Training Management Styles in Physical Education and Sports

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Abstract

The aim of this research is to discover a theoretical structure that expresses the styles in which coaches manage their training in Turkey. For this purpose, the research was carried out using the Grounded Theory Research model. The number of participants was determined by the theoretical sampling method. In order to ensure the theoretical saturation of the categories, the research was completed with 11 coaches. "Semi-Structured Interview Questionnaire" developed by the researcher was used as a data collection tool in the study. Categories were discovered by analyzing the data with 'open, selective, and theoretical coding' processes. As a result of the research, the theoretical structure of Training Management Styles in Physical Education and Sports consisting of the core categories of Contemporary, Situational, Liberal, Authoritarian, and Planned Training Management was discovered.

Keywords

Coach, Training, Management, Theory.

Introduction

Individuals who support the development of the physical, emotional, mental and social skills of athletes through purposeful behavior and fulfill the scientific objectives of training in this direction are called coaches (Konter, 1996).

The majority of coaching-related research in the literature consists of research on the leadership styles of coaches (Chelladurai & Saleh, 1980; Zhang, Jensen & Mann, 1997; Frew 1977). In addition, studies that are considered to be close to the topic of coaching styles are also included in the literature (Konter, 1996; Sevim, 2010; Martens 1998). However, no study similar to the research topic and content (only management style during training) has been found in the literature.

Green; Quoting Cassel and Symon, Mil (2007) emphasized that Grounded Theory, one of the qualitative research methods, is a method of creating a theory. Janos and Alony (2011) say that researchers begin studies using the Grounded Theory method to discover anything, without prejudice or prior ideas. Jones and Alony (2011) In Glaser's developing/classic Grounded Theory method, the coding and analysis processes consist of three stages. These; It is open, selective and theoretical coding. In this context, the fact that no study similar to the model (grounded theory) regarding the training management styles of coaches has been found in the literature has increased the originality and value of this study.

For these reasons, it has been evaluated that this research will contribute to the field. The aim of this research is to discover a theoretical structure that expresses the styles in which coaches manage their training in Turkey.

Material and Method

Transparency and Openness

This article is derived for the first and last time from the doctoral study "A study on training management styles in physical education and sport" by the lead author. Materials for this article are available and all materials are preserved by the lead author. Furthermore, the materials of this article will be shared when legal and ethical permission is sought.

Grounded theory is a method of forming a theory (Mil, 2007, as cited in Green, Cassel, and Symon). The data collection, coding, and analysis stages of this research were carried out using classic grounded theory procedures. The literature review, grounded theory, and its structure have been established. After the categories reached theoretical saturation, the number of participants was terminated with 11 coaches (Glaser & Strauss, 1967,; Charmaz, 2015,). The most basic method of data collection in the research grounded theory was conducted by interview (Creswell, 2016). Active listening, empathic reflection, minimal encouragement, sounding questions, silence, and conscious purity were used in the interview. From the first to the last stage of data collection, the semi-structured interview questionnaire was used as a data collection method (Yıldırım & Şimşek, 2016).

The participants' statements were fully transcripted without any correction (Glaser & Strauss, 2006). The transcripts were transferred to the data analysis program NVIVO 10 trial version and all transferred data were encoded (Jones & Alony, 2011). When analyzing the data during the initial coding process, the researchers asked themselves the following questions "What is this data a study of?", "What category does this incident indicate?", "What is actually happening in the data?", "What is the main concern being faced by the participants?", and "What accounts for the continual resolving of this concern?", which contributed to the

theoretical sensitivity of the research and its ability to maintain its theoretical sensitivity (Glaser & Holton, 2004).

The initial sampling of the study consisted of coaches who have been or have been doing the coaching profession for at least 10 years. The criteria for theoretical sampling, with the clarification of core categories after the third interview; (Glaser & Strauss, 1967; Jones & Alony, 2011) was composed of coaches with at least 10 years of experience and coaching experience in the national team.

Theoretical saturation determines the number of participants (Glaser & Strauss, 1967; Charmaz, 2015). As a result of constant comparative analysis conducted after interviews with coaches, the categories started to take their final form with the increasing frequency of data repetition until the 6th participant and the absence of different categories. As a result of the theoretical saturation achieved with the 10th participant, the study was concluded by evaluating that the theory was formed with the 11th participant. This study received a research authorization board approval and participants gave informed consent.

