

DOI: 10.53555/ks.v12i5.3346

Perception Of Badminton Players Regarding Coaching Proficiency Of Male Directors Physical Education At College Level

Nisar Ahmed Khaskheli^{1*}, Muhammad Hashim Darya², Muhammad Murad Pirzada³, Arbab Ali Leghari⁴, Farhan Ali Khaskheli⁵, Akhtar Ali Khaskheli⁶, Duae Maryam⁷

¹Department of Physical Education & Sports Sciences, Sukkur IBA University, Sindh-Pakistan.

³Director Sports, Department of Physical Education, Shah Abdul Latif University Khairpur, Sindh-Pakistan.

⁴Director Physical Education, College Education Department, Government of Sindh-Pakistan.

⁵Ph. D Research Scholar, Department of Education and Psychology, Kazan Federal University, Russia.

⁶MS Research Scholar, International Accounting and Management, Department of Business and Legal Studies, University of Siena, Italy.

⁷MS Research Scholar, Data Science and Business analytics, Faculty of Economic Sciences, University of Warsaw, Poland.

***Corresponding author:** Nisar Ahmed Khaskheli

*email: nisar.khaskheli@iba-suk.edu.pk

ABSTRACT

The coaching skills include all coaching domains like technical, strategical, motivational, character building and the skills to compete in the tournaments. The investigation was ensured while selecting 200 Badminton players studying in colleges as a sample of the study using a convenience sampling technique. The players of Badminton assessed the coaching efficiency of Directors of Physical Education (DPEs) who also work as coaches, utilizing a scale of Coaching efficacy (survey questionnaire) introduced by Feltz, *et al.*, 1999. The utilized scale contained all coaching domains. The collected data was analyzed using the (SPSS) 22 version. Frequencies, percentages, and means were computed to analyze data. The results depict that there is a close, significant and positive relationship between coaching with all the coaching domains that include, Players' motivation, players' game strategy skills, players' capability to compete in the tournaments, players' technical skills and players' character building. The present study recommends that the coaching camps and training programs should be planned and organized for the capacity development of DPEs as per their specialized fields/ games including Badminton and others so that the more effective and efficient coaching may be imparted to college level players of all games.

Keywords; DPEs, Coaching Proficiency, Coaching-domains, Badminton-Players.

Introduction

The game of Badminton is played broadly all through the universe. This game is played by the masses of all categories in the shape of various gatherings or competitions (Sharif, et al., 2009). As per an assessment of the Badminton World Federation, BWF, close to around 15 crores people engages in playing badminton across the universe and countless performers, i-e 2,000 competitors participate in competitions the Badminton organized at the world level. This is a game of racket and shuttlecock, which is played on the rectangular type of court where the net is fixed with the support of two poles, shuttlecock is hit by racquets to cross a net available on the court Tanveer, M., et al. (2022). The game of Badminton is most commonly played in two common methods i-e one in singles and second in doubles, a mixed double is also a type of this play. In singles, one player is stood on a side of the court competing against his side, in the double method, two competitors from each side perform their badminton skills whereas in the double's method, a male and female standing on each side of the court trying to offend and defend through their skills. As per the badminton scoring system, there are 21 points, and the team that scored first is declared the winner of the match Tanveer, M., et al. (2022). The game of Badminton entertainment has ended up being especially conspicuous and more than 160 nations' have enlisted as true people from addressing the body of the redirection; Badminton World Federation (BWF) Roy, N. (2022)

. The total Badminton competitors played by different people on the land, for instance, Europe 31%, Asia 26%, America 15%, Africa 17%, and Oceania (Australia, Melanesia, and Polynesia) 11% (Cowhide, 2002). As per the assessment of BWF, this redirection is by and by played by more than, 200 million people in the world, and more than a thousand participated in different contentions and contests all over the planet (Alam, et al., 2009).

