

**COURSE
GUIDE**

**KHE 322
SPORTS PSYCHOLOGY AND COACHING (2 C)**

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INTRODUCTION

KHE 322 is a two (2) unit course with five (5) Modules and eighteen (18) Units. Sports Psychology and coaching is a course in the field of physical education that emphasizes the need for psychology and coaching of sports of an in the society. The course is aimed at introducing you to the need to understand the concept of psychology and coaching. It also helps you to know the importance of sport psychology and coaching in your day to day sporting activities.

WHAT YOU WILL LEARN IN THIS COURSE

In this course, there are course units and a course guide. The course guide shows what the course is all about. The course guide contains the general overview of the course material you will be using and how to use the material. It also helps you to allocate the appropriate time limit. The course guide also prepares your mind as students on how to go about tutor-marked assignments which will form part of the overall assessment at the end of this course. Moreover, there will be regular tutorial classes that are related to this course, where you can interact with your facilitator and other students. You are encouraged to be on the lookout for this tutorial and plan to make the most of them.

THE COURSE

This course is carefully designed to help appreciate the concepts of sports psychology and coaching. It also highlight the Concept of psychology and sport psychology, Disciplines of psychology, Motivation in sports, Factors that promote motivation in sports, Concept of behaviors in sports, Types of behavior in sports, The roles of sport psychologist in competition, Mental techniques for athlete's performance, Concept of Coaching, Strategies in sport Coaching, Objectives of sports Coaching, Important of sports Coaching, Qualities of a Coach, Characteristics of a successful Coach, Responsibilities of a Coach, Types of coaches in sport competitions, Factors to consider in selecting a coach, Ways of coaching athletes for sports competitions.

COURSE AIM

The course aims to give you an understanding of how to use sports psychology and coaching for individual that engage in sports competitions. It brings immediate and direct understanding of sports psychology and coaching which bring satisfaction to the individual by participating in various types of sporting activities in the community. It also aimed at the concepts of psychology, disciplines of psychology, concepts of sports psychology, motivation in sports, factors that promote

motivation in sports, concept of behaviors in sports, type of behavior in sports, the roles of sport psychologist in competition, mental techniques for athlete performance, concept of coach and coaching. concept of sports coaching, objectives of sports coaching, important of sports coaching, qualities of a coach, characteristics of a successful coach, responsibilities of a coach, the role of a successful coach, factors to consider in selecting a coach and ways of coaching athletes for sports competitions.

COURSE OBJECTIVES

To achieve the aim set above, there are objectives. Each unit has a set of objectives presented at the beginning of the unit. These objectives are stated to give you what to concentrate on while studying these units. Please read the objective (s) before studying the unit and during your study to check your progress.

The comprehensive objectives of the course are given below. By the end of the course, you should be able to understand and be able to discuss:

- Concept of psychology and sport psychology
- Disciplines of psychology
- Motivation in sports
- Factors that promote motivation in sports
- Concept of behaviors in sports
- Types of behavior in sports
- The roles of sport psychologist in competition
- Mental techniques for athlete's performance
- Concept of Coaching
- Strategies in sport Coaching
- Objectives of sports Coaching
- Important of sports Coaching
- Qualities of a Coach
- Characteristics of a successful Coach
- Responsibilities of a Coach
- Types of coaches in sport competitions
- Factors to consider in selecting a coach
- Ways of coaching athletes for sports competitions.

WORKING THROUGH THIS COURSE

To successfully complete this course, you have to carefully read all the study units, as well as the textbooks and other materials provided by the National Open University of Nigeria. Reading the referenced materials can also be of great assistance. There are self-assessment exercises in each of the units that are important for you to try your hands on; at different times, you may be required to submit your assignments for assessment. There will be a final examination at the end of the course. The course should take you about 15 weeks to complete. This course guide will provide you with all the components of the course and how to go about studying. It is important for you to allocate your time discretely and ensure that all the units are covered within the time frame and successfully.

THE COURSE MATERIAL

The main components of the course are:

- The study guide.
- Study units.
- Reference / further reading.
- Assignments.
- Presentation schedule.

ASSIGNMENT FILE

We have two assessments types in this course. First are the Tutor Marked Assignments (TMAs); second is the written examination. In answering questions in the assignments, it is important for you to display appreciable knowledge of the subject matter as well as experience acquired during the course. Ensure that you always promptly submit all the assignments to your course facilitator for formal assessment by the hand-in dates stated in the assignment file. This assignment will contribute to your continuous assessment and may account for 30 percent of your total course mark. You will be required to sit for a final examination of 2 hours duration at your study centre at the end of this course. This final examination will account for 70 % of your total course mark.

PRESENTATION SCHEDULE

There is a time-table prepared for the early and timely completion and submissions of your TMAs as well as attending the tutorial classes. You are required to submit all your assignments by the stipulated the tutorial

classes. You are required to submit all your assignments by the stipulated time and date. Avoid falling behind the schedule time.

ASSESSMENT

There are three aspects to the assessment of this course. The first one is the self-assessment exercises. The second is the tutor marked assignments and the third is the written examination or the examination to be taken at the end of the course. You are required to carry out all exercises or activities suggested in the units by applying the information and knowledge you acquired in the course materials. The tutor-marked assignments must be submitted to your facilitator for formal assessment in accordance with the deadlines stated in the presentation schedule and the assignment file. The work submitted to your tutor for assessment will count for 30% of your total course work. At the end of this course, you have to sit for a final or end of course examination of about a three-hour duration which will count for 70% of your total course mark.

TUTOR-MARKED ASSIGNMENT

This is the continuous assessment component of this course and it accounts for 30% of the score. You will be given three (3) TMAs by your facilitator to answer. You must have complete all your TMAs for you to be allowed to sit for the end of course examination. You must return all the answered assignments to your facilitator. You're expected to complete the assignments by using the information and material in your readings references and study units. Reading and researching into your references will give you a deeper understanding of the subject.

- 1 Ensure prompt submission of all assignment, they must get to your facilitator on or before the stated deadline in the presentation schedule and assignment file. If you realize that you might not be able to meet up with the submission of your assignment by the due date, it is important for you to contact your facilitator for possible extension of the submission deadline. Note that request for extension will not be granted after the due date unless for some exceptional occasions.
- 2 It is advisable to revise the whole course content before sitting for the examination. The self-assessment activities and TMAs will be useful for this purpose and if you have comment or need some clarification, please channel it to the appropriate quarters before the examination. The end of course examination covers information from all parts of the course.

Course Marking Scheme

Assignments	Marks
Assignments 1-3	Three marks of the three assignments at 10% each = 30% of course marks. End of course examination = 70% of overall of course marks
Total	100% of course materials

Table 2 Course Organisation

Unit	PSYCHOLOGY AND COACHING	Weeks Activity	Assessment (End Of Unit)
	Course Guide	Week	
1	The Concept of psychology and sports psychology	Week 1	Assignment 1
2	Disciplines of psychology	Week 2	Assignment2
3	Motivation in Sports	Week 3	Assignment 3
4	Factors that promote Motivation in sports	Week 4	Assignment 4
5	Concept of behavior in sports	Week 5	Assignment5
6	Types of behavior in sports	Week 6	Assignment 6
7	The roles of sports psychologists in competitions	Week 7	Assignment 7
8	Mental techniques for athletes performance	Week 8	Assignment 8
9	Concept of coach and coaching	Week 9	Assignment 9
10	Strategies in sport Coaching	Week 10	Assignment 10
11	Objective of sports coaching	Week 11	Assignment 11
12	Importance of sports Coaching	Week 12	Assignment 12
13	Qualities of a coach	Week 13	Assignment 13
14	Characteristics of a successful coach	Week 14	Assignment 14
15	Responsibilities of a coach	Week 15	Assignment 15
16	Types of coaches in sport	Week 16	Assignment

	competitions		16
17	Factors to consider in selecting a coach	Week 17	Assignment 17
18	Ways of coaching athletes for sports competitions	Week 18	Assignment 18

HOW TO GET THE MOST OF THIS COURSE

In Open and Distance Learning, the study units are used in place of university lecturer. This is one of the advantages of Open and Distance Learning mode; it is your responsibility to read through the specially designed study materials at your own pace at your own time and wherever you choose. Think of it as reading from the teacher, the study guide tells you what to read, when to read and the relevant texts to consult. You are provided with exercises at appropriate points, just as a lecturer might give you an in-class exercise.

Each of the study units follows the same format. The first item is an introduction to the subject matter of the unit and how a unit is integrated with the other units and the course as a whole. Next to this is a set of learning objectives. These learning objectives are meant to guide your studies. The moment a unit is finished, you must go back and check whether you have achieved the objectives. If this is made a habit, then you will significantly improve your chances of passing the course. The main body of the units also guides you through the required readings from other sources. This will usually be either from a set book or from other sources.

There are some exercises in which you might be required to explore your environment in order to gain better understanding of the subject matter. It is important for you to try your hands on all this assignment so that you will have some real time exposures to facilitate learning. Working through these assignments will help you to achieve the objectives of the unit and prepare you for tutor marked assignments and examinations.

The following are practical strategies for working through this course:

1. Read the Course Guide thoroughly.
2. Organise a study schedule. Refer to the course overview for more details. Note the time you are expected to spend on each unit and how the assignment relates to the units. Important details, e.g. details of your tutorials and the date of the first day of the

semester are available. You need to gather together all this information in one place such as a diary, a wall chart calendar or an organiser. Whatever method you choose, you should decide on and write in your own dates for working on each unit.

3. Once you have created your own study schedule, do everything you can to stick to it. The major reason that students fail is that they get behind with their course works. If you get into difficulties with your schedule, please let your tutor know before it is too late for help.
4. Turn to Unit 1 and read the introduction and the objectives for the unit.
5. Assemble the study materials. Information about what you need for a unit is given in the table of contents at the beginning of each unit. You will almost always need both the study unit you are working on and one of the materials recommended for further readings, on your desk at the same time.
6. Work through the unit, the content of the unit itself has been arranged to provide a sequence for you to follow. As you work through the unit, you will be encouraged to read from your set books.
7. Keep in mind that you will learn a lot by doing all your assignments carefully. They have been designed to help you meet the objectives of the course and will help you pass the examination.
8. Review the objectives of each study unit to confirm that you have achieved them. If you are not certain about any of the objectives, review the study material and consult your tutor.
9. When you are confident that you have achieved a unit's objectives, you can start on the next unit. Proceed unit by unit through the course and try to pace your study so that you can keep yourself on schedule.
10. When you have submitted an assignment to your tutor for marking, do not wait for its return before starting on the next unit. Keep to your schedule. When the assignment is returned, pay particular attention to your tutor's comments, both on the TMAs form and also that written on the assignment. Consult your tutor as soon as possible if you have any questions or problems.
11. After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in this course guide).

FACILITATORS/TUTORS AND TUTORIALS

Twenty-one (21) hours are provided for tutorials for this course. You will be notified of the dates, times and location for these tutorial classes. As soon as you are allocated a tutorial group, the name and phone number of your facilitator will be given to you. These are the duties of your facilitator: He or she will mark and comment on your assignment. He will monitor your progress and provide any necessary assistance you need. He or she will mark your TMAs and return to you as soon as possible. You are expected to mail your tutored assignment to your facilitator at least two days before the schedule date.

Do not delay in contacting your facilitator by telephone or e-mail for necessary assistance if you:

- Do not understand any part of the study in the course material.
- Have difficulty with the self-assessment activities.
- Have a problem or question with an assignment or with the grading of the assignment.