The data obtained in the open coding process was analyzed without applying any filter. No data has been excluded from coding (Jones & Alony, 2011, as cited in Glaser). Memos have been written after each interview with the participants (Çelik & Ekşi, 2015, as cited in Glaser). The conceptual labels and core categories in the data have been identified and reached the first level of abstraction (Çelik & Ekşi, 2015, as cited in Strauss & Corbin). Constant comparative analysis was performed by coding the data using sentence by sentence, line by line, word by word, and in vivo methods (Çelik & Ekşi, 2015, as cited in Charmaz; Corbin & Strauss; Strauss & Corbin). As a result of this process, which was carried out with 5 participants, 46 pages of data consisting of 17,348 words were obtained. 873 codes have been generated from these data without any intervention. The data was reduced to 402 codes by performing constant comparative analysis operations and eliminating the codes that were considered to be unrelated to the subject. The open coding process has resulted in a structure of 5 core categories consisting of 44 subcategories.

In the process of selective coding, interview questions were constantly formulated to give more importance to concepts and to reach places where research needs to be focused (Jones & Alony, 2011). The core categories are saturated through these operations (Glaser & Holten, 2004). Constant comparative analysis method and memo writing continued. (Çelik & Ekşi, 2015, as cited in Glaser). As a result of this process, which was carried out with 6 participants, 66 pages of data consisting of 20,577 words were obtained. As a result of constant comparative analysis operations, the data was reduced to 357 codes. The selective coding process has resulted in a structure of 5 core categories consisting of 26 subcategories.

Saturated categories have been examined with theoretical coding. Conceptual relationships between categories have been developed. Cross-comparisons have been made with the literature (Jones & Alony, 2011, as cited in Glaser). As a result of the theoretical coding process of the research reaching saturation, 5 core-category (contemporary, situational, authoritarian, planned, liberal) theoretical coding was discovered, consisting of 24 subcategories formed by 281 codes.

Findings

Codes and categories were found from the data and the following core and subcategories were revealed:

1. Core Category: Contemporary Training Management

Individuals who live in the same era (Türk Dil Kurumu, 2014; Devellioğlu & Kılıçkını, 1975; Köktürk, 1986) and act in accordance with the understanding and conditions of the current era are called 'contemporary' (Türk Dil Kurumu, 2014; Tercüman 1985a). Contemporary training management is the training management carried out to contribute to the physical, mental and performance development of athletes by taking advantage of the possibilities of the era. Coaches who practice this training management style are active in training. They inform their athletes about scientific developments and innovations. Then they show the movements to their athletes and ask them to do so. In order for the movement to be carried out successfully, they follow their athletes and provide them with instant feedback and provide physical and psychological support. They make the training atmosphere positive by showing positive behavior towards athletes.

The core category of contemporary training management consists of 6 sub-categories: "active", "applying scientific developments and innovations", "narrator, practitioner and implementer", "supportive", "informing the athlete" and "being positive towards the athlete".

Active. In this training management, coaches are active during training. They follow the practices of the athletes. They question why the athlete cannot perform certain movements within themselves and try to find solutions to the problems.

Applying scientific developments and innovations. In this training management, coaches try to use scientific developments and innovations in training.

Narrator, practitioner, and implementer. In this training management, the coaches explain the movement to the athlete in detail and sometimes make the athletes do it by demonstrating the movement himself.

Supportive. In this training management, coaches try to support their athletes in all areas. They carry out various supportive activities especially to support the development of their athletes and to get positive results from the competitions. These supportive activities are physical or non-physical supports to eliminate an existing problem or deficiency.

Informing the athlete. In this training management, coaches are informative towards their athletes. Coaches intervene as soon as possible in cases of the improper activity or incomplete learning. They perform this intervention by warning of errors, giving tips, and giving feedback.

Being positive towards the athlete. In this training management, coaches display positive behavior towards their athletes. They use the appropriate tone of voice towards their athletes and establish healthy communication with them. Since they care about athlete development, they always take care to be positive towards athletes.

