The Influence of Coaching Behaviours on Gaelic Athletic Association

Inter-county Hurling Players

By

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Abstract

This study is focusses on the athlete-coach relationship, and how the coach can influence the athlete's scale of motivation. The research design is a case study of two Gaelic Athletic Association Inter-county Hurling Teams. Six Inter-county hurling Players (IHPs) participated in semi-structured open-ended interviews. Three players from each team were asked about their hurling experiences and why they play. The type of psychological contract the players have formed with their coach was assessed throughout the interviews. Also discussed were the player expectations of the coach and possible consequences if the expectations were not reached. In combination with the interviews direct observation was made of both teams during separate competitive matches. An assessment of the player's responses to coach behaviour was made.

The results posited that the IHPs are both intrinsically motivated they enjoy playing, and are extrinsically motivated, they want to win. It was also found that a negative coach action would promote a negative IHP response and a positive coach action would endorse a positive IHP response.

Aspects of amotivation were experienced when the IHPs felt they weren't communicated with effectually. The IHPs felt least communicated with when they didn't gain a place on the team for match day. Furthermore, whilst initially disappointed the players commented it would make them 'work harder' to get a place on the 'starting' fifteen.

The research also discovered the motivational influence of team-mates and family and friends on the IHPs. All of the IHPs interviewed expressed a high level of commitment to their team-mates. Some IHPs spoke about what it meant to their families for them to see the IHPs playing for the county. This was a very influential extrinsic motivator for two of the IHPs.

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List of Abbreviations

ACR   Athlete Coach Relationship

CBAS   Coach Behaviour Assessment System

CBQ   Coach Behaviour Questionnaire

CET   Cognitive Evaluation Theory

INP   Inter-county Hurling Player

NGB   National Governing Body

PC   Psychological Contract

SDT   Self Determination Theory

Chapter 1

Introduction

Men will work hard for money; they will work harder for other men. But men will work hardest of all when they are dedicated to a cause.
(Harry Emerson Fosdick, quoted in Monson, 1985, p. 13; and cited in Thompson and Bunderson, 2003p. 57)

Motivation is what makes an individual undertake an action in order to achieve an anticipated outcome. The type of goal, incentive or nature of a person can determine the factors of influence on the person, for example, they may participate in an activity because they enjoy the feeling or because there is a reward at the end of it.

> 'A widely accepted definition of motivation is that it represents the hypothetical construct used to describe the internal and/or external forces that lead to the initiation, direction, intensity and persistence of behaviour' (Vallerand, 2007 p. 428).

The Research Question

How can the coach behaviour affect the motivational scale of the athlete?

The Rationale of Study

The area of focus for this research is motivation, and the aim of this research is to investigate the effects of coaching behaviour on the motivational scale of an amateur athlete. The selected athletes' are Gaelic Athletic Association (GAA) Inter-county Hurling Players (IHPs).

The objectives to achieve the aim are as follows:

- Evaluate the IHPs scale of motivation
- Explore the following determinants of motivation:
  - The effects of a coaches behaviour on player motivation
  - The type of psychological contract (PC) formed by the player through the use of a recognised interpretive framework

- Identify the IHPs expectations of the coach
- Examine consequences to the athlete-coach relationship (ACR) if player expectations are not met.

The remainder of this chapter outlines the contents of this study and concludes with the author's viewpoint on the organisation studied in order to help develop an understanding of the context.

Previous Research Conducted in this Area

There has been a vast amount of research conducted on the ACR, however, with regard to the GAA, the studies have been from the perception of the coach. Other sports such as handball and basketball have conducted research from the player perspective, in both youth athletes and adult high performance athletes.

Chapter 2 – Literature Review

Chapter Two focuses on the Literature Review and describes the theory of the sports motivational scale which includes intrinsic, extrinsic and amotivation. Expanding on motivation, motivational determinants are discussed in terms of the coach behaviour effects on the athlete and the PC its' various viewpoints and interpretive framework.

Chapter 3 – Research Design and Methodology

Chapter Three concentrates on the Research Design and Methodology. The phenomenological stance of this research, the chosen case study research design will both be explained in this chapter. The Data Analysis Methods used to conduct the research will also be presented.

Chapter 4 - Empirical Research Findings and Discussion

Chapter Four presents the findings of the Empirical Research. The research findings are presented and followed by a discussion and deliberation of the findings.

Chapter 5 – Conclusion, Recommendations and Limitations.

Chapter Five comprises of the main conclusions and limitations of the case study research and recommendations for future studies are suggested.

Author's Viewpoint

It is the opinion of this author that the GAA is unique. For those who are involved, no explanation is necessary; for those who aren't, no explanation is possible. (Shane Dawson, grassrootsgaa.ie 27th February 2014). This author concurs with this statement, that for some, being involved in the GAA can be a past-time and for others it can be an all-consuming part of who a person is.

The personal observations of this author, particularly over the last two decades, notes an increased intensity, physicality and speed of games played, thus placing further demands on IHPs. The level of commitment, and time required to train has increased significantly; an extremely disciplined lifestyle in relation to regime and conduct is now the 'norm'. The IHP's may have other everyday commitments such as employment, studies and family and yet are expected to train outside normal working hours. This author, as an avid Hurling supporter and Camogie (female equivalent of hurling) player with over twenty years' experience at Senior Club level coupled with Senior Inter-County experience, has never been subjected to the level of scrutiny Inter-County GAA players now have to contend with, and is curious to understand why they commit and re-commit to their respective teams year after year.

In addition one must note that the high level of commitment to training and the personal sacrifices made by the players doesn't necessarily bring with it a guarantee of individual or collective reward, and in some instances certain team members

aren't even afforded regular match time. Furthermore, the Inter-County players are a huge financial asset to the GAA, this author ponders, if the games increase in intensity and places further demands on the players', would there be consequences be to the association, Are the coaches available educated and effective enough to support and foster IHPs motivation?

Chapter 2

Literature Review

Introduction

In the context of the athlete-coach relationship the literature reviewed in this chapter will focus on the theoretical subjects deemed relevant by this author, to the research question outlined in Chapter one. The theory of the sports motivational scale which includes; intrinsic motivation, extrinsic motivation and amotivation will be discussed. Determinants of motivation will be deliberated regarding the contract formed by an athlete with the coach. This will be expanded to include athletes' expectations of the coach using the theoretical concept of the PC. Additionally the athletes' perception of coach behaviour and subsequent influences on motivation will be reflected on. A summary of the literature reviewed will conclude the chapter.

Motivation

Motivation is the aspiration to do well and achieve goals. Persons differ physically, mentally and emotionally, therefore motivational factors are extremely individualised and diverse depending on the person. Motivation can be intrinsic meaning from within a person or extrinsic where the motivational factor comes from a source external to the person. However both motivational climates are not exclusively separate entities and therefore can act in conjunction with one another. Deci and Ryan, (1985) cited in Pelletier et al., (1995) posit that an intrinsically motivated person will perform a behaviour voluntarily, in the absence of tangible rewards or external constrictions. This is supported by Vallerand, (2004) with the theory that intrinsic motivation 'refers to engaging in an activity for itself and for the pleasure and satisfaction derived from participation' (Vallerand, 2004, p.428). Extrinsic motivation 'pertains to a wide variety of behaviours that are engaged in a means to an end and not for their own sake' (Deci, 1975) cited in Pelletier et al., (1995 p. 37). Similarly, Vallerand (2004) suggests 'When extrinsically motivated, individuals do not engage in the activity but rather do so to derive some kind of

reward that is external to the activity itself' (Vallerand, 2004, p.428). Within the sporting environment, players are motivated intrinsically, extrinsically or amotivated (Deci and Ryan, 1975, 1985, 1991) cited in (Pelletier, 1995). The distinguishing factors of intrinsic and extrinsic motivation are theorised in the Self-Determination Theory (SDT) (Deci and Ryan, 1985, 2000). The SDT suggests there are three necessary psychological needs that are vital in order to accomplish inner self-growth; autonomy, competence and relatedness (Deci and Ryan, 1985). Autonomy involves the experience of choice and the sentiment that an individual instigates their own actions; additionally actions chosen are in harmony with the individuals beliefs as opposed to being manipulated by external influences or internal anxieties (deCharmes, 1968; Deci and Ryan, 1985; Vallerand, 2007). Competence is achieved when a person is satisfied that they themselves have brought about the desired results and outcomes of their experiences (White, 1959) cited in (Reinboth and Duda, 2006). The need for relatedness is the aspiration of the individual while participating in an activity to feel part of the collective group (Baumeister and Leary, 1995; Deci and Ryan, 2000; Vallerand, 2007).

It is implied that intrinsically motivated sports persons participate in a task or activity solely because they deem it to be personally interesting or gain enjoyment from it. Conversely extrinsically motivated sports persons partake in activities due to external pressure or outcome related motivations such as training in order to maintain a healthy body as opposed to training for enjoyment alone. Furthermore the concept of amotivation must be considered in order to completely comprehend human behaviour (Deci and Ryan 1985). Amotivation may occur when a sports person does not relate their actions to outcomes.

> 'Individuals are amotivated when they perceive a lack of contingency between their behaviour and outcomes. There is an experience of incompetence and lack of control. Amotivated behaviours are neither intrinsically nor extrinsically motivated: They are non-motivated. There are no rewards (intrinsic or extrinsic) and participation in the activity will eventually cease' (Vallerand and Bissonnette 1992, p. 602).

Each of the aforementioned components of the motivational scale will be further explored below.

Intrinsic Motivation

In conjunction with SDT the Cognitive Evaluation Theory (CET) presented by Deci and Ryan, (1985), specifying reward, communication and feedback coupled with the absence of disparaging appraisal assists in the enrichment of intrinsic motivation as these permit the satisfaction of basic psychological self-efficacy.

Intrinsic motivation can be divided into more explicit motives. Vallerand et al., (1992) cited Pellitier et al., (1995) classified three types of intrinsic motivation; intrinsic motivation to know, to accomplish things and to experience stimulation. To know can be defined as executing an activity for enjoyment and to experience fulfilment through learning and understanding something new. Athletes may experience this through the discovery of new training methods. To accomplish, can be explained as participating in an activity to feel a sense of achievement that evokes a further sensation of satisfaction (Pelletier et al., 1995). This can be pertained to athletes attempting to master a difficult training technique, whereby the athlete feels appeased upon successful attainment of the demands of the task. The experience of stimulation can be described as partaking in an experience for sensory pleasure, fun and excitement. In relation to athletes this is applicable to the sensation of exhilaration they gain from performing in their chosen sport (Pelletier et al., 1995).

Extrinsic Motivation

Extrinsic motivation contrasts with intrinsic motivation and was initially considered to be non-autonomous (Deci and Ryan, 2000). It has more recently been presented that different types of extrinsic motivation can be categorised along a self-determination continuum (Ryan, Connell and Grolnick, 1990). The first level of the scale is external regulation which refers to behaviour controlled by external sources for example material reward and limitations inflicted by others (Deci and Ryan, 1985). In this instance sport is participated in to attain reward or to evade negative consequence and not for enjoyment (Pelletier et al., 1995). For example, an athlete may participate for acclaim from their coach or because they feel pressure from their parents.

The next level is introjection whereby the external basis of motivation has been internalised and is no longer required to instigate behaviour but now motive occurs due to internal pressures such as guilt or anxiety (Pelletier et al., 1995). 'Thus, the source of control is inside the individual' (Vellerand, 1992, p. 601). However, while internal to the person, this form of internalisation is not truly self-determined since it is limited to the internalisation of external contingencies. Rewards or constraints are now imposed by the individual and not others'. The final level of the scale is identification where value is recognised by the individual and is perceived as being chosen by them-selves, (Vallerand, 1992) and 'the individual comes to value and judge behaviour as important and therefore performs it out of choice, although the motive is still extrinsic, for example to achieve personal goals' (Pelletier et al., 1995 p. 38)

Amotivation

Individuals who are amotivated do not observe a connection joining their actions and the outcome of their actions. They are neither intrinsically nor extrinsically motivated. Feelings of incompetence and lack of control are felt (Deci and Ryan, 1985). It is deduced amotivated athletes can no longer find positive reasons to carry on participating in their chosen sport.

> 'Amotivated behaviours are the least self-determined because there is no sense of purpose and no expectation of reward or of the possibility of changing the course of events' (Vallerand, 1992, p. 602).

Therefore, the most important hypothesis of the self-determination theory asserts that the greater the level of satisfaction of the three basic needs; autonomy, competence and relatedness, the higher the level of perceived reasons for partaking in an activity as self-determined with an enhanced possibility of intrinsic or integrated motivation (Deci and Ryan 1985).

Determinants on Motivation

The review of literature up to this point has described the scale of motivation experienced by an individual can be influenced intrinsically and extrinsically. Moreover, the motivational scale is influenced by perceptions of the athletes own ability, determination and feelings of fulfilment of basic needs Deci and Ryan, (1985, 1991). Inter-social behaviours also denote significant causes of motivation, research conducted on teachers behaviours Ryan and Grolnick, (1986), coaches behaviours Pelletier et al., (1988) and parents behaviours Grolnick, Ryan and Deci, (1991) revealed that supplying informational feedback of competence and the provision of a well-defined structure or reasoning for executing an activity promote self-determined forms of motivation and reduce amotivation Pelletier et al., (1995). Additionally it was discovered that autonomy supportive behaviours were enriched with the provision of opportunities for choice, in contrast if the coach exhibits interpersonal behaviours resembling, uncaring or being unsympathetic towards an athlete their scale of intrinsic motivation can be undermined Pelletier et al., (1995). The ensuing paragraphs will discuss the influence of coach behaviour on an athletes' motivational scale.

Coaches and athletes form relationships and through their commitment to their sport form agreements to fulfil obligations required of their roles. In amateur sports where contracts are not specified and parties are involved by choice with the option to leave at any time, it is therefore of great interest to this author to identify how athletes are continually motivated to persevere and why they remain committed throughout their playing career.

Influence of Coach Behaviour on Athlete Motivational Scale

The motivational climate created by the coach is an important factor in nurturing the basic needs of athletes benefiting them in the psychosocial and physical perspectives. 'Coaches design practice sessions, group athletes, give recognition, evaluate performance, share their authority and shape the sport setting. In doing so, they create a motivational climate which can have an important impact on athletes

motivation' (Reinboth and Duda, 2006, p. 270). Furthermore, coaches play an influential role in how players respond to stressful situations, gain enjoyment through playing and experience feelings of self-efficacy in sport situations (Scanlan and Lewthwaite, 1986). The following paragraphs will explain the coach athlete relationship in respect of athlete response to coach behaviours.

The coach's relational attitude is a significant element to consider in the motivational environment, particularly the relationship developed with the athlete. The research of Pelletier et al., (1998) and Ryan, Grolnick and Deci (1991) propose that reactive behaviour in relation to competence and clear instructions for performing an activity promote self-determined forms of motivation and lessen amotivation. In contrast if a coach exudes a non-caring attitude towards athletes, intrinsic motivation and identification decrease and amotivation can increase.

SDT is previously mentioned in this chapter and discussed athlete autonomy competence and relatedness. In particular considering athlete autonomy Mageau and Vallerand (2003) posit that to support autonomy a coach needs to provide a reason for tasks and limits, request also feedback from athletes in relation to tasks and rules in order to evaluate athletes' viewpoints of same. Furthermore athletes should be provided with the opportunity to use their own initiative and to work independently. Additionally, positive feedback should be offered in an un-controlling manner. When providing positive feedback in order to be advantageous it should it needs to; '(1) promote perceptions of autonomy and competence, (2) target behaviours that are under the athletes control and (3) convey high but realistic expectations' (Mageau and Vallerand, 2003, p. 890).