It is important and necessary you attend tutorial classes, because it's your chance to have face to face contact with your facilitator and to ask questions which will be answered in real time. It is also period where you can say any problem encountered in the course of your study as well as see other colleagues in the same course to interact with.

FINAL EXAMINATION AND GRADING

The final examination for KHE 322: sports psychology and coaching is 2 hours duration. This accounts for 70 % of the total course grade. The examination will consist of questions which reflect the practice, exercises and the tutor-marked assignments you have already attempted in the course. Note that all areas of the course will be assessed. To revise the entire course, you must start from the first unit to the fifteenth unit to get prepared for the examination. It may be useful to go over your TMAs and probably discuss with your course mates or group if need be. This will prepare you adequately, since the examination covers information from all aspects of the course.

SUMMARY

Psychology and sports coaching is a course that introduces you to the concept of sports psychology and coaching. It also highlights the concept of psychology, various definition of psychology, discipline of psychology, concept of sports, concept of sport psychology, various concept of sports psychology, motivation in sports, importance of

motivation in sports, factors that promote motivation in sports, types of motivation in sports, specific psychological preparation of athletes, concept of behaviors in sports, type of behavior in sports, the relevant sport psychology in competition, mental techniques for athlete performance, concept of coaching various concept of coaching, concept of a coach, objective of coaching, important of coaching, classification of coaches, qualities of a coach, characteristics of a successful coach, principles of coaching, personality quality of a coach, responsibilities of a coach, coach and athlete training roles in sports, the role of a successful coach, strategies of coaching and mechanics of coaching.

Finally, you are expected to apply the knowledge you have acquired during this course to your practical life. I wish you success in this course.



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**MODULE1 OVERVIEW OF SPORTS PSYCHOLOGY
AND COACHING**

Unit 1	Concept of Psychology and Sport Psychology
Unit 2	Disciplines of Psychology
Unit 3	Motivation in Sports
Unit 4	Factors that Promote Motivation in Sports

**UNIT 1 CONCEPT OF PSYCHOLOGY AND SPORTS
PSYCHOLOGY****CONTENTS**

1.0	Introduction
2.0	Objectives
3.0	Main Content
	3.1 Concept of Psychology and Sports Psychology
	3.2 Concept of Sports Psychology
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

1.0 INTRODUCTION

Psychology is an area of study which attempts to apply psychological facts and principles of learning, performance associated human behavior in the whole field of sports

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- explain the concept of psychology
- discuss the concept of sports psychology.

3.0 MAIN CONTENT**3.1 Concept of Psychology**

Psychology is the scientific study of behavior. It is the science of the mind and soul. Earlier, Human Psychology was thought or meant the reading of peoples mind. However, psychology is far from mindreading only psychology is presently seen as the science of human behavior, his experiences and activities. Sport psychology has many definitions, with many systems and methods offered by many practitioners. Some see it as

positive thinking while others use techniques such as visualisation and imagery to try to cause positive outcomes.

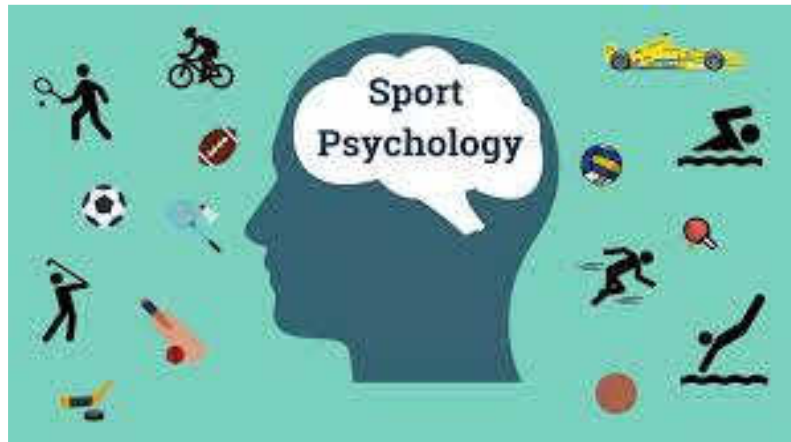


Fig.1.1

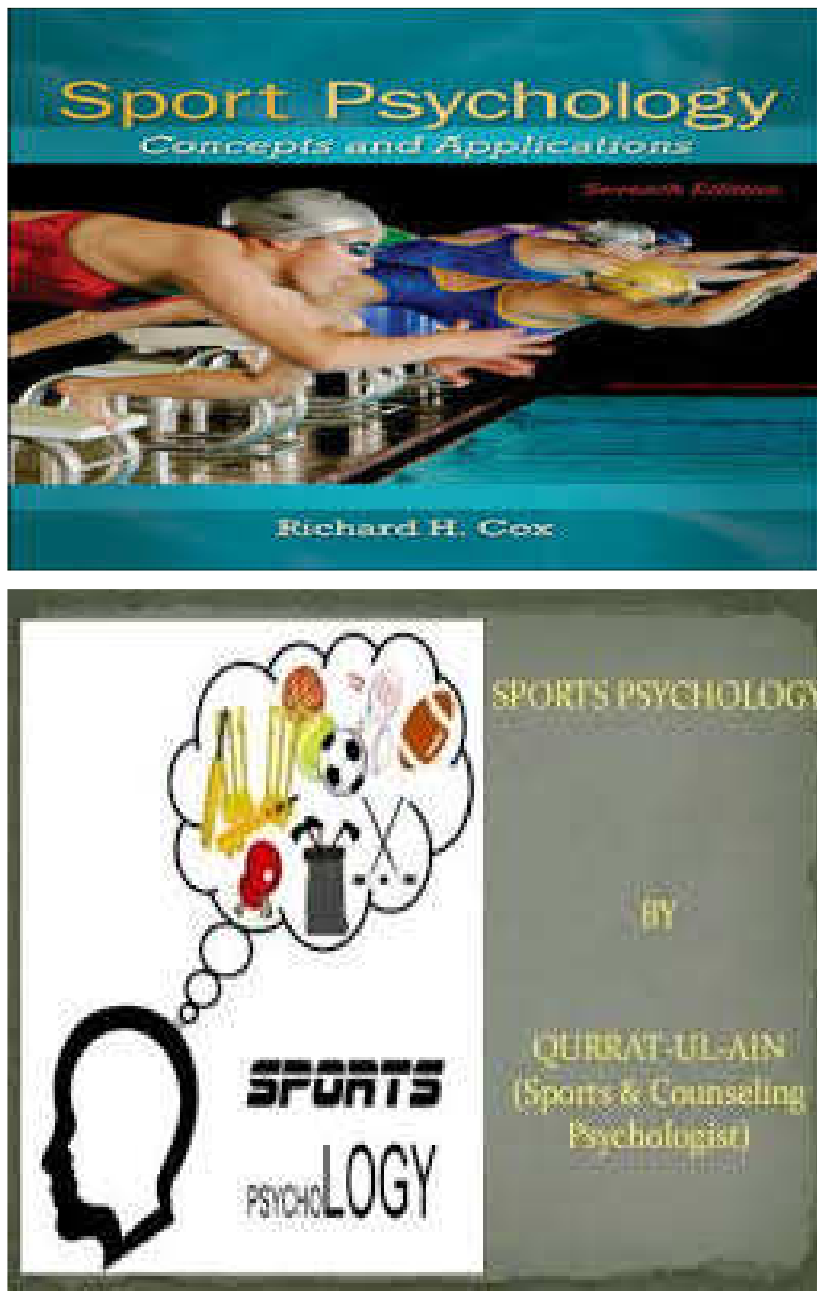


Fig.1.2

3.2 Concept of Sports Psychology

Sport psychology is an interdisciplinary science that draws on knowledge from the field of kinesiology and psychology. It involves the study of how psychological factors affect performance and how participation in sports and exercise affect psychological and physical factors.

SELF- ASSESSMENT EXERCISES

Attempt the following questions

- i. What is psychology?
- ii. Define sports psychology

Answers

- a. Psychology is the scientific study of behavior. It is the science of the mind and soul. Earlier, Human Psychology was thought or meant the reading of peoples mind.
- b. Sport psychology is an interdisciplinary science that draws on knowledge from the field of kinesiology and psychology

CONCLUSION

Having read unit 1 successfully, it can be concluded that you have understood the concept of psychology and sports psychology

5.0 SUMMARY

In this unit 1, you have learnt the concept of psychology and the concept of sports psychology. This concept will enable you to understand more about sports psychology.

6.0 TUTOR-MARKED ASSIGNMENT

1. What is psychology?
2. What is sports psychology?
3. Differentiate between psychology and sports psychology.

7.0 REFERENCES/FURTHER READING

Verducci, F.M. (1980). *Measurement Concepts in Physical Education*. St Louis: The CV Mosby Company.

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UNIT 2 DISCIPLINES OF PSYCHOLOGY

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Disciplines of Psychology
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

There are various areas of psychology that could be exposed to in the school system.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- discuss the various areas of psychology
- to differentiate between abnormal and behavioral psychology.

3.0 MAIN CONTENT

3.1 Disciplines of Psychology

Psychology

Abnormal psychology dedicated to patients who display abnormal behavior or thinking. Abnormal behavior is considered conduct that doesn't comply with societal norms, which can include mental illnesses such as bulimia or schizophrenia.

Behavioral Psychology

Psychologists who study the connection between the mind and subsequent behaviors are behavioral psychologists. Behavioral psychologists counsel, diagnose and treat patients with behavioral disorders. By better understanding behaviors, the psychologists hope to better predict how people will behave in different situations.

Clinical Psychology

Clinical psychology relates to psychologists directly providing comprehensive healthcare to patients who are suffering from mental illness.

Cognitive Psychology

Concerned with mental processes, cognitive psychologists study the human thought process and how people obtain, process, and store information in the brain. These psychologists conduct experiments and research to study memory, perception, and learning. They work to better understand the mind and find solutions to memory loss, learning disabilities, and other cognitive issues.

Counseling Psychology

Patients who are suffering through stressful moments in life could be advised to see a counseling psychologist. Counseling psychologists treat patients who are experiencing an emotional strain caused by social or physical factors. This differs from clinical psychologists, who treat and diagnose patients with mental disorders. Marriage and grief counselors would be considered part of counseling psychology. The counselors assess patients and then advise them with a personalised plan to improving their well-being and decreasing stress.

Developmental psychologists

Developmental psychologists have helped us better understand how people mature over the course of their lives, both emotionally and physically, studying human development from birth until old age. Specifically, psychologists take an in-depth look at biological growth of the body, cognitive expansion and emotional maturity, among other areas of study.

Educational Psychology

Educational psychologists study factors that impact learning, including learning methods and how information is processed and absorbed. Memory, concepts, and individual differences all affect how a person learns.

Experiential Psychology

Experimental psychologists conduct investigations into basic psychological processes, such as attention, perception, memory, and reasoning.

Personality Psychology

Personality psychologists work to explain why people display certain types of behavior, such as aggression, and study the differences between disorders. Psychologists in this branch study individual differences in personality characteristics, such as conscientiousness, as well as how personality characteristics interact to create a personality. Additionally, personality psychologists study the influence of expressed genes and how that affects personality.

School Psychology

Creating a safe and healthy school environment is the goal of every school psychologist. These psychologists focus on helping find the best environment for student learning as well as helping teachers or students find their optimal learning space. They study social, behavioral, emotional, and academic factors to find the best situation for students.



