



Factors that affect the performance of athletes of a football club in Nelson Mandela Bay.

Name: Mark Jordaan

Student Number: 20122009

Supervisor: Carol-Anne Cash

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I hereby declare that the Research Report submitted for the _Bachelor of Arts Honours in Psychology_ degree to The Independent Institute of Education is my own work and has not previously been submitted to another University or Higher Education Institution for degree purposes.

Abstract:

Universally, athletes are aware of the environmental, physical, and nutritional factors that affect their performance, with limited literature indicating that athletes are aware of the importance of motivation and the leadership style of the coach, and how these factors affect their performance. The study aimed to investigate whether these factors does affect the athletes' performance. It explored how these components affect the performance of athletes of a football club in Nelson Mandela Bay, South Africa. Thus, an interpretive paradigm, exploratory design, and three in-depth semi-structured interviews were utilised to conduct research. Enabling the researcher to accumulate an understanding from the athletes' perspectives to determine whether these factors impact their performance and understand how it affects the athletes' performance. While thematic content analysis allowed the researcher to analyse and interpret the findings to address the research problem, questions, and objectives. The findings indicated that motivation and the coach's leadership style does affect the performance of athletes. Motivation, either intrinsically or extrinsically, does affect performance, enabling the athletes to work hard on the pitch. While the transformational coach support, motivate, and develop strategies to help individual players and the team succeed, leading to a trustworthy relationship between coach and athletes.

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SECTION 1: INTRODUCTION:

Introduction:

This section provides a contextualisation of the study to help the reader understand the research study. It includes the background of the study, the rationale, the problem, the purpose, and the research questions and objectives.

1.1. Contextualisation:

Football has become increasingly popular, locally and globally, and researchers have become increasingly interested in investigating the contributing factors responsible for athletes' performance. Numerous factors contribute to the performance of athletes, enabling athletes to reach their full potential (Facer-Childs and Brandstaetter, 2015). In the last decade, an increasing amount of research has been conducted regarding the nutritional, environmental, and physical aspects of athletes' performance. Contrary to motivation and the leadership style of the coach, there is limited literature available to conclude that these factors affect athletes' performance, as well as limited literature available that accurately describe how these factors affect the performance of athletes (Ranchordas, Rogerson, Ruddock, Killer and Winter, 2013).

The researcher identified a niche in the literature available, globally and locally, surrounding the importance of transformational coaches and motivation and how these factors affect the performance of athletes (Rahchulte, 1999; Gillet, Vallerand, Amoura, and Baldes, 2010). Many athletes in South Africa, in Nelson Mandela Bay, as well as athletes and coaches globally (Naidoo, Coopoo and Surujlal, 2015). This research is important because it aims to provide evidence to determine whether these factors affect athletes' performance and an exploration of how these factors affect the performance of athletes of a football club in Nelson Mandela Bay. The study also aims to contribute to existing knowledge, locally and globally, to educate future and current athletes and coaches about the importance of these factors and how they affect athletes' performance.

The study aims to explore previous studies conducted and in-depth interviews to formulate an understanding of whether these factors affect the performance of athletes (Ranchordas et al., 2013). Further encompassing a; rationale, a problem statement, research questions and objectives, a literature review with key concepts and two theoretical frameworks, a research methodology that includes the paradigm, research

design and approach, population and sampling, data collection and analysis method, and interpretation of the findings, and a conclusion which includes the implications and success of the study, ethical considerations, and limitations.

1.2. Relevance and rationale:

This study is important because it aims to contribute to the existing body of knowledge regarding motivation and leadership style of the coach and how it affects the performance of athletes of a football club in Nelson Mandela Bay. It aims to provide an understanding and evidence of whether motivation affects the performance of athletes in Nelson Mandela Bay, to determine whether these components are necessary for all football athletes. Further aiming to provide evidence of how motivation and the leadership style affect the performance of athletes of a football club in Nelson Mandela Bay. It is relevant because aims to enable the researcher to provide informative literature regarding the importance of motivation and the leadership style of the coach, to educate future and current participants of this sport, locally and globally.

1.3. Problem statement:

Many athletes are unfamiliar with the impact of the coach's leadership style and the motivational components and how it affects the performance of athletes (Gillet et al., 2010).

The researcher identified a niche in the literature that was used for this study, locally and globally, to support the claim made by Gillet et al. (2010) and Rahchulte (1999). The researcher found that there is limited literature available that motivation and the leadership style of the coach affect the performance of athletes. There is also limited literature available regarding how motivation and the leadership style of the coach affect the performance of athletes in South Africa. Thus, athletes in Nelson Mandela Bay are unaware of the importance of these components, and how they affect their performance.

1.4. Purpose statement:

The purpose of this study is to investigate and determine whether motivation and the leadership style of the coach does affect the performance of athletes and understand

how these factors affect the performance of athletes of a football club in Nelson Mandela Bay.

1.5. Research questions and objectives:

MRQ:

- Does motivation and the leadership style of the coach affect the performance of athletes of a football club in Nelson Mandela Bay?

MRO:

- To determine whether motivation and the leadership style of the coach does affect the performance of athletes of a football club in Nelson Mandela Bay.

SRQ's:

- How does motivation affect the performance of athletes?
- How does the leadership style of the coach affect the performance of athletes?

SRO's:

- To explore how motivation affects the performance of athletes.
- To explore how the leadership style of the coach affects the performance of athletes.

Conclusion:

This section contextualised the study to familiarise the reader with the study, thus, the research problem was defined, the purpose of the study was discussed, and the research questions and objectives were defined.

SECTION 2: LITERATURE REVIEW

Introduction:

The literature review encompasses key concepts, two theoretical frameworks, and a review of past the literature regarding motivation and transformational coaches and how they affect the performance of athletes, and the impact of these factors.

2.1. Conceptualising concepts:

2.1.1. Athlete:

An athlete is defined as someone who trains hard to improve their performance, to reach their full potential or a goal (Araujo and Scharhag, 2016).

The athletes of this study refer to the individuals of the football team who the researcher aims to conduct the research study on. Therefore, they can be considered as the primary subject of this study. Linked to the parameter, the researcher aims to observe three male athletes of a football club in Nelson Mandela Bay.

2.1.2. Performance:

Performance comprises of two components, namely effectiveness and efficiency. Efficiency refers to how well an individual carried out a task or skill. Effectiveness, however, measures the output of an individual or organisation to determine if they help accomplish objectives (Cordero, 1989).

This research study aims to identify how these factors (motivation and leadership), as a form of input, affect the outcomes of an athlete's performance. Therefore, the phenomena discussed is directly linked to the research problem of this study.

2.1.3. Football Club:

A soccer club is an organisation that comprises of an executive director or executive committee and a head coach, with a group of players. (Parnell, Widdop, Groom and Bond, 2018).

This concept is relevant to this study because this research project entails, understanding how motivation and leadership affect a specific organisation of individuals (football athletes). Thus, in this study, the researcher has identified the football club, in Nelson Mandela Bay as an organisation to conduct research upon.

2.1.4. Nelson Mandela Bay:

The Nelson Mandela Bay is located on the southern coast of South Africa, known as the Algoa Bay. The Nelson Mandela Municipality is one of two metropolitan municipalities in the Eastern Cape. “The population of Nelson Mandela Bay is estimated at 1 263 051. The Municipality has a total of 368 518 households. 56,53 % of residents are mother-tongue IsiXhosa-speakers, followed by Afrikaans (28,51%) and English (11,91%)” (Nelson Mandela Bay Municipality, 2019; Community Survey 2016).

This concept is relevant because it limits and serves as a boundary in which this research study will be conducted. Narrowing the setting of the research project to the Nelson Mandela Bay, focussing on only the athletes of a football club within the Nelson Mandela Bay area instead of the entire Eastern Cape and South Africa.

2.1.5. Motivation:

Motivation is the desire of an individual to perform better, the motivation component of an athlete’s life is important, as it enhances their performances. Motivation is an important component of an athlete’s performance as it encourages athletes to perform their optimal best. Thus, it is relevant for this study because the researcher aims to explore how motivation affects the performance of athletes (Sing and Pathak, 2017).

2.1.6. Leadership:

Leadership “is a position to listen with enthusiasm, having an aspiring mind to be able to make a decisive action, empower and encourage others in a responsible, supportive and humble manner to Inspire them to achieve set goals as Planned” (Surji, 2015, p. 155). Leadership is an important component of an athlete’s performance. Thus, it is relevant for this study as the researcher aims to explore how transformational coaches, through their leadership affect the performance of athletes.

2.2. Self-determination (intrinsic and extrinsic motivation) theory:

The self-determination theory consists of two types of motivation, namely intrinsic and extrinsic motivation. Intrinsic motivation refers to doing something because it is inherently enjoyable, while extrinsic motivation refers to doing something because of the external rewards one receives as a result of an action (Deci and Ryan, 1985; Coccia, 2019).

The self-determination theory (SDT) investigates factors of human motivation and personality that demonstrate the importance of an individual's inherent capabilities for personality development and behavioural self-regulation of a person within an organization (Deci and Ryan, 2004). The SDT, however, is based on two sub-theories called the cognitive evaluation theory (CET) and the organismic integration theory (OIT).

The cognitive evaluation theory aims to identify factors that explain intrinsic motivation, these factors include autonomy, competence, and relatedness (Deci and Ryan, 1985). However, competence will not improve intrinsic motivation unless it is accompanied by a sense of autonomy. Autonomy, however, in this case, does not refer to being independent, separate, or selfish, instead, it is associated with the desire of an act. Meanwhile, relatedness refers to being cared about by others, but at the same time, it refers to an individual's care for others. Furthermore, autonomy and competence, along with relatedness, encourage intrinsic motivation. The CET focusses on social and environmental factors that enable intrinsic motivation (Coccia, 2019).

Deci and Ryan (1985) introduced a second sub theory, called the organismic integration theory (OIT). The OIT describes different forms of extrinsic motivation that promote or hinder internalising and integrating an individual's ability to resist, using unhealthy behaviours. There are five types of extrinsic motivations, such as integration; behaviours that satisfy psychological needs, identification; internally held values, introjection; avoiding external sources of disapproval or gaining external reference approval, and external regulation (external reinforcement, such as rewards (Coccia, 2019).

This theory is relevant because it is directly linked to the purpose of the study, which aims to determine the impact of motivation and how it affects the performance of athletes of a football club in Nelson Mandela Bay. This theory will enable the researcher to accumulate an understanding of the impact of motivation to address the research problem and research questions and objectives.

2.2.1. Motivation (intrinsic and extrinsic):

Coccia (2019) defines intrinsic motivation as doing something because it is inherently enjoyable, while extrinsic motivation refers to doing something because it leads to a separable outcome.

Vallerand and Losier (1999), as stated in Raabe, Zakrajsek and Readdy (2016) argue that social factors (success, failures, competition, and the coach's behaviour) influence an athlete's psychological mediators (the perception of competency, autonomy, and relatedness) that determines their motivation, that further leads to several outcomes, affecting an athlete's performance.