Coaching behaviour that encourages autonomy will in turn communicate messages of trust and respect, which enable competence and relatedness (Mageau and Vallerand, 2003). Coaching behaviours that provide organisation and demonstrate involvement in athletes' wellbeing represent important determinants of athletes' perceptions of competence and relatedness (Deci and Ryan, 1985; Grolnick and Ryan, 1989; Connell and Wellborn, 1991, Mageau and Vallerand, 2003). Also, in the absence of instruction from the coach, athletes do not receive the essential information and knowledge to advance in their chosen sport. When deprived of support and engagement from the coach, athletes can feel disconnected. It becomes

evident when considering autonomy, competence and relatedness collectively that those autonomy supportive behaviours can only be helpful for athletes' motive, (Mageau and Vallerand, 2003).

Models of Evaluation of the Coach-Player Relationship

Smoll and Smith (1989) suggest a model of leadership behaviours in sport that postulates a theoretical basis for examining coaching behaviours and their influences. See Figure 1 Smoll and Smith's (1989) cognitive-behavioural model concurs with Pelletier et al., (1989) and Ryan, Grolnick and Deci (1991) in hypothesising that an athlete's perception and recollection of coach behaviour mediates the level of efficacy a coach has. Coaching behaviours are observed and given meaning by the athlete thus influencing the athlete's opinion of the coach. Moreover, the framework includes three categories of mediating variables; situational factors, coach and athlete individual difference variables and the coach perception of athletes' attitudes. Therefore, the paradigm illustrates various complex communications of the mediating variables.

Figure 1: Model of leadership behaviours in sport
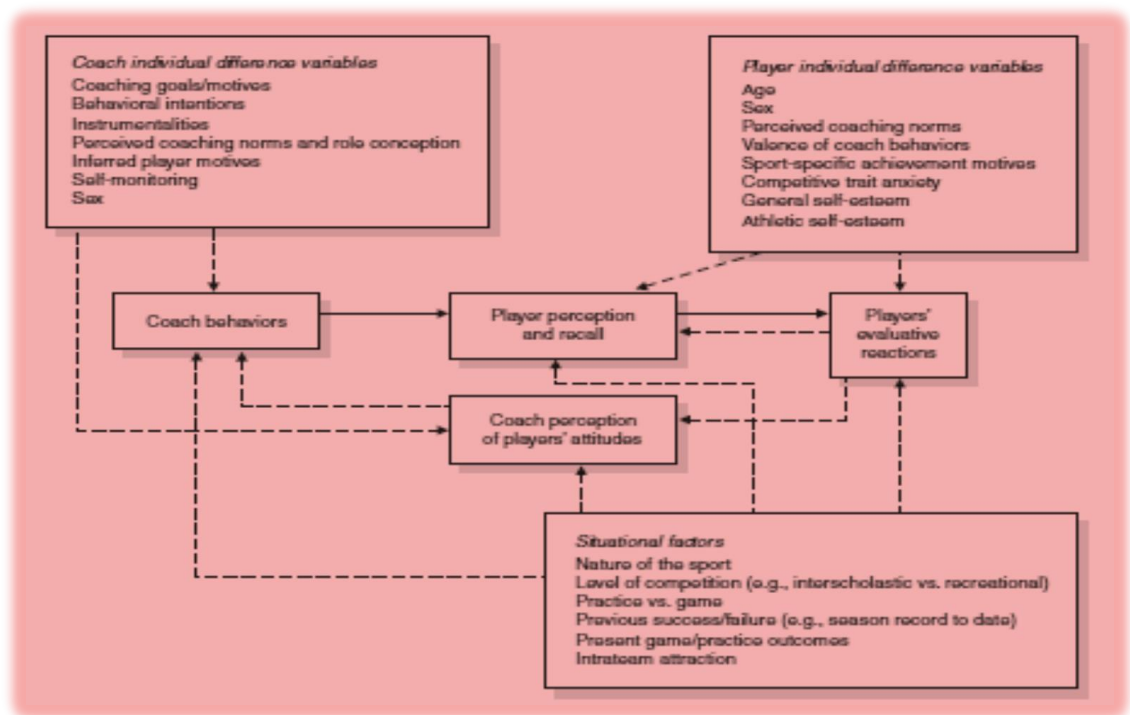
Figure 1: Model of leadership behaviours in sport and hypothesized relationships among situational, cognitive, behavioural, and individual difference variables. Source: Adapted from Smoll and Smith, (1989).

The Model of Leadership Behaviours in Sport in Figure 1 has been tested using the Coach Behaviour Assessment System (CBAS) (Smith, Smoll and Hunt, 1977). The CBAS has twelve categories divided into two groups: reactive behaviours and spontaneous behaviours. A reactive behaviour is a response to a specific behaviour. There are eight reactive behaviours: reinforcement, non-reinforcement, mistake-contingent encouragement, mistake-contingent technical instruction, and punishment, punitive technical instruction, ignoring mistakes and keeping control (Kenow and Williams, 1999). The remaining four categories are spontaneous behaviours; a spontaneous behaviour is prompted by the coach and is not a reaction to a previous event. The behaviours are: General Technical Instruction, General Encouragement, Organisation and General Communication, (Kenow and Williams, 1999)

The CBAS has proven to be effective at measuring actual coaching behaviours, but it does not assess athletes' evaluative reactions to the behaviours. Athletes' perception and evaluative reactions to particular coaching behaviours is measured

using the Coaching Behaviour Questionnaire (CBQ) (Kenow and Williams, 1992). The CBQ has five specific facets of coaching behaviour: cognitive/attentional effects of coach's behaviour, supportiveness, emotional control and composure, communication and somatic effects of coach's behaviour (Kenow and Williams, 1997).

There has been a small amount of attention given to the influence on performance that the interpersonal relationship of the athletes and coach has 'With few exceptions, sport psychologists have given little attention to the interaction between coach and athlete and how that interaction contributes to maximum athlete performance' (Williams et al., 2003, p.19). Furthermore, Carron and Bennett (1977) cited in Williams et al., (2003) advocated that in determining coach athlete compatibility, it is necessary to assess not only the coach's personality and behaviour, but also the athlete's desire for such traits and behaviours in the coach.

The determining influences of the coach on an athletes' scale of motivation will now be discussed in the following contexts; the athletes perceived expectations of the coach, focussing on the theoretical concept of the PC. The concept of the PC is more commonly applied to the work-place and concerns the employer-employee relationship, the majority of the literature available on the PC relates to the employer-employee relationship. To enable greater understanding within this research particularly this chapter; the employer equates to the coach and the employee likens to the player. Also discussed in the following paragraphs are the types of PC that can be formed by the player and the impact of and breach or violation of PC.

The Psychological Contract

Definition of the Psychological Contract

When the term contract is used it indicates that a written or verbal formal agreement occurs between one or more parties that are binding in law (Duxbury, 1997). Formal agreements are explicit with all parties involved informed on what is required of them. The PC as it is termed is itself a contradiction of what a contract entails. It is a perceptual and informal contract with implied terms 'it is commonly understood as an individual's belief about the terms and conditions of a reciprocal exchange agreement with an employer or coach' (McCabe, 2014). The term PC was first mentioned in the seminal research of Argyris (1960) in the context of the relationship formed between employees and their foreman. It was defined by Levinson et al., (1962) as a series of mutual expectations where the factions involved in the relationship may not themselves be conscious of however, govern the relationship to each other. Schein (1965) further developed the concept and theorised that the PC encompasses all members of an organisation and that the unwritten expectations of employee and employer differ in importance and change on an ongoing basis. Schein's definition places greater meaning on the expectations of both parties involved being met and furthermore, that in doing so leads to positive results in regard to employment fulfilment, higher commitment and performance levels. Schein illustrates that the PC can strongly influence the behaviour of all people within an organisation even though it is unwritten. Kotter (1973 p. 92) defined the PC as, 'an implicit contract between an individual and [his] organisation which specifies what each expects to give and receive from each other in their relationship'. This definition moves away from the employees in the collective and focuses on the unspoken agreement between individuals and their organisations with an understanding of the expectations from both as to what the agreement entails.

The aforementioned definitions Aygris, (1960) Levinson et al., (1962) Schein, (1965) Kotter, (1973), all similarly hypothesise that the PC is mutual in obligation. In contrast Rousseau (1989) redefined the PC, as 'individual's beliefs regarding the terms and conditions of a reciprocal exchange agreement between that focal person

and another party' (Rousseau 1989 p. 123). This definition distinguishes from the concepts of Argyris (1960), Levinson et al., (1962), and Schein (1965) as not resulting from expectations, but from a promise made, for which consideration is given thus forming a reciprocated agreement of exchange between parties. This definition also indicates that the terms are the perception of the employee only. Morrison and Robinson (1997) concur with Rousseau (1989) as they define 'a PC as 'an employee's belief about the reciprocal obligations between that employee and his or her organization, where these obligations are based on perceived promises and are not necessarily recognised by agents of the organization'(Morrison and Robinson, 1997, p. 229). The definitions of Rousseau, (1989) and Morrison and Robinson (1997) Guest (1998) presents the argument that the PC may incorporate expectations, perceptions, promises, beliefs and obligations'. This argument was met with disapproval by other researchers who counter-argued that placing a conceptual boundary would run the risk of the PC concept becoming oversimplified Dadi, (2012). Academics are yet to agree on a formal definition of the PC (Dadi, (2012) hypothesises that 'employees generally come into an organisation with different beliefs emanated from their divergent upbringings and cultural backgrounds. Hence they developed different perceptions, which result in different PCs' (Dadi, 2012, p. 96).

The preceding paragraphs discuss the PC in regard to the employer employee relationship. Dadi (2012), although stated more research is required, suggests the concept can be applied to other organisations not just employment.

> 'the concept has grown globally to almost every interpersonal relationship such as between doctors and patients, the state and individuals, husbands and wives, teachers and students, football clubs and players, and lawyers and clients' (Dadi, 2012 p. 91).

Athletes, like employees have to be managed and management theories and practices are applied to assist in the overall aim of success. There is a vast quantity of narrative in existence demonstrating a significant association between sports and business (Liu *et al.,* 1998). Additionally Epsitia-Escuer and Garcia-Cerbrian (2006), posit two key reasons for this; the common interest in sport and the availability of statistical data; further supported by (Ardcroft and Teckman (2008),

'First there are many issues common to both the study of sport and the study of management. For example, success in the areas of sport and management can be influenced by use of strategy, motivation, team-working and leadership. Second sport is very much concerned with the traditional management task of allotting scarce and finite resources in order to muster the best possible outcomes; Football teams can only have 11 players, sprint races only last for 100 meters and so on. Third sport offers clear tangible and measurable outcomes; ……. Finally sport, like business strategy is about contests whether it is the one-on-one contest of a knock out tournament or the multifaceted and long-term contest of a league'. (Ardcroft and Teckman 2008 p. 601),

In order to fully analyse the PC and its role between coach and player, and employer and employee the method of PC application and framework must be explained.

Interpretive Framework for the Psychological Contract

The theoretical approach to applying the PC is the use of an interpretive framework. 'The established approach to date for operationalising the PC has been to use a bi-dimensional (transactional/relational) interpretive framework to differentiate contract types on the basis of a content-based assessment' Rousseau, (1995) cited in O 'Donoghue and Nelson, (2009, p.3). The transactional/relational framework is grounded very much in the views and principles of the person with regard to their relationship with the organisation (O 'Donoghue and Nelson, 2009). The transactional type concerns self-interest, economic and material contract terms. The relational type relates to socio-emotional and non-material contract terms. It is argued 'PCs may be premised on "ideological rewards" (Blau, 1964: 239) and that espousal of a cause can represent a distinct inducement to elicit employee contributions and commitment.

'When this is the case, employee perceptions about the organization's obligations are not grounded solely in personal entitlements but also in the promotion of a cause they highly value' (Thompson and Bunderson, 2003, p. 571).

This indicates ideology linked influences are combined with the socio-emotional, which results in the incapacity to distinguish or decipher either element as a distinctive component in an employee's PC.   An expanded interpretive framework is illustrated in Table 1.

Table 1: Psychological Contract Expanded Interpretive Framework

	Transactional	**Relational**	**Ideology-infused**
Scope	Narrow	Pervasive and comprehensive	Boundary less; 'All' encompassing
Time Frame	Close-ended Specific duration	Open-ended Indefinite duration	Open-ended Variable duration
Primary currency	Economic	Socio-emotional	Ideological
Organizations obligations	Provide continued employment, safe working environment, fair compensation	Provide training, career development, promotion opportunities, long-term job security	Demonstrate credible commitment to a valued social cause
Individual's obligations	Fulfil formally specified role requirements	Fulfil generalised role obligations; organizational commitment and involvement; organizational citizenship behaviour	Participate in the organization's mission/cause; organizational and societal citizenship behaviour
Salient beneficiary	Self ('Me')	Self and organizational community ('We')	Society, some segment thereof, or an intangible principal ('All')

Table 1: Psychological contract interpretive framework. Source: Adapted from Burr and Thompson (2002) and Thompson and Bunderson (2003) as cited in O 'Donoghue and Nelson (2009)

The expanded interpretive PC framework in Table 1 displays the transactional, relational and ideology-infused viewpoints and introduces and contrasts the 'salient beneficiary' element emphasising the differences between each of them.   Also highlighted in Table 1 is the self-regarding approach of an individual centring on benefits for him/her in the transactional perspective.   The relational viewpoint is collectivist and concerned with benefits to both the organisation and the individual.

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Perspective in the case of ideology-infused is external to the individual and the organisation

'an ideology-infused perspective, however, the focus is shifted beyond the individual and the organization to a third party beneficiary, defined in general terms as society, some segment thereof, or an intangible principle. Thus the ideology-infused PC reflects a principled and externally orientated model of human nature, where the notion of benefit may transcend personal gain in the eyes of an employee' (Burr and Thompson 2002; Thompson and Bunderson 2003) cited in (O 'Donoghue and Nelson, (2009 p.4)

The expansion of the interpretive framework to include ideology-infused can aid insight into factors that influence the parties involved in the PC. The introduction of the salient beneficiary (inclusion of third parties) presents an opportunity to increase the depth of understanding of how perceptions of breach or violation of a PC might occur. PC breach and violation in conjunction with trust is a further essential aspect relating to the PC that must be discussed to gain complete understanding of it.

Trust and Breach of the Psychological Contract

Trust in the PC can be determined from an individual's prior experiences and selected perception thus, influence their opinion of a PC breach. 'Trust plays a mediating role because PC breach undermines two conditions leading to trust – judgements of integrity and beliefs in benevolence that in turn reduce employees' contributions' (Robinson, 1996, p. 578). Furthermore, 'trust is cognitively established, in that one builds probabilistic beliefs about another's future actions based on rational reasons, such as the past behaviour of or the experience with that other party' (Lewis and Weigert 1985; and Good 1988 as cited in Robinson, 1996, p. 578).

When it is deemed by an individual that there has been a PC violation the outcome for an organisation for the most part is negative. 'Employees initially hold unrealistic expectations and when these expectations go unmet, employees may become less satisfied, perform less well and become more likely to leave their employer' (Wanous et al., 1992) cited in Robinson and Rousseau, (1994, p. 247).

There are differences between breaches and violations. A breach in the PC may not be experienced by all persons it is a subjective experience, when a person believes that another has not delivered on a promise. PC breach is person's own experience denoting a person's assessment that another has failed to satisfy sufficiently the promised obligations of the PC (Rousseau, 1989).

If it construed by an individual that an inconsistency within the PC has occurred a mental process takes place, 'if it is decided the impact is negative and beyond the boundaries of tolerable change it is deemed a 'breach' Turnley & Feldman (1999). Establishing if a breach advances to a violation is dependent on the emotional reaction of the individual 'whether a perceived contract breach leads to violation depends on the meaning that the employee attaches to the breach.

The link between perceived contract breach and violation is moderated by an interpretation process, through which the employee takes into account outcome issues, why and how the breach occurred, and the social contract governing the relationship'. (Morrison and Robison, 1997, p. 233).

This author summarises that if the individual employee perceives that the employer fulfils promises and expectations, the motivation for the employee to accomplish obligations will continue. However, in the event that an individual employee perceives a breach or violation of their PC that motivation to satisfy obligations will be reduced, possibly re-instated or the employee may seek to exit the organisation.