Coaching

Any sporting activity offers a valuable opportunity to comprehend the importance of particular, physical and ethical strengths. For ensuring this all, it is important to give equivalent consideration to both the natural ethical behaving qualities and the ethical organization of the trainer, coach, or instructor. It implies that the person performing his/ her duties as a

coach, as a focal artist in the game's setting, has liabilities to make the game simple, strategic, and specialized (Jones 2007). For assurance, the coach is midway embroiled in the acknowledgment of the great wearing challenge with regards to both comprising and managing the proper way of behaving. This type of ethical responsibility covers policing unfairness, presenting countless instructing and coaching a heap of 'fair play shows', to the growth and boosting of specific ethics which are frankly embroiled in the recognition of the game's worth. Notwithstanding tangible dissimilarities between the competitions of elite level and just recreational level of sporting participation, genuinely, critical standardizing necessities at the center of the actors give a 'contingent universal state of its coaching' what cut across how every single Coach ought to act (Morgan 1994, 215). The practices of coaching, both according to the moral leadership of coaches and the competitors' character building, might be improved enormously through the virtue of the morals of Aristotelian. At the front of revitalization in an ethical way of thinking, goodness morals give a rich and useful asset for figuring out both the idea of the act of training and of the specialists in question. Without a doubt, crafted by the neo-Aristotelian rationalist (Alasdair & MacIntyre, 1985) has been utilized widely in the morals of the game writing to imagine sporting events as a socially practiced element (Jones, 2003).

Coaching is an expert endeavor that permits the players to take part in competitions the sports with reasonable practices (McDonnell, 2016). Sports teaching or coaching ended up with the existence of a set of organizing not entirely set in stone to improve the capability of the coach to positively or negatively affect the presentation of the entire team and players altogether (Smith, 2010). The players' and coaches' relationship is viewed as fundamental for making advance and enhancing the players' aptitude for their respective games accordingly (Jowett, 2007). The game of Badminton is a type of game played with a racquet that requires jumps, lunging, and very quick movement in any direction with speed from an extensive range of body positions (Shariff, et al., 2009). A critical component of trainers and players is to produce an improved presentation and extreme triumphs in the competitions Tanveer, M., et al. (2024). Thus, with this method, an inquiry that that is being raised since the commencement of that by the players, scientists, coaches, and the trainers while thinking over the suitable sort of style of coaching in sports that prove to be more successful (Cote and Gilbert, 2009).

The trainers or coaches in the sports field play fundamental contributions to the players' life specifically concerned with their professions and are believed for being powerful people for players. The trainers are fundamental for decidedly influencing execution, close to home, and the mental and social prosperity of players Tanveer, M., et al. (2024). The way of behaving of coaches or trainers through which they impact the player is a principal medium; those mentors who meaningfully affect players completely attempt to take on impact conduct. A positive way of behaving of mentors is what has consequences of winning execution, viable mental outcomes in the sporting field, having an extraordinary capacity to perform, self-esteem, and delight (Horn, 2002). Subsequently, it is fundamental for mentors to be their very own indication style and perceive the inspiration from following the others' way of behaving. A more viable mentor should consider the athletes as unmistakable and endeavor to upgrade the presentation of every performer as indicated by need (Kristiansen, et al;2012). Eventually, consideration on, as what so ever, an individual does to other people may be not exactly thinking about whatever goes amongst coaches and their rivals Tanveer, M., et al. (2024). It is usually recognized that the effects of a mentor on a contender's show are huge. Since the mentors are the trailblazers for capacity and mindfulness of players and the trailblazers for looking after tasks of athletics, received training and its methods extending thought during the previous 20 years. The coaching behavior showing autocracy has been viewed by different concerns to be very critical for the success of the performers Tanveer, M., et al. (2024). Many trainers or coaches adopt a democratic way of coaching in a steady progression or one more to different conditions Tanveer, M., et al. (2022). A couple of coaching methods are more suitable in unambiguous conditions than others (Khaskheli, et al., 2020).