Key themes:

2.2.1.1. How social factors influence motivation:

2.2.1.1.1. Success and failures:

Van Yperen, Den Hartigh, Visscher, and Elferink- Gemser (2019) agree that failures can lead to an athlete feeling incompetent, undermining their intrinsic motivation, whereas success can make an athlete feel like they are competent, enhancing intrinsic motivation. For example, when an athlete fails at the given task, their love for soccer can decrease, in contrast, if they succeed, they feel like they are capable, finding pleasure in what they do (Raabe et al., 2016). Verner-Filion, Vallerand, Amiot and Mocanu (2017) state that success and failures affect an athlete's perception of competency, autonomy, and relatedness.

2.2.1.1.2. Competition:

Vallerand (2012) defines competition as a setting where individuals can compete and match their skills and abilities against other individuals in the same field.

Vallerand (2012) states that competition undermines athletes' intrinsic motivation, leading to negative consequences. According to Vallerand (2012) if an individual does something because of external reasons, it affects the intrinsic motivation toward action. For example, when an athlete plays football because they want to win trophies, it can affect the internal joys of playing football (Sheehan, Herring and Campbell, 2018). According to Vallerand (2012) If an athlete perceives every activity as a competition, it can have negative consequences, hindering their intrinsic motivation towards an activity.

Vallerand and Losier (1999) as stated in Sheehan et al. (2018) acknowledge that a person's views toward competition can change an individual's perceptions of competition, as a result of how they view competency. Also, if an athlete feels pressurised to engage in an activity, it can undermine their intrinsic motivation. In

contrast, Van Yperen et al. (2019) believes competition does not always undermine intrinsic motivation. For example, if an athlete engages in an activity as a result of their own choice, it will enhance their intrinsic motivation, affecting their performance. Harackiewicz (1989) agrees that competition does not always undermine intrinsic motivation. For example, high achievers do not display loss of intrinsic motivation even when competing.

Competition can affect an athlete's performance, hindering intrinsic and extrinsic motivation. However, based on the findings, competition can lead to negative and positive consequences.

2.2.1.1.3. The coach's behaviour:

Moen, Giske, and Høigaard (2015) argue that the relationship between the coach and his/her athletes is the most important interrelationship in sport is that of the coach and athlete, affecting the athlete's overall performance. Agreeing with the above-mentioned author, Sheehan et al. (2018) states that athletes view their relationship with their coach as important, increasing intrinsic motivation in athletes. The behaviour of coaches can be classified as either controlling (highly-directive) or coaches that support autonomy (Vallerand and Losier, 1999).

Supportive coaches instil higher intrinsic motivation, meanwhile highly directive coaches instil less intrinsic motivation in athletes (Moen et al., 2015). Furthermore, Sheehan et al. (2018) state that transformational coaches positively affect athletes, as they contribute to the construction of an athlete's perceptions of competence, autonomy, and relatedness.

2.2.1.1.4. Determining the motivation:

Deci and Ryan (1985) state that athletes who are motivated do not need much encouragement from their environment to accomplish their goals when observing an athlete. Steinmayr, Weidinger, Schwinger, and Spinath (2019) believes that it is important for researchers or observers to understand the source of an athlete's motivation to determine why they are motivated.

Vallerand and O'Connor (1989) identified three forms of intrinsic motivations, namely, motivation toward knowledge, accomplishment, and experiencing accomplishment. Motivation toward knowledge occurs when an athlete partakes in the sport because

they want to learn something new about a sport (Raabe et al., 2016). While Steinmayr et al. (2019) view motivation towards accomplishment as an action an athlete must carry out to obtain personal or team objectives in the process of engaging in it. Meanwhile, Steinmayr et al. (2019) define motivation toward stimulation as an inherent joy and satisfaction an athlete experiences while participating in a sport.

Deci and Ryan (1985) further identified three types of extrinsic motivations, namely, external, introjected, and identified motivation. Steinmayr et al. (2019) view external motivation as something an individual must do to receive a reward for what they have done. It can also be something someone must do so that they will not be punished, for example, an athlete who plays football for money and recognition. Furthermore, Raabe et al. (2016) believe that introjection motivation is when someone does or participates in an activity to feel good about themselves. Meanwhile, Raabe et al. (2016) define identified motivation as something someone must do but fail to do it.

The forms of motivation form an integral part of understanding how motivation influences an athlete's performance. The type of motivation will determine the extent to which an athlete will go to succeed.

2.2.1.1.5. Determining the consequences:

Vallerand (1997), as stated in Sheehan et al. (2018) states that motivation leads to three possible outcomes or consequences, namely cognitive, affective, and behavioural outcomes.

Stolarski, Waleriańczyk, and Pruszcak (2019) state that affective consequences include an athlete's level of satisfaction, interests, positive emotions, mood, and anxiety. While Vallerand (1997) defines cognitive consequences include memory and conceptual learning, and an athlete's ability to concentrate or pay attention. Meanwhile, Stolarski et al. (2019) define behavioural outcomes as an athlete's consistency at performing, their choice of behaviour, complexity, intensity, behavioural intentions, and performance.

According to Stolarski et al. (2019) the affective outcome is described as the main purpose why a football player decided to play football, it determines whether the affective consequences will be positive or negative. According to Vallerand and Losier (1999) if an individual is forced to partake in football, the athlete will experience

negative emotions, meanwhile, if the athlete is playing football because it is inherently enjoying, he/she will experience positive emotions.

Another consequence that motivation leads to is sportsmanship (Vallerand and Losier, 1999). Vallerand, Deshaies, Cuerrier, Briere and Pelletier (1996) view sportsmanship as having respect for the referee, the rules of the game, the participants, the coach, and avoiding negative or unfair winning. Stolarski et al. (2019) agree that athletes who play for fun and out of choice, have higher sportsmanship, contrary to those athletes who play to win rewards.

Stolarski et al. (2019) argue that motivation can also affect persistence. This happens when the coach's behavioural style affects an athlete's motivation, which later determines their level of consistency in their performance (Vallerand and Losier, 1999). Based on secondary research surrounding motivation and its influence on the athletes' performance, the researcher found that motivation does affect an athlete's performance. Social factors influence an athlete's psychological mediators that determine their motivation, which further leads to several outcomes, affecting an athlete's performance (Raabe et al., 2016).

The researcher found that there was a niche in the literature available regarding social factors such as competition, the coach's behaviour, and success and failures. In contrast, there was more literature available regarding an athlete's SES status, their family environment, and religious beliefs, and how it affects athletes' performance. Therefore, this study is relevant and necessary because it will enable the researcher to provide new, informative literature that will educate future and current sport participants about the importance of motivation and how social such as motivation, competition, and success and failures can affect the performance of athletes.

2.3. Transformational leadership theory:

The transformational leadership theory, as stated by Bass (1998) aims to identify how a leader influences his followers. Gomes (2014) states that transformational leaders achieve superior results through four components of transformational leadership, such as charismatic leadership, inspirational motivation, intellectual stimulation, and individualized consideration.

Charismatic leaders act in ways that result in being a role model for the followers, thus, their followers admire, respect, and trust the leader that they begin to emulate the leader. These leaders often take risks to achieve goals, considering ethical and moral ways to do so. Meanwhile, inspirational motivation occurs when the leaders encourage unity within a team, eagerness, and optimism in those who follow them (Gomes, 2014).

Intellectual stimulations are provided by a leader through challenges, such as giving followers orders, tasks and requires individual engagement, for example, in a meeting where a group of athletes is to engage in an activity. These leaders do not use public criticism to respond to the mistakes of their followers, instead, leaders request their followers to create new ideas as solutions for problems (Gomes, 2014).

Individualised consideration occurs when the leader attends to the needs of his followers for growth and development by acting as a coach or mentor. These leaders accept individual differences, provide encouragement, set standards of work for specific individuals, and allow those with more experience, to self-regulate (Gomes, 2014).

This theory is relevant as it directly relates to the purpose of the study which is to determine the impact of the coach's leadership style and how the coach affects the performance of athletes of a football club in Nelson Mandela Bay. This theory also provides the researcher with a brief understanding of how the coach's leadership style affects the performance of athletes which will be used to address the research questions and problem of the study.

2.3.1. Leadership style of the coach:

Coccia and Cadario (2014); Bormann, Schulte-Coerne, Diebig, and Rowold (2016) define transformational leadership as a process whereby the leader influences an athlete's beliefs and motivation.

Gomes (2014) argues that transformational leaders achieve superior results through four components of transformational leadership, such as charismatic leadership, inspirational motivation, intellectual stimulation, and individualized consideration

According to Borman et al. (2016) the coach is considered one of the most important components of a team. Vallerand and Losier (1999) argue that transformational coaches influence athletes' performances, through a process that consists of four

stages. First, coaches establish relationships with their athletes. Second, they establish the goals of both the coach and the individual athlete. Third, coaches then formulate strategic plans to achieve those goals. Once the first three stages have been completed, it leads to either negative or positive outcomes.

Key theme:

2.3.1.1. The influence of transformational coaches:

The first step entails coaches establishing their authority (Vallerand and Losier, 1999). According to Kao and Tsai (2016) coaches establish their authority to ensure that all athletes are aware of their position in the team. Bormann et al. (2016) agree with the before mentioned author, stating that it ensures that each athlete clearly understands their purpose within the team. Unlike transactional leaders, the transformational coach does not enforce their authority to ensure that athletes carry out tasks (Kao and Tsai (2016). Instead, transformational coaches simply clarify their authority and each athlete's task (Bormann et al., 2016).

According to Kao and Tsai (2016) transformational coaches establish relationships with their athletes through one-on-one interactions and positive reinforcement, gaining the athletes' trust. Kao and Tsai (2016) state that transformational coaches incorporate their moral values and beliefs when they establish relationships with their followers. Kao and Tsai (2016) support this notion, stating that they pursue obtaining goals professionally and fairly. This professionalism results in the athletes perceiving the coach as a role model.

The establishment of the relationship between the coach and athlete is seen as the most important step or process that must be undertaken to influence an athlete.

The second step of the process entails coaches and athletes establishing their goals (Vallerand and Losier, 1999). Álvarez, Castillo, Molina-García, and Balague (2016) agree that coaches establish the goals of the team while encouraging athletes to establish their personal goals. Northouse (2006) states that once the objectives of both the team and the individual athlete are clear, the process of attaining these goals becomes clear.

Once the goals are established, the coach formulates a plan that will ensure that both, the team and the individual goals of the athletes are obtained (Kao and Tsai, 2016;

Álvarez et al., 2016). According to Burmeister, Li, Wang, Shi, and Jin (2020) these goals must be reasonable, measurable, motivating, and directly related to what it is the coach and athlete wants to achieve. If these goals are not attainable, it can lead to failure of the team and athletes' goals, affecting motivation, which further affects an athlete's performance (Burmeister et al., 2020).

Once both parties have established their goals and it is clear, a plan can be formulated to achieve those goals. The third step of this process entails the coach formulating plans to enable the athletes and the team to achieve their goals (Vallerand and Losier, 1999). According to Álvarez et al. (2016) coaches and athletes must carry out certain actions to ensure that the goals of each party are met. Kemp (2008) States that these steps can be communicated through verbal agreement or contractual agreement by both parties.