Chapter Summary

It can be derived from the literature review, that athletes are motivated intrinsically, when the motivational influence comes from within a person and extrinsically, when motivational influence is external. Athletes can also become amotivated which is when they are unable to link behaviours to outcomes. Athletes' levels of Extrinsic and intrinsic motivation may be dependent on the satisfaction of three basic needs, autonomy, competence and relatedness. Furthermore positive reward, communication and feedback can increase the intrinsic motivational scale of an athlete. It is also theorised in the literature that extrinsic motivation of an athlete can be influenced by material reward and the limitations imposed by others. There

is no clear definition of the PC. However, it is generally defined as an informal agreement usually formed in the work-place between employer and employee. The PC configuration can be transactional, relational or ideology-infused, an individuals' behaviour and responses towards the organisation will depend on the type of PC formed. Due to the implicit nature of the PC employee expectations are undefined as are employer expectations thus making it difficult to ascertain if the contract has been breached or violated. The consequences of contract can differ; it is a subjective experience. It is suggested that the coach is a motivational determinant. Athletes can be motivated by inter-social behaviours, informational feedback of competence combined with organised structure or reasoning for performing an activity endorse self-determined motivation and lessen amotivation. Setting

The IHP was selected as the subject for the research as it is the opinion of this author that the theories of motivation and the motivational determinates of the PC and coach behaviours because the IHP could have the attributes as discussed above.

Chapter Three

Research Design and Methodology

Introduction

As outlined in chapter 1 the intention of the research was to determine how a coach can influence the motivational scale of a GAA IHPs. The role of the coach can assist in the advancement of many aspects of an athlete. 'The coach, through their presence, actions and speech are instrumental in an athletes' physical and psychosocial development' (Jowlett & Cockerall, 2002). The intention of this research was to evaluate GAA IHPs scale of motivation; assess from the IHPs perspective the type of psychological contract formed, the IHPs expectations of the coach, what the implications would be if expectations are not met and the IHPs cognitive reactions to coach behaviour.

The following propositions were examined:

- The IHPs scale of motivation will be, predominately intrinsic
- The Psychological contract formed by the IHPs is relational
- There is no correlation between psychological contract breach and a negative change in IHPs motivational scale
- There is no significant relationship between negative coach behaviour and negative IHPs response.

As a means to explain the aforementioned propositions the stages this research has followed are; research philosophy, research approach, research design, research purpose and Research methods of data collection, data analysis techniques and procedures are detailed in the remainder of this chapter.

This chapter concludes with an explanation of the validity and reliability of the data and how researcher bias has been avoided.

Research Philosophy

The term Research Philosophy relates to the development of knowledge and the nature of that knowledge. When conducting research the personal beliefs of the researcher can manipulate the selection of the research design and the process followed in endeavouring to achieve the aim of the study.

> 'The research philosophy you adopt contains important assumptions about the way in which you view the world. These assumptions will underpin your research strategy and the methods you choose as part of that strategy' (Saunders et al, 2009, pg. 108).

The philosophy chosen will be dependent on the assumptions of the researcher. Many authors have posited that the two main philosophies of research are positivist or phenomenological (Easterby-Smith et al., 1991; Hussey and Hussey, 1997; Saunders et al, 2000).

Table: 2 Positivist and Phenomenological Research Paradigm

Positivist Paradigm	Phenomenological Paradigm
Tends to produce quantitative data	Tends to be quantitative data
Uses large samples	Uses small samples
Concerned with hypothesis testing	Concerned with generating theories
Data is highly specific and precise	Data is rich and subjective
The location is artificial	The location is natural
Reliability is high	Reliability is low
Validity is low	Validity is high
Generalises from sample population	Generalises from one setting to another

Table 2: Positivist and Phenomenological Paradigms Source: Collis and Hussey, 2003

The purpose of this research and the assumptions of this author the appropriate philosophy to employ was phenomenological. Saunders (2009) posits phenomenological philosophy as 'the way in which we as humans make sense of the world around us' (Saunders et al, 2009, pg.116).

Research Approaches

Research Approach is contingent on the theory raised at the beginning of the research process. Research can use a deductive approach or an inductive approach. These types of approaches have been discussed by Hussey and Hussey (1997) and depicts deductive research as the concentrated theory testing of empirical research. Saunders et al., (2009) support this opinion stating that deduction; 'involves the development of theory that is subjected to a rigorous test'(Saunders et al 2009 pg.124). This is further expanded upon 'as such it is the dominant research approach in the natural sciences, where laws present the basis of explanation, allow the anticipation of phenomena, predict their occurrence and therefore permit them to be controlled' Collis and Hussey, (2003) cited in (Saunders et al, 2009, pg.124).

Alternatively there is the inductive approach, which is concerned with achieving a deep knowledge of the research context to increase the understanding of the significances humans attach to occurrences. Flexibility within the research structure allows for changes on the research emphasis as the research develops, Bernard (2011) suggests the inductive approach 'involves the search for pattern from observation and the development of explanations – theories – for those patterns through series of hypotheses" (Bernard, 2011, p.7). Furthermore Hussey and Hussey (1997) posit that the inductive approach is 'developed from the observation of empirical reality; thus general inferences are inducted from particular instances' (Hussy and Hussey, 1997 p. 13).

The approach of this study was inductive; empirical in-depth knowledge of the research context was sought to enable greater comprehension of the human behaviour of the research subjects.

Research Purpose

This research is exploratory in purpose, it focusses on the details of the situation and the reality behind the details. Exploratory research is a useful technique of discovering 'what is happening; to seek new insights; to ask questions and to assess phenomena in a new light' Robson, (2002) cited in (Saunders et al., 2009). The benefits of exploratory research is the ability to adjust and be malleable to alterations in the research process. The great advantage of exploratory research is its flexibility and ability to change, Saunders et al (2009).

Research Design

There are many research designs that can be considered for phenomenological research, these designs have been scripted about by numerous authors (Powell, 1997, Collis and Hussey, 2003; and Saunders et al., 2009) listed below are some phenomenological strategies:

- Action Research
- Grounded Theory
- Ethnography
- Case Study

Due to the type of research question presented in Chapter 1 the selected design for this research was a case study.

3.9   The Case Study Research Synopsis

The case study is a first-hand investigation of an actual current phenomenon within its natural setting. Robson (2002) defines case study as 'a strategy for doing research which involves an empirical investigation of a particular phenomenon

within its real life context' (Robson 2002, pg. 178). Yin (2003) further posits 'a case study is an enquiry that: investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident' (Yin, 2003, pg. 13).

The implementation of this case study was directed based on the five components set out by Yin (2003).

- The study's questions
- The study's propositions (if any)
- The study's units of analysis
- The logic linking the data to the propositions; and
- The criteria for interpreting the findings (Yin, 2003, p.21)

The questions and propositions of this research have been detailed at the beginning of this chapter.

Units of Analysis

Units of analysis can be problematic to define but usually connects with the main query 'your tentative definition of the unit of analysis (and therefore of the case) is related to the way you have defined your initial research questions' (Yin, 2003, p. 23). Furthermore if the unit of analysis is small in number, persons within that unit must be differentiated from those external to it 'if the unit of analysis is a small group, for instance, the persons to be included within the group (the immediate topic of the case study) must be distinguished from those who are outside it' (Yin, 2003, p.24).

Adhering to the guidance of Yin (2003) this research is a single case study design of a group within one organisation with embedded multiple units of analysis. Figure 2 shows the case study in the context of this research. The individual IHP is the embedded unit of analysis within the inter-county hurling teams, which in this case within the context of the organisation of the GAA. The use of a single case study for research has been criticised for its weakness in ability to generalise Saunders et al., (2009). However, this is disputed by Yin (2003) 'Overall the single case design is

eminently justifiable under certain conditions – when the case represents (a) a critical test of existing theory, (b) a rare or unique circumstance, or (c) a representative or typical case or when the case serves a (d) revelatory or longitudinal purpose (Yin, 2003, p.45-46). This case studied can be classed under category (c) as stated by Yin (2003) as the adult division 1A and division 2B inter-county hurling teams that participated in this research are a representation of all the inter-county teams that compete under the affiliation of the GAA.

Figure: 2 Case Study Unit of Analysis for this Research
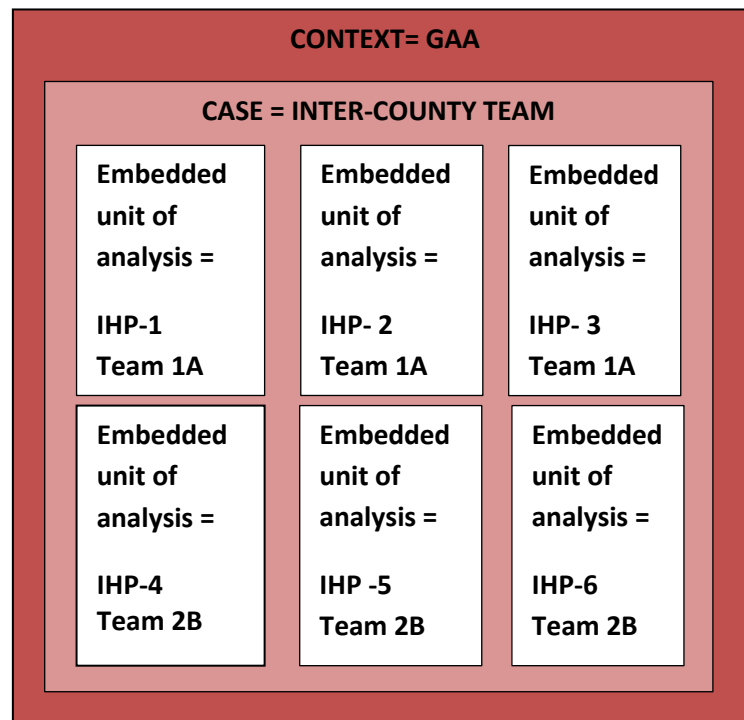
Figure: 2 Case study unit of analysis for this research. Adapted from Yin (2003).

Overview of this Research Case Study

Background Information on the GAA

The GAA was officially established in 1884, in Hayes' Hotel, Thurles Tipperary. It is the National Governing Body (NGB) of Ireland's largest sporting and cultural organisation. Its sports are amateur in status, are volunteer led and community based. The GAA promotes Football, Hurling, Rounder's and Handball, which are played in the 32 counties of Ireland by 2518 affiliated clubs and by 392 affiliated clubs globally (GAA 2014), whilst also supporting the female associations, Camogie and Ladies Football. The games played in each code are played at different levels, club, inter-county and provincial. The club underpins the Inter-county and Provincial levels. In regard to the field team games of Gaelic Football and Hurling; inter-county is the highest level of competition. In respect of hurling the top league division competed in is, 1A and the lowest 3B.

The All-Ireland Senior Championships are deemed the most prestigious competitions. Hurling Divisions 1A and 1B are eligible to compete in this competition, with separate competitions for divisions 2A to 3B respectively. Football has four divisions and all teams are eligible to compete in the All-Ireland Senior Championship. Provincial teams are a selection of all the divisions of inter-county players within their respective province and although a national competition it is not held in the same esteem as the All-Ireland Championships.

The association has an internal management structure *(Appendix 1)*. All persons involved are affiliated members of the association. Affiliated members are provided the opportunity to elect officers. The officers hold positions at club, county, provincial and national level for tenures of three years at any one time and cannot hold the position consecutively.

Croke Park Stadium in Dublin (Europe's fourth largest sporting stadium) is the headquarters of the GAA and although the sports governed by the GAA are of amateur status the GAA within its administrative function is a business. The GAA is an employer, people employed by the GAA are not permitted to vote on any motions put forward at congress (GAA- Annual General Meeting). The business role of the GAA is to generate funds to continue effective operations in order to

financially support clubs and counties to develop the coaching structures and games under its governance. The GAA generated €54.6m in 2013 and its greatest source of income was gate receipts from county match attendances, thus illustrating how important a financial asset the inter-county player is for the GAA and its continuance as a successful sporting business. In their annual congress report (2014) the GAA stated 'In fact the single most important barometer of our financial well-being in any given year is attendance revenues',….. 'This is a tangible measure of the value of our games to our supporters, and by extension informs the value of our commercial programme in subsequent years.' (www.gaa.ie, 2014)

Figure 2 below shows the percentage of income generated from gate receipts of the 1,489,205 supporters that attended senior inter-county championship matches in 2013 (www.gaa.ie, 2014).

Figure 3: GAA Sources of Revenue 2013
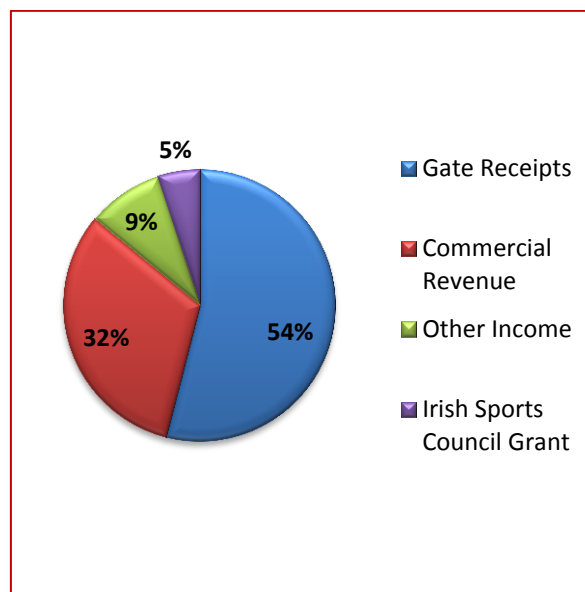
Figure 4: GAA sources of revenue Source: GAA Annual Accounts (2014) www.gaa.ie

The GAA Player

GAA IHPs begin their playing careers at club level; every player is an amateur sportsman who does not get remunerated to play; it is against the rules of the association to receive payment for playing, coaching or administrating (excluding

employees). Voluntary administrators' can claim expenses for any costs incurred whilst carrying out their duties. Of the thousands of IHPs registered to play some are selected to represent their county. inter-county players are high performance athletes who train at a standard akin to professionals.

The case study organisation

The organisation of the GAA was selected as the research area, mentioned in Chapter 1 the author has a high level of interest in this area, in particular hurling and why the IHPs commit and re-commit Hussey and Hussey (1997) suggested a researcher may want to select a case which contains issues of the most significance to them. Yin (2003) identifies four main aspects in respect of case study organisation of relevance, feasibility, application and access. Relevance relates to the purpose of the research and the appropriateness of case study use. The GAA was deemed a relevant organisation due to it being a sporting NGB with a large populace of athletes to select from.

Feasibility concerns the ability of conducting the research in regard to planning, accomplishing and reporting back on the research to the case study. This requirement was achieved.

In terms of access full co-operation of the organisation was required from coaches' and IHPs. This author had to seek permission from the coach to contact the units of analysis. The units of analysis had to be willing to partake in interviews when possibly sensitive information may be shared. These conditions were fulfilled.

Application is the degree to which the case study can be applied within a particular situation. The assessment of the following was accounted for when selecting the organisation; its size, in order to select varied units of analysis. The status of the organisation being amateur was a major factor in relation to motivation in the context of this study. The GAA and the case study satisfied the requirements of this research and were considered an excellent prospect for exploration.

Case Study Protocol

As a means of remaining concentrated on the questions of the case study a protocol was created (*Appendix 2*). Yin (2003) suggests the protocol has the following sections:

An overview of the case study

Field procedures

Case study questions

Guide for case study report (Yin, 2003, p.69)

Research Methods

Data Sampling

The first stage of data sampling was the identification of the population in order to ascertain the appropriate sampling frame for this study. The population was GAA inter-county players and the sampling frame selected was IHP competing in divisions 1A and 2B.