2. Core Category: Situational Training Management

The entire current conditions in which anything is contained (Türk Dil Kurumu, 2014; Tercüman, 1985a; Devellioğlu & Kılıçkını, 1975) and the position of the individual identified by their relations in society is called the situation (Türk Dil Kurumu, 2014). Situational words related to the situation are called situational (Kılıçlıoğlu, 1976). Situational training management is a shift in training management as a result of adapting to different situations encountered.

The core category of situational training management consists of 3 subcategories: "different moods", "different behaviors" and "variable training management".

Different Moods. In this training management, coaches enter different moods during training for various reasons. Sometimes they may be affectionate in training and sometimes they may not. While this situation is carried out voluntarily by the coaches at times, it often happens involuntarily, causing the coaches to enter different moods as well.

Different Behaviors. In this training management, coaches sometimes voluntarily and sometimes involuntarily exhibit different behaviors during training. They make decisions about how they should behave based on their experience.

Variable training management. In this training management, coaches usually act within the available facilities. The reason for this situation is due to athletes (expectations, deficiencies, mental states, number, level, and category), time (training time and duration, competition date, conditions of day and present) and different situations (purpose and location of training, competition, and material status).

3. Core Category: Liberal Training Management

Tolerant individuals who are in favor of independence, freedom, and liberty are called liberals (Türk Dil Kurumu, 2014; Köktürk, 1986). Liberal training management is training management that is performed in a fair and gentle way to make the training atmosphere positive. As a result of the fact that coaches who practice this style of training management have colorful personality traits, athletes feel that their coach is one of both their relatives and family. At the same time, coaches also feel like they are close to their athletes. They show fair and gentle management in training. In addition, as a result of the fact that the coaches value their athletes and mostly practice the training that their athletes want, the athletes get satisfied with the training management of the coaches.

The core category of liberal training management consists of 5 sub-categories: "multiple personal traits", "family and relatives", "fair and gentle management", "valuing the athlete" and "happy athlete".

Multiple personal traits. In this training management, coaches exhibit a wide range of personal characteristics during training. These personal characteristics include: fair, forgiving, conscious, childish, devoted, listener, emotional, energetic, witty, altruistic, trustworthy, humanist, moderate, motivator, cheerful, relaxed, sincere, affectionate, loving, gracious, compassionate, tolerant, consistent, constructive and gentle.

Family and relatives. In this training management, coaches act as family members and/or relatives against their athletes in training. Athletes also perceive coaches as one of their families and relatives.

Fair and gentle management. In this training management, coaches strive to ensure that athletes can maintain training comfortably. Coaches who are democratic in training and maintain current balances also show fair management by trying to maintain training in combination. At the same time, they conduct gentle management by bending the rules, making the exercises light, playing games, and having enjoyable activities, freeing the athletes and making the training fun.

Valuing the athlete. In this training management, coaches value athletes by trying to get to know them, taking their opinions into account, paying attention to their psychology and health, and providing them with various opportunities to rest and relax.

Happy athlete. Athletes are happy in this training management. The reasons for this situation include the training done by the coach according to a purpose, the pleasure of the feeling of winning achieved as a result of the competition with the coaches, the approach of the coaches

to their athletes as a friend, the training period not being kept long, the training being enjoyable, and the athletes being given free time during the training.

4. Core Category: Authoritarian Training Management

Individuals who can never resist being objected to, who love to command others and get work done, and who desire other people's obedience are referred to as authoritarian person (Türk Dil Kurumu, 2014; Tercüman, 1985a). Authoritarian training management is the training management that contains negativity and is aimed at success as a result. Coaches display voluntary and/or involuntary negative behavior when performing training management. In the face of this negative situation, athletes have negative feelings towards both the coach and the way the coach manages the training. The reason why coaches manage their training with this training management style is that their goals are a definite success. For this reason, they expect athletes in full to fulfill what they want.

The core category of authoritarian training management consists of 3 subcategories: "negativities", "athlete obedience" and "definite success".