Kao and Tsai (2016) identified steps that athletes must take to ensure that they obtain the goals of the team. These steps entail, training hard, attending meetings in preparation for a match, adhering to the rules of the coach in terms of diet and nutritional plans, along with respecting the coach, and their teammates (Kao and Tsai, 2016). Burmeister et al. (2020) agree that these steps are vital for any team's performance. Álvarez et al. (2016) further state that transformational coaches support their athletes' personal goals, encouraging them by any means necessary, in the form of support, to succeed.

Álvarez et al. (2016) support the aforementioned authors stating coaches strategically formulate plans that will improve the athlete's performance. However, according to Hall, Otazo, and Hollenbeck (1999) before this happens, the coach must give honest feedback to his/her athlete by explaining what the athlete needs to improve and how they can improve it. As a result of the coach's honesty, the athlete becomes more trusting of them and their plans for both the team and the player's individual goals and objectives (Kao and Tsai, 2016). Transformational coaches support their athletes' personal goals, encouraging them to improve their performances, by working according to the strategic plan the coach has formulated. This will then ensure an outcome, negative or positive (Bass 1985).

The last step of this process entails the outcomes that the transformational coach's impact may lead to (Vallerand and Losier, 1999). Kao and Tsai (2016) state that

transformational coaches influence an athlete's performance by providing support, by giving advice in the form of feedback, and helping the athlete identify their strengths and weaknesses. Hawkins and Smith (2006) state that these coaches formulate plans to improve an athlete's skill and abilities, resulting in either an improved or more impaired outcome.

Bass (1988) as stated in Kao and Tsai (2016), states that transformational coaches are considered non-controlling leaders, positively affecting performances. Transformational coaches enhance an athlete's well-being, their performance, resulting in good athlete performance (Álvarez et al., 2016). Bass (1985) as stated in Kao and Tsai (2016), states that transformational leaders can also negatively affect an athlete's performance, leading athletes to destructive, negative, and reactionary goals. Bass and Riggio (2006) support the previous point made, stating that transformational leaders can encourage athletes to become self-interested, self-concerned, self-aggrandizing, exploitative, and power-oriented, focussing only on the goals they wish to obtain, not taking into consideration the team's goals and objectives.

Based on secondary research regarding the influence of transformational coaches on athletes' performance, the researcher found that transformational coaches do affect athletes' performance. This entails a four-step process that must first occur before the coach can affect an athlete's performance (Vallerand and Lorsie, 1999). Firstly, coaches must establish relationships with their athletes, whereby they establish their authority and allocate a task to each athlete. Secondly, coaches must establish the goals of the team and encourage athletes to establish their personal goals. Thirdly, coaches must develop a plan for the team and the individual athlete to achieve those goals, whereby they carry out actions to achieve those goals. Fourthly, once the first three steps have been accomplished, it will result in a result or an outcome, either positive or negative.

However, upon reviewing the literature, the researcher found a niche in the literature to support the claim made by Vallerand and Lorsie (2019). In contrast, more literature was available regarding the leadership of team captains and their role in a team environment. Therefore, this study is both relevant and necessary because it allows the researcher to formulate an understanding of how transformational coaches affect

athletes' performance, while simultaneously enabling the researcher to contribute to the existing body of knowledge.

Conclusion:

Theories used for this research include the self-determination and transformational leadership theory, relevant for exploring the impact, and a review of the literature to understand how motivation and the leadership style of the coach affect the performance of athletes. Lastly, the review of literature in combination with the theories provided evidence that these components does affect the performance of athletes.

SECTION 3: RESEARCH DESIGN AND METHDOLOGY

Introduction:

The research methodology encompasses the appropriate research paradigm for the study, the research approach and design, population and sampling, and the data collection and analysis method.

3.1. Paradigm:

A paradigm describes what is going to be studied, how the study will be conducted, and how the results will be interpreted (du Plooy-Cilliers et al., 2016).

The interpretivism paradigm was utilised for this study because it aims to understand human beings in a social context. The paradigm is also viewed as a source that will generate and build knowledge (Thanh and Thanh, 2015). The paradigm was used to observe human interactions and experiences from a subjective point of view (Leedy and Ormrod, 2013). Enabling the researcher to gain an in-depth understanding, allowing the researcher to describe meaningful interactions and experiences between the coach and athletes (Goldkuhl, 2012).

The paradigm also has its limitations, it does not always provide a concrete hypothesis (Leedy and Ormrod, 2013). At times, the population size might be too small, lacking generalisability and objectivity (Dean, 2018). Its ontological views are subjective rather than objective, which might affect the outcomes of the results due to the researcher's interpretation and beliefs about experiences and interactions of the athletes in Nelson Mandela Bay (Mack, 2010).

The relevance of this paradigm outweighed the limitations as this paradigm enabled the researcher to subjectively view the world from the perspectives of the athletes (Hartley, 2010). This allowed the researcher to construct a non-generalised reality based on the interactions and experiences of the athletes, enabling the researcher to form a greater understanding of the components under investigation that affect the performance of athletes (Thanh and Thanh, 2015). The paradigm; Enabled the researcher to investigate how motivation and the leadership style affects the performance of athletes in Nelson Mandela Bay. Secondly, it allowed the researcher to formulate an understanding of how motivation and the leadership style affect the performance of athletes (Mackenzie, & Knipe, 2006). Thirdly, it enabled the researcher

to accurately interpret the findings, not according to their understanding, but according to the subjective experiences and interactions of the athletes (Thanh and Thanh, 2015).

3.1.1. Epistemological:

The nature of the data generated was qualitative because the study subjectively observed athletes within their environments to accumulate an understanding of how motivation and the leadership style of the coach affect the performance of athletes (Ponterotto, 2005).

3.1.2. Ontological:

The research study was viewed reality as a social construct because the study observed athletes within their environments, to observe meaningful interactions and experiences between the athlete and their environment (e.g. coach) (Arghode, 2012).

3.1.2. Axiological:

The experiences and the perceptions of the athletes were viewed as unique, this is because all three athletes had different perceptions of the impact of the two components, and how they affect their performance (Maarouf, 2019).

3.2. Research approach and design:

A qualitative approach was used for this study because it enabled the researcher to explore and understand human behaviour from a subjective perspective (Tuffour, 2017). The athletes were observed within their environments, which enabled the researcher to understand how motivation and transformational coaches affect the performance of athletes (du Plooy-Cilliers et al., 2016).

Unlike a quantitative approach, the qualitative approach focusses more on words (interactions) than numbers (Prayag and Ryan, 2011). This approach allowed the researcher to do an in-depth study of the phenomena under investigation (Reiter, 2017). According to du Plooy-Cilliers et al. (2016) this approach does not aim to predict or generalise an outcome, instead, it enabled the researcher to uncover qualitative evidence of the phenomena, through subjective observation.

Deductive reasoning was also used for this study because deductive reasoning does not predict an outcome (Southern, and Devlin, 2010). Deductive reasoning enabled

the researcher to provide evidence that a phenomenon occurs, through subjectively observing athletes, within their environments (du Plooy-Cilliers et al., 2016). Enabling the researcher to build on what is currently known about motivation and transformational coaches, and how these factors affect the performance of athletes (Hashemnezhad, 2015).

An exploratory design was also used for this study because an exploratory design enhanced the researcher's understanding of the research problem, which enabled the researcher to interpret the findings (Ponelis, 2015). The design allowed the researcher to uncover new evidence due to the niche in the literature available regarding these factors under investigation (Reiter, 2017). An exploratory design also enabled the researcher to explore how motivation and transformational coaches affect the performance of athletes (Berger, Möslin, Piller & Reichwald, 2005). It further enabled the researcher to formulate new insight regarding the research problem (Mason, Augustyn & Seakhoa-King, 2010). The qualitative approach and design, together, enabled the researcher to observe athletes from a subjective perspective, generating and building knowledge, and enabling the researcher to understand how motivation and transformational coaches influence an athlete's performance (du Plooy-Cilliers et al., 2016).

A case study was also undertaken for this study, it is defined as "a method for learning about a complex instance, based on a comprehensive understanding of that instance, obtained by extensive description and analysis of the instance, taken as a whole and in its context" (Baskarada, 2014). Allowing the researcher to explore the phenomena under investigation, within its context (Baxter, and Jack, 2008). It enabled the researcher to provide informative descriptions of meaningful interactions and experiences between the athlete and coach (Hyett, Kenny and Dickson-Swift, 2014).

A literature assessment was also undertaken for this assessment as it enabled the researcher to review past literature that further allowed the researcher to determine the impact of the two factors under investigation and they affect the performance of athletes (DiCarlo and Cooper, 2014).

A cross-sectional study was also undertaken for this study, in the form of a semi-structured interview (Agyemang, Beune, Meeks, Owusu-Dabo, Agyei-Baffour, Aikins and Amoah, 2015). The cross-sectional study enabled the researcher to use and

analyse the data obtained from participants to formulate an understanding of how motivation and transformational coaches affect the performance of athletes (Setia, 2016). A cross-sectional study was administered to all participants the same day, where they answered a series of eleven open and closed-ended questions, where participants were purposively selected based on the criteria for the study (Ballard, Corradi, Lauria, Mazzanti, Scaravelli, Sgorbissa & Verdecchia, 2004).

3.3. Population and sampling:

3.3.1. Population:

Wiid and Diggins (2013, p. 186) define a population as “the total group of people or entities from whom information” will be collected. To appropriately define a population, the parameters, which include the nature, size, and characteristics, must first be identified and defined (Bryman and Bell, 2015).

Nature of the population: The nature of the population includes the athletes, which were considered the unit of analysis of this study on whom the interviews were conducted to gain relevant information, which enabled the researcher to address the research problem, questions, and objectives.

Target population: The target population comprised of only those who fall within the established parameters, which included male football athletes of a football club in Nelson Mandela Bay.

Accessible population: The accessible population included eighteen football athletes of a football club, however, due to the nature of this study being qualitative, the target population comprised only three male football athletes of a football club in Nelson Mandela Bay who were selected for this study.

Characteristics: The desired population comprised of male coloured football athletes, aged between 18-30, who play football for a football club in Nelson Mandela Bay.

3.3.2. Sampling:

Etikan, Musa and Alkassim (2016) define a sample as a group of individuals of a larger population who share similar characteristics the researcher aims to investigate. The sample for this research encompassed the athletes as the unit of analysis, namely, football athletes of a football club in Nelson Mandela Bay.

Non-probability (purposive) sampling was used due to the qualitative nature of this study, which aimed to explore and address the research problem, questions, and objectives (Guarte and Barrios, 2006). Purposive sampling enabled the researcher to purposively select a sample based on specific characteristics the study aimed to investigate a specific sample (Suen, Huang & Lee, 2014). This sampling method enabled the researcher to narrow down the population of athletes to a sample of three football athletes of a football club in Nelson Mandela Bay (Etikan, Musa, and Alkassim, 2016). This enabled the researcher to formulate an in-depth understanding of how motivation and the leadership style of the coach affect the performance of athletes, which enabled the researcher to address the research problem, questions, and objectives (Tongco, 2007).