Methods used in Collecting Data

There is an opportunity to use many different sources of evidence with a case study research design (Yin, 2003). The use of multiple method collection helps ensure effective and comprehensive data capture; enabling better interpretation and more precise analysis and explanation. Wolfram and Hassard (2010) suggest 'The implicit assumption in much of the social science literature on triangulation deals with developing a more effective method for the capturing and fixing of social phenomena in order to realize a more accurate analysis and explanation' (Wolfram and Hassard, 2010 p. 4). Four forms of triangulation were classified by Denzin (1978) they are listed below:

1) Data triangulation, which involves collecting data through several sampling strategies, so that data from different times and social situations, as well as on a variety of people, are gathered.

2) Investigator triangulation, which refers to the use of more than one researcher in the field to gather and interpret data.

3) Theoretical triangulation, which refers to the use of more than one theoretical position in interpreting data.

4) Methodological triangulation, which refers to the use of more than one method for gathering data. (Denzin, 1978 p. 945).

For this research data triangulation was employed: Investigator triangulation was applied through the use of direct observation with two observers; methodological triangulation was used in the form of a survey for indicative purposes, semi-structured open-ended interviews and direct observation of the units of analysis. The data collection methods of this research will be explained further on in the text.

As mentioned previously case study research enables the researcher to use many methods in collecting data. Yin (2003) suggests the following six methods are the most popular used in case studies: Documentation, Archival records, direct observation, interviews, participant observation and physical artefacts. The aforementioned methods used in this research will now be discussed.

Surveys

The use of the Sports Motivational Scale (SMS-28) (Pelletier et al., 1995) was used in the process of this research for indicative purposes. Due to time constraints it was not possible to interview all the embedded units of analysis, the results obtained assisted this author to identify units of analysis within the sample frame. 'Embedded units of analysis can be selected through sampling and cluster techniques' (McClintock, 1985) cited in (Yin, 2003, p.43). The SMS-28 is a survey (*Appendix 3*) with twenty-eight questions which assess of motivational scale of an athlete. The SMS-28 was selected due to relevance to this research Pelletier and

Sarrazin (2007) suggest that it is probably the scale most commonly used to gauge the numerous regulatory styles proposed by SDT.

Interviews

Interviews in case study research is considered as one of the most important Yin (2003). Saunders et al., (2009) supports Yin's statement however, they do not give a clear definition of the correct way to conduct interviews. Rubin and Rubin (1995) state that 'while a consistent line of enquiry will be pursued the questions in the case study interviews are likely to be fluid rather than rigid' (Rubin and Rubin, 1995) cited in (Yin, 2003 p.89). Furthermore Yin (2003) states the role of the interviewer is to retrieve the required data in an impartial way 'throughout the interview process you have two jobs: (a) to follow your own line of enquiry, as reflected by your case study protocol, and (b) to ask your actual (conversational) questions in an unbiased manner that also serves the needs of your line of enquiry' (Yin, 2003, p. 90). Semi-structured open-ended interviews were used for this research. The interview was piloted to test structure and technique. The pilot-interview respondent was selected for his expertise. He is an experienced IHP (not part of the sample) who is employed in the area of physical education. The interview process was discussed and suggested amendments were made, for example the pilot interview respondent thought some of the questions were leading. Interviewing of the respondents was conducted on a one-to-one basis, to ensure complete confidentiality. The use of semi-structured open-ended questions enabled the respondent to answer freely and to ensure an un-bias. Each interview was audio recorded (with the consent of the respondent) to enable familiarisation with the data and assist accurate transcription.

Direct Observations

Direct observation is an opportunity for the researcher to view events in real time and in context. Observation is a beneficial data gathering method in case studies (Yin, 2003 and Saunders et al, 2009). Direct observation was carried out by two persons, this researcher and an assistant to increase reliability 'a common procedure is to have more than a single observer making an observation whether of the formal

or casual variety' (Yin, 2003 p.93). An observation recording form (Appendix 4) was developed and discussed with the assistant observer. Additionally pilot observations were performed on a club hurling team on two occasions; to facilitate observational accuracy. The observation method of research was selected so as to gain diversity and depth from the data. The observations of the sample took place during competitive match situations, both the behaviour of the IHPs and the coach were observed.

Data Analysis

The qualitative method of data analysis used for this research was thematic analysis. 'Thematic analysis is essentially a method for identifying and analysing patterns in qualitative data' (Clarke and Braun, 2013, p.120). Thematic analysis can be used across various research interests and viewpoints and is useful as a simple method as it can be applied to a vast array of research questions and it can be used to evaluate different types of data; it can be used on large or small data samples and can be applied to create data or theory directed analyses 'Thematic analysis is suited to a wide range of research interests and theoretical perspectives, and is useful as a basic method because: a) it works with a wide range of research questions, from those about people's experiences or understandings to those about the representation and construction of particular phenomena in particular contexts; b) it can be used to analyse different types of data, from secondary sources such as media to transcripts of focus groups or interviews; c) it works with large or small data-sets; and d) it can be applied to produce data-driven or theory-driven analyses' (Clarke and Braun, 2013, p.120). The data derived from this research was analysed following the direction of Clarke and Braun (2013). Table 3 briefly describes the six phases suggested.

Table 3: Stages of Thematic Analysis

Data Analysis Stage	Brief description of Task
Familiarisation with the data	The researcher must immerse themselves in, and become intimately familiar with, their data
Coding:	Generating pithy labels for important features of the data of relevance to the (broad) research question guiding the analysis…..is not simply a method of data reduction, it is also an analytic process, so codes capture both a semantic and conceptual reading of the data
Searching for themes	A theme is a coherent and meaningful pattern in the data relevant to the research question
Defining and naming themes	Requires the researcher to conduct and write a detailed analysis of each theme
Writing up:	Writing is an integral element of the analytic process in thematic analysis

Table 3: Stages of thematic analysis. Source: (Clarke and Braun 2013, p. 121)

Familiarisation of the data was gained through listening to the recordings of the interviews and transcribing them (*Appendix 4*). Additionally the notes taken during the observations of the teams were explained and discussed. The transcripts of the interviews were read and re-read continually throughout the process of data analysis. Information deemed relevant to the research was coded (*Appendix 5*). The codes' discovered in the data was then collated under themes. Also collated under the themes were observational notes (*Appendix 7*).The themes were studied and revised and as the research progressed ongoing analysis of the themes was performed. The writing up of the data collected is presented in Chapter four.

Validity and Reliability of Data

'Validity is concerned with whether findings are really about what they appear to be about' (Saunders et al., 2009). The extent and depth of the data preserves the validity of this research, also the use of triangulation further safeguards validity. The data presented in Chapter four exhibits similarities this also supports validity. Reliability refers to 'the extent to which data collection techniques or analysis procedures will yield consistent findings' (Saunders et al., 2009 p. 157). This research was carried out in a 'real life' scenario, this author focused on accuracy in all aspects of the research and attained this throughout by using protocols, recognised methods of data collection and analysis.

Bias

As mentioned in chapter one this author has experiences in common with the case study to ensure the opinions of this author didn't affect the data analysis the following measures were taken to guard against bias:

The use of recognised research techniques was employed. To avoid selection bias the inter-county teams that participated were selected randomly. All of the data collected for analysis was recorded to eliminate measurement bias and the case was studied in its natural environment.

Ethics

To ensure absolute confidentiality for the participant's all ethical considerations were followed. First and foremost to ensure the confidentiality of the participants and to maintain integrity of the data.

<center>**Chapter Four**</center>

<center>**Empirical Research Results and Discussion of Empirical Findings**</center>

Introduction

This chapter presents the empirical data collected for this case study. The research question outlined in chapter one concern the theories of motivational scale; the concept of the PC and the influence of coach behaviour on the IHP. This chapter will discuss the findings of this research. Evaluation of the scale of motivation of the six IHPs that participated in this research will be presented. The motivational influence of the coach on the IHP will be presented and deliberated. The type of PC formed by the IHPs and the expectations of the IHPs' towards the coach will be identified and discussed. Furthermore the perception of the player in relation to PC breach or violation will be ascertained. This chapter will conclude by presenting a summary of the overall findings.

The Inter-County Hurling Players (IHP) Participating in this Research

As previously outlined six IHPs participated in interviews for this research. Of the six IHPs four regularly gained a place on the 'starting fifteen' and two of them were regular substitutes. The IHPs on the division 1A team compete at a higher level than the IHPs on the division 2B team.

The evidence provided hereafter was arrived at by using thematic analysis as outlined in the Research Design and Methodology Chapter, as described by Braun and Clarke (2006). The responses of all the interview participants were coded (*Appendix 6*) and organised under relevant themes. Illustrated in Figure 3 are the main themes (blue squares) and sub-themes (purple circles) that were obtained through data analysis. Listed below are the themes and sub-themes interpreted from thematic analysis

Themes

- Self – the individual player
- Coach – the manager inclusive of the background team
- Team – inter-county team inclusive of substitutes
- Family – inter-personal relationships external to the team inclusive of family and non-family relationships

To further expand self relates to the interview respondents and their experiences of being involved in an inter-county hurling team. Coach concerns the respondents' perception of their relationship with the coach, the panel of selectors and other influential persons such as county board personnel. However this is measured predominantly on the management team relationship. Team involves the respondents' opinion of their place within the team and their relationships formed with all team members. Family and friends is with regard to the IHPs relationships external to the team environment. Listed below are the interpreted sub-themes that were elicited from the data.

Sub-Themes

- Learning and development – relates to player psychosocial abilities and psychomotor skills
- Commitment and loyalty – Time effort and associated sacrifices 'self', 'coach', 'team' and family
- Communication to be heard, listened to and understood 'self', 'coach', and 'team'
- Respect – to give and receive to 'self', 'coach', and 'team'
- Responsibility – to take and expect 'self', 'coach', and 'team'
- Expectations – the IHP's expectations of 'self', 'coach', and 'team'
- Determination – of 'self', 'coach', and 'team'
- Recognition & reward – recognition from 'self', 'coach', and 'team' and reward from internal and external sources
- Custom & practice – understanding of informal rules and unwritten conventions of hurling

IHPs' implied sentiments are at the core of the themes construed from the data as the feelings of the IHPs is inextricably linked to how the IHPs feel about themselves their relationship with the coach and their team. Thus each of these factors can influence their motivational scale. The positive IHPs' implied sentiments that were repeatedly indicated throughout the interviews were:

- Enjoyment
- Excitement
- Encouragement
- Achievement
- Confidence
- Affiliation
- Trust
- Understanding

The negative IHPs' implied sentiments that were recurrently suggested throughout the interviews were:

- Un-enthusiasm
- Disappointment
- Frustration
- Fear

Figure 4: Inter-county Hurling Player and Coach Data Analysis Themes and Sub-themes
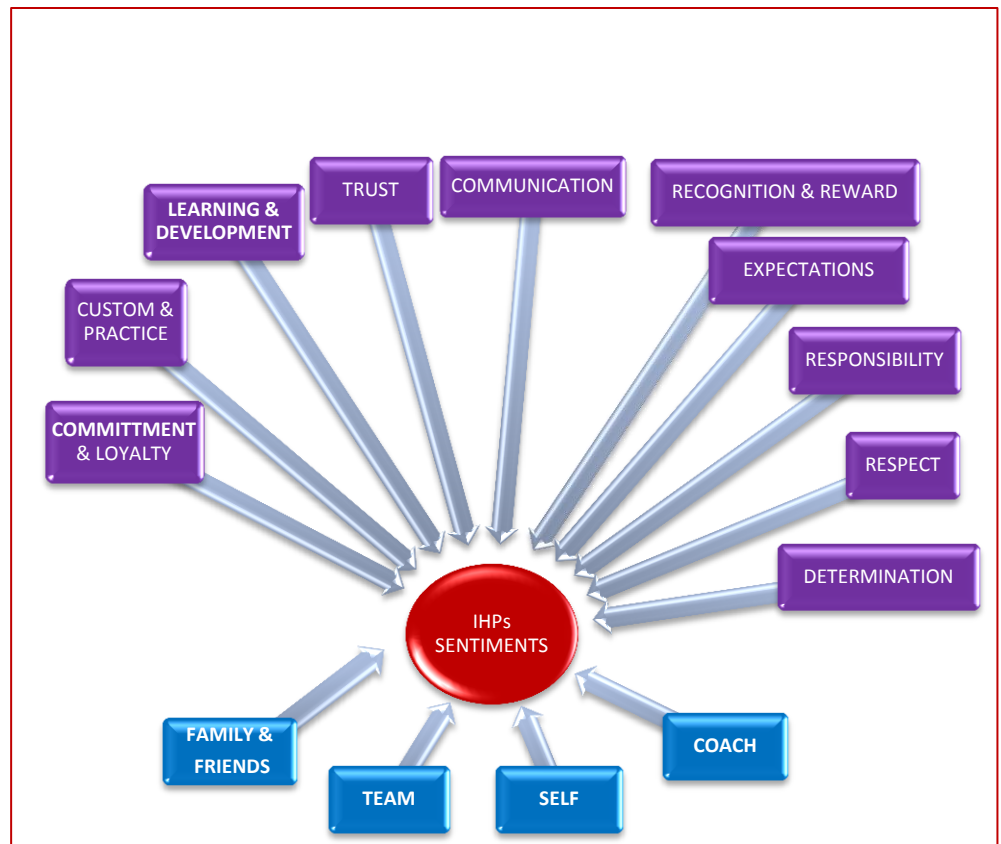
Figure 4: Inter-county Hurling Player Data Analysis Themes and Sub-themes

Data Analysis Results

Following data analysis of the interview transcripts is was evident that in many instances the interpreted individual coded excerpts can be classified under different themes simultaneously. The ensuing tables show the dominant sub-themes that presented within each theme. Each table contains exact quotes from the interview respondents to exemplify the dominant sub-themes. Also displayed in the tables is the corresponding dominant IHPs implied sentiment. Each table is followed by a description and discussion of the results. This chapter will conclude with an overall summary of the results obtained during this research.

Inter-county Hurler Sports Motivational Scale

The sports motivational scale describes the different constructs of motivation; intrinsic and extrinsic both of which can be classified into different types of intrinsic and extrinsic motivation, these classifications were outlined in Chapter two.

The interviews with IHPs sought to identify the IHPs scale of motivation.

Table 4 exhibits the IHPs' implied sentiment of enjoyment is in regard to the opening question posed to each respondent at the beginning of each interview 'Why do you play hurling?'

Table 4: Inter-county Hurling Player Sentiments Dominant in Theme: 'SELF'

Theme	Respondent Quotes (Respondent code in brackets)
	'If I didn't enjoy it I couldn't play it' (1A11)
	'I just love the way it makes me feel'(1A14)
	'They come hand in hand, you enjoy it and when you win you enjoy it more' (1AS10)
Self	'Because I love it, simple as, there is no better feeling than going out and hitting the ball around' (2B09)
	'For the love of it, plain and simple' (2B12)
	'It's something I have done from a young age and something I get great enjoyment from' (2B22)

Table 4: Inter-county Hurling Player Sentiments – Theme: 'SELF'

Dominant Inter-county Hurling Players Implied Sentiment - Enjoyment

The initial question 'why do you play hurling' posed to each respondent provided similar responses, they all said they play the game of hurling primarily because they enjoy it. This infers that the IHPs are intrinsically motivated to experience

stimulation. 'Athletes' who participate in their sport in order to live exciting experiences are intrinsically motivated to experience stimulation' (Pelletier et al., 1995, p.38).

The IHPs discussed during the course of the interviews what they liked most about playing hurling Table 5 illustrates the most dominant sub-themes found in the results and IHPs most commonly implied sentiment.