Fig. 2.1

Social Psychology

Social psychologists strive to understand individual behaviors and personalities within a social context. Psychologists in this branch study the social factors that influence how people act and the condition in which those actions occur. Most social psychologists research and observe social influence, group processes, prejudice or discrimination, and stereotypes.

Sports Psychology

Sports psychologists help athletes achieve optimal performance on the field. Psychologists in this subset study how sports affect human psychology and vice versa.

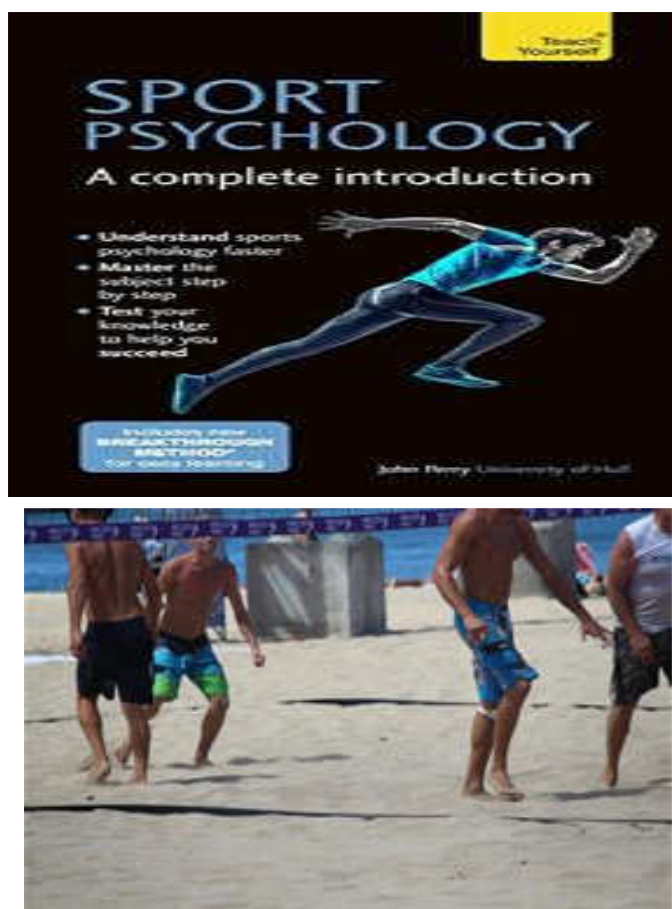


Fig.2.2

SELF-ASSESSMENT EXERCISE

Attempt the following questions

- i. List five (5) disciplines of psychology.
- ii. Differentiate between social and sports psychology.

Answers

Counseling Psychology and School Psychology

Creating a safe and healthy school environment is the goal of every school psychologist. These psychologists focus on helping find the best environment for student learning as well as helping teachers or students find their optimal learning space. They study social, behavioral, emotional, and academic factors to find the best situation for students

Patients who are suffering through stressful moments in life could be advised to see a counseling psychologist. Counseling psychologists treat patients who are experiencing an emotional strain caused by social or physical factors. This differs from clinical psychologists, who treat and diagnose patients with mental disorders. Marriage and grief counselors would be considered part of counseling psychology. The counselors assess patients and then advise them with a personalized plan to improving their well-being and decreasing stress.

School Psychology

Creating a safe and healthy school environment is the goal of every school psychologist. These psychologists focus on helping to find the best environment for student's learning as well as helping teachers or students to find their optimal learning space- the will to perform a given task.

Personality Psychology

Personality psychologists work to explain why people display certain types of behavior, such as aggression, and study the differences between disorders. Psychologists in this branch study individual differences in personality characteristics, such as conscientiousness, as well as how personality characteristics interact to create a personality. Additionally,

personality psychologists study the influence of expressed genes and how that affects personality.

School Psychology

Creating a safe and healthy school environment is the goal of every school psychologist. These psychologists focus on helping find the best environment for student learning as well as helping teachers or students find their optimal learning space. They study social, behavioral, emotional, and academic factors to find the best situation for students.

a) Social Psychology

Social psychologists strive to understand individual behaviors and personalities within a social context. Psychologists in this branch study the social factors that influence how people act and the condition in which those actions occur. Most social psychologists research and observe social influence, group processes, prejudice or discrimination, and stereotypes.

b) Sports Psychology

Sports psychologists help athletes achieve optimal performance on the field. Psychologists in this subset study how sports affect human psychology and vice versa.

4.0 CONCLUSION

After reading this unit successfully, it can be concluded that you have understood the various disciplines of psychology

5.0 SUMMARY

In this unit 2, you have learnt the disciplines of psychology. This concept will enable you to understand more about disciplines in sports psychology.

6.0 TUTOR-MARKED ASSIGNMENT

1. What are the disciplines of psychology?

7.0 REFERENCES/ FURTHER READING

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UNIT 3 MOTIVATION IN SPORTS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Motivation in Sports
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Motivation is any activity or condition which initiates, guides, maintains, increases, reduces behavior or the enthusiasm of an individual level of activity.

Motivation in field of psychology is loosely defined as the intensity and direction in which effort is applied. The direction of motivation refers to how one seeks out situations or if they avoid things that might be challenging.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- define motivation
- discuss theories of motivation.

3.0 MAIN CONTENT

3.1 Motivation in Sport

Motivation in field of psychology is loosely defined as the intensity and direction in which effort is applied. The direction of motivation refers to how one seeks out situations or if they avoid things that might be challenging. Intensity refers to how much effort one puts into any challenge or situation. Motivation is tied closely to personality and can be categorised as a personality trait.

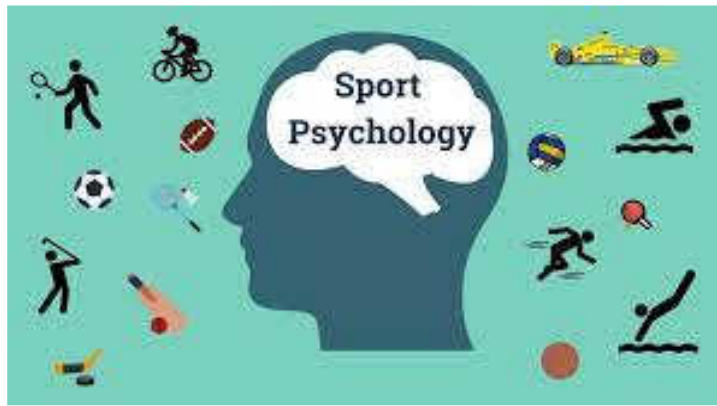


Fig.3.1

Three theories of motivation

There are three general theories of motivation:

- participant/trait theory
- situational theory
- interactional theory.

1. Participant/trait theory

Motivation consists of the personality traits, desires, and goals of an athlete. For example, some athletes might be extremely competitive and have the desire to improve and win constantly. These athletes would be motivated by competition with themselves and others.



Fig. 3.2

2. Situational theory

It can be easier for some individuals to find motivation than others. That being said, those who are able to find motivation more easily are not guaranteed success and athletes who struggle can adjust some things to improve their drive. Motivation can be facilitated by coaching or leaders, changing the environment, finding multiple reasons or motives to do something, and being realistic about what is achievable. High achieving athletes are more likely to be motivated to achieve success rather than being motivated to avoid failure.

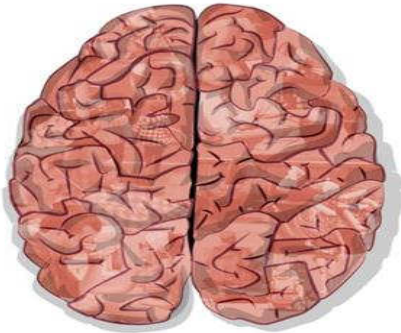
3. Interactional theory

This theory combines the ideas of participant/trait and situational, where the level of motivation of an individual depends on his/her traits and the situation at hand; for example, an athlete may be intrinsically competitive and feels most motivated when participating in a match against many other people.



Fig.3.3

THE **BRAIN** AND **BEHAVIOUR**



BY STAFF OF ACS DISTANCE EDUCATION

Fig.3.4

SELF-ASSESSMENT EXERCISE

Attempt the following questions

- i. What is Motivation?
- ii. List three theories of motivation.

Answers

- i. Motivation is any activity or condition which initiate, guides, maintains, increases, reduces behavior or the enthusiasm of an individual level of activity.
- ii. There are three general theories of motivation:
 - a) participant/trait theory
 - b) situational theory
 - c) interactional theory.

4.0 CONCLUSION

Having read unit 3 successfully, it can be concluded that you have understood the concept of Motivation and theories of motivation.

5.0 SUMMARY

In this unit 3, you have learnt the concept of Motivation and theories of motivation.

6.0 TUTOR-MARKED ASSIGNMENT

1. Differentiate between situational and interactional theories of motivation.
2. Define the word motivation.
3. What is theory?

7.0 REFERENCES/FURTHER READING

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UNIT 4 FACTORS IN MOTIVATION FOR SPORTS PERFORMANCE

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Factors that Promote Motivation in Sports
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Athletes will want to achieve and perform well in their various sports task. This is very understandable. Good sports performance gives an athlete a sense of joy and self-worth. Dedicated coaches know that athlete's performance is dependent on their motivation to perform. Therefore, it is needful to motivate them through the use of various incentives.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- list the factors of motivation
- define sports performance.

3.0 MAIN CONTENT

3.1 Factors that Promote Motivation in Sports

The following motivational factors promote sports performances

1. Good and well planned practices are great motivators.
2. Motivation through facilities and equipment is one sure way to inspire many athletes.
3. Athletes are motivated if training programmes and practice procedures are meaningful.
4. The athlete's level of aspiration, the goal set by and for the athletes should serve as a strong motivator.
5. Feedback information on performance reinforces behaviour and serves as a motivator.
6. Tangible rewards inform of scholarship, money and trophies are used to motivate athletes. (Extrinsic motivation).

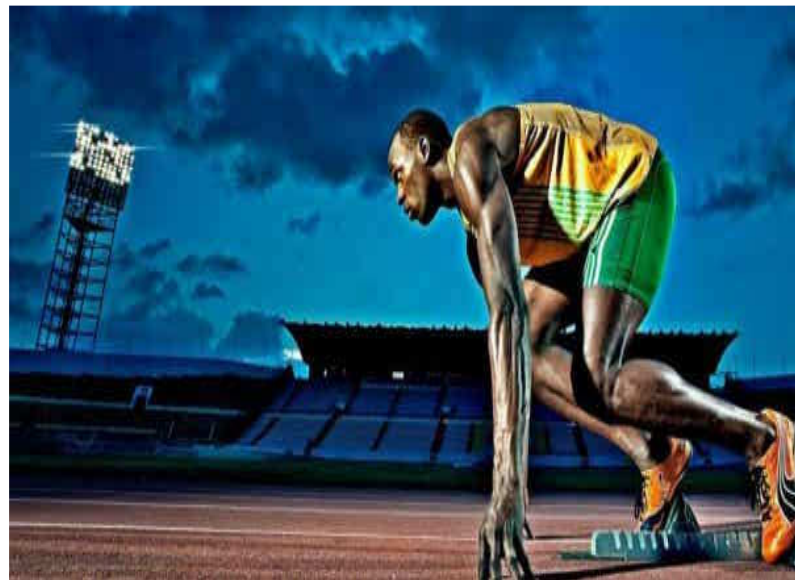


Fig.4.1

SELF-ASSESSMENT EXERCISE

Attempt the following questions

- i. List five factors to be used by a good coach to enhance sports performance
- ii. Who is a coach?