Coaching domains in Sports

The coaching viability is concluded while having a fundamental scale whereby the coaches consider a concept of having could affect the knowledge and execution of related sports performers and comprises of domains: players' motivation, players' game strategy skills, players' technical skills, players' skills to compete and players' character building. **Skills of motivation** in players mean a capacity of a trainer to impact the closely and psychologically the circumstances of players. **Game strategy** means the self-assurance of trainers or coaches in their capacity to prepare and direct their players to a triumphant performing position during the competitions. **The technique** is the confidence of coaches in the private educational way of behaving with players and imparting their analytic abilities. Influence on rivalry implies coaches' ability to affect the players' preparation for the contest, while the influence on character building, characterizes the convictions of coaches in their ability to influence the player's character improvement qualities, acceptable conduct, and uplifting perspective in the field of sports. (Kavussanu, et al, 2008)

Motivation is a routinely considered idea in various locales of sports coherent investigation of coaching, for instance, practices in professional coaching, and so on. Specifically, motivation is a contraption that depicts why a couple of individuals choose to check out various activities, contribute more energy, and continue on lengthier than others Aziz, T., (2024). Motivation is a critical psychological variable in sports and one needs this to achieve a raised degree of competition (Khan et al., 2011). In sports; training, motivation is huge because various scientists and teachers are enthusiastic about perception and explaining energy as a catalyst for the capable turn of events and the game plan of an elevating demeanor of students to actual development through powerful collaboration and a sound lifestyle, the advancement of external motivation to inside and outside bearing and achievement goals. It is charming that is an aide for our sentiments, exercises anticipated achieving better and anything is possible from that point. All specialists, basic self-control, and dynamism can be explained because of inspiration, and conspiring (Ivanovo et al., 2019).

Khaskheli, et al., (2019) compiled a study to figure out the role of coaching in the development of **technical skills** of Badminton players during an intercollegiate Badminton competition. Most of the players were of the view that there is a higher impact of coaching on the technical skills of the players in Badminton. It was presumed that this data will assist the trainers with working on the strategies of badminton players. It was additionally recommended that the College or School level competitions ought to be organized and empowered. Khaskheli, et al., (2020) in their other exploration surveyed the viability of mentors on the players' **motivation**. The revelations infer that a player's huge number was capable of the close and supportive outcomes of coaching on the players' motivation. The eventual results of the investigation recommended that the training and coaching programs produce and develop the possibility of explicit preparation to motivate the player for successful performance in competitions. Kavussanu *et al.*, (2008) investigated an essential predictor of the players' view of their coach's ability in the four preparation ability areas and (c) whether or not coaches' reports of the viability of training and players' discernment shifted the adequacy of coaching. Experience of training in years strongly expected viability of training methods and adequacy of training has been accounted for higher by male than females. In players', experience in sports antagonistically guessed all obvious teaching suitability estimations, and befuddle in gender among coaches and their players oppositely expected clear motivation or inspiration and viability of training in character building. Toward the end, in light of everything, examinations of the adequacy of training were in a general sense higher than their players' assessments of the viability of training on all estimations. Khaskheli, et al., (2020) after the lead of their recently focused research on coaching additionally investigated coaching impacts on the players' **character building**. The majority of the players were of the view that there is a positive connection between coaching with players' character building. It was additionally suggested that the programs of training and coaching for players' character-building ought to be organized and competitions at different levels for the players should be urged to take an interest, and the concerned trainers must focus on the character building of the players along with the specialized and strategic abilities of the players. The relationship of training with players' ability to compete suggests the aptitudes of the coaches to influence the preparatory proceedings of players for tournaments (Kavussanu *et al.*, 2008). Players' certainty for improvement to compete appropriately in the competitions is an essential component (Kingston *et al.*, 2010). Khaskheli, et al., (2020) in their once other examination, researched the impacts of coaching on the College level players' ability to contend while they play matches. As per this study, coaching contributes a key role in players' abilities enhancement **to compete** in the matches. Consequently, the coaching and training programs for the players' capability development should be arranged and coordinated for players. Darya, et al., (2021) researched the effect of coaching on the **game strategy** of badminton players. It was fundamental to find the impact of predominant coaching within the organizations where the education is imparted, to the players who have essentially played inter-varsity and intercollegiate level rivalries. The players assessed the viability of coaches on the players' game strategy using the coaching efficacy scale. The results showed that the coaching decidedly influences the game procedure of players to fight in the contests. At long last, the effect of coaching on players' game strategy was viewed as higher.

