both extrinsic and intrinsic motives, because extrinsic rewards appear to enhance further intrinsic motivation (Jowett, 2008).

- Mentoring programmes, which could provide support and encouragement for novice coaches, should be implemented.

- Coaching courses should be conducted during weekends so that coaches who work full-time are enabled to further their education.

- Sport organisations should regularly organise other, alternative methods of learning, such as coaching clinics, workshops or seminars, in order to enhance coaches' knowledge.

- Sport organisations should also make online education available so that it can reduce travelling and accommodation expenses for coaches.

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APPENDIX A

Demographic Questionnaire:

Please complete the following information by placing an **X** in the relevant box.
You may have multiple responses for applicable questions.

1. Indicate your age category.

1.	Under 18	
2.	18-25	
3.	26-35	
4.	36-45	

5.	46-55	
6.	56-65	
7.	65+	

2. Indicate your gender.

1.	Male	
2.	Female	

3. Indicate your race.

1.	Black	
2.	White	
3.	Coloured	
4.	Indian	
5.	Other	

4. Indicate your highest academic qualification.

1.	Grade 12	
2.	Post matric certificate	
3.	Diploma	
4.	Degree	
5.	Honours degree	
6.	Masters degree	
7.	PhD	

5. What sport/s do you coach?

1.	Athletics		5.	Rugby	
2.	Boxing		6.	Soccer	
3.	Cricket		7.	Swimming	
4.	Netball				

6. How long have you been coaching?

1.	1-5 years	
2.	6-10 years	
3.	10-15 years	
4.	16+ years	

7. Indicate if you are a paid or volunteer coach.

1.	Paid	
2.	Volunteer	

8. What coaching qualification do you have?

1.	No qualification	
2.	Pre-coach	
3.	Level 1	
4.	Level 2	
5.	Level 3	

9. At what level do you coach?

1.	Club	
2.	Provincial	
3.	National	
4.	All of the above	

10. What age group do you coach?

1.	Children	
2.	Adolescents	
3.	Adults	
4.	All of the above	

APPENDIX B

Perceived Hindrance Scale (Kamphoff & Gill, 2008)

Please rate how important each of these hindrances would be for you as a coach.

1= not at all a hindrance to 9= completely a hindrance

Items	1	2	3	4	5	6	7	8	9
1.Minority/Gender Bias									
Racial/ethnic minority coaches are treated unfairly									
Racial/ethnic minority coaches are discriminated against									
Lack of support for racial/ethnic minority coaches									
Lack of role models for racial/ethnic minority coaches									
Women coaches are treated unfairly									
Male coaches do not accept female coaches									
Men hiring only men									
Affirmative action has created extra hassles									
Female players prefer male coaches									
2. Gender issues									
Women coaches are discriminated against									
Lack of training programs for women coaches									
Lack of support systems for women players									
Lack of support for women coaches from superiors									

Perception of homosexuality among women coaches									
Women coaches are perceived to be unattractive									
Perceptions of women coaches as unfeminine									
Lack of role models among women coaches									
3. Nature of Coaching									
Coaching takes too much time									
Having to do a lot of training									
Unfavourable working hours									
Pressure to win									
Public scrutiny of life									
Lack of opportunities for promotion									
Difficulties with alumni									
4. Conflicts with others									
Difficulties with parents/spectators									
Coaching interferes with social life									
Hassles with the media									
Time spent travelling to competitions									
Coaching means working evenings and weekends									
Coaching conflicts with family commitments									
5. Professional issues									
Low salary									
Lack of job security									
Other professions are more attractive									
Difficult to obtain an entry coaching position									

APPENDIX C

Reasons for entering and leaving the coaching profession questionnaire (RELCPQ) (Pastore, 1991)

Please rate how important each of these reasons would be for you as a coach.

1 (strongly disagree), 2 (disagree), 3 (Undecided), 4 (agree) and 5 (strongly agree)

	1	2	3	4	5
Stay involved in competitive athletics					
Work with advanced and motivated athletes					
Help female athletes reach their potential					
Become a role model					
Follow in the footsteps of a former coach					
Reasons for leaving the coaching profession					
Decrease in the amount of time with family and friends					
Lack of financial incentive					
Too much stress					
Discriminatory practices by administrators Increase in the amount of time required for coaching					
Increased Intensity in the recruitment of student-athletes					
Pressure to win					
Administrative duties becoming too much of a burden					
Decrease in amount of leisure time					
Difficulty in motivating athletes					
Coaching skills/techniques inadequate for athletes					
Lack of job security					

APPENDIX D

Coach Motivation Scale (Frederick & Morrison, 1999)

Please rate how important each of these motives would be for you as a coach.

1=strongly disagree, 4=half-way and 7=strongly agree.