Answers

- i.
 - a) Good and well-planned practices are great motivators

- b) Tangible rewards
- c) Motivation through facilities and equipment's
- d) Level of aspiration
- e) Societal recognition.

ii. A coach is somebody who develops, improves, promotes, changes in a person's ability and understanding.

4.0 CONCLUSION

Having read unit 5 successfully, it can be concluded that you have understood the factors that promote motivation in sports.

5.0 SUMMARY

In this unit 5, you have learnt the factors that promote Motivation in sports.

6.0 TUTOR-MARKED ASSIGNMENT

1. List five factors that coach could use to promote sports performance.
2. What is motivation in sports?
3. Mention three incentives to motivate athletes for sports performance.

7.0 REFERENCES/FURTHER READING

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MODULE 2 CONCEPT AND BEHAVIOUR IN SPORT

- Unit 1 Concept of Behaviors in Sports
- Unit 2 Types of Behavior in Sports
- Unit 3 The Roles of Sport Psychologist in Competition
- Unit 4 Mental Techniques for Athlete's Performance

UNIT 1 BEHAVIOUR IN SPORTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Behaviour in Sports
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

The era when athletes depended entirely on sports for recreation and play is over. The attainment of sports excellence has been a matter of national consciousness in recent times, because of its international significance. Many athletes now enter into sporting business with different frames of minds. Each frame of mind is different from the other; therefore, your frame of mind is actually directing you on what to do or how to act at any point in time. Behavior therefore is the response to things, action and events (stimuli) around you.



Fig.1.1



Fig.1.2

2.0 OBJECTIVES

By the end of this unit , you will be able to:

- explain the concept of behavior in sports
- discuss types of behavior in sports.

3.0 MAIN CONTENT

3.1 Behaviour in Sports

Behavior therefore is the response to things, action and events (stimuli) around you.

THE **BRAIN** AND **BEHAVIOUR**



BY STAFF OF ACS DISTANCE EDUCATION

Fig.1.3

SELF-ASSESSMENT EXERCISE

Attempt the following questions.

- i. Define behaviours in sport?

Answer

Behavior is the response to things, action and events (stimuli) around you.

4.0 CONCLUSION

Having read unit 1 successfully, it can be concluded that you have understood the meaning of behaviours in sports.

5.0 SUMMARY

In this unit, you have learnt about the meaning of behaviour in sports.

6.0 TUTOR-MARKED ASSIGNMENT

1. What is behaviour in sport?

7.0 REFERENCES/FURTHER READING

Akintunde, P.G. (2012). *Education, Sports and Recreation, Volume 1.*

Akinwande, B. (2012). *Physical and Health Education for the Junior Secondary Schools.* Bounty Press Limited.

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UNIT 2 TYPES OF BEHAVIOR IN SPORTS**CONTENTS**

- 1.0 Introduction
- 2.0 Objective
- 3.0 Main Content
 - 3.1 Types of behaviours in Sports
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Sports poses most serious and the most pressing problems for its success or failures. The good and bad behavior in sports has a profound effect on the world of sports. You must recognise that in sports we are dealing with two old and universal social evaluations – honor is positive, shame is negative. The same applies to Honorable and shameful behaviors in sports.

2.0 OBJECTIVE

By the end of this unit, you will be able to:

- discuss types of behavior in sports.

3.0 MAIN CONTENT**3.1 Types of Behavior in Sports****a. Positive Behavior in Sport**

One of the positive behavior in sports is that of the good sportsmanship behavior. Athletes who exhibit this behavior have positive and desirable personality traits

b. Achievement Behavior in Sport

Outstanding athletes (High achievers) possess high and stable personality and can perform at a high level on a consistent basis. In behavioral state terms, the successful athletes tend to be less anxious, depressed and confused. They possess more psyching vigor than the unsuccessful athletes. High achievers have strong work ethics and are capable of training harder, getting fitter, improving the training,

spending more time to learning skills. They are too ready to acclimatize where necessary. High achieved athletes are dedicated and persistent in their effort to achieve their goals. They are attracted to the most challenging situations.

c. **Aggression**

In an effort to understand aggression as a behavior in sports, you may ask these questions- *Why do nations go to war? Why do lovers hurt each other? Why do athletes do the horrific things they do to each other?* Everyday occurrence of violence in sports has made aggression a major concern as one of the behaviors in sports. In sports, aggression is expected to occur when an athlete's behavior inflicts harm; sports itself is frustrating, at times. Hence, sports teach aggression; and some athletes are aggressive by nature.

Aggressive behavior in sports is associated with attack or injury which may occur for one or more for three reasons:-

- i. Frustration in goal directed behavior because athletes who set unrealistic goals, place unnecessary pressure on themselves when confronted with reality. When this happens, they are frustrated and become aggressive to opponents.
- ii. Learning aggressive behavior to certain stimuli some sports coaches teach athletes to act aggressively when certain things happens during competitions. Secondly, if much violence is observed in sports, it will heighten aggressive tendencies. Therefore, aggression is not inevitable in man; hence athletes can learn not to be aggressive, just as they can learn to be aggressive.
- iii. Pain-increased physical activity may make an individual more susceptible to aggression when confronted with potential aggressive stimuli such as pain and injuries (Williams, 2010).

Generally, sports administrators make stringent rules, usually enforced by officials who carefully scrutinise athletes' behaviors, placing heavy penalties including ejection from the contest to stop aggression.

d. **Drug Abuse in Sports**

Perhaps one of the most perplexing developments in sports is the drug phenomenon. The increasing misuse of drugs was made if a curse and tends to threaten the existence of high-level national and international sports competitions and sports development.

Currently, the use of cryogenic drugs has become a worldwide social problem among athletes. Cryogenic drugs are "supplements" that

supposedly enhance athletic performance. This illegal practice is known to be responsible for several health problems of the athletes. Uncountable lapses in performance, depression, acute anguish, irritability or confusion or even after prolonged periods of absent. Psychologically the steroid affects the brain, inducing more aggression. For example, the case of *Diego Amando Maradona* in soccer always comes to mind.

e. Crowd Behavior in Sports

In sports, the presence of significant others provide basis for hostile outburst. Collective violence has marred a lot of sports activities in the world. Presence of partisan fans is one of the basis for potential conflicts to exist, since collective behavior does not occur in vacuum. Something or someone must “trigger” or “touch off” the mass actions. The presence of ethnic, racial, political, religious, social class national and regional fans and spectators provide the tender for aggressive behavior in sports. Many fans and spectators have so oriented their minds that they expect nothing short of victory “win at all costs”. If contrary to their expectation, their team loses, the intolerance leads to violence. This throws the whole field into free-for-all fight. Missiles and often dangerous weapons are used. These result to injuries and deaths.

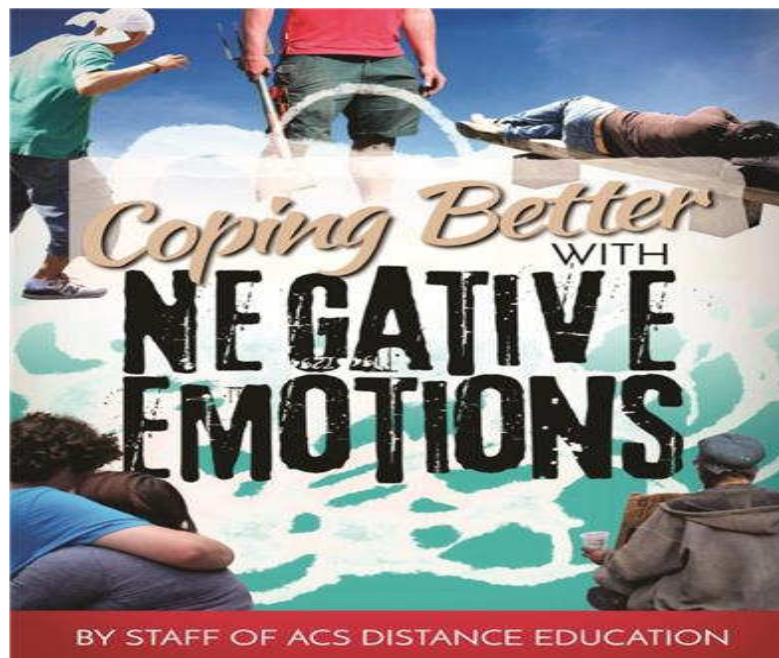


Fig.2.1

SELF- ASSESSMENT EXERCISE

Attempt the following questions

- i. What is behavior
- ii. Mention two types of behavior in sports

Answers

- i. Behavior is the response to things, action and events (stimuli) around you.
- ii. Positive and negative behaviours in sports.

4.0 CONCLUSION

After reading this unit successfully, it can be concluded that you have understood the types of behaviour in sports competition, such as positive and negative behaviors.

5.0 SUMMARY

In this unit, you have learnt the types of behaviours in sports.

6.0 TUTOR-MARKED ASSIGNMENT

1. What is behavior?
2. Differentiate between positive and negative behavior in sports.
3. Mention 3 types of behavior in sports.

7.0 REFERENCES/ FURTHER READING

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UNIT 3 THE ROLES OF SPORTS PSYCHOLOGY

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 The Roles of Sports Psychology
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

All specialists have roles to play, hence, sports psychologists are no exception. Generally, the function of the sports psychologist is to enhance and promote excellent sport performance through the following major role areas- awareness roles, guidance and mental readiness role, counseling role, skill training and programme planning role; also, we have stress prevention and management role, motivational role and good human relation role

Sports psychologists take a more active role in the formation and reformation of sports policy. Sports psychologists keep the flag flying within the realm of sports development by creating the awareness of the place and importance of psychology to sports performance. This is to contribute to the body of knowledge in sports. They initiate researches in various areas of sports and finding leading to high performance and stability in athletic achievements.



Fig.3.1

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- list the roles of sports psychology
- differentiate between the roles of sports psychology

3.0 MAIN CONTENT

3.1 The Roles of Sports Psychology

Mental Readiness Role

Involvement of sports psychologists in any sports competition is likely to yield faster and better results if they develop the minds of the athletes, coaches, and other officials before competition. They ensure that most needs of athletes are provided, to enable them develop stable mind; such needs include proper equipment and facilities, adequate training and practice, adequate food and wears, good medication, and necessary information for a very high spirit. For example, sports psychologists encourage athletes to subject themselves to medical, physical and psychological tests, before any major competition. Such tests boost the mind and are basic to good performance

Guidance and Counseling Role

The sports psychologists provide psychological tips to athletes. They monitor and counsel athletes and provide them with necessary guidance. Many athletes are faced with problem which affects their behavior and performance. The sports psychologists have the responsibility to identify them, and find solutions to their problems. Counseling has a great effect in shaping the attitudes of the athletes and in modifying their behavior. This is possible because the sports psychologists carry out a number of researches on the problems of athletes and sports in general. This function is very important as they must see to the progress of the athletes. In moment of gain or loss, defect or victory, frustration, depression and mental anarchy, the sports psychologists play a major role in rehabilitation of a bettered athlete through counseling and guidance.

Good Relations Role

Sports psychologists are good in the areas of personal relationship and communication skills; they possess the ability to relate to the athletes in their own individual languages and terms. When sports psychologists relate to the athletes, the athletes open up and discuss freely any emotional problems that may be troubling them. Athletic contingents have gained a great deal from their interaction with sports psychologists. Generally, sports psychologists are seen as effective communicators but there is a need for interpersonal relations to enhance sports performance. They even promote cooperative goal structuring with other sports related professions to enable them perform their duties functionally, effectively and efficiently.