Negativities. Certain negativities are encountered in this training management. These negativities arise both in the behavior and training method of the coach and in the emotions of the athletes. Negativities in the coach's behavior occur with him being "unfair, aggressive, howler, unequal, brutal, reckless, harsh, angry, uncompromising and inconsistent". Coaches who exhibit these behaviors do not act with complete awareness in training management and force athletes, impose punishment, and persecution on them. This creates distrust and timidity towards coaches in athletes. Athletes get unhappy because of the negative training atmosphere caused by these reasons.

Athlete Obedience. In this training management, coaches expect athletes to do what is desired in the training, to bear with the training tempo, to work hard, not to ask questions unrelated to the training, to come and do the training under all circumstances, and to comprehend all the tasks given.

Definite success. In this training management, the goal of the coaches is to achieve definite success. Coaches never compromise or deviate from their goals and objectives.

5. Core Category: Planned Training Management

Operations carried out, organized, and performed according to a certain plan are called planned (Devellioğlu & Kılıçkını, 1975; Tercüman, 1985b). Planned training management is a training management performed in order and discipline by taking measures. In this training management, coaches aim to keep everything going regularly while planning training sessions and want to benefit from everything opportunity. They believe that the way to success can be achieved in order within a plan and program. This order provides discipline. They strive to keep everything under control so that the training continues as planned. They also take precautions against any adverse situations. They want their athlete to be alert and conscious in order to get efficiency from the training. In this way, they believe that they can control the training management more easily and get a high level of quality from the training. In addition, the fact that they can be distant towards the athletes and have high expectations may cause the athletes to face negative situations.

The core category of planned training management consists of 7 subcategories: "order", "discipline", "control process", "taking precautions", "formal", "conscious athlete", and "athlete negativity".

Order. In this training management, coaches perform the training in a pattern. This order is achieved by setting rules for training management, by preparing training in a planned and scheduled manner, and by performing training management in a systematic order. It is believed that success and development will occur with regular work.

Discipline. In this training management, coaches believe that training should be conducted in discipline under all circumstances. Discipline is not compromised, especially in terms of the purpose and timely execution of the training.

Control process. In this training management, coaches aim to keep the entire process under control so that everything proceeds in a planned way before, during and after the training. The control process is followed one-on-one to avoid any disruptions.

Taking precautions. In this training management, coaches are sensitive to the problems that occur and/or might occur in training. They make the necessary arrangements by taking the necessary measures against these problems before training.

Formal. In this training management, coaches are distanced from their athletes. Coaches believe that this approach is professional in training management and they act formally in order for the movement they want to be carried out successfully by the athletes. In this formality, the professional identities of coaches are revealed and they do not treat athletes like a parent.

Conscious athlete. In this training management, coaches expect athletes to be aware of the movements and why training should be done. This consciousness is gained by being ready for training, setting goals for the future, and respecting their work.

Athlete negativities. In this training management, negative situations are observed in athletes from time to time. A variety of physical and/or mental disorders are observed in athletes with strict execution of the training. These disorders occur in the form of athletes being exhausted, bored, complainant, persistent, and anxious.

Discussion and Conclusion

Due to their management characteristics, the literature review and discussion of the study were aimed to contribute to the research by examining the aspects of leadership, teaching methods, teaching, classroom management, management, coaching, and coaching styles.

1. Core Category: Contemporary Training Management

There are certain behaviors that are expected to be seen in a contemporary sports executive. These are effective communication power, the use of technological tools, being sensitive to athletes' problems, and mastering the branch (Sunay, 2017). Coaches who manage their training with contemporary training management styles do not have any problems communicating with their athletes. Because they strive to dominate their branches and have an investigative spirit, they closely follow the scientific developments and innovations and apply them to their athletes. They also benefit from their technological tools to contribute to the development of athletes. They engage in supportive activities against the problems observed in athletes. The behavior of the coaches who manage their training with the contemporary training management style and the behavior of the contemporary sports manager has shown similarities.

Among the contemporary learning - teaching approaches; teaching approaches through presentation and invention; there are brainstorming and problem solving methods (Güngör, 2014). The movement that will be performed in contemporary training management is first

explained to the athletes, then shown, and then implemented. Athletes are taught to discover and find what is being questioned. The use of these learning and teaching approaches and learning methods has shown similarities in the training carried out with contemporary learning–teaching approaches and training managed with contemporary training management style.