Due to the qualitative nature of this study along with the use of a semi-structured interview and purposive sampling, the three football athletes of a football club in Nelson Mandela Bay provided sufficient data regarding motivation and the leadership style of the coach and how it affected the performance of athletes (Guarte and Barrios, 2006). Which allowed the researcher to formulate an understanding and interpret the findings to address the research questions and objectives of this study (du Plooy-Cilliers, 2016).

Volunteer sampling was also used as the sample comprised of football athletes who agreed to voluntarily participate in this research study (Nerbonne, Ward, Ollila, Williams & Vondracek, 2008). This sampling method proved to be less costly, while simultaneously providing rich data due to voluntary participation (Jupp, 2006). Thus, voluntary participation also ensured that the participants were aware of what the study entailed and the requirements thereof (McLeod, 2014).

3.4. Data collection method and application:

Palinkas, Horwitz, Green, Wisdom, Duan and Hoagwood (2015) define data collection as a process that is going to enable the researcher to accumulate an understanding of what the study aims to investigate.

Due to the interpretivism position of this study, the researcher implemented a qualitative data collection method as the researcher aimed to explore and formulate an understanding of how motivation and the leadership style of the coach affect the performance of athletes (Smith & Bowers-Brown, 2010). To do so, field research was

applied whereby the researcher subjectively investigated the impact of these components and how they affect the performance of athletes of a football club in Nelson Mandela Bay (Strydom and Bezuidenhout, 2016).

Semi-structured interviews were utilised to obtain data from the football athletes where a series of open and closed-ended questions were asked (Longhurst, 2003). The interviews consisted of eleven questions, while each interview took approximately ten minutes to complete (Grindsted, 2005). This method produced the researcher with data in the form of individual perspectives rather than shared collective experiences among football athletes, which this research aimed to investigate (Rabionet, 2011).

Semi-structured interviews were most appropriate for this study as it enabled the researcher to; Ask and discuss specific questions relating to the research questions with each participant in a conversational manner (Grindsted, 2005); Once the discussions occurred, the researcher was then able to accumulate an understanding of each athlete's perspective as detailed responses were provided (Brown & Danaher, 2019); Once an understanding had been accumulated, the researcher was then able to address the problem, research questions and objectives (Kallio, Pietilä, Johnson and Kangasniemi, 2016). This data collection method provided quality data in return, which allowed the researcher to group certain themes and compare them in the data analysis process (Strydom and Bezuidenhout, 2016).

The actions that were taken involve (Strydom and Bezuidenhout, 2016); Gaining permission from the coach of a football club in Nelson Mandela Bay which allowed the researcher to conduct the interviews on the sample of athletes identified. Once permission had been granted, three interviews were conducted within one day. The athletes were then met in a quiet and safe space, where social distancing provisions were met and adhered to which complied with the ethical considerations of the IIE ethical guidelines of Varsity College, Port Elizabeth, which stipulates that the safety and health of the participants should not be compromised (South African Government, 2020). The researcher's smartphone was then switched on to record the interviews, with the permission of the athletes. The researcher's smartphone was also used to record the process whereby the researcher introduced himself to the interviewee and the process whereby the researcher explained what the study will entail. Additionally, before each interview, consent forms were rendered to each participant to inform the

athletes of; their rights (before, during, and after the interviews), the purpose of this study, and the actions to be taken, along with a few demographic questions if any information needs to be clarified (Ratcliff, 2013).

Once the consent forms were signed, the interviews were then conducted whereby each participant was asked a series of predetermined open and closed-ended questions (eleven questions) relating to motivation and the leadership style of the coach. During the interviews, discussions occurred as the interview questions were specifically formulated to allow conversations to occur between interviewee and interviewer which allowed the researcher to formulate an understanding to answer the research questions and objectives (du Plooy-Cilliers, 2016).

After each interview, the researcher then thanked each participant for their participation in this study (Kallio, Pietilä, Johnson & Kangasniemi, 2016). Post all the interviews, the researcher then transcribed the recorded data into Word, where the researcher then analysed and interpreted the data using thematic content analysis (Vaismoradi, Turunen, and Bondas, 2013; Frank, 2012).

Before the conduction of the interviews, a pre-test was conducted on a different sample of athletes which encompassed two football athletes, to enhance the trustworthiness of this data collection method (Adams, 2010). This enabled the researcher to establish the needed timeframe to complete the interviews and allowed the researcher to identify any issues and make modifications to enhance the semi-structured interview's effectiveness (Korstjens and Moser, 2018).

3.5. Data analysis method and application:

A qualitative analysis method was used to analyse the data retrieved from the interviews, namely, thematic content analysis (Sgier, 2012). Thematic content analysis was used because it aimed to examine non-numerical qualitative data which was retrieved from the interviews which enabled the researcher to interpret the findings once it has been analysed (Braun and Clarke, 2006).

Thematic content analysis was suitable for this study as it allowed the researcher to; transcribe, categorise, summarise and arrange the data that which was obtained from the interviews, according to common themes, which enabled the researcher to interpret the findings (Vaismoradi, Turunen, and Bondas, 2013). The data analysis

method enabled the researcher to bring order and structure to the data obtained, allowing the researcher to remedy the research questions and objectives (De Vos, Strydom, Fouche and Delport, 2011). It enabled the researcher to organise the data collected according to themes (topics and patterns) that are frequently mentioned (du Plooy-Cilliers, 2016).

Further enabling the researcher to build and formulate an understanding of the raw data obtained, which allowed the researcher to answer the research questions and objectives, while simultaneously providing evidence of the phenomena to address the research problem (Gavin, 2008). The data analysis method enabled the researcher to explore and identify themes regarding motivation and the leadership style of the coach. It also reduced the data retrieved by making use of themes which further allowed the researcher to group the data that made it easier to understand and interpret (du Plooy-Cilliers et al., 2016).

According to Gibbs (2007) thematic coding is also known as descriptive coding which allowed the researcher to attach phrases and meaningful words to describe the summarised data once it had been analysed. Descriptive coding added meaning to the summarised data by attaching labels to it, which further enabled the researcher to group the data according to themes (Erlingsson and Brysiewicz, 2017). Allowing the researcher to formulate an understanding of the grouped data regarding the impact of motivation and the leadership style of the coach and how affected the performance of athletes which made it easier for the researcher to interpret the data (Vaismoradi, Turunen & Bondas, 2013).

According to Erlingsson and Brysiewicz (2017) thematic content analysis involved a six-step process discussed below.

Table 1: Simplified data analysis process

Steps (researcher)	Data analysis process	Technique used
1.	Transcribing the data.	The audio recordings of the interview were transcribed into meaningful text, using Word.

2.	Reading and re-reading the data.	The researcher then familiarised himself with the data by reading and re-reading the data that has been transcribed to formulate an understanding of the phenomena under investigation.
3.	Coding the data.	Descriptive coding was used to describe meaningful summarised information by attaching code labels to the summarised data. It enabled the researcher to reduce the summarised information into smaller units, enabling the researcher to identify and link the meaning units together.
4.	Identify themes.	After coding the summarised information, the researcher was then able to identify codes that relate, which allowed the researcher to group the data.
5.	Discussing (justifying) the themes.	Once the themes were defined, the researcher was then able to discuss the themes by utilising the findings and perspectives of the athletes under investigation to support the formulation of the themes.
6.	Interpreting the findings.	Once the themes were categorised, the researcher interpreted the findings obtained from the review of the literature and the interviews which allowed the researcher to address the research

		questions and objectives, while simultaneously providing evidence to remedy the research problem.
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Conclusion:

For the research methodology section, the interpretivist paradigm was selected, a qualitative research approach was also applied, along with an exploratory design. The population was also discussed in terms of the parameters and the key characteristics of the population were also detailed in the methodology section. Additionally, the target population comprised of male football athletes within the geographical area of Nelson Mandela Bay. While the accessible population includes eighteen male athletes of a football club in Nelson Mandela Bay, however, only three athletes of the football club were selected. Non-probability sampling was selected, this is because purposive and volunteer sampling was selected for this study which constituted a sample size of three participants who were purposively selected and required to voluntarily participate. Lastly, the data collection and analysis method used for this study includes in-depth semi-structured interviews along with thematic analysis (and descriptive coding) to analyse the data collected.

SECTION 4: INTERPRETATION AND FINDINGS

Introduction:

In the interpretation and findings section, the findings of this study are presented and interpreted. Encompassing a discussion whereby the research questions, objectives, and the research problem are addressed through the findings, it also encompasses a discussion of the trustworthiness of this study.

4.1. Themes:

Themes are discussed, interpreted, and related to the literature, and theory. The themes also address the research questions, objectives, and the problem of this study. Below, the table depicts themes that emerged from the data, depicting how motivation and the leadership style of the coach affect the performance of athletes (Braun and Clarke, 2006).

Table 2: Themes emerging

Themes regarding motivation	Objectives addressed
Theme 1: Intrinsic motivation.	Objective 1, and 2.
Theme 2: Extrinsic motivation.	Objective 1, and 2.
Theme 3: Enables a player to work hard and perform well	Objective 1, and 2.
Themes regarding the leadership style of the coach	Objectives addressed
Theme 4: Provides support on and off the field	Objective 1, and 3.
Theme 5: Leads the team	Objective 1, and 3.

4.2. Presenting and interpreting the findings:

4.2.1. Themes regarding motivation:

Theme 1: intrinsic motivation

Inherent motivation entails that athletes play football because they love it (Coccia, 2019). All three participants displayed an inherent love for football, stating that they experience exuberating joy while playing football, leading to better performances due to their inherent motivation (Deci and Ryan, 2004).

Participant 1: “I play this sport because I love it. ..it is just satisfying just to be on the pitch...”

Participant 2: “The reason why I am playing this sport is because I love it...”

Participant 3: “I play it because I love football, ...”

These findings suggest that athletes in Nelson Mandela Bay are aware of the impact of intrinsic motivation and how it affects their performance. These findings are supported by the self-determination theory which states that intrinsic motivation refers to something one does or participates in because it is inherently satisfying (Coccia, 2019). The athletes’ love for this sport motivates them to play this sport. Linked to the literature, Steinmayr, Weidinger, Schwinger, and Spinath (2019) view the athlete’s motivation as motivation toward stimulation which states that the athletes partake in football because of the inherent joy they experience while doing so. Additionally, athletes who possess an inherent joy for the game often are naturally determined, focussed, and dedicated, needing less motivation from the coach, enabling them to achieve their goals (Deci and Ryan, 2004).

Theme 2: extrinsic motivation

Extrinsic motivation entails that athletes are motivated by external factors to play football (Jõesaar & Hein, 2011). All three participants acknowledged that external motivation could also be perceived as one of the few reasons why they play football. This is because external factors like incentives and family motivate athletes to participate in this sport and perform better (Deci and Ryan, 2004).