Skills Training and Programme Planning Role

Sports psychologists should work closely with the coach to have drills incorporated in the training and competition situations that positively contribute to the self-efficiency of athletes. They see that athletes are challenged with new skills but it should be done gradually. This is to ensure that the goals for success are appropriate to the standards of the individual. They help in teaching psychological skills which are essential for excellent sports performance.

Sports psychologists generally assist coaches in organising workshops and seminars on the application of psychological principles of sports coaching. Sports psychologists really help coaches and athletes understand what the athletes' goals, priorities and expectations are- what are the team's goal priorities and expectations? What are the areas of concern? Finally, what are some plans or strategies to achieve those goals?

Stress Prevention and Management Role

Knowing and understanding the athletes will assist in the correct prediction and interpretation of their behavior. The major role of a sports psychologist is to ensure a high quality performance of an athlete's even under stress. Sports psychologists help athletes on how to cope with different problems associated with competitions such as fear of failure, success, stress, anxiety and depression, opponent's aggressiveness, crowd hostility, belief in charms etc.

Formation and reformation of sports policy

Sports psychologists take more active roles in the formation and reformation of sports policy. Sports psychologists keep the flag flaying within the realm of sports development by creating the awareness of the place and importance of psychology to sports performance. This is to contribute to the body of knowledge in sports; they initiate researches in various areas of sports and finding leading to high performance and stability in athletic achievements.

Motivational roles

Sports psychologist assist in assessing the level of motivation provided for athletes; generally, as motivators to athletes they should spur them to consistently, high performance level from preparation period to execution period, even when faced with failure. Sports psychologist accompany athletes to competition venues sports; psychologists instill

confidence in the athletes and develop some level of concern for the needs and desires of athletes.



Fig.3.1

SELF-ASSESSMENT EXERCISE

Attempt the following questions

- i. List three (3) roles of sports psychologist.
- ii. Explain how the sports psychology perform the following roles.
 - a. Stress prevention and management role
 - b. Mental readiness role.

Answers

i.

Mental Readiness Role

Involvement of sports psychologists in any sports competition is likely to yield faster and better results if they develop the minds of the athletes, coaches, and other officials before competition. They ensure that the needs of athletes are provided, to enable them develop stable mind; such needs include proper equipment and facilities, adequate training and practice, adequate food and wears, good medication, and necessary information for a very high spirit. For example, the sports psychologists encourage athletes to subject themselves to medical, physical and psychological tests, before any major competition. Such tests boost the mind and are basic to good performance.

Guidance and Counseling Role

The sports psychologists provide psychological tips to athletes. They monitor and counsel athletes and provide them with necessary guidance. Many athletes are faced with problem which affects their behavior and performance. The sports psychologists have the responsibility to identify them, and find solutions to their problems. Counseling has a great effect in shaping the attitudes of the athletes and in modifying their behavior. This is possible because the sports psychologists carry out a number of researches on the problems of athletes and sports in general. This function is very important as they must see to the progress of the athletes. In moment of gain or loss, defeat or victory, frustration, depression and mental anarchy, the sports psychologists play a major role in rehabilitation of a bettered athlete through counseling and guidance.

Good Relations Role

Sports psychologists are good in the areas of personal relationship and communication skills; they possess the ability to relate with the athletes in their own individual languages and terms. When sports psychologists relate with the athletes, the athletes open up and discuss freely any emotional problems that may be troubling them. Athletic contingents have gained a great deal from their interaction with sports psychologists. Generally, sports psychologists are seen as effective communicators but there is a need for interpersonal relations to enhance sports performance. They even promote cooperative goal structuring with other sports related professions to enable them perform their duties functionally, effectively and efficiently.

ii.

a. Stress Prevention and Management Role

Knowing and understanding the athletes will assist in the correct prediction and interpretation of their behavior. The major role of a sports psychologist is to ensure a high quality performance of an athlete's even under stress. Sports psychologists help athletes on how to cope with different problems associated with competitions such as fear of failure, success, stress, anxiety and depression, opponent's aggressiveness, crowd hostility, belief in charms etc.

b. Mental Readiness Role

Involvement of sports psychologists in any sports competition is likely to yield faster and better results if they develop the minds of the athletes, coaches, and other officials before competition. They ensure that the needs of the athletes are provided, to enable them develop stable mind, such includes proper equipment and facilities, adequate training and practice, adequate food and wears, good medication, and necessary information for a very high spirit. For example the sports psychologists encourage athletes to subject themselves to medical, physical and psychological tests, before any major competition. Such tests boost the mind and are basic to good sports performance

4.0 CONCLUSION

Having read this unit successfully, it can be concluded that you have understood the roles of sports psychologists in sports competition which will later enhance sports development.

5.0 SUMMARY

In this unit, you have learnt the roles of sports psychologists for the development of sports.

6.0 TUTOR-MARKED ASSIGNMENT

1. List four (4) roles of sports psychologist
2. Explain these roles of sports psychologist.
 - a. Motivational role
 - b. Guidance and counseling roles.

7.0 REFERENCES/ FURTHER READING

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UNIT 4 MENTAL TECHNIQUES FOR ATHLETES' SPORTS PERFORMANCE

CONTENTS

- 1.0 Introduction
- 2.0 Objective
- 3.0 Main Content
 - 3.1 Mental Techniques for Athletes' Sports Performance
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Being a professional athlete involves a high degree of emotional involvement. First, athletes have to identify and analyze their strengths and weaknesses. Then they can use personalized techniques to enhance performance and confidence. If they're not personalized, then they could be counterproductive.

2.0 OBJECTIVE

By the end of this unit, you will be able to:

- discuss the techniques that enhance athlete's performance in sports.

3.0 MAIN CONTENT

3.1 Mental Techniques for Athletes' Sports Performance

The techniques that enhance athlete's performance in sports competition are as follows;

- **Attention control:** both internal and external attention. Internal attention is when an athlete focuses on things happening in her own body (thoughts, internal dialogue, feelings, and movements). External attention is when an athlete focuses on things outside of her own body.
- **Setting goals:** this helps athletes get an overall vision of the work they have to do. They can also visualise what they have to achieve to get to their final goals.
- **Self-instructions:** these are messages or short affirmations that we tell ourselves to help with motivation or concentration. It's

important to use rational, positive, logical, and realistic affirmations.

- **Relaxation:** a relaxation technique is any method, procedure, or activity that helps reduce physical and/or mental tension. It is meant to lower stress and anxiety and replace them with peace.
- **Mental representation:** mental representations are symbolic ways of reproducing reality. Visualisation is extremely powerful for athletes and non-athletes alike.

Finally, it's important to remember that sports (especially high-level sports) involve a lot of pain and suffering. And it's not just the pain that the exercise itself produces, but everything that comes from it indirectly too. As a result, sports are powerful teachers of resilience. Many of the psychological techniques that athletes use are ones we can use in other highly competitive and highly demanding contexts.



Fig. 4.1

Fig.4.2: Mental techniques for success in sports**SELF-ASSESSMENT EXERCISE**

Attempt the following questions

- i. What is mental technique?
- ii. List four (4) mental techniques for sports competition.

Answers

- i. Mental techniques are personalised techniques to enhance performance and confidence in sports competition.
- ii. **a. Relaxation:** a relaxation technique is any method, procedure, or activity that helps reduce physical and/or mental tension. It is meant to lower stress and anxiety and replace them with peace.
b. Mental representation: mental representations are symbolic ways of reproducing reality. Visualisation is extremely powerful for athletes and non-athletes alike.
c. Setting goals: this helps athletes get an overall vision of the work they have to do. They can also visualise what they have to achieve to get to their final goals.
d. Self-instructions: these are messages or short affirmations that we tell ourselves to help with motivation or concentration. It's important to use rational, positive, logical, and realistic affirmations.

4.0 CONCLUSION

Having read unit 4 successfully, it can be concluded that you have understood mental techniques that can enhance the performance of athletes in sports competition.

5.0 SUMMARY

In this unit 4, you have learnt about various mental techniques that will enhance athletes' performance in any competition.



6.0 TUTOR-MARKED ASSIGNMENT

1. Define the word mental technique.
2. Outline four (4) types of mental techniques and discuss each in details.

7.0 REFERENCES/ FURTHER READING

Ardle, M.C., W.D. Katch F.I. & Katch, V.L. (2010). *Exercise Physiology Energy Nutrition and Human Performance*. Philadelphia: Lea & Febiger.

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MODULE 3 CONCEPT OF COACH AND COACHING

- Unit 1 Concept of Coach and Coaching
- Unit 2 Strategies of Sports Coaching
- Unit 3 Objectives of Sports Coaching
- Unit 4 Important of Sports Coaching

UNIT 1 CONCEPT OF COACH AND COACHING**CONTENTS**

- 1.0 Introduction
- 1.0 Objective
- 3.0 Main Content
 - 3.1 Concept of Coaching
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Coaching is concerned with development of skills and tactics. Therefore, a coach prepares a team for competitions and also adjudicates during competitions; a coach must know the rules of the game and understand the tactics of the game in order to translate and apply the rules.

2.0 OBJECTIVE

By the end of this unit, you will be able to:

- define coaching.

3.0 MAIN CONTENT**3.1 Concept of Coaching**

Coaching is defined as a set of instructions and demonstrations passed on to a learner to influence and improve his/her knowledge and skills. It is focused on the skills, techniques, and strategies for excelling in sports competitions.

The arm of coaching therefore is to produce athletes capable of winning gold medals in the Olympic games. Another aim is to impart skills and knowledge of sports on individuals for the enjoyment of leisure and recreation.



Fig.1.1

SELF-ASSESSMENT EXERCISE

Attempt the following question

1. What is Coaching?

Answer

Coaching is defined as a set of instructions and demonstrations passed on to a learner to influence and improve his/her knowledge and skills. It is focused on the skills, techniques, and strategies for excelling in sports competitions.

4.0 CONCLUSION

Having read unit 1 successfully, it can be concluded that you have understood the concept of coaching.

5.0 SUMMARY

In this unit 1, you have learnt the concept of coaching.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define the concept of coaching

7.0 REFERENCES/ FURTHER READING

Akintunde, P.G. (2012). *Administration and Organisation of Physical and Health Education*, Sports and Recreation, Volume 1.

Lamb, D. R. (2010). *Physiology of Exercise Response and Adaptations*. New York : Macmillan Pub. Co. Inc.

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UNIT 2 STRATEGIES IN SPORT COACHING

CONTENTS

- 1.0 Introduction
- 1.0 Objective
- 3.0 Main Content
 - 3.1 Strategies in Sport Coaching
- 4.0 Conclusion
- 5.0 Summary
- 5.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Some techniques that will enhance sport coaching are very important in instilling qualities that will enhance sport performance in any competition; such techniques can be learnt in various ways or steps. This is the focus of this unit.

2.0 OBJECTIVE

By the end of this unit, you will be able to:

- discuss sport techniques.

3.0 MAIN CONTENT

3.1 Strategies in Sport Coaching

Sports techniques can be learnt in the following steps:

- a. **Introducing the skill:** this is done by the coach- by demonstrating or by showing a film of the action. He/she also introduces the values of the skill and its importance.
- b. **Skill acquisition:** students carry out the exercise according to the methods of the coach. Students/learners/athletes/players should be imaginative as well as creative, and demonstrate that all their senses are optimally utilised. There should be rhythm and harmony.
- c. **Skill refinement:** through further repetitions, movements are fine-tuned; single parts of movements for complex techniques are improved separately and again combined together. Techniques are performed almost without fault.
- d. **Stabilisation:** here, the child is expected to be ready for competitions and changing conditions of ground, weather, rough opponents, hostile audience, and lightening conditions.