I coach the athletes:	1	2	3	4	5	6	7
Because it is fun							
Because the work is interesting							
Because I find coaching to be exciting							
Because I like the challenge of coaching							
Because I enjoy the thrill of the competitive situation							
Because it makes me happy							
Because the pay is good							
Because the benefits associated with my coaching job are good							
Because I like the prestige associated with coaching							
Because I like being in charge of others							
Because the ''perks'' of the job are good							

APPENDIX E

Coaching education questionnaire   (Vergas-Tonsing, 2007)

Below is a list of topics that have been suggested as possible content for advanced coaching education. Please rate how helpful each of these topics would be for you as a coach.

	1	2	3	4	5
	Not at all helpful		Somewhat helpful		Extremely Helpful
Communication with athletes					
Communication with parents					
Advanced instructional drills					
Goal setting					
Motivational techniques					
Advanced first aid					
Character building					
Visualization					
Stress management					
Sport psychology					
Conditioning drills					
Addictive behaviours					
Gender differences					
Drugs in sport					
Sport Nutrition					

Below is a list of topics that have been suggested as possible reasons for pursuing advanced coaching education. Please rate how important each of these reasons are to your decision to pursue further coaching education.

	1	2	3	4	5
	Not at all important		**Somewhat important**		**Extremely Important**
Cost of course					
Time required					
Online availability					
League requirement					
Relevant topics					
Desire to coach high levels					
Monetary compensation					
Convenience					
Insurance					

The following section asks you to consider your perceptions of coaching education.

	1	2	3
	Yes	**No**	**Don't know**
Do you plan on pursuing further coaching education?			
Do you plan on pursuing further coaching education online?			
Are you more likely to pursue coaching education if it is available online?			
Is coaching education important for youth sport coaches?			
Should coaching education be mandatory for youth sport coaches?			
Should coaching certification be required for all coaches?			
Should coaches be expected to pursue continuing education?			

APPENDIX F

Focus group interview protocol

Focus group interview(s) to be conducted with sport coaches who have been coaching for at least more than 5 years.

Guiding questions
1. How long have you been coaching?
2. What are the challenges you encounter in coaching?
3. What are some of the reasons why sport coaches enter and leave the coaching profession?
4. What kind of hindrances and barriers you experienced in coaching?
5. What motivates you to coach?
6. What are your educational needs in coaching?

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APPENDIX G

Information sheet

Dear Sir/Madam

My name is Ntwanano Alliance Kubayi and I am conducting a study on the barriers and hindrances experienced by sport coaches in Gauteng Province. This research project is part of the requirements for my Masters' degree in sports science at the University of Johannesburg. I would like to invite you to participate in this study as your input will provide valuable insight. In South Africa, no study has been conducted on barriers and hindrances experienced by sport coaches. The focus of this research is on barriers and hindrances experienced by sport coaches, reasons for entering the coaching profession and motivational strategies as well as coaching educational needs among sport coaches in Gauteng Province, South Africa. Questionnaires will be distributed to participants and focus group discussions with coaches will take place to examine their experiences.

Please note that you will not be paid to participate in the study, i.e. you will not be compensated for participating in this study. Your participation in this study is entirely voluntary. You have the right to withdraw at any time without any penalty and without needing to provide a reason for your decision. There is no immediate personal benefit for you; however, the results of this study will develop strategies to motivate, support and retain sport coaches. The researcher and statistical analyst are the only people who will have access to your personal information. Your personal information will be kept confidential.

Please feel free to contact my study supervisors or myself.

Ntwanano Alliance Kubayi   Prof. Y. Coopoo   Ms. H. Morris-Eyton
Principal researcher   Supervisor   Co-supervisor
 072 534 3932   011 559 6944   011 559 6968

APPENDIX H

Informed consent form (Quantitative study)

What is the purpose of the study?

The primary aim of this study is to examine barriers and hindrances among sport coaches in selected federations in Gauteng Province in South Africa. The secondary aim is to evaluate reasons for entering the coaching profession and motivational strategies as well as coaching educational needs among sport coaches.

What are you required to do in the study?

If you decide to take part in the study, you will be required to do the following:

➢ To sign the informed consent form.

➢ To complete four questionnaires. It should not take more than 20 minutes to complete the questionnaires.

Please note that you will not be paid to participate in the study. Your participation in this study is entirely voluntary. You have the right to withdraw at any time without any penalty and without needing to provide a reason for your decision. Your confidentiality will be respected and ensured throughout the research process and will not be associated with any of the research findings as your identity as a participant will only be known to myself, the statistical analyst and the supervisors. There are no known risks and/or discomforts associated with this study.