Participant 1: “Like you can get money out of this sport but that is just like an added bonus. I would say...., what motivates me is the players around me, my coaches, the

staff at our club, my parents, but there is a lot of things that motivate you, small things that add up to one big motivation.”

Participant 2 states that “it teaches you a lot of things in life too. Not only the sport, ...like teaching you about discipline,.. respecting your teammates, your coaches. So that goes a long way in life too because you are going to do it in your place of work and at home.”

Participant 3: “I play it for fitness reasons, it is a very energetic sport. It keeps you motivated in a sense of your fitness, and also it keeps you mentally fit as well.”

These findings suggest that athletes in Nelson Mandela Bay are aware of the impact of extrinsic motivation and how it affects their performance. These findings are supported by the self-determination theory which states that the athletes’ external motivation is more externally motivated behaviour, whereby the athletes engage in the sport as a result of the rewards, and benefits it holds (Coccia, 2019). All three participants further add that there are specific external factors, which help them stay motivated, such as mental and physical fitness. The athletes further add that football teaches them discipline and respect that they can incorporate in their current, or at a later stage in their lives. Linked to the literature, the athletes’ motivation could be considered external because the athletes play football; to receive money, for recognition, to become mentally and physically fit, and because they want to learn values and discipline which they can apply within their current and future lives, leading to motivation to participate in this sport (Raabe, Zakrajsek and Readdy, 2016). Furthermore, athletes who do not receive external rewards for their efforts may perform poorer than inherently motivated athletes. Therefore, athletes motivated by external factors often need additional motivation from the coach to help them perform well. Thus, to determine an athlete’s motivation is important for the coach, as it can help the coach strategize, and render additional encouragement to athletes who are lacking the motivation to achieve the goals of the team and their own goals (Deci and Ryan, 2004).

Theme 3: enables a player to work hard and perform well

The participants agree that their inherent passion for the game accompanied with specific external factors enables them to work harder for the team and to achieve their

own goals, allowing them to give their best at all times while working tirelessly throughout the entire game (Martin, Rocca, Cayanus & Weber, 2009).

Participant 1: "... motivation is important to give you that drive on the field because if a player is not motivated, he will not perform,... But a motivated player will always give you that extra 10%, that extra 50% on the pitch."

Participant 2: "... motivation is very important because when you are motivated you are going to work harder, you are going to give it 150%, and not 100%. So, you are going to keep pushing through the pain, and through everything, so motivation is really important."

Participant 3: "Sometimes you get the days that you are down or that you are low, and you feel like you do not want to go on due to the challenges of life, but you need to be motivated to reach the next level of your life, and of your career, and your footballing career. So, it does not matter what happens, motivation is there to give you that step further, to push you forward into the right direction, and to remind you of your dreams and your goals."

The self-determination theory supports the above findings and further adds that when athletes are motivated by both internal and external factors, leading them to become more committed to the game (Amorose & Anderson-Butcher, 2007). Linked to the literature, Vallerand (1997) states that the athletes' perception of motivation, is a result of cognitive, affective, and behavioural outcomes. According to Stolarski, Waleriańczyk, and Pruszczyk (2019) the cognitive outcomes are related to the athlete's heightened focus when they are motivated. Meanwhile, the effective outcomes are defined as the satisfaction the athletes experience once they have worked hard for the team and achieved their goals. While behavioural outcomes are related to the good performance increased motivation leads to.

4.2.2. Themes regarding the leadership style of the coach:

Theme 4: provides support on and off the field

A transformational coach renders support to his athletes, which allows the athletes to feel appreciated, and validated, enabling the athletes' confidence to increase, leading to better performances on the pitch (Gomes, 2014).

Participant 1: "On the field, he is a brilliant coach, he will always stand on the touchline and give information, but it is always positive information. Off the field, he is even more brilliant, because he does that little things man, maybe he will send you a text, and ask you are you, okay, ...I know it was lock-down now, there was not much games, ..no games actually. But he will always send a text out to the players and ask how are you doing, are you okay?"

Participant 2: "Like, on the field, he gives you that support. Off the field too. I remember when I was injured, I remember that I could not go to games and I could not play, but the coach made a way to fetch me for training so that I can still feel part of the team through my injury. And game time practice session, I am there on the field, why? Because the coach came to me to pick me up. Even times when I did not want to go, he would tell me, no come boy, you are also part of the team throughout that injury, and that made me feel that this is not just my teammates, this is not just my coach but my father and the team are my brothers."

Participant 3: "... He further plans, he also wants to teach guys character, if things are not going well..., if you are not in the team, or you are off the field, at home, he wants to make sure that you are living the life that you are supposed be living in the sense of your character, or having a good strong character as a man."

These findings suggest that athletes in Nelson Mandela Bay are aware of the impact of the leadership style of the coach and how it affects their performance. The leadership style is also linked to the transformational leadership theory as the coach as described by the players share all the characteristic of a transformational coach. All three agree that the coach does provide support both on and off the field. This is because the transformational leadership theory states that the coach attends to the needs of the athletes on and off the field, and further provides encouragement, which enables the athletes to perform at a higher level. All three participants state that the coach encourages unity, through supporting the athletes on and off the field by coach making time for his athletes, asking the athletes if they are okay, instilling character in the athletes through teaching them valuable life lessons, which leads to a trustworthy bond between coach and athletes (Gomes, 2014).

Theme 5: leads the team/athletes to their goals (strategizes)

The leadership role the transformational coach undertakes ensures that the team and the individual athlete achieve their goals (Gomes, 2014).

Participant 1: "My coach had a saying at the beginning of the year. He asked us, how do you eat an elephant? Nobody knew, and he said, we will eat it piece by piece, so we will take it game by game. We do not just go into game, just rushing into now, no. He always had small meetings before the game where he spoke to us and would say, guys, this is what we do today, do not worry about last week, or the next. Just think about now."

Participant 2: "The coach's leadership style affects me a lot on the field because I am carrying out his orders, his way of thinking. So basically, he is putting that on you to follow his leadership style..."

Participant 3: "... he knows my strengths, my weaknesses..., he knows what I can do, he watches my every move, so... the position that he gives me on the field, which is striker, allows me to, to... motivate me more, to accomplish more than just scoring goals, like two or three goals. It makes me want to do more so that our team can be on a higher level than we use be, or be higher than most teams that most of our competition rather, and to just be on top of the log I guess."

The participants' responses regarding the coach are supported by the literature and the theory of transformational leadership. Linked to the literature, transformational coaches first gains the trust, and once the athletes have established their goals, the coach formulates the strategies of both the athletes and the team to ensure that the team and the athletes' goals are achieved. This occurs through encouragement, planning, and supporting the athletes throughout the season (Kao and Tsai, 2016). The transformational leadership theory states that the transformational coach utilises charismatic leadership qualities to lead, and inspire his followers, which leads to his athletes viewing the coach as a role model they trust, which will further encourage them to carry out the coach's plans or strategies on and off the pitch (Gomes, 2014).

4.3. Trustworthiness of the study:

In qualitative studies, trustworthiness is pursued to establish whether findings are presented in an ethical, authentic, and accurate manner. The purpose of this study was to generate an in-depth understanding of the importance of motivation and the

leadership style of the coach, and how these factors affect the performance of athletes of a football club in Nelson Mandela Bay. To enhance the trustworthiness of the findings, the research focussed on upholding four aspects, namely the credibility, transferability, dependability, and confirmability of the research study (Korstjens and Moser, 2018).

4.3.1. Credibility:

Babbie and Mouton (2001) define credibility as the believability and trustworthiness of the research findings. Credibility was enhanced by (Nieuwenhuis, 2016); utilising the appropriate data collection method (semi-structured interviews); utilising the appropriate data analysis method (thematic content analysis); implementing the exploratory research design that is aligned with the research purpose and questions of this study; by spending efficient time interviewing the football athletes to comprehensively understand the athletes' insights of motivation and the leadership style of the coach; and ethically adhering to the research methods as established in the methodology to enhance trustworthiness without tampering with results. This enabled the researcher to ensure credibility by linking the research study's findings to reality (Koonin, 2016).

4.3.2. Transferability:

Transferability refers to whether the study will produce similar results in different contexts, using a different population (Korstjens and Moser, 2018). Transferability was enhanced by; providing evidence that the outcomes were not generalised, this was done by providing verbatim accounts of the football athletes' interviews through the audio recordings obtained from the athletes; using previous studies that were conducted to contextualise (to give context to) the research study (in the review of literature) (Shenton, 2004). This will enable the reader to formulate an understanding of how the results were obtained, enabling them to make further judgements as to whether this study applies to similar contexts (Nieuwenhuis, 2016).

4.3.3. Dependability:

Dependability is defined as the consistency and reliability of research findings. It is also defined as the degree to which the research procedures are documented. To enhance dependability, the researcher ethically and accurately describes and documents the research process regarding the investigation of motivation and the

leadership style of the coach its impact on football athletes. This will enable readers/researchers to scrutinise and critique the analysed data obtained (Streuber, 2007).

4.3.4. Confirmability:

Confirmability refers to whether the findings of the study will be based on the participants' responses and whether the results could be corroborated by other researchers (Korstjens and Moser, 2018). To ensure confirmability the researcher will conduct pre-tests on a sample of two (2) individuals that fall in the population parameters. The pre-test sample will not include the athletes of the football club that is going to be investigated. The findings of the pre-tests will be compared by another researcher to ensure the data collection and data analysis steps were followed accordingly (Shenton, 2004). This will indicate whether the researcher ethically interprets the responses of participants (Shenton, 2004).

Conclusion:

The findings for the report were presented and discussed logically to give the reader an understanding of the findings. The analysing procedure was also briefly discussed whereby five themes emerged from the analysed data. The themes were critically discussed in the broader question of the research questions, objectives, and related to the literature and theory. Additionally, the trustworthiness of the study was also discussed.

SECTION 5: CONCLUSION AND RECOMMENDATIONS

Introduction:

This section encompasses a discussion of how the questions, problem, and goal was addressed. Encompassing of a discussion of; the implication of the findings, evaluation of the study, possible future actions, and research that can be conducted on the topic, ethical implications, and limitations of the study.

5.1. Addressing the problem, questions, and objectives:

Through a qualitative approach and an exploratory design, along with a semi-structured interview and thematic content analysis (descriptive coding), the researcher was able to collect sufficient data to address the research problem, questions, and objectives. It became clear that the athletes of a football club in Nelson Mandela Bay are aware that motivation and the leadership style of the coach impact their performance as well as how it affects their performance. Therefore, this findings of this study will be used to contribute to the niche in the literature available, locally and globally, to educate future and current participants of all sport codes about the importance of motivation and the leadership style of the coach, and how it affects the performance of athletes (Carminati, 2018).