Table 5: Inter-county Hurling Player Sub-themes and Player Sentiments Dominant in - Theme – 'SELF'

	Respondent Quotes **(Respondent code in brackets)**	**IHPs' Implied sentiments**	
		Positive	**Negative**
Sub-theme	'I'm the type of player who if I can't do something won't stop until I get it' (1A14)	Achievement	
	'If you don't have the inner drive you'll get nowhere, you keep going until you get it right' (2B22)	Achievement	
Learning and Development	'You want to be able to get it right' (1AS10)	Achievement	
	''You might do a specific drill and you do it as best you can, it feels great when you achieve it' (2B09)	Achievement	
Recognition and Reward	'Personal recognition for time I have committed to hurling , you know All-Stars, All-Irelands, I think all players strive for that' (2B12)	Achievement	
	'The biggest thing that motivates me is the Celtic Cross, absolutely, winning. I know you have to enjoy the sport but I'm playing for a reason, I want to win. I'd do anything as a player to win one' (1A11)	Achievement	

Table 5: Inter-county Hurling Player Sub-themes and Player Sentiments Dominant in - Theme – 'SELF'

Dominant Sub-themes in 'SELF'

The results for the theme 'self', found the dominant sub-themes were determination, learning and development and recognition and reward. The IHPs' implied sentiment that repeatedly emerged was achievement. It is suggested that the IHPs scale of motivation is; intrinsic motivation; to accomplish in combination with external motivation: identification and external regulation.

Discussion of the 'Self' Results - Scale of Motivation

The dominant sub-themes of determination, learning and development in the topic 'self' coupled with the IHPs' implied sentiment achievement, suggests the IHPs' are determined to succeed in perfecting the skills of the game, thus are intrinsically motivated to accomplish. As discussed in the literature review intrinsic motivation can be separated into more exact motives Vallerand et al., (1992) cited in Pelletier et al.,(1995) categorised three types of intrinsic motivation; to know, to accomplish and to experience stimulation. 'Athletes are intrinsically motivated to know when they try to discover knew training techniques for the sheer pleasure they experience while learning something knew' (Pelletier et al., 1995, p.38). The IHPs want to win therefore the extrinsic motivation constructs are suggested, furthermore the three needs of SDT; autonomy, competence and relatedness appear to be satisfied. IHPs responses suggest that they choose to perfect the skill in order to become a more capable IHP with an aim to aiding the team success.

The negative sentiments of fear, although this was not commonly exhibited, one IHP in relation to determination said that 'you'd never have enough done, if you say that there are four more guys looking for the jersey'. The motivational theory applicable in this instance is external motivation; introjection, whereby the external basis is internalised and participation will occur due to burden of guilt or worry (Pelletier et al., 1995). This IHP fears that if he doesn't continue to train he could lose his place on the 'starting fifteen'.

The data analysis results imply that many motives effect the IHPs' however the primary reason they choose to participate in hurling is because they are intrinsically

motivated through enjoyment and extrinsically motivated to train and compete to win.

Determinants of Motivation – The Inter-County Hurling Players' and Coach Relationship

The relationship formed between the athlete and the coach is of great significance, a coach can affect the motive of an athlete and subsequently affect the athletes' performance 'the coach athlete relationship is one of the most important influences on athletes motivation and subsequent performance' (Mageau and Vallerand, 2003 p. 884). The IHPs experiences of their relationships with their coach was discussed in each interview the results obtained from the interviews in regard to the IHPs view of coach behaviour, expectations of the coach and trust in the coach will now be presented.

Table: 6 illustrate the most dominant sub-themes and IHPs' implied sentiments revealed, in relation to the coach.

Table 6: Inter-county Hurling Player Sub-themes and Player Sentiments Dominant in - Theme – 'COACH'

Sub-theme	Respondent Quotes	IHPs' Implied sentiments	
		Positive	Negative
Communication	We're also given sort of a review, in terms of where you're at and rather than telling you where they feel your weak they want you to assess yourself and go to them and set your own, see we can all say I'm weak on this I have to work on this, but how do you work on it so, go away set your goals, your targets' (1A14)	Encouragement	

	You know in my opinion when reasons for being dropped don't really justify it, you know not big aspects of my game (2B09)		Frustration
Responsibility	'They look to hand over responsibility to the players, they're not afraid to do that' (1A14)	Confidence	
	'I think the sessions that have been handed over to the players have just been messy; it's an unnecessary pressure on players, some players can coach and others don't like to' (2B09)		Un-enthusiasm
Expectations	I like training to be organised, to be fair we all know what to do but I like them to tell me how I'm doing you know, be honest with me (1A11)	Confidence	
	Honesty, if you're not playing it has to be for a specific reason and that they tell you exactly why, rather than not being honest, it's frustrating otherwise (1AS10)		Frustration

Table 6: Inter-county Hurling Player Sub-themes and Player Sentiments Dominant in - Theme – 'COACH'

Dominant Sub-Themes 'COACH'

The findings in the theme 'coach' found the dominant sub-themes were communication with, the positive implied IHPs sentiment; encouragement and the negative IHPs sentiment; frustration. The theme responsibility also presented strongly with the positive implied IHPs sentiment; achievement and the negative implied IHPs sentiment; un-enthusiasm. Expectations was also a sub-theme that emerged in the theme 'coach', the resultant positive IHPs implied player sentiment was achievement and the negative IHPs implied sentiment was frustration. The positive and negative sentiments implied in all dominant sub-themes specified in the

theme 'coach' suggest that the IHPs will be intrinsically motivated or amotivated depending on the behaviour of the coach.

Discussion of the Results – 'COACH'

The dominant sub-theme communication induced positive implied sentiments in the IHPs when feedback on performance was communicated, negative sentiments were implied when no, or vague feedback was given to the IHPs. Furnishing informational feedback of competence and the facility of a distinct structure or reasoning for performing the activity encourage self-determined forms of motivation and reduce amotivation (Pelletier et al., 1995). The awarding of responsibility in regard to training suggests IHPs are given a choice which supports the promotion of self-determined forms of motivation. Autonomy involves the experience of choice and the feeling that an individual initiates their own actions; furthermore, the selected actions are in synchronisation with the individuals beliefs and not controlled by external influences or internal uncertainties (deCharmes, 1968; Deci and Ryan, 1985; Vallerand, 2007). In contrast, one respondent revealed the implied sentiment of un-enthusiasm in regard to responsibility given to IHPs' to devise training drills he described it as 'messy'. Debating this statement further, it suggested by this author; the implied sentiment of un-enthusiasm in relation to IHPs responsibility of training is; the IHP refers that he does not like it because it is 'messy' it is suggested in this instance the amotivating factor is lack of structure to the training as posited above Pelletier et al., (1995) and not the lack of self-efficacy.

Expectations also presented as a sub-theme that dominated the 'coach' theme, and will be discussed within the next section of this chapter.

The results infer that the implied sentiments demonstrated by IHPs were both motivation and amotiviation. The results also indicated that a perceived positive behaviour induced a positive response from the IHP and vice versa. The positive behaviour of the coach stimulated self-determined motivation in the IHPs and the negative behaviour of the coach fostered amotivation.

Determinants of Motivation – The Psychological Contract

Outlined in Chapter two; the relationships shaped by amateur athletes and their coaches, are fulfilled through their dedication to their sport, form agreements to fulfil obligations. There is no legally binding contract and the choice to leave is ever-present. This suggests the formation of a PC between the coach and the athlete. The PC is informal with implicit terms of agreement. Academics are yet to agree on a clear definition of the PC. Rousseau (1995) hypothesises that it is individual beliefs, formed by the organisation, regarding terms of an exchange agreement between individuals and their organisation. For the purpose of this research, the Rousseau (1995) definition will be applied because only IHPs were interviewed and not the coaches'.

It was the intention of this author to identify the type of PC formed by the IHPs. The interpretive framework illustrated in Table 1 was applied to the themed interview data responses. The PC interpretive framework has three standpoints; transactional, relational, it has been developed to include ideology-infused perspective. The framework comprises; scope, time frame, primary currency, organisations obligations, individuals' obligations and introduces salient-beneficiary. Applying the aforementioned standpoints and scope it is difficult to deduce for definite the PC formed by the IHPs

Table 7 displays comments the IHPs made regarding their commitment and loyalty towards the coach and the team, for the purposes of analysis was taken as 'individual's obligations' in terms of the PC interpretive framework.

Table 7: The Inter-County Hurling Player Psychological Contract Interpretation

Scope	Boundary less; 'All' encompassing
Time Frame	Open-ended unlimited duration
Primary Currency	Socio-emotional
Coach Obligations	I like training to be organised, to be fair we all know what to do but I like them to tell me how I'm doing you know, be

	honest with me (1A11)
	'Clear lines of communication is the first thing I'd say, organisation, professionalism' (2B12)
Individual obligations	We're all there for a collective reason and we all have a collective goal (1A14)
	If you make a decision to do this regardless if you're playing or not you need to be 100% positive and committed (1AS10)
	I don't care if I don't score, I have to work my socks off for the team, if someone else scores and gets the praise that's fine, as long as the teams wins that's what it's about (2B09)
	You are in a team, you have a loyalty to that team, as I say I would hate to miss training so personally for my own progress but also would hate to miss training because of my loyalty to the other players, You also have a loyalty to the manager, you don't want to let him down either (2B22)
Salient beneficiary	Self and organisational community – and friends and family

Table 7: The Inter-county Hurling Player Psychological Interpretation

Discussion of Inter-County Hurling Players' Psychological Contract

The deduction made from the application of the interpretive framework illustrated in Table 1 is that the PC formed by the IHPs is relational. The relational PC outlined in Table 7 posits that, scope; is concerned about people, the time frame; is open-ended and pervasive, the primary currency; is socio-emotional, the organisations obligations; are to provide an educational environment, with promotional opportunity and long term job security, the individual obligations; are to committed and dedicated to the organisation and the salient beneficiary; this is who benefits the most. This can be applied to the IHPs in the following way: The scope concerns the team, the time frame is unlimited in duration as the IHPs can continue to participate for as long as they choose. The educational environment provided by the coach is, regular on-going training for the purpose of team development. Exhibited in Table 7 are the IHPs' expectations in regard to the coach's obligations, expressing the requirement for organised training and coach feedback. Promotional

opportunity could be deemed the instances when a substitute IHP gains and retains a place on the 'starting fifteen', the salient beneficiary is the IHPs and the coach, they both benefit if the team is successful.

Contracts are agreements that if broken can cause negative effects. The expectations of the IHPs are outlined in Table 6, previously posited in this chapter in relation to the theme coach and the dominant sub-themes of communication, responsibility and expectations. The results suggested that the expectations of some of the IHPs had not been met This would seem to suggest a breach in the PC, this will now be discussed.

Discussion of Potential Breach of the Coach and Inter-County Hurling Player Psychological Contact

A breach in the PC occurs when an individual believes another individual has not delivered on a promise, 'Psychological contract breach is a subjective experience based not only (or necessarily) on the employer's actions or inactions but on an individual's perception of those actions or inactions within a particular social context' (Robinson, 1996, p.576). Furthermore Robinson (1996) suggests 'it is likely that employees who experience a psychological contract breach will reduce their subsequent contributions to the firm' (Robinson, 1996, p. 577).

The findings of this research indicate that the IHPs have responded negatively to a lack of communication from the coach. This is particularly prominent when an IHP has not gained a place or has lost their place on the 'starting fifteen'. Table 7 exhibits the 'organisation obligations' expected by the IHPs, Displayed in Table 8 are IHPs' immediate response to not being on the 'staring fifteen' and their subsequent reaction.

Table 8: Inter-county Hurling Players' Response and Reaction to Psychological Contract Breach

	IHPs Immediate response to not being on 'starting fifteen'	IHPs Subsequent reaction to not being on the 'starting fifteen'
Sub-theme **Communication**	'Other players started and I didn't, then I thought I might come on, but I didn't. I just didn't know where I was and I just togged in, I was so angry, I was angry at myself for putting myself in that position, you know that they didn't pick me, you know 'what's wrong with you [says own name]' angry at them [management] for not telling me why' (1A14)'	Game finished, I fumed, I got my gear and just left, and then I calmed down and said right OK, I assessed it myself and said I'm just going to have to keep pushing and work on a couple of things I felt I was lacking on (1A14)
	'I thought I was doing everything that I possibly could, you'd start one week and then the next week you're just dropped without any sort of notice so I think gutted, disappointed all those things that describe feeling terrible' (2B12)	Go hard at it in the off season and next year is a new year so see can I make that break through (2B12)

Table 8: Inter-county Hurling Players Response and Reaction to Psychological Contract Breach

The reactions and responses of the IHPs exampled in Table 8 suggests that there is no correlation between psychological contract breach and a negative change in IHPs' motivational scale, in this instance it contradicts the theory. Two possible reasons suggested for this are; the existing relationship in place with the coach 'as a prior positive attitude, trust in one's employer at the time of hire may influence psychological contract breach by reducing the likely hood that a contract breach will be perceived' (Robinson, 1996, p.576). The extrinsic motivational scale may also influence the response of the IHP, it is suggested by this author that to regain a place on the team may as a reward by the IHPs' which stimulates external regulation (Pelletier et al., 1995).

The empirical findings of within the concept of the PC suggest a relational contract is formed by the IHPs with the coach. If the terms of the contract are not met then breach ensues, however the consequences of the breach do not evoke negative behaviour in the IHPs, it makes them more determined. The contradictory positive response of the IHPs could be caused by the existing relationship with the coach or the external motivating factor to regain a place on the 'starting fifteen'.

The scope of this research was to investigate the influence of the coach on the motivational scale of an IHP. However, during the course of the interviews, although not directly asked to, every IHP commented about the team and their relationship with the team. It became evident during thematic analysis that the IHPs teammates are a significant motivational influence. Table 9 displays the results of the dominant sub-theme; commitment and loyalty in relation to the team. The dominant IHPs implied sentiment that emerged in the data was affiliation.

Table 9: Inter-county Hurling Players Sub-theme and Players' Sentiment Dominant in Theme: 'TEAM'

Theme	Respondent Quotes (Respondent code in brackets)	IHPs' Implied sentiments	
		Positive	**Negative**
Commitment & Loyalty	'but you have to look at the bigger picture, it's not about you it's about [names team] and where we want to go with this' (1A14)	Affiliation	
	'you work hard for the lads around you, they fight for you and you fight for them' (2B09)	Affiliation	
	'everyone wants everyone to do well' (1AS10)	Affiliation	
	'There's a comfort, we're all in the same boat training together all year' (1A11)	Affiliation	

Table 9: Inter-county Hurling Players Sub-theme and Players' Sentiment Dominant in Theme: 'TEAM'

Dominant Sub-theme – 'TEAM'

The results show that the dominant sub-theme in the theme 'team' was commitment and loyalty. The IHP implied sentiment of affiliation presented very strongly. The IHPs willingness to work hard for each other and the feeling of comfort in doing it in the collective suggests that the IHPs are intrinsically motivated in the form of relatedness.

Discussion of Theme – 'TEAM'

The positively implied dominant sentiment of affiliation infers that the players relate and identifies the fundamental need to feel part of the team; this supports the theory posited by (Baumeister and Leary, 1995; Deci and Ryan, 2000 and Vallerand, 2007). In contrast it could be argued that they there is an element of fretfulness, where IHPs feel internally compelled to perform because of feelings of guilt if they don't perform well. One IHP stated 'Being honest though there would be that bit of fear driving you, you know, I don't want to let people down, I'd have loads of people watching and rooting for me, but I wouldn't let it ruin my game, I use it to drive me on' (1A11). This suggests Extrinsic motivation; Introjection where the 'formally external source of motivation has been internalised and are reinforced through internal pressures such as guilt or anxiety; (Pelletier et al., 1995).

Another Theme that presented in the data analysis was family and friends, of the six IHPs interviewed four of them spoke about their family and friends in relation to their hurling. The comments suggest external motivation; external regulation. Table 6 exhibits the dominant sub-theme commitment and loyalty, in this example the sub-theme relates to family and friends and not the coach or the team.