Objectives of the study

To analyze the Badminton players' perception regarding the coaching skills of DPEs over the coaching domains

Hypotheses

Badminton Players have positive perceptions of the coaching efficiency of DPEs

Statement of the problem

A very serious problem which is being faced in the College level sports setting specifically in Sindh Province, is that there is no budget provision for the positions of coaches in college education but hardly one or in a rare case as per the strength of the students two Director Physical Education (DPEs) are appointed to manage and to look after Sporting activities of the relevant college. This DPE has been seen, to become the organizing secretary of the tournament, become the manager of any sporting team of his/ her college, and also become coach of the players of his/her college for any game. This multi-role-playing phenomenon arises the question that how some DPE can perform good coaching in all games? In continuance of this, here current study focuses on the Coaching efficiency of DPEs they perform on Badminton players in all coaching domains. According to literature, there has been no research conducted before this at Sukkur whereby the perception of the students regarding Badminton Coaching efficiency could be assessed.

Methods and Material

Research design

A quantitative study was conducted to assess the perception of players regarding the relationship of coaching with the coaching domains i-e players' motivation, players' technical skills, players' game strategy during the matches, character building of the player, and the capability of players to compete in the tournaments.

The population of the study;

All the male players of Badminton enrolled in the colleges of Khairpur Mirs and enrolled in various degree programs i-e B. A/BSC/B. Com (boys) who must have represented their colleges were the population of the study.

Sample of the study;

100 Badminton male players belonging to the colleges of Khairpur Mirs were selected as a sample of the study.

Data collection tool

A survey questionnaire developed by Feltz, *et al.*, 1999 and later on revised by Kavussanu *et al.*, (2008) were used to collect data from 200 Badminton players.

Data analysis

The collected data was analyzed through the SPSS version 22.

Results

Statistical Analysis

To analyze the students' (Badminton players') perception regarding the efficiency of DPEs' coaching on Badminton players in all coaching domains i-e players; motivation, players' technical skills, players' game strategy during the matches, players' skills to compete appropriately, players' character building, the frequency, percentage and mean were computed through the application of basic statistical methods for primary data on SPSS version 22 *tanveer, M., et al. (2024)*.

Statement	Option	Frequency	Percentage	Mean
The motivation of the players through the Coaching of DPEs				
The DPE-as coach helps to promote the level of confidence	Not at all	13	6.5	2.3600
	Moderately	63	31.5	
	Extremely	124	62.0	
The DPE-as coach works on the psychological development of the players	Not at all	16	8.0	2.3900
	Moderately	72	36.0	
	Extremely	112	56.0	
The DPE-as coach get realized the self-esteem of players	Not at all	7	3.5	2.3800
	Moderately	105	52.5	
	Extremely	88	44.0	
The DPE-as coach motivates the player	Not at all	14	7.0	2.3100
	Moderately	97	48.5	
	Extremely	89	44.5	
The DPE-as coach builds harmony within team	Not at all	6	3.0	2.3800
	Moderately	108	54.0	
	Extremely	86	43.0	
The DPE-as coach grows self-confidence level of player	Not at all	5	2.0	2.4500
	Moderately	105	52.5	
	Extremely	90	45.0	
	Moderately	78	39.0	
	Extremely	114	57.0	
Capacity development of the players to compete in the tournaments through the Coaching of DPEs				
The DPE-as coach takes major decisions	Not at all	13	6.5	2.3700
	Moderately	98	49.0	
	Extremely	89	44.5	
The DPE-as coach increases strength of team	Not at all	6	6.0	2.3400
	Moderately	82	41.0	
	Extremely	112	56.0	
The DPE-as coach ensures planning for players	Not at all	3	1.5	2.5100
	Moderately	91	45.5	
	Extremely	106	53.0	
Character building of the players through the Coaching of DPEs				
The DPE-as coach teaches Ethical manners to the student-players	Not at all	15	15	2.2900
	Moderately	82	82	
	Extremely	103	103	
The DPE-as coach familiarizes fair game play	Not at all	5	5	2.4700
	Moderately	87	87	
	Extremely	108	108	
The DPE-as coach Grows sportsmanship/ Sports spirit	Not at all	5	5	2.5900
	Moderately	75	75	
	Extremely	120	120	
The DPE-as coach, possess manners of having esteem for others	Not at all	4	4	2.4500
	Moderately	86	86	
	Extremely	110	110	
Statement	Option	Frequency	Percentage	Mean
Game strategy of the players through the Coaching of DPEs				