Active. In contemporary training management, coaches are voluntarily or involuntarily active in the moment of curiosity, experiencing the moment of competition, pretending to be in competition, becoming role models, questioning, and producing solutions. The activeness of coaches in contemporary training management was found similar to participative leaders providing and contributing information that will help to make decisions by actively taking part in the field (Kıranlı, 2010, as cited in Yukl), and transformational leaders easily solving problems due to having active and creative ideas (Buluç, 2009).

Applying scientific developments and innovations. In contemporary training management, coaches follow scientific developments and innovations in terms of changing science, being sensitive to scientific developments, applying scientific developments, not using classical methods, avoiding routine behavior, training with data, and applying innovations. The application of scientific developments and innovations in contemporary training management was found similar to the visionary leaders making the necessary changes by keeping up with the changes (Buluç, 2009, as cited in Nanus), and the post-modern coaches utilizing the technological and scientific methods for their purposes (Konter, 2004).

Narrator, practitioner, and implementer. In contemporary training management, coaches are narrators, practitioners, and implementers in the subjects of making an active observation, describing the training, using the analogies, role-playing, being educational, practicing different trainings, making visual work, showing and implementing the movement, making the athletes watch the matches, making a passive observation, ensuring the athlete's follow-up, transferring experience, practicing, implementing and directing. The fact that coaches are narrators, practitioners, and implementers in contemporary training management was found similar to transformational leaders, easily explaining the goals to their team and making them understand (Doruk, 2007, as cited in Shamir), and teachers who teach through a presentation, trying to ensure active participation in the lesson by showing the students the activities (Güngör, 2014, as cited in Senemoğlu).

Supportive. In contemporary training management, coaches are supportive of athletes in materials, motivation, autonomy, performance improvement, spiritual development, athletic ability, making training efficient, addressing deficiencies, observing physical development, interviewing, preparing, pacifying anxiety, making the athlete professional, video creation and measurement methods. (Aslan, 2013) The supportive activities carried out to increase the performance of athletes in contemporary training management was found similar to the mentor leaders' way of supporting their team members (Aslan, 2013) and the leaders who adopt the way of caring about individuals from Bass's executive behavior, which includes identifying the shortcomings of their athletes and supporting them (Kıranlı, 2010, as cited in Avalio et al.).

Informing the athlete. In contemporary training management, coaches inform athletes in terms of completing deficiencies, giving feedback, warning of errors, and giving tips. In contemporary training management, coaches' completion and correction of their athletes' mistakes were found similar to the interactive leaders tracking the performances of their subordinations and informing them to correct their mistakes (Buluç, 2009, as cited in Bass),

and coaches with education and training leadership behavior characteristics informing athletes about skill, technique, and tactics (Chelladurai & Saleh, 1980).

Being positive towards the athlete. In contemporary training management, coaches are positive towards athletes in terms of resting, being reliable, good communication, combat pleasure, tone of voice, athlete development, appreciation, and receiving information from the athlete. In contemporary training management, coaches' positive behaviors and communication towards athletes were found similar to the positive communication of modern managers (Kıranlı, 2010, as cited in Açıkalın) and supporter managers with their subordinations (Kıranlı, 2010, as cited in Başaran).

2. Core Category: Situational Training Management

In the contingency approach, the focus is on the 'situations or circumstances' of the current position in management. There is no fixed management style in this style of approach. The most appropriate management practice is carried out according to the current situation (Sunay, 2017, as cited in Şahin). According to the contingency model of Victor V. Vroom and P. W. Yetton, there is not only one good management style that can be seen as valid in every environment and situation. The best management style is one that fits with the current situation (Bektaş, 2014, as cited in Çetin). Leaders who encounter different situations in Fiedler's contingency model react and make changes in their leadership styles (Bektaş, 2014, as cited in Torlak) The changes in the training management of the coaches who manage their training in the situational training management style were found similar to the contingency approach and the reaction of situational leaders to the situations in the contingency model.

Different moods. In this training management, coaches voluntarily or involuntarily enter different moods in terms of being emotional, going through different moods, experiencing anger, reflecting the mood, being tough, being affected by the mood, and being soft.