Table 10: Inter-county Hurling Players Sub-theme and Players' Sentiment Dominant in Theme: 'FAMILY AND FRIENDS'

Sub-Theme	Respondent Quotes (Respondent code in brackets)	IHPs' Implied sentiments	
		Positive	Negative
Commitment & Loyalty	'My family is a huge thing for me they're the ones that [respondent shows high level of emotion] you know have seen me struggle and stuff, they're really supportive' (1A14)	Achievement	
	'My family, they've supported me no matter what. I don't want to let them down. Your club coaches they've developed you as an IHPs' all the way up. Even the children back in the club that look up to you as a role model. You just don't want to let anyone down' (2B12)	Achievement	
	I'd be more hurt if I didn't play well for my Dad, my family watch every game I play, if you do well they get claps on the back off people in the stand [laughs] I always look for them [in the stand]after a match and you see what it means to them I'm as happy with that as I am on a personal level (1A11)	Achievement	

Table 9: Inter-county Hurling Players Sub-theme and Players' Sentiment Dominant in Theme: 'TEAM'

Discussion of Theme - FAMILY AND FRIENDS

The comments given by the IHPs suggest that they are influenced to perform well for their friends and families; suggesting the motivational influence is extrinsic; external regulation, as they may feel pressured to perform in order to please their families and to avoid the feeling of letting them down. Athletes participating in sport to seek praise or reward or to avoid negative outcomes, such as criticism from parents are motivated by external regulation (Pelletier et al., 1995). Moreover this type of motivation in the IHPs

could also connect to the relational type of PC previously mentioned in this research. It was proposed that the salient beneficiary was the coach and the IHPs at this point it is further indicated that friends and family could also be a salient beneficiary for the IHPs; this implies that an aspect of the PC formed is ideology-infused.

In conjunction with the collection of data from interviews, to further support the validity and reliability of this research direct observation of both teams in competitive match was conducted. The coaching behaviours and player responses were recorded

Direct Observations

Direct observations were conducted of the coach of both teams during the course of separate competitive matches. Observation of coaching behaviours with the corresponding IHPs responses to the action was recorded. Listed below are the dominant sub-themes discovered during analysis of the interview data, which also became apparent whilst observing the coach-IHP relationship during the matches. Similarly to the results from the interviews the observations noted parallel results from both teams. The aforementioned playing experiences of this author greatly assisted with the match observations, the assistant observer is a very experienced hurling player, at club and division 1A inter-county level, furthermore, they have a vast amount of coaching experience (they were not part of the sample). All results collected were the interpretations of both observers. This author related these observations back to the IHPs' interview responses. Table 11 exhibits a summary of results deduced from the observations.

Dominant Themes Displayed during Observation of Matches

- Communication
- Responsibility

Table 11: Summary of Observations of the Coach and Inter-county Hurling Player relationship during a   Competitive Match

Direct Observations		
Sub-Theme	**Coach Behaviour**	**IHPs Response**
Communication	Coach communication to player predominantly positive. Reactive behaviours displayed: instructive encouragement (verbal and non-verbal); positive instruction; positive instruction following IHP error; Spontaneous behaviours displayed; Punishment (in very limited amounts) verbal and non-verbal;	Predominantly positive-acknowledgement shown by player to coach. Reacted to encouragement and positive instruction in a positive way. Non-verbal negative coach behaviour occurrences usually went unnoticed by IHP, but when noticed brief negative response from IHP, this was not on-going.
Responsibility	Coach communication to player predominately positive. Spontaneous behaviours displayed: adaption of game tactic to match situation positive instruction to IHPs, particularly when IHPs were substituted. General encouragement and compliment was on-going; Interaction with substitutes noticeable, keeping them focussed on the match and involved. General encouragement of all players. Loss of control was noted but never at IHPs, this occurred when the coach deemed an IHP was roughly and coach was defending his team	Predominantly positive-acknowledgement shown by player to coach. Reactive to instruction and encouragement in a positive way. Instances when negative coach behaviour occurred, brief negative response from IHP, this was not on-going

Table 11: Summary of Observations of the Coach-IHP relationship during a   Competitive Match

Dominant Sub-Themes – Direct Observation

The sub-themes communication and responsibility were frequently shown from coach to IHPs' both verbally and non-verbally throughout the duration of the match. Positive communication was displayed to the IHPs' verbally in the form of instruction, encouragement and compliments and non-verbally by an acknowledgement, a nod of the head or a rising of the arms. In very few instances

the communication was negative and the majority of negative responses were non-verbal for example, a shrug of the shoulders or a shake of the head; it was immediate and brief. IHPs' response communication to management was demonstrated in similar fashion as the coaches'. Positive coach behaviour was responded to with a positive IHP response; negative coach behaviour was retorted with a negative response which again was instant and succinct.

Responsibility was shown by coaches' in regard to carrying out tactical deployment and the changing of IHPs' positions in order to adapt to match situations. The coaches' were instructive but not punitive. The coaches' loss of control was never directed towards any of the IHPs. In the seldom cases when this occurred it was usually because an IHP was 'tackled' roughly or late (after the sliotár was released).

Discussion of the results – Observation

The interpreted results of the observation concur with the hypotheses of Martin (2008) cited by Walker (2008) that encouragement, positive instruction and positive general technical instruction will contribute to IHPs increased level of confidence 'Athletes have shown increased self-esteem, increased positive attitudes and they rate their team and sport more positively when coaches' use positive reinforcement, general technical instruction and mistake contingent encouragement behaviours' (Martin, 2008) cited by Walker (2008). Therefore, it could be assumed that a level of increased intrinsic motivation; to experience stimulation will be fostered, as sensory pleasure, appealing experiences, exhilaration and enjoyment will be resultant from an individual's engagement in an activity (Pelletier et al., 1995).

Overall summary of Results

The use of interviews and observations to collect data followed by the use of thematic analysis and interpretation produced the empirical findings presented and discussed in this chapter. In summary, the findings suggest that there is a combination of intrinsic motivation and extrinsic motivation in IHPs because they enjoy playing hurling and because they seek reward both individually and

collectively. The responses of the IHPs to coach behaviour in this case study were very similar, for the most part; positive coach behaviour induced a positive IHP response and; negative coach behaviour prompted a negative IHP response. Furthermore, the findings from the IHPs interviewed for the purpose of this research suggests, that although not making the starting 'staring fifteen' was disappointing, the increased level of amotivation occurred more so because of how the coach did, or indeed did not communicate this information to them. This also relates to the indicated relational PC formed by the players with the coach, this lack of communication could be deemed a PC breach as the expectations of the IHPs seem to not have been met. A contradiction of the PC concept appears to have occurred as the IHPs in this case study it did not reduce their level of contribution to the team, it increased it. This suggests that the intrinsic motivational construct; to accomplish was promoted coupled with extrinsic motivation; regulation.

It was also found in the analysis of the data that being part of the team and friends and family are motivating factors for the IHPs. In regard to team there is a sense of belonging that the IHPs and the coach have the same aim and are 'fighting' for the same cause. Nobody wants to 'let anybody down'. This suggests the satisfaction of the SDT basic need of relatedness, but also external introjection, where the IHPs may be fearful of letting down their team mates. The friends and family can also motivate the IHPs. They feel a sense of achievement for their families as they have been supporting them throughout their hurling careers. This also suggests extrinsic motivation; introjected as IHPs seem to suggest they don't want to let them down either.

As outlined in the literature review, motivational factors are extremely individualised and diverse depending on the person. Individuals can be intrinsically motivated or extrinsically motivated these types of motivation are not exclusively detached entities and work in aggregation combination.

The observations of coach-IHP relationship in the competitive environment of a match further supported the suggestion that positive coach behaviour promotes positive IHP response.

The following chapter presents the conclusion and limitations of this research it will also furnish recommendations for further research.

Chapter Five

Conclusion, Limitations and Recommendations

Conclusion

The aim of this research was to investigate the effects of coaching behaviours on IHPs. The areas of focus were the evaluation of IHPs scale of motivation, the exploration of the motivational determinants on IHPs motivation; the behaviour of the coach perceived by the IHP, the type of PC formed between the IHP and coach, identification of the expectations of the IHP and to examine the consequences to the IHP-coach relationship if the player expectations are not met. The following propositions were made:

- The IHPs scale of motivation will be, predominately intrinsic
- The Psychological contract formed by the IHPs is relational
- There is no correlation between psychological contract breach and a negative change in IHPs motivational scale
- There is no significant relationship between negative coach behaviour and negative IHPs response.

The research design and methods used to ascertain the data to analyse was a case study of two GAA inter-county hurling teams, competing at different levels. The units of analysis were three players from each team. The methods employed for data captured were surveys (for indicative purpose) for an overall view on IHPs' scale of motivation. Semi-structured open-ended interviews as a means of assessing individual IHPs perspectives and direct observation of both teams competing in separate matches, in order to support data collected in the interviews. Data analysis was conducted on the interview transcripts by use of thematic analysis. Direct observation data was collected, discussed and collated and linked with sub-themes found in thematic analysis.

The findings of this research were that the IHPs' scale of motivation is initially intrinsic but both scales of intrinsic and extrinsic motivation are inherent for the

IHPs to play hurling and the complex nature of motivation makes it difficult to establish the more prominent scale.

The PC formed between the IHPs and the coach is relational, with elements of ideology infusion. The relationship formed by the IHPs externally to the team environment suggest ideology infusion, the IHPs motivational level increases as they want to do well for their friends and families, because when they are rewarded friends and families receive 'benefits' also. It was quite evident in the interviews how important family and friends are to the IHPs

This research suggests there is no correlation between PC breach and a negative change to IHPs behaviour.

It was evidenced in this study that the IHP had a negative response to coach behaviour in respect of communication on gaining a place on the 'starting fifteen' and in some respects the standard of training. However these negative effects are not deemed significant. The negative coach behaviour and negative IHP responses in a competitive situation are also deemed not significant.

Limitations of this Research

The results of this study may be generalised however, the following considerations should be made. The case study sample consisted of two teams, six IHPs were used as units of analysis, thus the sample size was small and the degree to which their sentiments are consistent with other IHPs overall is unidentified. Furthermore the thoughts of the coach have not been reflected which may limit the strength of this research. However the results provided give a beneficial awareness into the experiences and perceptions of the IHP-coach relationship.

Recommendations for Further Research

There have been many studies, that have been conducted on the athlete-coach relationship, (Smith, Smoll and Hunt, 1977) In regard to the GAA this author was unable to locate any from the studied from the athlete perspective. There are many

avenues that this research could take, if specifically targeting the GAA studies could be conducted to include, children's attitudes to coach behaviour, comparative studies could be conducted on the perceptions of the both ladies and men playing. To consider the valuable asset the inter-county player is to the association, and thinking with a long term strategy, it may be an idea to get the viewpoint of the youth's, and begin to address coaching behaviours positive or negative at grassroots level.

Glossary of Terms

County Board	Gaelic Athletic Association governing Body of The county
'Starting fifteen'	Hurling players that are on the team that starts a match
Sliotár	The name of the ball Hurling is played with

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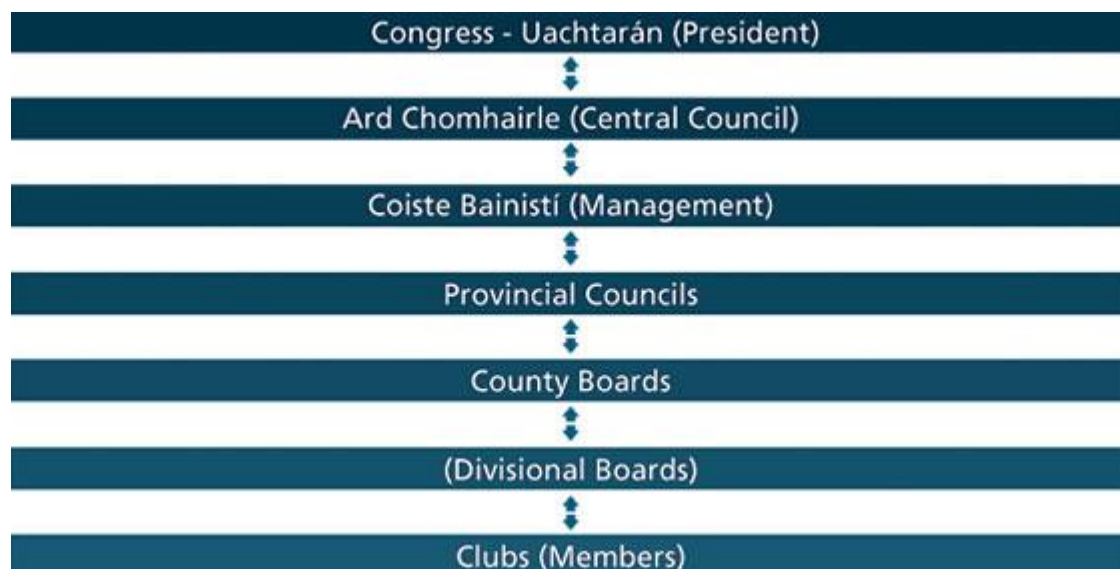
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The Various Tiers of the Gaelic Athletic Association's Administrative Structure

Congress - Uachtarán (President)
↕
Ard Chomhairle (Central Council)
↕
Coiste Bainistí (Management)
↕
Provincial Councils
↕
County Boards
↕
(Divisional Boards)
↕
Clubs (Members)

Like all club and county units the GAA holds an annual general meeting known as An Chomhdháil / Congress and this event moves to different locations around the country on an annual basis.

At this annual meeting, motions calling for policy or rule changes - many of which have materialised at club level - are debated and voted upon by delegates representing all counties and other administrative units to determine whether the proposals are entered into the Official Guide of the Association (An Treoraí Oifigiúil).

This is the guide by which the activities and affairs of the Association are governed. This year's Congress (2010) will take place in Newcastle Co Down.

Uachtarán
The position of President is the highest elected representative position in the Association and the role is filled every three years. Role holders may only occupy this position for one term.
He works with the Ard Stiúrthóir in the development of policy and direction for the Association and also fills an ambassadorial role for the Association at official functions from club level upwards.

The President also appoints committees at the outset of his tenure that are charged with running various different aspects of the Association's affairs.

Ard Stiúrthóir
The position of Director General is a full time non-elected position. The holder of this role is charged with the day to day running of the Association and he works with a tUachtarán devising policy and strategy on a medium to long term basis.

An Chomhdháil / Congress

The GAA's Congress is the equivalent of an annual general meeting and involves representatives from every province, county board and sub-section of the Association. In addition to electing the Uachtarán every three years, Congress also oversees changes to rule, which sometimes require votes.

Ard Chomhairle

Central Council is the governing body of the Association between Congresses. It frequently endorses proposals put forward by management that do not require the approval of Congress. It includes representatives from every county in addition to those from other bodies under the GAA umbrella including the schools, players and overseas sectors.

Coiste Bainistí

The Association's Management committee consists of a total of 15 members and is made up all four provincial chairpersons in addition to other elected and appointed representatives. The GAA President chairs this body.

Provincial Councils

The GAA is organised on provincial and county lines and has been widely credited with enshrining and enhancing the status of both entities within Irish life. The Provincial Councils are organised alongside historical lines with Leinster catering for the 12 counties in the east, Ulster nine in the north, Munster six in the south and Connacht five in the west. The counties elect members to represent them at provincial level and in addition to the organisation of provincial competitions, both at club and county level; the provinces also play an important role in the distribution of central funds designated for investment in facilities at both club and county level.

County

After the club the county unit is the most commonly recognised sub section of the GAA and the inter-county rivalries spawned between different hurling and football teams was one of the reasons for the rapid rise and growth of the Association after its formation in Thurles, Co Tipperary back in 1884. All 32 counties are represented by a county board which is charged with overseeing all GAA activity within that county unit. In addition to organising its county teams, at all grades in both codes, the county board plans fixtures lists for clubs and oversees the general activity of counties across their county areas.

Divisional Boards

Certain large counties divide their counties into sub section to assist with the organisation and administration of their affairs including club competitions. This practice is more common with large counties that have a considerable area to cover. Cork and Tipperary are just two counties who run their affairs on this basis.