The DPE-as coach identifies strength of opponent player	Not at all	16	8.0	2.3700
	Moderately	49	24.5	
	Extremely	135	67.5	
Total		200	100.0	
The DPE-as coach understands the situation of rivalries	Not at all	12	6.0	2.4100
	Moderately	49	24.5	
	Extremely	125	62.5	
The DPE-as coach regulates to different Situation of Game	Not at all	5	2.5	2.4000
	Moderately	94	47.0	
	Extremely	101	50.5	
The DPE-as coach Identifies the weakness of opponent players	Not at all	7	3.5	2.4900
	Moderately	73	36.5	
	Extremely	120	60.0	
Technical skills of the players through the Coaching by DPEs				
The DPE-as coach demonstrates for better learning of the players	Not at all	8	4.0	2.5100
	Moderately	55	27.5	
	Extremely	137	68.5	
The DPE-as coach focuses on techniques of the game	Not at all	0	0.0	2.5500
	Moderately	69	34.5	
	Extremely	131	65.5	
The DPE-as coach promotes capability of the student-player	Not at all	8	4.0	2.4100
	Moderately	68	34.0	
	Extremely	124	62.0	
The DPE-as coach Knows mentality of the players	Not at all	8	4.0	2.4100
	Moderately	80	40.0	
	Extremely	112	56.0	
The DPE-as coach finds out skill faults of the player	Not at all	8	4.0	2.3900
	Moderately	91	45.5	
	Extremely	101	50.5	
The DPE-as coach imparts game skills	Not at all	4	2.0	2.4800
	Moderately	84	42.0	
	Extremely	112	56.0	
Total		200	100	

Table shows the frequency, percentage and mean of 200 players of Badminton studying in various Colleges of Khairpur Mirs, a district of province Sindh-Pakistan. The frequency, percentage and mean of all variables are shown higher which depicts a positive relationship of DPEs' coaching on the Motivation, Technique, Game strategy, Capability to compete and Character building of the student players.

Discussion

Despite a rising acknowledgment of the presence of a coaching process and a subsequent expansion in the research movement, there stays an absence of a reasonably calculated foundation for learning in sports which ultimately means athletic coaching or training. This present circumstance has leftward coached in athletics without a reasonable arrangement of ideas and rules that reveal practices in coaching (Pad, et al., 2006). Notwithstanding impressive examination from various hypothetical and exact points of view (Gilbert and Trudel, 2004), it is doubtful that sports coaching keeps on without a sound calculated base. This is maybe obvious, as no reasonable agreement regarding the idea of training itself as of now happens (Lyle, 2002). At all levels, in this way, the coach, no matter what their expert standing and specific contribution, is limited by ethical constraints that are situated by the situation to the innate idea of the game. The moral contentions basic to this guarantee maybe not be so much natural but rather more problematic to coaches (yet no less significant) than the principled competitions that contribute to formal intercessions handling obvious matters, for instance, child welfare, erotic ill-treatment, and implementation improving medication issues. Yet, this means in all queries of focal implication, in the words & through action, the coach ought to act fine, set actual models, and be attentive to the yields or assets that make sport extraordinarily important (Hardman, et al., 2010). Khaskheli, et al., (2020) inspected the closest and most valuable results of coaching on the abilities of the capacity to contend with players. The coaching and its impact on the coaching domains were explored through the training adequacy scale (Feltz et al., 1999) as adjusted by (Kavassanu et al., 2008 and Myers et al., 2009) with tad change. The stream assessment is remembered to fill a short hole in the field of investigation in coaching. Sports coaching, its techniques for training, and its standard strategy have been shown for impacting once a solace a category for better performance (Horn, 2008). A large part of the examination done on mentors' information has recognized training experience and the perception of different mentors as essential hotspots (for instance, Jones, Protection, and Potrac 2004).