To address the main research question and objective, the findings indicated that both the factors under investigation affect the performance of athletes of a football club in Nelson Mandela Bay. To address the second research question and objective regarding motivation and how it affects the performance of football athletes, the findings, through the emergence of motivation themes indicated that motivation affects the athletes' performance as a result of an inherent love for the game, or through external factors, such as financial compensation or winning trophies (Garcia-Mas, Palou, Gili, Ponseti, Borrás, Vidal & Sousa, 2010). However, all three athletes stated that their inherent love for the game in combination with external factors leads to motivation, which further affects their performance, enabling them to perform better and work harder for the team and individual athlete, leading to success (Coccia, 2019).

To address the third research question and objective regarding the leadership style of the coach, and how it affects the performance of athletes. The findings, through the emergence of themes regarding the leadership style of the coach, indicated that the coach exhibit characteristics of a transformation leader. Thus, a transformational

coach affects the performance of athletes by providing support to athletes on and off the field which unifies the team, making the athletes feel like the coach cares, leading to a trustworthy bond between the coach and the athletes (Arthur, Woodman, Ong, Hardy & Ntoumanis, 2011). The athletes add that the coach helps them perform well and achieve their goals by formulating strategies to train the individual athlete and team, how the athletes should play during football matches, and by working with the athletes individually to help them become better athletes on and off the field through building the character of the athletes (Gomes, 2014).

5.2. Implication of the findings:

This study built a platform that can enable future research to be conducted in this field regarding motivation and the leadership style of the coach, its impact, and how it affects the performance of athletes of football clubs or any football sporting code in Nelson Mandela Bay, and the South African context or globally. Although there is research conducted regarding these components and its impact and how it affects the performance of athletes, there is a niche in the literature available within the South African context and globally that accurately describes the impact of these components and how it affects the performance of athletes.

Therefore, the findings of this study can enable researchers to utilise an exploration of a more in-depth investigation of the impact of these components and how it affects the performance of athletes, locally or globally. This study further explored themes regarding motivation and the leadership style of the coach which indicated how these components affect the performance of athletes of a football club in Nelson Mandela Bay. The themes of this study can further be utilised to further explore more themes that emerge from these components to explore how these two components affect athletes of all sporting codes locally and globally. The findings can further be used to educate participants of all sporting codes about the importance of motivation and the leadership style of the coach.

5.3. Research evaluation:

This research was a success, this is because the findings and the implications verify that football athletes of a football club in Nelson Mandela Bay are impacted by motivation and the transformational leadership style of the coach. This is because motivation, whether intrinsically or extrinsically, enables athletes to become more

focused, leading to improved performance through hard work (Stolarski et al., 2019). While the leadership style of the coach enables the coach to encourage, support the athletes on and off the field, leading to a stronger bond between the coach and athletes (Burmeister, 2020). Thus, this study enabled the researcher to address the objectives of the study.

5.4. Possible future actions:

To develop a deeper understanding regarding the impact of motivation and the leadership style of the coach, and how it affects the performance of football athletes (or of any sport) in Nelson Mandela Bay, it is recommended that future researchers consider:

- Increase the sample size of athletes of a football club in Nelson Mandela Bay, this will allow future researcher to collect more in-depth subjective varying opinions and perspectives regarding the impact of these two components, and how they affect the athletes' performance, allowing a more in-depth exploration to be undertaken (Malterud, Siersma & Guassora, 2016).
- To determine if all football athletes are affected by motivation and the leadership style of the coach, and explore how these components affect the performance of athletes in the Nelson Mandela Bay, future researcher should consider broadening the context of the research study to investigate more than one football club in Nelson Mandela Bay (Griffith, 2013).

5.5. Ethical considerations:

According to Fouka and Mantzorou (2011) ethics will ensure that the researcher conducts research studies appropriately and accordingly.

Before conducting the study:

Before the study was conducted, it was revised to ensure that it meets the ethical requirements of the institution (Varsity College, Port Elizabeth) as stipulated in the IIE ethical guidelines and clearance (Fouka and Mantzorou, 2011).

Participant:

An informed consent letter was rendered to each participant to ensure that all participants are aware of their rights, what the study entails, and what is going to be

required of each participant, to ensure that participants are aware of what the study entails, the procedures the study entailed, and to ensure all participants voluntarily participate (Fouka and Mapntzorou, 2011).

This study focussed on generating meaningful and sensitive information, therefore, the data was safely secured (and confidential) and not disclosed to anyone besides the researcher's supervisor, with the permission of the athlete. The researcher ensured that the audio recordings were safely stored on a password access drive, under the participant's initials and participant number, to ensure confidentiality and anonymity (Yip, Han and Sng, 2016).

Researcher:

To uphold ethical conduct the researcher, the researcher ethically interpreted the findings by avoiding bias, falsifying, and misusing the information to meet the expectations of the researcher (Gagneux, Moore & Varki, 2005).

The football club:

The football club in Nelson Mandela remained anonymous. However, to uphold ethical standards, gatekeeping consent was rendered to the coach, who remained anonymous to ensure that the study was conducted ethically (Elliott & Lukeš, 2008).

5.6. Limitations of the study:

Limitations are constraints that will prohibit the researcher to conduct the research study to the best of their ability (Velte & Stawinoga, 2017). The constraints of this study will include:

Time:

The timeframe (10 minutes) for the interviews limited the amount of qualitative data the researcher was able to collect, resulting in the interviews not being as in-depth as desired. However, to address this limitation, the researcher focused on completing all ten questions of the interview, allowing for brief discussions to occur (Larson, 2010).

Resources:

As a full-time BA Honours in Psychology student, the researcher had limited resources and was not part of an organisation to conduct a study across the whole of South

Africa. Instead, the researcher conducted the study solely and focused only on athletes of a football club in Nelson Mandela Bay.

Sample size:

Due to a limitation in time and resources, the sample size was relatively small, and not representative of the entire population of football athletes. This was addressed by ensuring that the sample size included sufficient athletes whereby an in-depth understanding was formulated instead of generalising the findings.

Response limitations:

Athletes limited their engagement due to fears that the researcher might expose their experiences and interactions to the entire team and to the coach, which would result in non-relevant information emerging. To ensure engagement in the interview, participants were ensured that their information would not be disclosed to anyone. Athletes were also informed that they can stop the interview if they felt uncomfortable.

Overall limitations:

The athletes could only spend 10 minutes of their time, and as a result, the researcher could not discuss certain questions in-depth. The participants seemed preoccupied during the interviews which distracted the researcher at times. Another limitation encountered was the lack of prior studies done within the South African, and international context to help the researcher thoroughly understand the topic. The data collected is also a limitation because self-reported data can rarely be independently verified. However, through reassurance the athletes felt comfortable sharing their personal experiences with the researcher, allowing for brief discussions to occur regarding motivation and the leadership style of the coach. The athletes were very engaging, and the data collection instrument, accompanied by the sample size, enabled the researcher to sufficient data in the process, which enabled the researcher to address the research question, objectives, and the research problem (Bryman, 2012).

Conclusion:

The study explored the impact of motivation and the leadership style of the coach and how it affects the performance of athletes of a football club in Nelson Mandela Bay. The data collected from the athletes indicate that motivation and the leadership style

of the coach does affect the performance of the athletes through intrinsic and extrinsic motivation and the transformational leadership style of the coach. Improving athletes' performances, leading to the success of the team and the individual athlete. An in-depth investigation regarding the topic in the South African context is recommended.

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Annexures:**Annexure A: Concept table**

Research Purpose/ Objective	PR Questions	Research Rationale	Seminal Authors	Literature review- Conceptual framework.	Paradigm	Approach	Data Collection	Ethics	Anticipated Findings	References
The purpose of this study is to investigate whether motivation and the leadership style of the coach does affect the performance of athletes and explore how these components affect athletes' performance. Ob 1 To determine whether these factors affect the performance of athletes in Nelson Mandela Bay. Ob 2 To explore how motivation affect the performance of athletes. Ob 3 To explore how the leadership style of the coach affect the performance of athletes.	MRQ Does motivation and the leadership style of the coach affect the performance of athletes of a football club in Nelson Mandela Bay?	This research was important because it provided an understanding of the impact, and an understanding of how motivation and the leadership style of the coach affect athletes' performance. This research also aimed to provide literature to educate future/current athletes, both locally and globally. This study aimed to fill the gaps in the niche of literature available, locally/globally.	Bass (1988) Kao and Tsai (2016) Gomes (2014). Álvarez, Castillo, Molina-García, and Balague (2016)	Themes regarding motivation. Theme 1 Intrinsic motivation. Theme 2 Extrinsic motivation. Theme 3: enable athletes to work hard. Themes regarding the leadership style of the coach. Theme 4 Support athletes on and off the field. Theme 5 Leads the team.	Interpretivism. Epistemology this research subjectively observed athletes within their environments to build an understanding of how these factors affect athletes' performance. Ontology This research viewed reality as a social construct. Therefore, this research will observe meaningful experience and interactions between the athlete and coach. Axiological This research viewed the athletes' perspectives as unique as they differed from athlete to athlete.	Qualitative Population Football athletes. Three athletes who play football for a football club in Nelson Mandela Bay.	A qualitative, in-depth, semi-structured interview was used for this research study.	The researcher met the ethical requirements of the institution. The study was not harmful. Sensitive information was not disclosed. Confidentiality of the club and athletes was not disclosed. Consent form was provided to the participant to inform participants what the study entailed, and to inform participant of their rights.	That motivation and the leadership style of the coach does affect the performance of athletes in Nelson Mandela Bay. Motivation, intrinsically or extrinsically, affect athletes' performance. The transformational coach, through encouragement, support on and off the field, formulation of strategic plans for the team and athlete affect the performance of athletes. Limited literature available in the South African and global context.	Coccia, C. (2019). <i>Theories of Self-determination</i>. Torino: Springer Nature Switzerland AG. Deci, E. L., and Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behaviour. New York: Plenum. Bass, B. M. (1998). Transformational leadership: Industrial, military, and educational impact. Mahwah, NJ: Erlbaum. Coccia, M., and Cadario, E. (2014). Organisational (un)learning of public research labs in turbulent context. <i>Int. J. Innovat. Learn.</i>, 15(2), 115–129. Retrieved from https://doi.org/10.1504/IJIL.2014.059756
Research Problem	SR Questions	Key Concepts	Key Theories			Sampling	Data Analysis Method	Limitations	Anticipated Contribution	
Athletes are unaware of the impact of motivational and leadership style of the coach and how these factors affect their performance. Niche in literature available to formulate an understanding of the impact of these components and how they affect the performance of athletes	SRQ 1 How does motivation affect the performance of athletes? SRQ 2 How does the coach's leadership style affect the performance of athletes?	Athlete, performance, Nelson Mandela Bay, football club, motivation, leadership.	Self-determination theory Transformational Leadership Theory			Non-probability sampling. Purposive and volunteer sampling. Three (3) male athletes of a football club in Nelson Mandela Bay.	Unit of analysis: Athletes/ individuals. Three athletes of a football club. Athletes of a football club in Nelson Mandela Bay. Thematic content analysis (Descriptive coding).	Limitations of the research study fresearch include time, response limitations, resources, sample size was small, and the sampling technique used.	This study aimed to provide informative literature that will educate coaches and athletes, and all those participating in sports, or conducting research in the same field. The study aimed contribute to existing literature regarding these factors under investigation.	