SELF-ASSESSMENT EXERCISE

1. List two (2) sport techniques for the development of sport.

Answer

- i. **Skill acquisition:** students carry out the exercises according to the methods of the coach. Students should be imaginative as well as creative, and demonstrate that all their senses are optimally utilised. There should be rhythm and harmony.
- ii. **Skill refinement:** through further repetitions, movements are fine tuned-single parts of movements for complex techniques are improved separately and again combined together. Techniques are performed almost without fault.

4.0 CONCLUSION

Having read unit 2 successfully, it can be concluded that you have understood the strategies of sport coaching.

5.0 SUMMARY

In this unit 2, you have learnt the strategies of sport coaching.

6.0 TUTOR-MARKED ASSIGNMENT

1. List four (4) strategies for sport coaching.

7.0 REFERENCES/FURTHER READING

Akintunde, P.G. (2012). *Administration and Organisation of Physical and Health Education*, Sports and Recreation, Volume 1.

Lamb, D. R. (2010). *Physiology of Exercise Response and Adaptations*. New York : Macmillan Pub. Co. Inc.

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UNIT 3 OBJECTIVES OF SPORT COACHING**CONTENTS**

- 1.0 Introduction
- 1.0 Objective
- 3.0 Main Content
 - 3.1 Objectives of Sport Coaching
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 6.0 References/Further Reading

1.0 INTRODUCTION

What does a coach or coaching intends to achieve? These are the objectives listed in practical terms.

2.0 OBJECTIVE

By the end of this unit, you will be able to:

- explain the objectives of sport coaching.

3.0 MAIN CONTENT**3.1 Objectives of Sport Coaching**

The objectives are as follows:

- a. Acquisition of skills necessary for competition and enjoyment of leisure
- b. Acquisition of knowledge of tactics necessary for maneuvers in team and individual sports.
- c. Development of strength and stamina
- d. Development of speed and agility
- e. Development of co-operative attitude necessary for team work in team sports.
- f. Development of correct attitude to winning (sportsmanship).
- g. Development of leadership qualities.
- h. Teaching the rules of the game.
- i. Teaching safety practices.
- j. Development of psychological attributes necessary for competitions.

SELF-ASSESSMENT EXERCISE

Attempt the following questions

- i. Define Objectives of sport coaching
- ii. List two (2) objectives of sport coaching

Answer

- i. What a coach intend to achieve is called objective.
- ii.
 - a. Development of strength and stamina
 - b. Development of speed and agility.

4.0 CONCLUSION

Having read unit 3 successfully, it can be concluded that you have understood the objectives of sport coaching.

5.0 SUMMARY

In this unit 3, you have learnt the objectives of sport coaching.

6.0 TUTOR-MARKED ASSIGNMENT

1. List five (5) objectives of sport coaching.
2. Define the word Objective.

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UNIT 4 IMPORTANCE OF COACHING

CONTENTS

- 1.0 Introduction
- 2.0 Objective
- 3.0 Main Content
 - 3.1 Importance of Coaching
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

The importance of coaching can be best understood by the analysis of the various services rendered by a coach; this in turn could be assessed in relation to the objectives of coaching.

2.0 OBJECTIVE

By the end of this unit, you will be able to:

- discuss the importance of coaching.

3.0 MAIN CONTENT

3.1 The Importance of Coaching

Let us consider the following:

- a. **Acquisition of Skill Necessary for Competition and Enjoyment of Recreation**

The coach assists the child or athlete/player to develop the skills in any sport of his choice to the point of mastery. While the athlete/player is young, he may go professional and earn a living performing/playing up till the peak of his/her career; examples are many in Nigeria and abroad-Kanu Nwankwo, Daniel Amokachi, Babangida, Babayaro, J.J. Okocha are all successful football professionals. They owe their success to a coach who helped them to develop their skills.

b. Acquisition of Knowledge of Tactics Necessary For Maneuvers in Team and Individual Sports

The coach not only teaches skills, he also teaches you tactics and maneuvers necessary to win in competitions.

Tactics include: i. attacking system
 ii, defensive system
 iii, attacking-defense system
 iv. defense-attacking system

These systems apply across all sports, whether team sports or individual sports. For example, in boxing, a boxer may decide to keep punching ceaselessly to keep his opponent at bay and so prevent his opponent from attacking him. In the same manner, a tennis player may use 'serve and volley' to keep the opponent at the base line and on the defensive.

We must conclude that learning the skill of punching in boxing and that of setting in tennis are necessary, but not sufficient to win a match. A coach must teach the various ways of employing these skills in order to excel.

c. Development of Strength and Stamina

"Skills do not win competition" is a popular saying. What does this mean? This means that a player or team may be very skillful and knows all the strategies, but may not stand the test of time especially in games that last over a long time.

d. Development of Speed and Agility

Speed means the ability to move faster. Agility means the ability to change directions very quickly. You will agree that in all sports, speed and agility are necessary for winning a competition. In athletics, we need speed to outpace our opponent, and agility to dribble. In athletics, we need speed to win any race. In handball, hockey, tennis you need speed and agility to win a competition and the importance of a coach in the total preparation of the athlete cannot be over emphasised.

e. Development of Cooperative Attitude Necessary for Work in Team Sports

By team sports we mean games like volleyball, handball, hockey, football, cricket, water-polo, polo, ice-hockey etc. In a well coached team, each individual player has an assigned role to play towards making sure the team wins.

A team is said to be well blended if a player plays his role perfectly well and also assists to make up for whatever lapses may result from the shortcoming of another team member. This is the team spirit-called team work or co-operation. It is the duty of the coach to instill this spirit or discipline in every member of his team.

f. Development of Correct Attitude to Winning and Losing (Sportsmanship):

One of the greatest attributes of a good sportsman is sportsmanship. There is an old adage that says "Olympic is not for winning, but for taking part". What this saying means is that it is an honour to be chosen to represent your club, state or Country. After you have given the best, you are expected to be modest in victory by congratulating your opponent; you are also expected to show sportsmanship by accepting defeat- hugging and saluting your opponent. A good coach teaches sportsmanship. He demonstrates this by congratulating his opponent coach, officiating officials and giving a pat on the back to his players.

g. Developing Leadership Quality

Whenever a group is assembled for the purpose of coaching, the coach appoints a group leader from among members of the group. We call him captain; he/she is usually gives powers to represent the interest of the team in all matters and to speak for the team during meetings.

h. Teaching the Rules of the Game

In almost all sports, there is an article of the rule which says "**ALL PARTICIPANTS MUST KNOW THE RULES AND ABIDE BY THEM**". To know the rules means also to know their rights. For example, in all sports, only the captain may address the referee in all matters concerning his team. A good coach makes sure that his training program includes sessions of rule interpretation. 'When players know their rights, they also know their limitations. Therefore they will not attract undue penalties and sanctions.

i. Teaching Safety Practice

It is the responsibility of the coach to explain to players all manners of habits in and out of the field of play that is considered dangerous to health, these include:

- wrong application of skills
- failure to warm up enough
- eating at the wrong time
- drinking at the wrong time
- over-exercise.

j. Development of Psychological Attributes Necessary for Competition

A coach is also trained in psychology and knows how to interpret feelings and overt reactions. It is the responsibility of the coach to prepare the mind of the athlete to get the invested in the athlete by way of training. An athlete with the best psychological preparation has an edge over any of his equals in any competition. These attributes include calmness, concentration, positive psyche (feeling to win) etc.

SELF-ASSESSMENT EXERCISE

Attempt the following question

- i. List two importance of coaching.

Answers

a) Development of Strength and Stamina

"Skills do not win competition" is a popular saying. What does this mean? This means that a player or team may be very skilled and knows all the strategies, but may not stand the test of time especially in games that last over a long time.

b) Development of Speed and Agility

Speed means the ability to move faster. Agility means the ability to change directions very quickly. You will agree that in all sports speed and agility are necessary for winning a competition. In athletics, we need speed to outpace our opponent, and agility to dribble. In athletics, we need speed to win any race. In handball, hockey, tennis you need speed and agility to win a competition and the importance of a coach in the total preparation of the athlete cannot be over emphasised.

4.0 CONCLUSION

Having read unit 4 successfully, it can be concluded that you have understood the importance of coaching to sport.

5.0 SUMMARY

In this unit, you have learnt successfully about the importance of coaching.

6.0 TUTOR-MARKED ASSIGNMENT

1. Outline five (5) importance of coaching.

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MODULE 4 QUALITIES OF A GOOD COACH

Unit 1 Qualities of a Coach

Unit 2 Characteristics of a Successful Coach

Unit 3 Responsibilities of a Coach

Unit 4 The Roles of a Successful Coach

UNIT 1 QUALITIES OF A GOOD COACH

CONTENTS

- 1.0 Introduction
- 2.0 Objective
- 3.0 Main Content
 - 3.1 Qualities of a Good Coach
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

There is no exact blue print for a good coach; as each coach will have his/her individual strength and weakness. However, there are some distinct qualities that good coaches have in common.

2.0 OBJECTIVE

By the end of this unit, you will be able to:

- explain the qualities of a good coach.

3.0 MAIN CONTENT

3.1 The Qualities of a Good Coach

1. A good coach is self-aware

To understand oneself, one's coaching style, and how it is perceived and received by players/athletes/employees/mentees, is a critical first step to becoming a valuable and effective coach. Self-awareness is a journey

unto itself, so you'll be learning more about this in the course of this study.

2. A good coach brings specific and well-defined issues to the attention of others

Being unspecific about problem areas, or failing to bring them up to the notice of the appropriate parties, suggests reluctance to effect positive change; it is also a reflection of lack of leadership.

3. A good coach prepares for each session with information, examples, ideas, etc., and is ready for discussion.

Coaching sessions should be scheduled in advance; and the coach should have a solid agenda for each session that lays out the mission for the day. Without structure, the coaching session can devolve into a casual conversation with no real substance or direction.

4. A good coach treats individuals as partners in the organisation, encouraging their input and trusting them to carry out assignments

Some coaches are fans of "tough love," while others are lenient; but what all good coaches have in common is respect for their mentees. Contempt and resentment have no place in an effective coaching relationship; contempt will only breed further conflict.

5. A good coach knows the strengths and weaknesses of his or her mentees/employees

Much like the coach of a sports team, he or she knows how to tap into the individual strengths of mentees/employees to get the most out of them and to get the greatest amount of productivity from the team, collectively and individually.

6. A good coach makes expectations clear at the beginning of the coaching session

Both the coach and the employee must have a sense that the meeting has a distinct purpose, and must agree on what that purpose is, for the session to proceed smoothly.

7. A good coach allows enough time to adequately discuss issues and concerns.

Creating enough time for a solid session, rather than squeezing it in and rushing through, shows respect for the employee's time and allows them to participate more thoughtfully.

8. A good coach seeks out ideas and makes those ideas part of the solution

Take it as a red flag if a coach is not willing to hear ideas, suggestions, or thoughts from other members of the team. A coach is there to serve the mentees/employees, not for them to serve his or her ego.

9. A good coach listens to others and tries to understand their points of view

Rather than assigning blame or delivering unhelpful criticism, he or she allows the employee to explain things from another perspective, which can often uncover the root of a misunderstanding or miscommunication.

10. A good coach expresses encouragement and optimism when both easy and difficult issues are discussed

Sometimes an issue can be a problem that nobody wants to talk about. It is the coach's job to make this issue less intimidating by modeling a constructive attitude that brings the team together to address it.