Similarly, as with other coaching abilities, one's capacity as an ethical instructor is a formative interaction and is inclined to both advancement and relapse. Consequently, ceaseless consideration and reiteration are indispensable as such manners

won't be laid out for the time being. The coach ought to persistently foster instruments to comprehend, appreciate and work with the course of moral learning itself. By doing as such, coaches can elevate their mindfulness that the difficult circumstances that competitors face are many times moral ones, in this manner creating in their competitors the craving to treat moral consultations with more noteworthy care and consideration. An expanded accentuation on character improvement as a central objective for the game might provoke a more noteworthy import concerning how such matters can be trained all the more successfully. The coach advancement projects might have to place such matters at the core of their drawn-out players' improvement pathways, from which other psychomotor execution matters might take their signal (Cassidy, Jones, and Potrac 2004).

Conclusion

As per a deep analysis of this study, a big portion of the respondents has responded as the Badminton coaching given to them for the preparation for college-level badminton competitions is very useful and productive with regards to all domains of coaching. The current research shows that the majority of the Directors of Physical Education (DPEs) working in the different government colleges of Khairpur Mirs are also proficient in Badminton coaching. The results, based on the perception of college-level students-players of Badminton, depict that there is a close, significant and positive relationship between coaching with all the coaching domains that include, Players' motivation, players' game strategy skills, players' capability to compete in the tournaments, players' technical skills and players' character building, hence the Badminton coaching of DPEs has been effective and efficient at the College level.

Recommendation

Keeping in view of the positive role and significant impact of DPEs on the College Level Badminton players it is recommended that the coaching camps and training programs should be planned and organized for the capacity development of DPEs as per their specialized fields/ games including Badminton and others so that the more effective and efficient coaching may be imparted to college level players of all games.

References

1. Alam, F., H. Choudheri, A. Subic and M. M. K. Khan, "International School of aerospace, Mechanical and Manufacturing engineering and built environment, Central queen's land University Oakhampton Australia" *J. Mech. and Material Eng.*, 4: (2009) pp.266-272.
2. Tanveer, M., Hohmann, A., Roy, N., Zeba, A., Tanveer, U., & Siener, M. (2022). The current prevalence of underweight, overweight, and obesity associated with demographic factors among Pakistan school-aged children and adolescents—An empirical cross-sectional study. *International Journal of Environmental Research and Public Health*, 19(18), 11619.
3. Cassidy, T., R.L. Jones, and P. Potrac. 2004. Understanding sports coaching: The social, cultural and pedagogical foundations of coaching practice. London: Routledge.
4. Cote, J. and W. Gilbert (2009) "An integrative definition of coaching effectiveness and expertise". *International Journal of Sport Science and Coaching*, 4, 307-232.
5. Tanveer, M., Asghar, E., Tanveer, U., Roy, N., Zeba, A., Al-Mhanna, S. B., ... & Batrakoulis, A. (2024). Association of nutrition behavior and food intake with overweight and obesity among school-aged children and adolescents in Pakistan: a cross-sectional study. *AIMS Public Health*, 11(3), 803-818.
6. Cushion, C. J., Armour, K. M., & Jones, R. L. (2006). Locating the coaching process in practice: models 'for' and 'of' coaching. *Physical education and sport pedagogy*, 11(01), 83-99.
7. Tanveer, M., Tanveer, U., Afzal, M., Rana, N., Nagra, R., Anjum, W., & Haseeb, M. (2022). Community-Level Factors Associated with Body Mass Index Among Pakistani School-Aged Adolescents. *Pakistan Journal of Medical & Health Sciences*, 16(09), 463-463.
8. Darya, M.H., N.A. Khaskheli, J.A. Soomro (2021). Effect of Democratic Coaching Style on the Game Strategy of Badminton Players, at Region, Sukkur-Sindh. *Sir Syed Journal of Education & Social Research (SJESR)*. Vol. 4(1); (January – March). DOI: <https://doi.org/10.36902/sjesr-vol4-iss1-2021> (398-404).
9. Tanveer, M., Tanveer, U., Tanveer, N., Roy, N., Zeba, A., & Razzaq, F. A. (2022). Parental health attitudes and knowledge factors associated with body mass index among Pakistani school-aged adolescents. *Pakistan Journal of Medical & Health Sciences*, 16(09), 479-479.
10. Gilbert, W. and Trudel, P. 2004. Analysis of coaching science research published from 1970–2001. *Research Quarterly for Exercise and Sport*, 75(4): 388–400.
11. Horn, T.S. "Coaching effectiveness in the sport domain in (Ed.), *Advances in sport psychology*, 2008, pp.239-267.
12. Johnson-Bailey, J., and R.M. Cervero. 2004. Mentoring in black and white: The intricacies of cross-cultural mentoring. *Mentoring and Tutoring: Partnership in Learning* 12, no. 1: 7 – 22.
13. Hardman, A., Carwyn, Jones & Robyn Jones (2010). Sports coaching, virtue ethics and emulation *Physical Education and Sport Pedagogy* Vol. 15, No. 4, October 2010, 345– 359. : <https://doi.org/10.1080/17408980903535784>.
14. Tanveer, M., Asghar, E., Tanveer, U., Roy, N., Zeba, A., Al-Mhanna, S. B., & Batrakoulis, A. (2024). Community-Level Physical Activity Opportunities, Safe and Supportive Environment Factors, and Their Association with Overweight and Obesity Among School-Aged Children and Adolescents in Pakistan-A Cross-Sectional Study. *Kurdish Studies*, 12(2), 6425-6432.
15. Jones, R.L., K. Armour, and P. Potrac. 2003. Constructing expert knowledge: A case study of a toplevel professional soccer coach. *Sport, Education and Society* 8, no. 2: 213– 29.