Club

The club is the most numerous and important unit of the Association. There are in the region of 2,300 clubs based in Ireland and combined they provide a network for the GAA in every area of the country. Our clubs train and foster the players that eventually go on to represent their respective counties at the highest level but they also compete in their own competitions, right up to Croke Park finals at national level. In many cases our clubs serve

as community outlets for social inter-action promoting as they do different community based activities in addition to the promotion of our games and culture.

The rapid growth in the number of clubs overseas has been one of the recent success stories of the GAA and the figure now stands at 330 ensuring football and hurling is played on all continents at a variety of grades and age levels. The club is the bed rock of the Association.

Case Study Protocol - Influence of Coaching Behaviours on Inter-county Hurling Player

Overview of the Case Study:

GAA – amateur organisation NGB of Hurling – Ireland's largest sporting organisation. Community based.

Club level/County Level/Provincial Level

Business environment – Average revenue annually €50 million

Inter-county players (Hurlers) – Biggest source of revenue for GAA – amateur high performance athletes. High level of commitment and sacrifice every year to represent their counties.

Question – Why do they continue to return? What motivates them? What effect does the coach have on their motivation? No formal contract is there a psychological contract?

Academic research –   Sports Motivational Scale and Coaching Behaviours/CBAS/CBQ

Coaching Behaviour studies – Motivational scale of athletes/motivational climates/athlete-coach relationship

Academics - Pelletier, Vallerand, Deci and Ruan, Jowlett, Smith, Smoll, Hunt, Ntoumanis, Baumeister

Psychological Contract – Definition/interpretive framework/promises, obligations and expectations/ breach of contract

Academics – Rousseau, Robinson, O'Donoghue

Selection of Research Design – Case study - Yin

Objectives of Research:

- Evaluate the Hurlers' scale of motivation
- Assess the effects of a coaches behaviour on player motivation
- Assess the type of psychological contract formed by the player through the using a framework
- Identify the hurlers expectations of the coach
- Investigate outcomes if hurler expectations are not met

Fieldwork for the Case Study Research
- **Survey**
- **Interviews**

- **Direct Observations**

Contact all GAA Inter-county Hurling team managements in two divisions (1A and 2B) assess interest in their teams preparation.

Arrange and meet interested team managers/coaches

Organise meeting with teams: Survey and Interview

Meet teams and explain reason for research and what it entails, particularly their participation in the research, explain participation is not obligatory. Explain that the research will be in the public domain but they will not be identified as an individual or as a team. Issue SMS-28 Questionnaire to interested hurlers.

Get details of hurlers who are interested in being interviewed – contact and arrange dates/times of interviews. Inform them of the interview process and explain it will be audio recorded and transcript issued to the hurler for their approval before submission. Inform them interviews are confidential and they will not be identified to anyone. Team-mates and coach will not be informed of their participation.

Organise and conduct pilot interview – amend interview questions and structure as needed.

Observations

Arrange meeting with assistant observer, discuss the overview of the case study and the research question. Formulate an observation sheet for recording of coaching behaviour. Keep this simple due to pace of the matches.

Discuss issues that may arise – what constitutes negative coach behaviour etc.

Organise pilot observations of local teams, discuss and explain findings.

Contact county board to access matches, request to be as close to the side-line as possible.

Case Study Specific Questions

What motivates the hurler?

What effects does the coach have on that motivation?

Is there a psychological contract in existence within the teams?

What do the hurlers want from their coaches'?

What happens to the relationship if the hurler's expectations aren't met?

Case Study Report

As directed by National College of Ireland

Data analysis results – tabular with interview quotes, discussions

Appendices

THE SPORT MOTIVATION SCALE (SMS-28)

Luc G. Pelletier, Michelle Fortier, Robert J. Vallerand,
Nathalie M. Brière, Kim M. Tuson and Marc R. Blais, 1995

Journal of Sport & Exercise Psychology, 17, 35-53

WHY DO YOU PRACTICE YOUR SPORT ?

Using the scale below, please indicate to what extent each of the following items corresponds to one of
for which you are presently practicing your sport.

Does not correspond at all		Corresponds a little		Corresponds moderately		Corresponds a lot		Corresponds exactly
1	2	3	4	5	6	7		

WHY DO YOU PRACTICE YOUR SPORT ?

---

1. For the pleasure I feel in living exciting experiences.	1	2	3	4	5
2. For the pleasure it gives me to know more about the sport that I practice.	1	2	3	4	5
3. I used to have good reasons for doing sport, but now I am asking myself if I should continue doing it.	1	2	3	4	5
4. For the pleasure of discovering new training techniques.	1	2	3	4	5
5. I don't know anymore; I have the impression of being incapable of succeeding in this sport.	1	2	3	4	5
6. Because it allows me to be well regarded by people that I know.	1	2	3	4	5
7. Because, in my opinion, it is one of the best ways to meet people.	1	2	3	4	5
8. Because I feel a lot of personal satisfaction while mastering certain difficult training techniques.	1	2	3	4	5
9. Because it is absolutely necessary to do sports if one wants to be in shape.	1	2	3	4	5
10. For the prestige of being an athlete.	1	2	3	4	5
11. Because it is one of the best ways I have chosen to develop other aspects of myself.	1	2	3	4	5
12. For the pleasure I feel while improving some of my weak points.	1	2	3	4	5
13. For the excitement I feel when I am really involved in the activity.	1	2	3	4	5
14. Because I must do sports to feel good myself.	1	2	3	4	5

Transcript of Interview with Inter-county Hurler

Team – **Division 1A**

Interviewer: Collette Coady (CC)

Interviewee: Player 1A14

Before interview commences CC thanked player for participating, explained to player 1A14 the structure of the interview, the subject areas in brief and that the transcript of same would be presented to him prior to submission to ensure that there are no errors or misquotes and will only be submitted on his approval.

**CC:	If you'd like to explain why you play Hurling**

1A14:	The famous question, I was asked the same question a couple of years ago by a sports psychologist; I'm still trying to come up with an answer. I suppose for me it's just about the way it makes me feel. I'd be the type of person where I'd be very sort of, in terms of emotionally attached to the way I feel about things. Ever since I was introduced to the game by my Primary school teacher [1]I just loved the way it makes me feel. [2]I suppose when I was younger I was always a good player, it made me stand out, that's why I've kept with it to be honest, it's a type of love I have from a young age, it's stayed with me, that's the answer I've come up with.

CC:	Do you think you know everything there is to know about the game of hurling?

1A14:	No, not at all, [3]the older I get the more I learn about the game, the game is changing, every year there are different ways to play the game now compared to when I started off watching the old [1A14 mentions a team that could identify him] teams of the 1980's, to now with players coming through who can do things with the ball that was probably unimagined then. So the games always changing and there's different ways of coaching, coaches are coming in and coaching players different ways and coming up with new game plans so, like [4]your always learning new things about the game, for me more than ever [5]I'm learning psychologically how to play the game, how to prepare for the game and for me it's my huge interest but, probably as the game goes more I won't say professional but it's going to a standard nearly on that level, the likes of psychology is becoming more important in the game especially for players so I think I've a lot to learn about the game to be honest.

**CC:	OK, so for example your training and a new drill is introduced and you struggle with it, what's your response?**

1A14:	You know, I suppose I've been lucky that I've had a lot of coaches who have known how to handle me, [6]I'm the type of player who if I can't do something I

won't stop until I get it. In fairness coaches have been good with me in terms of, [7]I react better to coaches who say nothing and just let me at it, compared to coaches who just scream and shout, you know tell me a, b, and c, so until I get it right. [8]I'm never happy to the extent I'd lie in bed awake at night thinking about it. For example [9]every aspect of my game I try and look at and if there is a weakness there I try and bring it up to a certain percentage that I'm happy with. So a usual drill in training, whether it's touch, or striking or decision making [10]I want to be the best I can be at it. [11]I'm very lucky in the coach we have now he knows with me that if I do get it wrong it's not because of effort, it gives me the confidence that he hasn't barked at me that I'll try it again and again until I nail it.

CC: **What do you find most stimulating about the game of hurling?**

1A14: Definitely at the moment it's the pace of the game, it's just phenomenal and I looked at the [states name of a county] team last year and the way they played the game, it's gone back to a more natural way to play the game, more skill. [12]I just love the way I can express myself, the way I play so I suppose every player [states names of three Inter-county players] and other guys, [13]there's a place on the pitch for different types of players, my job is a lot different to what [names team mate] would be, [14]I love that, and to play at that pace level and contribute at that level. I wouldn't have the ability that [names team mate] would have [15]but yet I can maybe be as effective for the team, if that makes sense,

CC: **How do you think you're effective?**

1A14: I suppose for me, obviously if you're the best player it's great, but for me [16]it's more about contributing to the team, [17]doing my job and if [names team manager] asks me to man mark a guy I'll do it and I know I'm going to contribute towards the result, towards the outcome of that game and yet I can do it my way. I don't know if I'm coming across in the right way here…. Um, [18]I'm responsible, I'm only one cog in the wheel and I want to do my job for the team.

CC: **What is it that you like most?**

1A14: [19]I just love that they're so many different personalities on the team and yet we make up the squad. So I suppose in a roundabout way that's what I love.

CC: **So just to clarify with you, you love how the game changes, the pace of it, how all different types of players can make up the team and how each player contributes in different ways to the final result?**

1A14: Yeah, yeah, that's it.

CC: **Just picking up on something you mentioned, your coach, how do you feel about your coach?**

1A14: [20]I always look to please the coach and maybe you know when I've done that I'm pleasing myself as well. [21]I've always tried to reach the standards he wants us to reach so, again it comes back to the way he handles me personally. I've never had

a conversation with [names coach] where he says; he never gives me a kick up the bum, [22]he always comes across in a positive way, and this always motivates me to do better again, [23]my relationship with him would be very positive very strong and he knows that I'm as honest as I can be on the pitch and he can see that, well then he knows I'm not taking shortcuts. So when I have a conversation with him I've done everything right I've done my best, and if he sees something that he thinks I can improve on by all means I appreciate his honesty, [24]that's what I expect from a coach that if there is something I need to work on that it is said to me, but yet [25]I always come away feeling I could do better, because I want to do better, that's important for me.

CC: **Tell me about training, would you ever miss training when you know you could have attended?**

1A14: Nobody is perfect, listen I can only imagine myself, [26]and you know it frustrates the hell out of me if I know other lads are slacking, I just can't handle that, but that's a problem for them. [27]I can expect high standards from myself, I'm playing at a level where I need to reach those standards, if I don't I could feel exposed, well not exposed, but if I don't feel I can play to that level, so missing training, [28]look of course there are always days where you think do I have to go out to [names training ground] and do this slog, there's nights I don't won't to go but yet [29]for me to go out and do the work when I don't feel like doing it, they'll be the nights that will make me, and I suppose in a way when it comes to big games, I've the work done, [30]I've done those nights, even when not wanting to do them, and pushed myself to a level, that I thought I couldn't go to, that for me gives me the confidence and motivation to go out and play in big games and try and express myself as best I can. [31]It also shows commitment to the other lads in the squad where, I'm sure there are nights they don't want to be training either, [32]we're all there for a collective reason and we all have a collective goal, there can be no shortcuts taken , so of course you sometimes don't want to go, [33]but you have to look at the bigger picture it's not about you it's about [names team] and where we want to go with this.

CC: **Do you think being involved in Hurling helps develop other aspects of yourself away from the game?**

1A14: For me it's been huge, I wouldn't be the most confident person, I can be a mixed bag of contradictions. [34]I'm hugely motivated and probably feel I have massive belief in myself and what I can do but I don't come across as very confident, I don't know what other people think of that, but [35]Hurling has helped me socially, the [36]fact I've reached personal goals in my game, it's helped me in my job to reach goals. Even meeting people, it helps with confidence [37]I feel a sense of achievement. [38]It's probably helped me to get a bit of recognition, but starting out recognition wasn't part of it being the best I can be at something I love to do was my aim. [39]Yeah so look definitely has helped with confidence in my job, [40]the fact that I've achieved something in hurling gives me confidence to achieve within my job. [41]Relationships with my family and my friends, I've probably become a bit more open with them where, as before I was pretty much a closed book. Yeah, definitely helped with confidence in myself I've been able to bring it across, [42]even the days that don't work out for you, helps you learn to handle that too.

CC: **Have you ever thought to yourself, I've had enough I'm packing it all in?**

1A14: [laughs] if you'd asked me that this time last year my answer could have been different. Ah no [43]look it obviously takes a huge amount of commitment and sacrifice but you know I always come back to the same questions [says own name] is anyone else making you do this? And there isn't, but there is a reason why I do this, you always have to come back to, as much as you can why do you put yourself through the ringer [44]I suppose, when you have days like that certainly you question it, last year I went through a bad spell of injuries, missed a lot of game time and there were days where I thought maybe the body is telling me something, maybe it's time to just let it go but, [45]I had a meeting with [names a retired Inter-county player who played in the same position] who is someone I look up to, I had a conversation with him last year because I felt I was struggling with injuries and wasn't getting my place on the team and I asked him how did he manage his lifestyle and his hurling as he got older and he helped me an awful lot, there were a few things I was already doing but encouraged me to just stick with it, the positive boost gave me that drive to keep going, to overcome the injuries and just stick with it, thankfully [46]I've come through that patch and obviously you know, it was a huge learning curve for me because I'd been very lucky in my career, never had a serious injury till then. [47]I couldn't pack it in yet, I'm just not ready, there's more to give, [48]I sat at the end of the season and thought about [names competitions won and matches lost] and thought there is still loads more I can do still more I can give. [49]So yeah I have felt like packing in it but if I walked away now I wouldn't be happy with myself, I talk to a friend of mine about the psychology side of things I explained to him I still feel like my best years are yet to come and I feel in the best shape I've ever felt in, plus I love the game and it's a great place to be at the moment, you know. [50]When I started with [names team] first it was a totally different set up, I'd be alongside hurlers with fantastic ability that just didn't have the belief. It's different now, we fear nobody, and we concentrate on us and our game"

CC: **Tell me about personal goals, do you have any?**

1A14: [51]The last few years the team has changed our performances have changed it has become more realistic now for us to achieve provincial titles, [52]All-Ireland titles and when it becomes more realistic, you find yourself pushing so much harder. In a way I'm very lucky when it comes to [names team] when I started it wasn't a realistic target to get to provincial or All-Ireland finals, so [53]I know what that feels like, now to have the chance you just find yourself, every single minute working towards that goal, you think about it, and when you train it's there [names coach] talks about reaching the top of the mountain, and I think players sense it, look you don't like to talk about the past but last [54]year we felt it was there, and it hurt so much, the loss to [names team] but looking back it equips us more I think, when [55]you think of it, you know that the extra bit of push is needed, and you feel like you can do it. [56]You believe that everything you dreamed of you can make it happen. Everyone now in the squad, new players coming through, all players they've got it, [57]you know the work in the sessions, the high standards, we all know what to expect and have taken ownership we know we can reach those standards, the expectations of yourself and of the squad So yeah I want a few more provincial

medals, I want it all. You have to be a bit selfish as well to reach that, [58]but I know the other guys want it too.

CC: **So what are your personal goals?**

1A14:   To reach my own expectations

CC: **And those expectations are?**

1A14:   [59]A few more Provincial titles and All-Irelands

CC: **You mentioned earlier about the part you play within the team and how you want to do your best for them, explain to me a little more about that.**

1A14:   That's a tough one, I suppose [player explains about himself in relation to the team and if stated could reveal his identity] [60]When I came in first I felt I had a lot to prove to be honest, a lot to prove to the other players, the management and more so than anyone, the supporters; I call them supporters because I think there is a difference between fans and supporters, fans are the ones who come on the big day, supporters are there, like when you've had hard days, when your beaten badly, and we've been beaten badly, they come up and they still shake your hand, you meet them out and their really *genuine* people who have a real love of [names team], of the game, of the players and then you have the fans who really don't know what it's all about to be honest. [61]So I feel a loyalty obviously to the management, to the players, the real supporters out there that when I go out and play. There is a sense of, you know, [62]people have paid money to come in and watch us perform, watch us play so you want to try and achieve for those people too. Also [63]my family is a huge thing for me they're the ones that [interviewee shows high level of emotion] you know have seen me struggle and stuff, they're really supportive, although they probably wouldn't say it, they've always just supported, gone to the games, like now if I stopped playing they'd probably miss it more than I would, you know they love me playing in [names venue] and just watching me playing for the county. I just always know they're there for me you know when I play for [names team] [64]I play for them too you, know. So yeah they'd be my loyalties, my family, team mates, the supporters and management.