It is envisaged that the study will lay the foundation in terms of supporting, retaining and developing sport coaches in South Africa. Your co-operation and participation in the study will be greatly appreciated. Please sign the informed consent below if you agree to participate in the study. A copy of this consent form will be given to you to keep.

I, (Full Name) _____
understand the nature and conditions of the study, and give my consent to participate in the study.

Signature of Participant _____ Date _____

APPENDIX I

Informed consent form (Focus group interview)

What is the purpose of the study?

The primary aim of this study is to examine barriers and hindrances among sport coaches in selected federations in Gauteng Province in South Africa. The secondary aim is to evaluate reasons for entering the coaching profession, motivational strategies as well as coaching educational needs among sport coaches.

What are you required to do in the study?

If you decide to take part in the study, you will be required to participate in a focus group interview consisting of 4-12 sport coaches who have been coaching for the past five years or more. The field notes will be recorded during the interviews. The focus group discussion will be recorded with an audio tape. The tapes will only be heard by the principal researcher and supervisors. Your confidentiality and anonymity will be respected and ensured throughout the research process. If you feel uncomfortable, you may ask the principal researcher to turn off the audio tape at any time.

Please note that you will not be paid to participate in the study. Your participation in this study is entirely voluntary. You have the right to withdraw at any time without any penalty and without needing to provide a reason for your decision. There are no known risks and/or discomforts associated with this study.

It is envisaged that the study will lay the foundation in terms of supporting, retaining and developing coaches in South Africa. Your co-operation and participation in the study will be greatly appreciated. Please sign the informed consent below if you agree to participate in the study. A copy of this consent form will be given to you to keep.

I, (Full   Name)   _____
understand the nature and conditions of the study, and give my consent to participate in the study.

Signature of Participant _____Date _____

APPENDIX J

Letter for ethical clearance

UNIVERSITY OF JOHANNESBURG

FACULTY OF HEALTH SCIENCES

ACADEMIC ETHICS COMMITTEE

NHREC Registration no: REC-241112-035

AEC01-43-2014

12 June 2014

TO WHOM IT MAY CONCERN:

STUDENT:	KUBAYI,NA
STUDENT NUMBER:	201493400

TITLE OF RESEARCH PROJECT:	Barriers and Hindrances Experienced by Sports Coaches in Gauteng Province

DEPARTMENT OR PROGRAMME:	MPHIL Sports Science

SUPERVISOR: Dr Y Coopoo	CO-SUPERVISOR: Ms H Morris-Eyton

The Faculty Academic Ethics Committee has scrutinised your research proposal and confirm that it complies with the approved ethical standards of the Faculty of Health Sciences; University of Johannesburg.

The AEC would like to extend their best wishes to you with your

postgraduate studies.

Yours sincerely,

Prof M Poggenpoel

Chair: Faculty of Health Sciences AEC

FACULTY OF HEALTH SCIENCES

HIGHER DEGREES COMMITTEE

NHREC Registration no: REC-241112-035

HDC01-43-2014

12 June 2014

TO WHOM IT MAY CONCERN:

STUDENT:	**KUBAYI,NA**
STUDENT NUMBER:	**201493400**

TITLE OF RESEARCH PROJECT:	**Barriers and Hindrances Experienced by Sports Coaches in Gauteng Province**

DEPARTMENT OR PROGRAMME: **MPHIL Sports Science**

SUPERVISOR: Dr Y Coopoo   **CO-SUPERVISOR:** Ms H Morris-Eyton

The Faculty H i g h e r D e g r e e s Committee has scrutinised your research proposal and concluded that it complies with the approved research standards of the Faculty of Health Sciences; University of Johannesburg.

The HDC would like to extend their best wishes to you with your

postgraduate studies.

Yours sincerely,

Prof Y Coopoo
Chair: Faculty of Health Sciences HDC

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Appendix K

Letter from Language Editor

CERTIFICATE

D N R LEVEY (PROF.)

FREELANCE LANGUAGE EDITOR AND CONSULTANT

t/a Expert English Editors CC 2007/147556/23

editsa@gmail.com

P O Box 14686, Hatfield, 0028, South Africa

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_____

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TO WHOM IT MAY CONCERN

This is to certify that I have edited the following document for English style, language usage, logic and consistency; it is the responsibility of the author to accept or reject the suggested changes in order to finalise the text.

Author: Mr N A Kubayi
Item: Mphil in Sport Science: Barriers and hindrances experienced by sport coaches in Gauteng Province

Sincerely

DAVID LEVEY
2015-05-17

APPENDIX L

Letter for plagiarism

Turnitin Originality Report

BARRIERS AND HINDRANCES EXPERIENCED BY SPORT COACHES IN GAUTENG PROVINCE by NA KUBAYI

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