16. Jones, C. 2003. The traditional football fan: An ethical critique of a selective construction. *Journal of the Philosophy of Sport* 30, no. 1: 37–50.
17. Roy, N., Tanveer, M., & Liu, Y. H. (2022). Stress and coping strategies for international students in China during COVID-19 pandemic. *International Research Journal of Education and Innovation*, 3(1), 1-12.
18. Jones, R.L., K. Armour, and P. Potrac. 2004. *Sports coaching cultures: From practice to theory*. London: Routledge.
19. Jowett, S. (2007). "Interdependence analysis and 3+1 Cs in the coach-athlete relationship" *Social psychology in sports*, pp.15-28.
20. Khaskheli, N.A., M.A. Ansari, H.A. Sahito, M.A Memon and F.A Khaskheli. (2019). Collision of Democratic Coaching Leadership Style to improve technical skills of Badminton Players. *European Journal of Physical Education and Sports Science*, 5(11) 83-93. Romania.
21. Tanveer, M., Roy, N., Zeba, A., Haider, S., Albarha, N. S., Tanveer, N., ... & Tanveer, U. (2022). Prevalence of Body Mass Index and Associated with Demographic Factors among Pakistan School-Aged Adolescents. *Pakistan Journal of Medical & Health Sciences*, 16(06), 212-212.
22. Khan, Z., Zeeshan, H., & Naseem A. (2011). Gender difference in achievement motivation of intervarsity level badminton players. *Journal of Physical Education and Sport*. 11 (3).pp.255 – 258.
23. Khaskheli, N.A., M.H. Darya and M.A. Memon. (2020). Relationship of Democratic Coaching Style with Character Building of Student-Players. *Global Educational Studies Review (GESR)*. Vol. (III).13. Pp. 123-132. <https://doi.org/10.31703/gesr>.
24. Khaskheli, N.A., H.A. Sahito and J.A. Soomro. (2020). The Democratic way of Coaching and Motivation for Student-Players'. *Sir Syed Journal of Education & Social Research (SJESR)*. Vol. 3, Issue 4, 2020 (October – December). Pp. 129-136. DOI: [https://doi.org/10.36902/sjesr-vol3-iss4-2020\(129-136\)](https://doi.org/10.36902/sjesr-vol3-iss4-2020(129-136)).
25. Kingston, K., A. Lane, & Thomas, O. (2010). A temporal examination of elite performers' sources of sport-confidence. *The Sport Psychologist*, 18, 313-332
26. Khaskheli, N.A., H.A. Sahito and M.H. Darya. (2020). Effect of Democratic Coaching Style on Badminton Players in the Tournaments' Competition. *Research Journal of Social Sciences & Economics Review (RJSSER)*. Vol. 1, Issue 4, 2020 (October – December). Pp. 163-170. DOI: [https://doi.org/10.36902/rjsser-vol1-iss4-2020\(163-170\)](https://doi.org/10.36902/rjsser-vol1-iss4-2020(163-170)).