CC: **With regard to the management as a player what do you want from them?**

1A14:   [65]Can I just say I've never come across a set up as professional, as the one I'm involved with now, that's the first thing I'll say. [66]When I came in with [names team and year started playing with the county] I have to say the set up then was *really, really* poor. It was frustrating as a player, the fact that the commitment was there, even your motivation to go training, you were thinking, am I going to improve? It just wasn't there the structure the experience, it probably, it did contribute to the lack of motivation more than anything else. Now all the players at this level are giving, it's twenty-four seven, the commitment, [67]it has to be number one in my opinion, if it's not I feel you can't give yourself justice to do what you want to do. So players are giving that I think it's only fair that we get that back. [68]We expect the level of coaching, the level of the sessions to be as professional and the level of feedback we get from management has to be constructive and given in a

way that players can use it to improve themselves. I think that every year the management have come back and reviewed themselves, as well as us they have taken on board their failings and tried to rectify them, [69]I think that players have seen that and have acknowledged it and you know also I think that if the management are doing that then the players have to look at themselves too, I think it works both ways. But yeah from management there's a high level and every year it gets more professional. [70]I'm sure if you asked [names manager] he was a different manager when he arrived in [names year] There is no comparison to the set up and he's taken on board, the areas of improvement from their side, you know feedback to each individual, analysis, training venues we train in, pitches we train on, the calibre of player they bring in... and take out, the people that they bring in to speak to us and have influence on us. I think [71]they get [the management] the level of commitment the players a putting in and they in turn are putting in the same commitment and I think players appreciate that, I know they appreciate that, I know from talking to players in other counties they're not getting that, You know it's really good.

CC: **So, just to clarify with you, for you it's a two way process, you expect a 'professional' set up from the management and in turn the management will get 'professional' behaviour from you.**

1A14: Definitely, yeah, it's fair I think it works.

CC: **Ok. As a player if you feel you have done absolutely everything that has been asked of you to gain a place on the starting fifteen, and you don't get that place how do you feel?**

1A14: Ah listen, obviously like...... [72]I've been in that position, unfortunately. First of all you're absolutely gutted! Do you know something, [73]I'd always look at myself first and say well Ok, where have I fallen down, and then [74]I'd always expect someone from the management to come to me and say, "listen, you haven't made the first fifteen because of a, b and c". I need that, if I'm just dropped and don't know why, I just can't handle that, I really can't. In saying that [75]I have *huge* trust in these guys [the management] and huge trust in that they know what they're doing and even if I don't agree with it I'll still trust them and say right OK they've made the call, they have the experience, they know. [76]They're putting the squad first and you have to accept that. It's always hard for the guys who don't make the first fifteen, the guys who don't make the first twenty-six, who are not even in the squad on match day, so you do think Jesus, how they feel. [77]In fairness there is always reference from the management that the subs are the most important guys; the guys really know that he [the manager] really means that. [78]That's about communication and the way he comes across, I think that's important, obviously you know if your dropped, your dropped and you have to accept that, obviously [79]you're going to be frustrated and angry the reaction is he [the manager] doesn't know what he's doing, but then when you think about it and you calm down, you know, you accept it, and [80]I do have huge trust in these guys [the management] and they have huge trust in us [the players], you have to, [81]everyone can't make the first fifteen it's just the way

it is and you have to think about the bigger picture and where we're going as a squad.

CC: **So if you are left on the bench what way do you react as a player?**

1A14: Um, I missed most of last year's league and there was one game where, it came out in the paper that [names manager] was going to give myself, [names other players] some game time, the [82]other players started and I didn't, then I thought I might come on, but I didn't. I just didn't know where I was and I just togged in, I was so angry, I was angry at myself for putting myself in that position, you know that they didn't pick me, you know 'what's wrong with you [says own name]' angry at them [management] for not telling me why. [83]Game finished, I fumed, I got my gear and just left, and then I calmed down and said right OK, I assessed it myself and said I'm just going to have to keep pushing and work on a couple of things I felt I was lacking on, and then for [names a match] he [the manger] came to me and said "Look you're not starting but you're going to be the first guy on" I did come on, contributed to the game and started the [names match] game. [name's manager] said to me, and I could never understand where it came from, he said to me "go on there, it will be good practice for you for the championship". I'm just going, well I didn't even feel like I was going to be even in the first twenty-six, and suddenly your telling me I'm starting in the championship, that just [author notes even retrospectively explaining how this lifted the interviewee, it was evident in his body language and his facial expression] [84]Up I went, obviously he [the manger] had me in mind for the championship. I genuinely thought I was in trouble for the championship. Do you know maybe they just trusted me to get my body right and when I was ready, they just let me in, that's the conclusion I came back to. [85]I do get the feeling they have a huge amount of trust in me to do my own work and get myself ready and they won't have to worry about me not doing the work, and I suppose maybe with other guys they maybe have to tell them why, I didn't ask them [management]

CC: **You didn't ask them, why not?**

1A14: [86]I didn't ask them, it was a time where we had been badly beaten by [names team] and I know, they just had a lot on their minds in terms of the whole squad and where we were going and [87]I felt well maybe I can sort this out myself, I just going to keep training hard, keep working on what I have to work on, you know and for championship it will be a clean slate and I just trust them and that's what it was in the end, [88]so I learned that they just trust you to be ready for championship and you'll be fine, you know, maybe it was a kind of a confidence in a way, the wheel is always turning your always trying to look for explanations and I came up with that conclusion in the end, I said Ok well, I'm just going to try and get myself right and hopefully come championship I'll be on the first fifteen.

CC: **You mentioned not starting and coming on as a substitute, when you don't start a match, then get the opportunity to come on in that match what would you focus on?**

1A14:   [89]I suppose I've been described as a player with a chip on my shoulder [interviewee laughs] I think I've got that from previous playing experiences, probably because of when I wasn't good enough to make the squad, and being told I wasn't good enough, playing with [names team] [90]I had a massive point to prove to everyone and I always have a point to prove in my own head, to myself, and every team I play against I've always felt [91]I've maybe been targeted as a weakness in the team, and I always think right I'm going to show them, it's been a *huge* aspect of my training, my motivation, it has just driven me to really just go out and give them two fingers basically and it would be the same if I was dropped and came on, it would be huge, to show them I'm not finished I've loads more left. At this level [92]I think that you can't just sit back and feel sorry for yourself, because everyone is pushing so hard, if you take a day or a week to wallow, well then you're losing ground and I always feel you have to keep pushing. [93]You're not the only person that's ever been dropped, you won't be the last and you have to get on with it. [94]I suppose that now I feel maybe a bit more established my motivations are more about getting the best out of me rather than proving the whole world wrong, that's definitely come from confidence, the chip [on the shoulder] is still there and I think that is a good thing for me to have, I think as long as I always have part of that I'll never sort of feel that I'm going to let my standards slip.

CC: Tell me how you feel about your management team

1A14:   [95]I just think they're just hugely knowledgeable, [names manager] I think his experiences as a player are similar to what our team experiences have been [explains the experiences that if entered will identify the manager and the team] so [96]he has [names manager] has *massive* knowledge about what it takes to get to that level, to come from somewhere like, you are just laughed at really and then work to get to where you want to be and [names coach] captained [names team and year] [97]You have to have huge respect for these guys coming in, having actually done it [won an All-Ireland]. [98]They also look outside the box, they use people from other sports to look at where we are and where we need to go, there definitely not driven by their own ego 'we know it all' [99]they're always looking for aspects to improve on, which is going to contribute to the way we play. [100]They all have a different role to play, [names management team member] I talk a lot with him about games, and he'd know the way to talk to me. [names another management team member] takes on a lot of the mental side of things, [101][names manager] is a really good man manager, he can talk to each individual, in the way they need to be spoken to, I think that is the most important attribute they have. I think in a management, you have to know how to talk to a player, it's actually a person, not just a player, there is so much stuff going on in a person's life, we've guys who've girlfriends, married, they have children, and some who don't have any of that, so none of that responsibility, so these guys have more responsibility in their lives, you know, how do you handle those guys, for example a few weeks ago [102]I was training and another player on the team, he was tired, so I asked him what has you tired? You should be getting to bed early, he just said I've two kids; one of them was up sick all night. The management can deal with that stuff you know, they are aware of it. So basically [103]their experience and man management skills are excellent and [104]looking for constant improvement, they're not just resting on their laurels their

constantly looking for improvement in themselves and how to improve the set-up, they are the important ones. [105]They also look to hand over responsibility to the players, they're not afraid to do that. I've been with coaches you just love the power, the control where as [106]our management want us to take control, speak in the dressing room, address situations in the squad if players need to address things with each other, you know, when players start to do that the team becomes so much stronger and [107]you have to have a management, I suppose it comes back to trust again, who trust you but give you the power to take responsibility.

CC: At training are you given the opportunity to suggest to the management what you think the team could be improving on?

1A14: [108]*Massively,* that's what they strive for, they want us to come up to them telling them we want to work on this, for example {names a team] beat us in the [names match] we had a team meeting, we were talking and you know, we just said that actually, we just feel we need more training matches, we felt the drills were going well but we weren't doing any actual matches, they took it on board straight away, we had a match then at least once a week, then if guys had to work individually on certain skills then you know, they went to [names coaches] they [the management] were asking us to tell them what we felt we needed to work on. [109]We're also given sort of a review, in terms of where you're at and rather than telling you where they feel your weak they want you to assess yourself and go to them and set your own, see we can all say I'm weak on this I have to work on this, but how do you work on it so, go away set your goals, your targets, say I'm weak on my left, what is the exact think I'm going to do to improve my left side, if I have to get an extra twenty yards on my left side, right, where are you after two weeks, where are you after four weeks, are we physically seeing those improvements. [110]I think that's what we have to look at as players, for me if I see constant improvement, it works, it's one thing saying your weak, and it's another doing something about it. So the more of that, [111]they *want* more of that they *want* feedback from us and that's *brilliant,* you know it's *huge.* It gives back the responsibility to the player which is massive.

CC: How do you react to feedback from the management?

1A14: [112]It's great getting positive feedback from the management, but I always feel that, it comes back to my own personality, I feel that they might say things because maybe they think I can't take criticism, you know [laughs]. Look I take it but maybe with a pinch of salt to be honest, [113]I'd never say you have enough done now because, number one if you say that there are four more guys looking for number [says number of jersey], this year more than ever it's massively competitive, I was thinking [114]at the end of last year I'll have my work cut out to get back on the team, but actually it's made me work harder, it's really been a positive for me, look there are a few lads looking for the same position, before I would have thought more negatively about my performance, but this year I'll say to myself, where can I get the gains for myself and turn it around to a positive thing, you know in my training and in my approach. So yeah, [115]I love getting the positive feedback, everybody does, but it wouldn't stop me trying to progress, definitely keep driving.

CC: **Do you feel as a player you have any influence on your management, in the way you act in terms of your behaviour?**

1A14: Well [116]I wouldn't be obstructive, I'd be very conscious that I want to contribute positively, maybe that's a weakness, you know if they [the management] say it I'll do it, sometimes if I think what we're doing is not right

CC: **If you think something is not right do you say it to them?**

1A14: I'd say it to [names team captain] I'd talk to him first, you know and nine times out of ten he'd say your right. [116]There is always an avenue. [names manager] might come to me and say what you think of this, I'll tell him, you know.

CC: **Do you think your opinion is valued?**

1A14: [117]Well I don't know if it is but when I'm asked I'll give my opinion. For example there were a couple of issues last year and [names captain] and a few other players had a conversation and [names captain] went to the management afterwards, they took it on board. Look [118]they'll always be small things that you're not happy with and you can't always be the one saying something, when it's small you just get on with it, you have to have a certain amount of cop-on to, you know, there's no such thing as perfection.

CC: **To finish, what is the biggest motivating factor for you in respect to your hurling?**

1A14: [119]I could say to with the All-Ireland, but for me it's about being able to do something that I dreamed of, to just do what I love doing, to accomplish something that you thought you might never do, and to do it and make yourself proud. My family, my poor mother there are [states number of siblings] we would be very close without showing it, ever since I started playing with [names team] my brother, like he has way more talent than I will ever have, you know, he was a bit lazy shall we say, and now he has seen the work I've put in, and the benefits of the work, like winning last year, it has kind of changed his way of, thinking, his way of lifestyle, now he's sort of, he's a brilliant player and he's living the lifestyle, [120]I keep telling him you can be whatever you want to be but you have to put in the work, so now he's beginning to buy-in, he's beginning to see the results, even if I didn't win, even to have that impact on him its huge for me as the oldest, [121]so my motivation, it's hard to explain, I think for when I finish to say I stood out for this like, it makes me feel like somebody, if that makes sense, [122]hopefully the medals will come after that, but when I go home, it makes me feel different that I'm doing something that my bests mates at home would love to do you know. It's also given me the belief that if I can do this I can do other stuff. [123]So that's it really that it makes me stand out.

THEME	SUB-THEMES	PLAYER SENTIMENT	Interviewee	Document Line	Quote No:	Quote
COACH	Commitment & Loyalty	Affiliation	1AS10	237-238	265	If drills break down, the management encourage you, the lads are generally supportive of each other too
COACH	Commitment & Loyalty	Affiliation	1A14	180-182	64	I play for them too you, know. So yeah they'd be my loyalties, my family, team mates, the supporters and management
COACH	Communication	Affiliation	2B12	134-135	377	Certain members of the management team, I could talk to about problems, and this year one in particular has been of great help to me and has really
COACH	Communication	Affiliation	2B22	147-148	432	[Names manager] is very approachable, all of them are
COACH	Communication	Affiliation	1A14	361-363	117	Well I don't know if it is but when I'm asked I'll give my opinion. For example there were a couple of issues last year and [names captain] and a few other
COACH	Communication	Confidence	2B22	33-34	400	Feedback wouldn't improve my performance. I know myself whether I'm playing good or bad, I'd be my own biggest critic
SELF	Determination	Excitement	1A14	146-148	53	I know what that feels like, now to have the chance you just find yourself,
SELF	Determination	Expectations	1A14	165-166	60	When I came in first I felt I had a lot to prove to be honest, a lot to prove to the other players, the management and more so than anyone, the supporters
SELF	Determination	Fear	1AS10	179-181	250	If a lad is playing in the position you want you obviously have to do more to
SELF	Determination	Fear	1A14	344-348	114	At the end of last year I'll have my work cut out to get back on the team, but
SELF	Determination	Fear	1A11	48-49	135	But it's good to have that though it keeps you grounded, keeps you working
TEAM	Expectations	Achievement	2B09	154-155	321	I want the guy beside me on the pitch to have put in the same effort as me
TEAM	Expectations	Understanding	1AS10	270-275	272	There are just nights when it just doesn't happen for the players, look when you train 4-5 times a week you're doing well to maintain a high intensity for
TEAM	Learning & Development	Achievement	1A14	142-143	51	The last few years the team has changed our performances have changed it has become more realistic now for us to achieve provincial titles
TEAM	Learning & Development	Confidence	1A11	171-172	178	Oh Yeah, I would yeah, because I know I'd be pushing the fella playing in the position I want so hard, his hurling would definitely be getting better and my

Appendix 5

Sample of coding for Thematic Analysis

Appendix 6

Direct Observation of IHP Response to

Coach Behaviour

Coach to player				
Positive Behaviour	**Player Response**	**Negative Behaviour**	**Player Response**	**EVIDENCE OF SUB-THEMES**
				THEME
				THEME
				THEME
				THEME
				THEME
				THEME
				THEME
				COMMENTS ON OBSERVATION