11. A good coach directly asks for a commitment to solutions that have been agreed upon

Coaches can't be wishy-washy about their expectations. If the employee isn't held accountable for improving, it becomes a waste of everyone's time to continue coaching.

12. A good coach provides the resources, authority, training and support necessary for others to carry out solutions

Coaching doesn't end when the session ends. It is up to the coach to follow through with any additional guidance the employee might need to move forward.

13. A good coach offers support and assistance to those he or she is coaching to help them implement change and achieve desired goals

Professional development is a team effort. It's usually not wise to simply cut the employee free after a session and expect him or her to achieve everything on their own.

14. A good coach follows up on coaching sessions in a timely manner

It's all too easy for coaching to fall down the priority ladder among all the other demands of a manager's day-to-day duties. At the end of each coaching session, it's a good idea to go ahead and schedule the next one, and to hold to that commitment when the time comes around.

15. When solutions do not turn out as expected, a good coach proactively helps to define alternative actions

If at first the mentee/employee does not succeed, it could be that there was a misunderstanding, or it could be that the original solution was a mismatch for that particular employee. A good coach is open to having a backup plan (or two).

SELF-ASSESSMENT EXERCISE

- i. What are the qualities of a good coach?

Answer

Qualities of a good coach are those inherent variables which enable the coach to perform her/his duty successfully- which include, stamina, speed, agility and intelligence and knowledge of the rules of the game.

a. A good coach provides the resources, authority, training and support necessary for others to carry out solutions

Coaching doesn't end when the session ends. It is up to the coach to follow through with any additional guidance the employee might need to move forward.

b. A good coach offers support and assistance to those he or she is coaching to help them implement change and achieve desired goals

Professional development is a team effort. It's usually not wise to simply cut the mentee/employee free after a session and expect him or her to achieve everything on his/her own.

c. A good coach follows up on coaching sessions in a timely manner

It's all too easy for coaching to fall down the priority ladder among all the other demands of a manager's day-to-day job duties. At the end of each coaching session, it's a good idea to go ahead and schedule the next one, and to hold to that commitment when the time comes around.

4.0 CONCLUSION

Having read unit 1 successfully, it can be concluded that you have understood qualities of a good coach.

5.0 SUMMARY

In this unit, you have learnt about various qualities of coaching which will be useful in the development of sports.

6.0 TUTOR-MARKED ASSIGNMENT

1. List five (5) qualities of a coach.
2. Write short note on the following as they affect qualities of a good coach:
 - a. Self-awareness
 - b. specific and well define issues
 - c. prepare for each section with information
 - d. knowledge, strength and weakness of mentee/employee
 - e. listening to others and trying to understand their points of view.

7.0 REFERENCES/FURTHER READING

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UNIT 2 CHARACTERISTICS OF A SUCCESSFUL COACH

CONTENTS

- 1.0 Introduction
- 2.0 Objective
- 3.0 Main Content
 - 3.1 Characteristics of a Successful Coach
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

The most basic definition of sport coach state that it is a job that entails teaching people how to improve at a sport or skill. It also has to do with training and organising a sport team. Today's coaching involves more than just technical knowledge and tactical advice.

2.0 OBJECTIVE

By the end of this unit, you will be able to:

- explain the characteristics of a good coach.

3.0 MAIN CONTENT

3.1 Characteristic of a Good Coach

Here are some of the characteristics that help make a coach successful:

Emotional Intelligence: A good coach is able to express his/her own emotions in a controlled way without losing his/her temper. good coaches also have the ability to demonstrate awareness of the emotional state of mentees/learners/participants and colleagues and manage relationships with empathy.

Sport Knowledge: Knowing the sport they are coaching is crucial; and successful coaches are often involved in the sport in some capacity from an early age.

Vision: Most successful coaches are often heard talking about the 'plan' and developing as a team. If you are starting as a coach, it's good to have a good idea of the future development of the team and a specific set of realistic goals you would like to achieve in a specific time frame.

Communication: Good coaches are able to get their point across effectively. They are also good at listening to those around them – whether players or coaching assistants and medical personnel; and they consistently articulate the goals and objectives of the team.

Leadership: Coaches are leaders. They demonstrate a positive manner even when things are not going well; and a good coach will command respect by showing respect for team members, officials and opposing teams.

Balance: The ability to provide guidance without critical judgement is important to help build confidence; instead constructive feedback and encouragement help the development of players/mentees. A good coach will also seek to make informed decisions (listening to those around him/her) without showing bias or favouritism to certain players, methods or systems.



Fig. 2.1

Motivation: Different players are motivated in different ways and need different approaches to bring out the best in them. Successful coaches are able to navigate this man-management minefield to get the best performance at an individual level in order for the team to flourish and reach its potential.

SELF-ASSESSMENT EXERCISE

Attempt the following question.

1. List two (2) characteristics of a good coach.

Answer

Communication: Good coaches are able to get their point across effectively. They are also good at listening to those around them – whether players or coaching assistants and medical personnel and they consistently articulate the goals and objectives of the team.

Motivation: Different players are motivated in different ways and need different approaches to bring out the best in them. Successful coaches are able to navigate this man-management minefield to get the best performance at an individual level in order for the team to flourish and reach its potential.

4.0 CONCLUSION

Having read unit 2 successfully, it can be concluded that you have understood characteristics of a good coach.

5.0 SUMMARY

In this unit, you have learnt various characteristics of a good coach. This will enhance the development of sports.

6.0 TUTOR-MARKED ASSIGNMENT

1. List five (5) characteristic of a successful coach.

7.0 REFERENCES/FURTHER READING

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UNIT 3 THE RESPONSIBILITIES OF A COACH

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 The Responsibilities of a Coach
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Responsibility can be defined as the things a coach must consider in order to carry out his/her role effectively. Many expectations are put upon a coach. Some of these responsibilities are clear-cut, others less so. Coaching and playing sport should always be enjoyable; and to that end, coaches should not be overburdened with expectation. Common sense and a good knowledge of safety and ethics will provide the basis of a responsible coach.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- explain the meaning of a responsibilities
- outline the responsibilities of a coach.

3.0 MAIN CONTENT

3.1 The Responsibility of a Coach

Professional conduct

Coaches should role models in behaviour at all times. Their influence should always be positive and would usually mean working to a code. They must act in the most ethical and professional manner, showing a degree of honesty, integrity and competence. They should be considerate of all individual needs and do their best to accommodate everyone. It is not enough to achieve a coaching qualification. Coaches should have a commitment to continual and ongoing learning or professional development. This could include:

- attaining higher-grade qualifications

- attending workshops and seminars
 - awareness of changes to their sport.

Legal Obligations

All coaches need to be aware of their legal responsibilities. We are all governed by laws in everyday life; and there are also many extra laws governing our actions and professional conduct on the field of play.

A coach must be aware of what is and what is not allowed in their sport, and also how the laws can affect their coaching practice.

Children protection

Coaches will spend a lot of time working with children and young performers so are likely to develop a closer relationship, becoming maybe a parent figure or friend. Therefore, coaches need to be aware of what is considered inappropriate contact or behaviour that may breach child protection guidelines. All coaches should undertake a Criminal Records Bureau (CRB) check, which goes through police records to see if any offence has been committed.

Insurance

Sport does not exist outside of normal law; therefore, any common laws still apply in sport. For example, in 1995 Manchester United footballer Eric Cantona was arrested for assault after he kicked a fan in the crowd after being sent off.

In order to prepare for unforeseeable circumstances such as these, the club or coach must ensure they are *insured* to protect them. Other situation where insurance could be needed is when players may consider themselves over-trained and then get injured. The insurance would then cover the coach; so he won't be held responsible for any injury if he can prove evidence that the training programme was tailored to the individual and suitable for their needs.

Health and Safety

A good coach should do a full health and safety check of the surroundings and participants before any activity starts. This can include checking for jewelry, appropriate clothing, ensuring participants are fit to take part in any sporting activity- e.g. not under the influence of alcohol/drugs. They should also perform a risk assessment to ensure there are no hazards around(such as broken glass on the court of play) that may cause harm to players/athletes/performers.

In addition to these checks, coaches should also follow a safe training structure when delivering their sessions. These include having a warm up and cool down to make sure the body is fully prepared for activity to reduce the risk of injury. A cool down will also aim to return the body back to a resting state as quickly as possible to reduce the effect of muscle soreness etc.



Fig.3.1

Equal Opportunities

All participants/players/athletes should be given the same opportunity to participate as others. Sport's coach UK stresses importance of 'dealing with people as individuals and giving them opportunities on the basis of their skills, talents and qualifications so that they are not denied access on the grounds of their age, disability, ethnicity, race or sex or sexual orientation.'

In order to account for this, some adaptation may need to take place. For example, tennis could easily be adapted for wheelchair users; and visually impaired students can play football with a bell in the ball so they can listen to which direction the ball is moving.

Knowledge of the coaching environment

Coaching is about developing someone's understanding and ability in particular areas, as well as helping them with the specific sport. So as a coach, it is likely you will be coaching the person too; therefore you need a good understanding of the coaching environment.



Fig.3.2

SELF-ASSESSMENT EXERCISE

- i. Define the word responsibility.

Answer

Responsibility can be defined as the things a coach must consider in order to carry out his/her role effectively.

4.0 CONCLUSION

Having read unit 3 successfully, it can be concluded that you have understood the meaning of responsibility, and various responsibilities performed by a coach in sports competition.

5.0 SUMMARY

In this unit 3, you have successfully learnt about various types of responsibilities to be performed by a successful coach.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define the word responsibility.
2. List five (5) responsibilities of a successful coach.

7.0 REFERENCES/ FURTHER READING

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UNIT 4 TYPES OF COACHES IN SPORT COMPETITIONS

CONTENTS

- 1.0 Introduction
- 2.0 Objective
- 3.0 Main Content
 - 3.1 Types of Coaches in Sport Competitions
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Based on their individual philosophies and other qualities, coaches are classified based on following different categories.

2.0 OBJECTIVE

By the end of this unit, you will be able to:

- discuss types of coaches in sport competitions.

3.0 MAIN CONTENT

3.1 Types of coaches in sport competitions

- **The Authoritarian Coach**

He believes in discipline and uses punitive measures to enforce rules. He is rigid about schedules and keeps to time, He is well organised and asserts his authority all the time.

- **The Intense or Driven Coach**

Quite like the authoritarian coach. He is aggressive and often has problems with player, who do not show sufficient commitment to the game.

- **The Business-Like Coach**

This is the professional coach. He applies scientific approach to coaching. He is highly skilled and vast in tactics and strategies. He is thorough and enjoys the confidence and respect of these players. Players

under him often tend to follow his pattern at the expense of their own natural talents.

- **The Democratic Coach**

He is often regarded as a “nice-guy” meaning that he will always allow anybody have his way. He is the opposite of the authoritarian coach. He is not rigid and tends to moderate his actions to please players.

- **The Easy-Going Coach**

He is the opposite of the intense or driven coach. He has a laissez-faire approach to coaching, seldom drives his players. Winning is not important to him. He rubs shoulders with his players and enjoys cheap popularity among them. He is not achievement oriented.



Fig.4.1

SELF-ASSESSMENT EXERCISE

Attempt the following question.

1. list two (2) types of coaches in sport competitions

Answers

- **The Democratic Coach**

He is often regarded as a “nice-guy”; meaning that he will always allow anybody have his/her way. He is the opposite of the authoritarian coach. He is not rigid and tends to moderate his actions to please players.