27. Kristiansen , E., S. E.Tomten, D. V. Hanstad, & G. C. Roberts. (2012). "Coaching communication issues with elite female athletes: Two Norwegian case studies" *Scandinavian Journal of Medicine & Science in sports*, 22, , pp.156-167.
28. Aziz, T., Ansari, D. B., Asghar, D. E., Zaman, D. S. M., & Tanveer, M. (2023). A COMPARATIVE STUDY OF PSYCHOLOGICAL COPING STRATEGIES AMONG FOOTBALL PLAYERS. *Journal of Population and Therapeutics and Clinical Pharmacology*. <https://doi.org/10.53555/jptcp.v31i3.5045>
29. Kavassanu, M. I.D. Boardly, N. Jutkiewicz, S. Vincent, & C. Ring (2008). "The Coaching efficacy and Coaching effectiveness," *The Sports psychology*; 22 (4), pp. 383-404.
30. Lyle, J. W. B. 2002. *Sports coaching concepts: a framework for coaches' behavior*, London: Routledge. [[Google Scholar](#)]
31. Ivanova, N. L., Aleksandr A., and Korostelev. (2019). The impact of a competitive approach on students' motivation in sports. *J. Amazon Investigation*. Vol. 8(18); pp. 483-490.
32. McDonnell, J. (2016). Scaffolding Practices: A study of design practitioner engagement in design education. *Design studies, special issue; design review conversations*, 45 (part A), pp 9-29.
33. Morgan, W.J. 1994. *Leftist theories of sport: A critique and reconstruction*. Champaign, IL: University of Illinois Press.
34. Smith, R. E. (2010) "A positive approach to coaching effectiveness and performance enhancement". In J. M. Williams (Ed.), *Applied sport psychology, personal growth to peak performance*. New York: McGraw-Hill, 2010, pp. 42-58.
35. Shariff, A. H., J. George, & A. A. Ramlan, (2009). "Musculoskeletal injuries among Malaysian badminton players" *Singapore Medicine. Journal*, volume 50, issue 11, pp.1095-1097.
36. Myers, N.D., E.W. Wolfe, & Feltz D.L. (2009). An evaluation of the Psychometric Properties of exercise science, 9(3): pp. 133-105.
37. Tanveer, M., Asghar, E., Tanveer, U., Roy, N., Zeba, A., Khan, M. Z. H., Tanveer, N., & Razzaq, F. A. (2024). INTRAPERSONAL LEVEL UNHEALTHY BEHAVIORS (SMOKING, DRINKING ALCOHOL, AND TOBACCO USE) AND THEIR ASSOCIATION WITH BODY MASS INDEX AMONG SCHOOL-AGED CHILDREN AND ADOLESCENTS IN PAKISTAN. *Journal of Population and Therapeutics and Clinical Pharmacology*. <https://doi.org/10.53555/jptcp.v31i3.4706>
38. Tanveer, M., Tanveer, U., Zeba, A., & Siener, M. (2024). PREVALENCE OF BODY MASS INDEX AND ITS ASSOCIATION WITH INTERPERSONAL FAMILY-LEVEL FACTORS AMONG SCHOOL-AGED CHILDREN AND ADOLESCENTS IN PAKISTAN. *Journal of Population Therapeutics and Clinical Pharmacology*. <https://doi.org/10.53555/jptcp.v31i2.4576>