Annexure B: Informed consent form**Factors that affect the performance of athletes of a football team in Nelson Mandela Bay.**

My name is Mark Jordaan, a BA Honours student in the field of psychology, at Varsity College, Port Elizabeth. I am conducting research under the supervision of Carol-Anne Cash regarding the factors that affect the performance of athletes of a football club in Nelson Mandela Bay.

I would like to invite you to participate in my study. In order to explain to you what your participation in my study will involve, I have addressed any questions you may have regarding the study below, to ensure that you make an informed decision about whether or not to participate in this study. If you have any additional questions, please do not hesitate to ask me for more information. Once you have read and understood all the information contained in this sheet and are willing to participate, please complete and sign the consent form below.

Purpose of the study:

The purpose of this study is to investigate whether motivation and the leadership style of the coach does impact the performance of athletes, and understand how these factors affect the performance of athletes of a football club in South Africa, specifically in Nelson Mandela Bay. Enabling me to provide informative literature that will educate all participants of all sporting codes about the importance and provide an understanding of how these factors affect athletes' performance, both in a local and global context.

Procedures:

Upon meeting in a quiet environment. I will introduce myself and state the purpose of this study. I will then switch on my phone to record the interview. You will then be asked a series of eleven (11) predetermined open and closed-ended questions that will take about five-ten minutes, allowing for discussions to occur.

Potential risks and discomforts:

This study entails no risks. It will not cause harm to you, mentally, physically, or emotionally, whether you decide to participate or not. However, due to the interview being conducted face to face, Covid-19 presents many challenges and might affect the interview, limiting face to face interviews and causing discomfort to the participant (worried about contracting the virus). Therefore, it is advisable that you wear your mask during the interview. To further ensure the safety of both, the participant and the interviewer, there will be a two-metre distance between the interviewee and interviewer during the interview.

Potential benefits:

You will directly contribute to what is currently known about motivation and transformational coaches and how it affects the performance of athletes. Further enabling me to provide informative literature that will educate athletes about the importance and how these factors affect their performance, locally and globally.

Confidentiality:

I will ensure strict confidentiality and promise to protect your identity. I will not use your name in any written information that will be used for this study. I will use initial codings to ensure anonymity and confidentiality. The audio recordings obtained from you will be safely stored on a password access drive, under your initials and participation number (example, MJ 001). Only my supervisor and I will have access to the recordings. You have the right to access, review, and erase any information you do not like or feel comfortable sharing.

Data retention:

The information obtained from you will be summarised and included in my final research report that is required to complete my honours degree. Therefore, this research will be kept an additional year after the retrieval date.

Participation and withdrawal:

Your participation is voluntary. If you do not wish to participate in this study, you may do so. If you do participate and at any point, you experience any discomfort, you may choose not to continue the interview.

Questions and concerns:

If you have any additional questions or concerns about this research study, please feel free to contact me.

Researcher's name and surname: Mark Jordaan

Contact details: 065 924 2911.

Supervisor's name and surname: Carol-Anne Cash

Contact details:

E-mail address:

If you have questions about your rights as a research participant, contact the Human Research Ethics Committee of Varsity College (HREC), Port Elizabeth, South Africa.

Contact details:

Signature: Participant

I _____ understand the procedures described above and agree to participate in this study.

I agree to the audio-recording during the procedure.

Signature

Date signed

Annexure C: Interview questions

Interview guide:

Interviews will be conducted face-to-face at Finnis Sport Fields, Extension 22, Nelson Mandela Bay, whereby the interviews will be recorder using two mobile devices.

The interview will be semi-structured in combination with eleven open and closed-ended questions, allowing for discussion to occur that will allow the researcher to gather sufficient data, allowing the interviewee to be prompted for clarification.

Before the interviews, a pilot interview is to be scheduled, to ensure that the approximate time of seven minutes for the interview is adhered to, the pilot interview will also allow the researcher to correct/delete/add any information required for the questions.

For athletes to perform at their optimal best, there are numerous factors they need that will enable them to perform at the highest level. These factors include nutritional, environmental and physical components. However, recent research indicate that motivation and the leadership style of the coach also play an instrumental role in the performance of athletes. Sadly, there is a lack in literature available to support these findings (Rahchulte, 1999; Gillet, Vallerand, Amoura, and Baldes, 2010).

The interviews refer to motivation and the leadership style of the coach and its impact on the performance of athletes of a football club in Nelson Mandela Bay.

To further the determine whether motivation and the leadership style of the coach affect the performance of athlete, the interview questions will explore- from the perspectives of the athletes, whether motivation and the leadership style of the coach does affect the performance of athletes in Nelson Mandela Bay. The interviews will also explore how these components affect the performance of these athletes. The results of the interviews will then be used to address the research objectives of the study, using only the data obtained from the athletes.

Introduction

Hi, my name is Mark Jordaan. I am a BA Honours student at Varsity College, Port Elizabeth, conducting research on the factors that affect the performance of athletes, specifically motivation and the leadership style of the coach. I believe that these two

components have a tremendous impact on the performance of athletes. Thus, I want to investigate whether motivation and the leadership style of the coach does affect the performance of athletes of a football club in Nelson Mandela Bay, and to further explore how these factors affect the performance of athletes.

If you would like to participate in the study, read thoroughly through the consent form, and sign once you are comfortable and understand what the study will entail?

(Yes/No. If yes, continue)

The interview will be between 5-10 minutes depending the length of the discussion and will be timed. If the 10 minutes is up, the interview will stop, and you will be free to go. When participating, please be honest and express your feelings and opinions of the questions asked as this is a safe, and non-judgemental space as there are no right or wrong answers.

(If the participant understands and acknowledges, continue)

As part of this research study, it is important that I ask you for your name, surname, contact details, if you are comfortable with that? I assure you that your name will remain anonymous, and any additional information you share with me will remain confidential, whereby only my supervisor and I will have access to with your consent. The research I need your personal details is just in case I need to clarify an answer or for future research I aim to conduct. It is important that you know that you do not have to answer these questions, however, I ask that you do as it will enable me to consolidate my research study.

(If yes, continue)

1. What is your name and surname?
2. What is your cell phone number and email address?
3. What is your age?

Factors affecting the performance of athletes in Nelson Mandela Bay questions

I would like to discuss eleven questions relating to motivation and the leadership style of the coach.

1. Why do you play this sport?
2. What are your personal goals?
3. Why is it important for you to achieve these goals?

Questions regarding motivation:

4. Define motivation from an athlete's perspective?
5. Do you think motivation is an important factor in helping you achieve your goals?

If yes, describe what motivates you?

If no, describe why not?

6. How do you think motivation affects your performance on the field?

Questions regarding the leadership style of the coach:

7. What do you think makes a good coach?
8. Describe your coach's leadership style?
9. How does the coach help and motivate you to perform well on the pitch?
10. Would you say the coach provides personal support on and off field?

If yes, describe how?

If no, describe why not?

11. Do you think the coach's leadership style affects your performance on the field?

If yes, describe how?

If no, describe why not?

Thank you so much for your time, I really do appreciate it.

Annexure D: Permission letter (coach)

My name is Mark Jordaan, BA Honours Psychology student at Varsity College, Port Elizabeth. The research I wish to conduct for my research study involves investigating the factors that affect the performance of football athletes, and how these components, namely motivation and the leadership style of the coach, affect athletes' performance.

I am hereby seeking your consent to conduct research on the athletes of your football club, in Nelson Mandela Bay. I would like to request consent to further conduct in-depth interviews on the athletes as this study will form part of my honours research project at Varsity College, Port Elizabeth.

I have provided you with a copies of the data collection tool and the consent form to be used in the research process, as well as a copy of the approval letter which I received from the Institute of Education's Research and Postgraduate Studies Committee.

My contact details, including my supervisor's details will be included. If you have any queries or further questions about the research study about the study, please feel free to contact me or my supervisor.

Declaration of consent

Your signature below, indicates that as the coach/manager of a football club, you hereby give permission to the researcher, Mark Jordaan to conduct research on the athletes of a football club in Nelson Mandela Bay.

Annexure E: Ethics clearance

KWAZULU-NATAL
 DURBAN NORTH
 T. (031) 873 4006
 F. (031) 885 8006

WESTVILLE
 T. (031) 885 8400
 F. (031) 885 8006

PETERMARITZBURG
 T. (052) 288 4970
 F. (052) 288 3700

GAUTENG
 SANDTON
 T. (011) 704 6888
 F. (011) 704 6181

WATERSFALL
 T. (031) 324 4300
 F. (031) 312 0008

PRETORIA
 T. (012) 345 2001
 F. (012) 345 2001

WESTERN CAPE
 CAPE TOWN
 T. (021) 885 8041
 F. (021) 885 3000

EASTERN CAPE
 PORT ELIZABETH
 T. (041) 583 6200
 F. (041) 583 5000

21 July 2020

Student name: Mark Jordaan

Student number: 20122009

Campus: IIE Varsity College Port Elizabeth

Re: Approval of Honours Psychology Proposal and Ethics Clearance

HONOURS ETHICAL CLEARANCE LETTER

Your research proposal and the ethical implications of your proposed research topic were reviewed by your supervisor and the campus research panel, a subcommittee of The Independent Institute of Education's Research and Postgraduate Studies Committee.

Your research proposal posed no significant ethical concerns and your supporting documents and instruments are in order to proceed. We hereby provide you with permission to proceed with your research.

The campus research panel wishes you all the best with your research.

Carol-Anne Cash
Supervisor

Sasha Boucher
Campus Postgraduate Coordinator (CPC)

Annexure F: Originality report

MARK HIGHEST MARK		/100
ATTEMPT (LATE) 26/10/20 20:28		/100
SafeAssign ^		83% overall match

SafeAssign Submission

Mark Jordaan. Summative Assignment. 20122009..docx 83%

[View Originality Report](#)

Submission

 [Mark Jordaan. Summative Assignment. 20122009..docx](#)



OK

Start New

Annexure G: Interview transcripts**Interview 1: Participant 1- BVR 001**

Interviewer	Why do you play this sport?
Participant	I play this sport because I love it.
Interviewer	So, would you say it is inherently satisfying for you?
Participant	Yes, because there is not a lot of people that love this sport the way that I do. I feel like it is just satisfying just to be on the pitch with everyone else and just play.
Interviewer	So, with playing this sport, what are your personal goals?
Participant	My personal goals are, like any other footballer, is to become a professional footballer and play for my country, or a big club like maybe Manchester United or Barcelona or anyone like that.
Interviewer	Okay. Would you say that you love this sport is the only reason why you are playing this sport?
Participant	Yes, but there are some other factors like money.... Like you can get money out of this sport but that is just like an added bonus.