Different behaviors. In this training management, coaches display different behaviors, positively or negatively, in terms of flexibility, motivation, attitude and behavior, diligence, moderation, use of positive language, and experience against the different situations that occur in training. In situational training management, coaches' use of their experience against the situations encountered was found similar to situational leaders benefiting from their experience in deciding how to act against the situations they faced (Doruk, 2007, as cited in Arvonen & Ekvall).

Variable training management. In situational training management, coaches make changes in training management according to athletes (special training, athlete expectations, athlete deficiencies, mental status, number of athletes, training planning, practicing, management style, athlete level, and athlete category), different situations (purpose of training, method, training place, competition status, schedule, method, technique, material, situationality, training management, and training plan) and time issues (training time, training duration, conditions of the day and moment, and competition date).

According to the athlete. In situational training management, the management of the training according to the athletes was found similar to delegative leaders directing the work according to the capacities of their employees and their willingness to take responsibility (Kıranlı, 2010, as cited in Hersey & Blanchard; Schermerhorn et al), and the focused coaches forming their styles according to the performance levels of the students (Parsloe, 1997).

According to different situations. Managing the training according to different situations in situational training management was found similar to the teachers in the holistic classroom

management model performing classroom management by taking students and different situations into account (Başar, 2013)

According to the time. In situational training management, the training management of the coaches by taking the time into account was found similar to the coaches who have leadership characteristics that evaluate the environment and manage the training by taking the time into account (İnce, 2006, as cited in Zhang, Jensen, and Mann).

3. Core Category: Liberal Training Management

The release of athletes in training by coaches who practiced in a liberal training management style was found similar to the employees of liberal leaders (Doruk, 2007, as cited in Karaküçük & Yetim) and the students of teachers in the liberal approach (Aydın, 2010, as cited in Dembo).

Individualism is the basis of classical liberalism (Aktuğ, 2019). In the principle of individualism, there is essentially an idea of equality (Aktuğ, 2019, as cited in Heywood). The fact that coaches who practice their training with a liberal training management style treat athletes democratically and equally in all circumstances was found similar to the idea of equality of the principle of individualism of liberalism.

In liberal training management, athletes' way of viewing their coaches as members of their family and/or relatives was found similar in modern liberalism to the fact that the individual is connected to society through tight ties such as family, kinship, and friendship (Aktuğ, 2019).

Multiple personal traits. Coaches in liberal training management are fair, forgiving, conscious, childish, devoted, listener, emotional, energetic, witty, altruistic, trustworthy, humanist, moderate, motivator, cheerful, relaxed, sincere, affectionate, loving, gracious, compassionate, tolerant, consistent, constructive and gentle. The personal characteristics of the coaches in liberal training management were found similar to the democratic teachers being fair, energetic, altruistic, reliable, motivating, compassionate, dear, comfortable, sincere, tolerant and gentle towards students (Balay, 2003, as cited in İpek; Smith & Laslett), and to good-natured coaches being affectionate and gentle (Sevim, 2010).

Family and relatives. In liberal training management, coaches treat their athletes as a big brother, sister, family member, mother, father, parent, sibling, relative, uncle, aunt, and they are perceived as such by their athletes. In liberal training management, coaches treating their athletes as if they were family members and athletes perceiving their coaches as members of family were found similar to humanist leaders being fatherly to subordinates (Aslan, 2013, as cited in Savuncuoğlu & Tüz), and paternalist managers treating subordinates as a parent (Bektaş, 2014, as cited in Börekçi).

Fair and gentle management. In liberal training management, coaches perform fair (democratic, balanced, combination) and gentle management (flexible, light, cheerful, plays, relaxing activities, liberalist).

Fair management. Coaches who practice liberal training management approaching their athletes fairly and gently was found similar to democratic teachers forming their classroom rules with students in a democratic way (Pala, 2005), and democratic coaches making decisions together with their athletes. (Konter, 2004; Chelladurai & Saleh, 1980; Sunay, 2017).

Gentle management. In the liberal training management, coaches providing their athletes with free time and relaxing activities while at the same time playing games and continuing the training with joy were found similar to liberal leaders releasing their employees to achieve

their business goals (Doruk, 2007), delegate leaders releasing their employees to improve themselves (Kıranlı, 2010, as cited in Başaran), and liberal coaches being too gentle on rule-making and not intervening if there are no difficulties in training (Konter, 2004).