- **The Easy-Going Coach**

He is the opposite of the intense or driven coach. He has a laissez-faire approach to coaching, seldom drives his players. Winning is not important to him. He rubs shoulders with his players and enjoys cheap popularity among them. He is not achievement oriented.

4.0 CONCLUSION

Having read this unit successfully, it can be concluded that you have understood various types of coaches in sport competitions.

5.0 SUMMARY

In this unit 4, you have learnt successfully types of coaches in sport competitions.

6.0 TUTOR-MARKED ASSIGNMENT

1. List four (4) types of coaches in sport competitions.

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MODULE 5 FACTORS TO BE CONSIDERED IN SELECTING A COACH

UNIT 1 FACTORS TO BE CONSIDERED IN SELECTING A COACH

- 1.0 Introduction
- 2.0 Objectives
 - 3.0 Main Content
 - 3.1 Factors to be Considered in Selecting a Coach
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Selection and matching of coaching with coaches is considered an essential factor in the utmost success of the coaching relationship. Selecting coaches and matching the two individuals is critical to a coach's effectiveness. However, there is a danger that an executive may make an ill-informed machine decision based on factors such as between executive and coach.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- discuss factors to consider in selecting a coach.

3.0 MAIN CONTENT

3.1 Factor to Consider in Selecting a Coach

Here are 10 key factors to consider in selecting a coach:

1. Location

Do you want to be able to meet face-to-face regularly with your coach? If so, their location being reasonably near to yours is an important factor. If you're happy to have phone or video calls then this will not be an issue.

2. Frequency and Mode of Contact

How often do they suggest you connect for coaching-once a week, once a month, twice a month? How long is each session- a day, an hour, 15 minutes? If you're in a period of real flux or change of direction then you may need to work with someone more intensely for a while. If you are relatively settled in your career, it may be fine to have an hour every month.

Will there be an opportunity for e-mail support in between verbal sessions? If so, what are the parameters?

3. Their Specialist Skills

If you are looking to up skill in a specific area of your work or personal life then it may be necessary to find someone who has experience and knowledge of that skill; for example, developing effective communication, creating strategy for business development, sales and marketing skills, navigating in a complex organisational structure.

Or you may want to find someone who has great leadership coaching skills or can act as a thought partner for you to develop further your independent thinking enabling you to create breakthroughs.

4. Their Credentials

In your executive role, it is very important to choose a coach who is well-qualified and accredited by recognised professional bodies.

5. Their Industry Experience

Do they work or have they worked in your particular industry? This may be an absolute essential factor for you, it may not matter at all or it may be beneficial to work with someone from outside of your industry, for a fresh and alternative perspective.

6. Their Results

Do they have glowing testimonials and case studies from other coaching clients? How have they helped them to develop in their executive role? Are these the kind of results you want to achieve?

7. Their Style

Are they blunt, diplomatic, soft-natured, hard-hitting? Do they listen-really listen? Do they communicate best by e-mail, phone or in person?

Are they completely frank with you? Do they tell you what they think you should do or do they generate more of your independent thinking enabling you to discover more about yourself and for yourself to achieve breakthroughs?

No one particular style is better than another, it's all about what works best for you.

8. Their Values

Do they uphold the same moral, ethical, spiritual and business values that you do? It's good to find this out upfront, because if they are motivated by achieving results as quickly as possible and you are motivated by discovering more for yourself through high level thinking and personal discovery, you may encounter some issues sooner or later, for example.

Similarly, if you both value communication but they espouse the value of long and personal discussions with your subordinates and you prefer a 'one minute manager' type approach of keeping communication open but more short and sweet, then there may be some difficulties.

9. Cost

Cost of the coaching is inevitably a significant factor but it should not be the main factor.

Like most things in life, you get what you pay for and if your prospective coach charges a considerable fee, do consider the ROI they have been able to help their clients generate, or the time and resources they can help you save, which may prove to be much more cost effective than a cheaper coach who can't help you to achieve the same level of results or savings.

10. Your Rapport

At the end of the day, this is probably the most crucial factor. If your prospective coach has all the right attributes on paper but you just don't gel with them then you may need to continue your search.

Attempt the following question.

1. List two factors to consider in selecting a coach.

Answers

1. Frequency and Mode of Contact

How often do they suggest you connect for coaching-once a week, once a month, twice a month? How long is each session- a day, an hour, 15 minutes? If you're in a period of real flux or change of direction then you may need to work with someone more intensely for a while. If you are relatively settled in your career, it may be fine to have an hour every month.

2. Their Specialist Skills

If you are looking to up-skill in a specific area of your work or self then it may be necessary to find someone who has experience and knowledge of that skill – for example, developing effective communication, creating strategy for business development, sales and marketing skills, navigating in a complex organisational structure. Or you may want to find someone who has great leadership coaching skills or can act as a thought partner for you to develop further your independent thinking enabling you to create breakthroughs.



Fig.1.1

4.0 CONCLUSION

Having read unit 6 successfully, it can be concluded that you have understood factors to be considered in selecting a coach for sports competition.

5.0 SUMMARY

In this unit 6, you have learnt factors to be considered in selecting a coach.

6.0 TUTOR-MARKED ASSIGNMENT

1. Mention five (5) factors to be considered in selecting a good coach.
2. Write short note on the following as it affect selection of a good coach:
 - i. Their Credentials
 - ii. Their Industry Experience
 - iii. Their Results
 - iv. Their Style
 - v. Their Values.

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UNIT 2 **WAYS OF COACHING ATHLETES FOR SPORTS COMPETITION**

- 1.0 Introduction
- 2.0 Objective
- 3.0 Main Content
 - 3.1 Ways of Coaching Athletes for Sports Competition
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

The purpose of coaching is to help the learner through instruction and demonstration to acquire knowledge and skills in physical activity and sport. The coach, therefore, has to guide the learner to achieve his/her objective by using different method which will help the learner.

2.0 OBJECTIVE

By the end of this unit, you will be able to:

- discuss four (4) methods of coaching.

3.0 MAIN CONTENT

3.1 Ways of Coaching Athletes for Sports Competition

Here, take note of the following.

1. Visual guidance method: this involves the use of demonstration. Demonstration is perhaps the most common form of visual guidance. It provides a basis for limitation. In teaching a skill, you should present it for the learner to see. If the skill is a complex one, break it down into simple plan, and move from simple to complex

2. Verbal communication: Verbal instruction is the most traditional form of communication. It is one of the ways of making sure that a learner does not have to use trial and error method. You tell the athletes what to do and how to do it. This method, when combined with visual guidance is highly recommended. Words used must be simple and clear.

3. Forced responding: this is the most direct method for controlling the pattern of movement by physically moving the limb or hand or whole body of the athletes/players by the coach.

Here, you guide the particular part of the athlete's body you want him to use in performing that particular skill you want to teach.

- 4. Physical restriction:** this method involves the use of device or certain equipment which will prevent athlete for making error or injuring themselves, while performing certain skill.

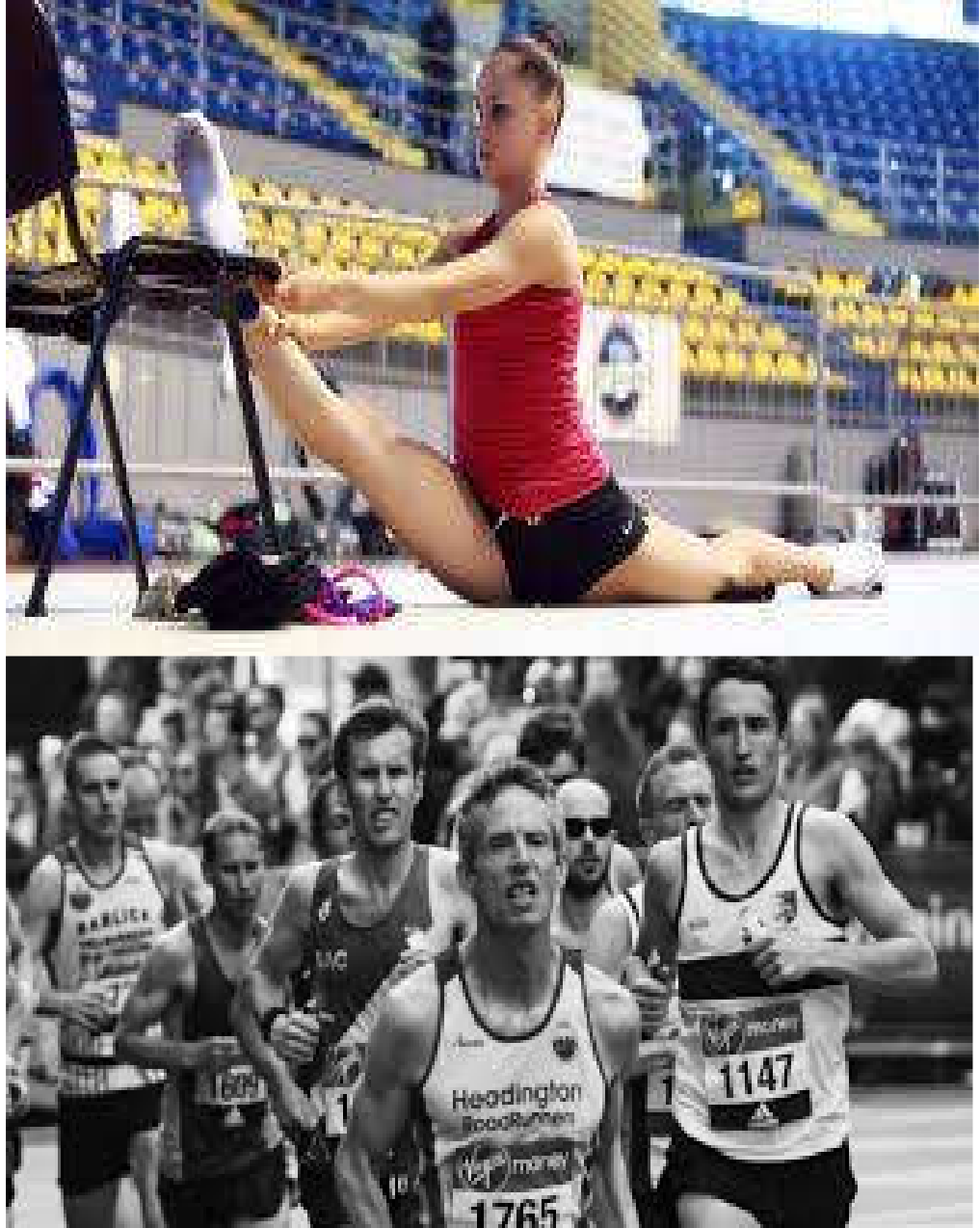


Fig.2.1

SELF-ASSESSMENT EXERCISE

Attempt the following question.

1. Explain how a coach can use *force responding* to teach a back-hand stroke in Table tennis

Answer

1. In teaching back-hand stroke, grab the hand of the learner who is holding a racket; with his right hand side toward the direction of the ball swing his hand and the racket from the left side of the body to the right side using the reverse side of the racket.

4.0 CONCLUSION

Having read this unit successfully, it can be concluded that you have understood various way of coaching an athlete/player for successful outcome in any sports competition.

5.0 SUMMARY

In this unit, you have learnt four methods of coaching athletes/players for sports competition.

6.0 TUTOR-MARKED ASSIGNMENT

1. List four (4) methods to be used by a coach for sports competition.
2. Write shorts note on the following as it affect methods of coaching athletes for sports competition.
 1. Visual guidance method
 2. Verbal communication
 3. Forced responding
 4. Physical restriction.

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