Interviewer	Okay. Why is it important for you to achieve these goals?
Participant	For me it is important because... uhm, as a little boy, as I watched football on the television, I have always said to myself, that is where I wanted to be, and that is what I want to become one day.
Interviewer	So, basically what you are saying is that these goals that you have, you have set them quite a long time ago?
Participant	Yes, and I am still working towards it.
Interviewer	Okay. So, what motivates you is your inherent passion for the game is what motivates you to achieve your goals?
Participant	Yes, yes... that is what drives me.
Interviewer	Ok. I understand. So, would you say motivation is an important aspect for achieving your goals?
Participant	Motivation.... It is one of the most important things yes.
Interviewer	Why do you say that?
Participant	Because I feel like, if a player is motivated to play the game, and he is passionate about the game, he will

	always give 100%, maybe even more sometimes.
Interviewer	Ok. So, what is it that motivates you to achieve those goals?
Participant	I would say....., what motivates me is the players around me, my coaches, the staff at our club, my parents, but there is a lot of things that motivates you, small things that adds up to one big motivation.
Interviewer	So, you agree that motivation does affect your performance, right?
Participant	100%...
Interviewer	Now how do you think it affects your performance on the field?
Participant	As I said... motivation is important to give you that drive on the field because if a player is not motivated, he will not perform, because... he will feel like he is just going through the motion. But a motivated player will always give you that extra 10%, that extra 50% on the pitch.
Interviewer	Ok. So, what you are saying is that motivation is essential for this sport, and for you as a footballer?
Participant	Yes. Definitely.

Interviewer	What do you think makes a great coach?
Participant	A great coach to me is someone that is there for his players, like.... On and off the pitch, he always motivates them, he always speaks to them, never makes them lose focus, and just always there for them.
Interviewer	Ok, that is good man. Describe your coach's leadership style, how does he lead the team?
Participant	My coach had a saying at the beginning of the year. He asked us, how do you eat an elephant? Nobody knew, and he said, we will eat it piece by piece, so we will take it game by game. We do not just go into game, just rushing into now, no. He always had small meetings before the game where he spoke to us and would say, guys, this is what we do today, do not worry about last week, or the next. Just think about now.
Interviewer	So, what you are saying is that the coach basically strategized how you guys are going to play throughout the season?
Participant	Yes.
Interviewer	

Participant	Ok, that is good. How does your coach motivate you to perform well on the field? He is always there for you. Like I said, my coach is the one that will always, if he sees one of his players feel down, he will always come to you and he will talk to you, he will always give you that little pep-talk there one side, or he will ask one of his captains to just give you something in the ear just to give you that motivation.
Interviewer	Ok, that is good. So, would you say that your coach provides that support on and off the field?
Participant	Yes, he does. On the field he is a brilliant coach, he will always stand on the touchline and give information, but it is always positive information. Off the field, he is even more brilliant, because he does that little things man, maybe he will send you a text, and ask you are you okay, I know it was lock-down now, there was not much games, not games actually. But he will always send a text out to the players and ask how are you doing, are you okay? The small things man...
Interviewer	

Participant	That is brilliant. So, you do agree that the coach's leadership style does affect the performance of athletes, right?
Interviewer	
	100%.
Participant	So... can you give me a little insight as to how your coach's leadership style affects your performance personally?
	Yes.... Like I said, my coach is the one that always pulls you aside, and that is important for any player to have. Then you feel like your coach believes in you, he trusts you because he knows that you can do the job and that gives you the motivation to go out and perform well.
Interviewer	That is good man. Thank you so much for your time, I really appreciate it.

Interview 2: Participant 2- CVR 002

Interviewer	Why do you play this sport?
Participant	The reason why I am playing this sport is because I love it, it teaches you a lot of things in life too. Not only the sport, it is about... it gives you life skills also, like teaching you about discipline, uhmmm.. respecting your teammates, your coaches. So that that goes a long way in life too because you are going to do it in your place of work, and at home. So, that is why I love it.
Interviewer	Ok. No that is lovely. Second question, what are your personal goals?
Participant	My personal goals through the sport I play... it is to become a professional player, or to become a professional coach.
Interviewer	That is good, that is good. So, do you think motivation is an important factor for you to achieve these goals? If yes, describe what motivation means to you.
Participant	For me, yes.. motivation is very important because when you are motivated you are going to work harder, you are going to give it 150%, and not 100%. So, you are going to keep pushing through the pain,

	and through everything, so motivation is really important.
Interviewer	That is good. Why is it important for you to achieve these goals?
Participant	It is because, uhmm... through motivation and reaching my goals, it is almost like you are filling something on your bucket-list. Like, maybe you want to become pro, you need that motivation to keep carrying on. So, motivation will help you achieve your goals and much more.
Interviewer	So, as a football player, what motivates you to achieve these goals?
Participant	What motivates me is mostly my teammates, myself too, because I am a hard worker.
Interviewer	So, would you say that your motivation is inherent, meaning, it comes from within, because you love the game and that is why you work so hard to achieve your goals?
Participant	Yes, it comes from the inside, and the thing is, I am not playing for myself only. I am playing for the rest of the team, it is almost like, you are carrying the club's name. You are not playing for the name at the back, you are playing for the name

	in front (badge of the club), so that motivates you even more.
Interviewer	Wow. That is good. So, from your perspective, would you say that motivation does affect your performance?
Participant	Yes, motivation affects your performance a lot. It is.... 95% of the time it is motivation that keeps you going.
Interviewer	Wow, that is amazing. So, now that we have dealt with motivation, we will move on to the leadership style of the coach. So, what do you think makes a good coach?
Participant	What makes a good coach is a coach that has passion for the game, a coach that is just as motivated as the player. You see, the coach has a different job than the player, you understand. So that makes a good coach, if you have the passion for the game, you are right for the job.
Interviewer	Ok. So, how would you describe your coach's leadership style, and how he guides you to achieve your goals?
Participant	Ok. So, my coach is a people's person, he is more over his players than himself,

	and he handles conflict absolutely great. So that makes him a good coach for me.
Interviewer	So, how does your coach help you to perform to the best of your abilities?
Participant	He always has... even if he should have a pep-talk with you, he motivates you that way too, so that you can know that the coach believes in you too. He believes in each and everyone of his players, and that gives you more than enough motivation to give him 150% on the field of play.
Interviewer	Wow. That is amazing man. Would you say that the coach provides personal support on and off the field? Because of what you have said, the fact that he is for his players, helping his players, having pep-talks with them before the game and after the game. So, would you then say your coach provides personal support on and off the field? If yes, describe how he provides this personal support (on and off the field)?
Participant	Like, on the field, he gives you that support. Off the field too. I remember when I was injured, I remember that I could not go to games and I could not play, but the coach made a way to fetch me for training so that I can still feel part

	of the team through my injury. And game time practice session, I am there on the field, why? Because the coach came to me to pick me up. Even times when I did not want to go, he would tell me, no come boy, you are also part of the team throughout that injury, and that made me feel that this is not just my teammates, this is not just my coach but my father and the team are my brothers.
Interviewer	That is good man. Last question, how would you say the coach's leadership style affects your performance on the field? Would you say the coach's leadership style affects you on the field?
Participant	The coach's leadership style affects me a lot on the field because I am carrying out his orders, his way of thinking. So basically, he is putting that on you to follow his leadership style, which you will further use later in life.
Interviewer	That is good man. Thank you so much for your time, I really do appreciate it.

Interview 3: Participant 3- AL 003

Interviewer	Why do you play this sport?
Participant	I play it for fitness reasons, uhm... and because I love football, it is a very energetic sport. It keeps you motivated in a sense of your fitness, and also it keeps you mentally fit as well.
Interviewer	Ok. So, what would you say are your personal goals?
Participant	My personal goals in football is just to become a better player, and uhm... meet more people, and play against better people as well.
Interviewer	Ok. That is good. Why is it important for you to achieve these goals?
Participant	It is important for me to achieve my goals because I have put a lot of effort into this sport. So, in order for me to just throw all of that away or just give up in the middle of my dream, is just not fair to myself.
Interviewer	That is good man. So, would you say that motivation is an important factor? If yes, describe why?
Participant	Uhm.... Sometimes you get the days that you are down or that you are low, and you feel like you do not want to go on due

	to the challenges of life, but you need to be motivated to... to reach the next level of your life, and of your career, and your footballing career. So, it does not matter what happens, uhm.. motivation is there to give you that step further, to push you forward into the right direction and to remind you of your dreams and your goals.
Interviewer	That is great stuff man. So, since motivation is an important factor, explain to me, how you think motivation affects your performance on the field?
Participant	Motivation affects my performance on the field because, while I am busy playing, it reminds me of where I want to be and what my team wants to accomplish.
Interviewer	Great stuff man. What do you think makes a great coach?
Participant	Uhm.. a great coach is somebody that can motivate his team, and keep his team motivated even when their performance is not that good, who can also correct his team when they are wrong, and who can also identify the players that are playing well and the ones that are lacking behind so that he can easily help those players achieve

	their goals, and their personal goals as well.
Interviewer	Great stuff man. So, with that said, describe your coach's leadership style?
Participant	My coach's leadership style... I would say that he is a very a very good man by nature, his character... he is a very good person. He understands that the players that are all starting off now are not rich or do not have money to do certain things, and he helps out with charities where he can help players to... to achieve their goals. He will also put up, uhm.. fundraisers and so forth to help send the players for training, and help sending them away. So in terms of motivation, he does not only motivate you but he also helps you to get to where you need to be, and also, uhm.. he uplifts you in a sense of telling you that also have a responsibility to contribute towards your future. So uhm... that is, that is the motivation and the type of person that my coach is in making his players succeed in life.
Interviewer	Ok. That is great stuff. With that being said, would you say that the coach provides personal support on and off the field?

Participant	Yes, he does.
Interviewer	Great stuff. Would you say that if you go through certain situations in life, that he somehow helps in some way to overcome those personal issues, on and off the field?
Participant	Definitely. The coach.. this is important for the coach, I think, from my personal opinion, and from what I have seen. The coach is somebody that needs to..., or that is something he needs to do because you cannot just have a good player and you have a person with a good character or personality. If this athlete reaches far, and he starts messing around outside, it will be a bad reputation for the team. So, it is kind of the coach's responsibility to make sure that he builds the character of the player, and not only the player's performance as well. So, the character and performance need to be somewhat equal or the same. So, what he is doing on the field, he needs to be even better off the field, ... a better man off the fields. So, that is what our coach tries to do. He further plans, he also wants to teach guys character, if things are not going well..., if you are not in the team, or you are off the field, at home, he wants to make sure that you are living the life that you are supposed

Interviewer	be living in the sense of your character, or having a good strong character as a man.
Participant	Great stuff. In conclusion, how would you say the coach's leadership style, how he leads the team, affects your performance on the pitch? First of all, it is the position that he gives me, he knows my strengths, my weaknesses..., he knows what I can do, he watches my every move, so... the position that he gives me on the field, which is striker, allows me to, to... motivate me more, to accomplish more than just scoring goals, like two or three goals. It makes me want to do more so that our team can be on a higher level than we use be, or be higher than most teams that most of our competition rather, and to just be on top of the log I guess.
Interviewer	Great stuff man. Thank you so much for your time, I really do appreciate it.