Valuing the athlete. In liberal training management, coaches value their athletes in terms of athlete ideas, athlete psychology, athlete health, taking care of the athletes, offering opportunities, and knowing the athlete. In liberal training management, coaches trying to get to know their athletes and to make them benefit from existing opportunities and valuing their ideas, health, and psychology, were found similar to relational leaders strengthening the motivation of the team members based on their emotional needs (Aslan, 2013, as cited in Goleman, Boyatzis & Mckee), and democratic coaches caring about the health and physical and psychological developments of the athletes (Konter, 2004).

Happy athlete. In Liberal training management, coaches ensure that athletes are happy with purposeful training, making them defeat the coach, being friendly, doing little training, fun training, desired training, free training, and popular training practices. In liberal training management, ensuring that athletes can continue to train happily was found similar to democratic teachers being friendly to students (Balay, 2003, as cited in Ertekin), and docile coaches making their athletes happy because they get along with their teams (Koludar, 2017).

4. Core Category: Authoritarian Training Management

In authoritarian training management, coaches' negative behavior towards their athletes, such as being unfair, unequal, and aggressive was found similar to autocratic teachers making fun of students' intent on asking questions (Yıldırım, 2012, as cited in Pala), and excessively disciplined and authoritarian coaches asking to be obeyed, being punishing, intolerant, merciless, narrow-minded and prejudicial (Sevim, 2010).

The development of negative emotions such as insecurity, timidity, and unhappiness in the athletes due to the practices of the coaches in authoritarian training management was found similar to autocratic leaders negatively influencing the team's stability, effectiveness, group atmosphere, feelings of contentment and happiness (Doruk, 2007, as cited in Cremer), and authoritarian coaches doing wrong practices and causing athletes to feel fear and not like such coaches (Sevim, 2010).

The reason for training to be carried out with authoritative training management being the desire to achieve the definite access was found similar to autocratic leaders wanting to achieve success by leading in this style (Doruk, 2007) as cited in Cremer, and authoritarian teachers believing that the way to achieve success is to make students follow the rules (Yıldırım, 2012, as cited in Yapıcı).

Negativities. In authoritarian training management, negativity is observed in coach behavior (unfair, aggressive, howler, unequal, brutal, impatient, harsh, angry, uncompromising, inconsistent), athlete's feelings (disliking practice, timid, insecurity, unhappy), and method (unconscious, punishment, persecution, authoritarian, coercion).

Coach behavior. In authoritarian training management, coaches' negative behavior towards athletes was found similar to traditional coaches being dominant (Konter, 2004), over disciplinary authoritarian coaches wanting to be obeyed, being intolerant and tough-looking, and being strict with athletes (Sevim, 2010), and authoritarian coaches being aggressive and tough towards athletes (Konter, 2004).

Athlete's feelings. The negativities in athletes' feelings due to the negativities seen in the training in authoritarian training management was found similar to subordinations being

unhappy and dissatisfied and not liking their leaders as a result due to the management of autocratic leaders (Doruk, 2007, as cited in Cremer) and students not liking autocratic teachers (Pala, 2005).

Method. Negativities seen in authoritarian training management were found similar to autocratic leaders imposing punishments against subordinations (Kıranlı, 2010, as cited in Koontz et al.), teachers imposing penalties against undesirable situations in the reactive classroom management model (Başar, 2013), authoritarian teachers imposing restrictions and limitations to ensure class control (Aydın, 2010, as cited in Cohen), intervening coaches managing inexperienced students with instructions (Parsloe, 1997), and traditional coaches being authoritarian and resorting to force, intimidation and punishment to maintain control over the athlete in training (Konter, 2004).

Athlete Obedience. In authoritarian training management, coaches expect obedience from their athletes in terms of withstanding the training tempo, training itself, coming to training, not being angry with the coach, working hard, not being asked unnecessary questions, doing what is desired, and taking what is given. In authoritarian training management, coaches expecting obedience from athletes was found similar to autocratic leaders wanting their decisions to be accepted by team employees without question (Aslan, 2013, as cited in Çetin & Beceren), coaches with commanding (dictative) style asking their athletes to do the orders given (Martens, 1998), authoritarian coaches expecting athletes to do what is desired and expecting obedience (Konter, 2004).

Definite success. In authoritarian training management, coaches do not deviate from the goal and care about target issues because their sole purpose is to achieve success. The reason of coaches carrying out training with authoritarian training management being a definite success was found similar to (Northouse, 2014) success-oriented leaders aiming at the highest level of success in their work, and task-motivated leaders wanting to achieve the goal directly.

5. Core Category: Planned Training Management

In training carried out with a planned training management style, coaches ensuring that the training progresses within the framework of the plan they have determined was found similar to teachers taking care to comply with the plans and programs they prepared beforehand for classroom management (Başar, 2013).

Coaches who carry out their training with a planned training management style, applying their work according to a certain order during the training was found similar to teachers applying the education plans they prepared in a certain order in classroom environments (Başar, 2013).

Order. In planned training management, coaches have an order in respecting their work, rules, periods, plans, schedules, lines, and systems. The implementation of the training in regular order in planned training management was found similar to claims that are arguing that each problem can be solved by previously determined rules and procedures in the cookbook teacher managerial approach (Aydın, 2010, as cited in Dembo), and teachers implementing the programmatic approach to teach gradually in a certain order (Güngör, 2014, as cited in Sönmez; Sünbül).

Discipline. In planned training management, coaches take care not to compromise on discipline in terms of purpose, training, being a full staff, and timing. In planned training management, coaches trying to provide discipline in training by giving necessary instructions to the athletes about the training was found similar to guiding leaders giving directions to subordinates about when to complete tasks (Northouse, 2014).

Control process. In the planned training management, the coaches evaluate the subjects such as control disruption, taking control, controlling, materials, hall, researching the problem, the number of athletes, and direction within the control process. The control processes performed by the coaches in the planned training management were found similar to the controlling characteristics of the guiding leaders (Kıranlı, 2010, as cited in Shermerhorn), and the strategic leaders controlling the action processes (Doruk, 2007).

Taking precautions. In planned training management, coaches use punishment, paying attention, making extra training and exercises, and fighting activities for preventive purposes for situations that may be encountered during training management. The precautions taken in order to prevent unwanted situations in planned training management were found similar to preventative classroom management teachers trying to create a system to prevent wrong behaviors in the classroom (Başar, 2013).

Formal. In planned training management, coaches are formal in terms of not acting like a big brother, training heavily, claiming a coaching identity, not acting like a father, training seriously, hard, ensuring that athlete performances are equal, not allowing athletes to laugh, being distant with the athlete, not concession and using a high tone of voice. Coaches being formal towards their athletes in the planned training management was found similar to the rising managers being formal towards their employees.

Conscious athlete. In planned training management, coaches expect their athletes to be conscious about understanding, being conscious, being ready, goal, willing, being respectful to their job, establishing concentration, getting to know the rival, and knowing the psychology of athletes. The coaches' expectations from athletes to be conscious during the training carried out in planned training management were found similar to transformational leaders increasing the willingness, consciousness, and awareness of the audience (Keçecioğlu, 1998).

Athlete negativities. In planned training management, negative situations are observed in athletes due to unconsciousness, exhaustion, anxiety, lack of performance, boredom, ongoing stress, and complaint issues. The occurrence of some negativities in the athletes in the planned training management was found similar to subordinates being bored with the leadership of leaders who follow the authority-compliance management style (Northouse, 2014), and nervous and active coaches making excessive demands resulting in the exhaustion of the athletes (Koludar, 2017).

In the study which was carried out with the participation of 11 male coaches from 9 different branches (Athletics, Boxing, Gymnastics, Shooting, Football, Physically Handicapped Table Tennis, Fitness, Taekwondo, and Judo) with at least 10 years of coaching experience, the theoretical structure of training management styles consisting of "Contemporary, Situational, Liberal, Authoritarian and Planned" training management core categories has been revealed.

With this research, new measurement tools can be introduced to the field and the study can be spread. With these measurement tools, it can be determined which training management benefits which branch more. Then, more efficiency can be obtained from the coaches by training branch coaches related to the training management style, which is found to be beneficial.

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