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**THE PATTERN OF THE CONFLICT MANAGING CULTURE OF  
JUNIOR CLASS FOOTBALL COACHES**

**Doctoral (PhD) dissertation's theses**

**Supervisors**

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## 1. INTRODUCTION

In today's hasty, stress-ridden world we have less and less time to pay attention to each other, listen to the opinions of others and take them into account during decision making. In this process differences have a high chance of surfacing and causing emotional outbursts for the parties. In the special environment of sport – and inside that, the sport of my chosen topic, soccer – this effect is also sensible, and because of competition situations the emerging conflicts are more severe. The work of coaches is rated according to their achieved places in the championship therefore they strive to use the accomplishments of the latest sport-scientific researches. The majority of sport-scientific researches concentrate on performance affecting factors. Individual sport performance is defined by László Nádori, one of Hungary's best-known sport specialists, as follows (Nádori 2005: 115): „Individual sport performance includes those cultural, scientific etc. values that influence the development of the individual's sport performance abilities and skills.” From the definition it is clear to see that the two basic factors of sport performance are the corresponding abilities and skills. For the definition of performance skills, I would like to use László Nádori's words again (Nádori 2005: 128): ”Performance skills include the athlete's attitude towards his/her coach, sport, professional environment, lifestyle, involve his/her sporting (training and competitive) motives that are needed to mobilize energies. Performance skills - particularly relating to the education of the athlete - are fundamental prerequisite of efficiency.”

In the bipolar process of education coaches have to establish a harmonious relationship with the players, their parents and with the management as well. The forming opinion on the coach can also influence the attitude of the two participants (coach - parent) towards each other in a positive or negative way, which in my opinion can also be tracked via the conflict management process. During the educational process the conduct and behaviour of the coach has crucial influence on the quality of the coach - athlete relationship, and therefore the conscious coaching behaviour suitable to the occasion may become one of the most determining means of the efficient coach. “The moral code of coaches” sets standards considering the coach - athlete, coach – parent and coach – field-partner relationship, it also includes the conduct, attitude and sports management of the coach (Cserháti 2006). If coaches kept these rules, they could work in a more de-conflicted atmosphere (Ligeti 2000). According to one of America's best-known authority on coach-training, Rainer Martens,

successful coaches are not only masters of their profession, but also masters of conflict managing (Martens 2004).

I have chosen the study of the culture of football coaches' conflict management as my thesis topic, because I believe that the quality of conflict management plays a highlighted role in the work of a successful leader, i.e. a successful coach (Figure 1).



**Figure 1: The interaction of sports performance, education and conflict management**

Such coaches working with junior (U6-U19) teams make big mistakes when identifying effectiveness only with winning. Besides the successful implementing of technical and tactical elements, the behaviour suitable for the occasion, attitude, communication and conflict management of the players also count as success. With the advance in age the urge for better performance becomes increasingly dominant, as a result conflicts may occur more often. The occupied position in the table means a constant tension among coaches and players, but also has an influence on the behaviour of both parents and fans. The coaches whom János Gombocz calls "educators of the fields", have to choose wisely what managing methods and guidelines to use on their team, what kind of education and teaching styles are used, meanwhile, what motivational techniques and conflict management strategies are applied (Gombocz 2002). The question remains, how football coaches relate to the conflict in practice, how they deal with them, how they behave in situations of conflict, and whether they are familiar with the steps of conflict resolution, its educational, psychological and sociological background.

## **2. AIM**

My aim is to map the conflict resolving culture of soccer coaches working with the U teams (U6-U19) at NB I, NB II and NB III level, when handling conflict situations with athletes and their parents. These conflicts can have countless causes and platforms which I try to shed light upon during my research. I am also searching for the answer regarding the coaches' conflict resolving strategies to what extent these strategies have been influenced by the levels of competition (NB I, NB II, NB III), the age of the groups (U6-U12; U13-U19), the individual situations (10 cases), academic education, pedagogical education, coaching qualification, coaching experience and history as a soccer player.

## **3. DEFINITION OF THE HYPOTHESIS**

Based on the objectives I have formulated my hypothesis on the locations, causes and frequency of the coach - player, coach - parent conflicts, on the educational activities of the coach and on his/her conflict management strategies.

*On the locations and frequency of the coach – player – parents conflicts*

H1: With the advance of age-groups the number of conflicts between players and coach increases during matches and training sessions, while the number of coach – parents conflicts declines.

*On the causes of conflicts between coach and player*

H2: The most common causes of the coach - player conflict during trainings and matches root in poorly executed technical and tactical solutions.

*On the causes of conflicts between coach and parents*

H3: The coach – parents conflict is most commonly triggered if the child plays as a substitute on a match.

*On the educational activities of the coach*

H4: The coaches put more emphasis on the transfer of professional football knowledge than they put on the education of players.

*On the football coach's conflict management strategies*

H5: The coaches of teams playing in the Hungarian professional league use the winner / loser conflict management strategies more often than their second- and third-level league colleagues.

H6: The coaches of the younger age-groups use the problem-solving conflict management strategies more often than the coaches of the older age-groups.

H7: In the ten situations which I have studied the coaches most often use the problem solving strategy.

H8: Higher level school qualifications, pedagogical degree, teacher of physical education degree and more coaching experience enhance the frequency of problem solving conflict management strategy.

H9: Coaches with a higher coaching degree use winner/loser conflict management strategies more often.

#### **4. MATERIAL AND METHODS**

As the first step of my research I focused on the stories of conflict, collecting them and analysis, so that I could filter out the most common and characteristic causes and locations. In November 2010 I made a written standard interviewing among the Hungarian professional football league (NB I, NB II, NB III) junior team coaches which had questions focusing on the locations, causes, frequency of conflicts during training sessions and matches, and on the conflict management strategies of coaches. By selecting the conflict situations I took the most common causes into account and as well as the theory which claims that the conflict management strategy is highly influenced by the circumstances of the situation, the actual emotional state of the participants and the nature of the relationship between the participants

of the conflict (Gombocz 2004; Horváth-Szabó 1997; Szabó 2006; Szőke-Milinte 2004). Taken these all into account I formed the stories in a way that I may get answers to the question whether the cause of the same conflict – depending on the participants (player, parent) - actually does change the coaches' conflict management strategies. In addition, the same locations and reasons let us get an answer to the question how the conflict management strategy of coaches working with different classes of teams changes with advance of age-groups.

#### **4.1. Presentation of the Sample**

By the selection of teams I took professional, scientific and practical considerations into account. These are the following: high-level junior education, high-level team management and high number of junior teams. These aspects can mostly be observed in the national league football teams, thus I drew the coaches of the 1st, 2nd and 3rd level (NB I, NB II, NB III) Hungarian professional football league junior teams (U6-U19) into the research. The sample consists of 582 coaches from the 2010/2011 Hungarian National Football League's 16 1st level, 26 2nd level and 31 3rd level junior teams. I have to note here that the sample should be treated as a "specific" sample. I have made the representativeness possible with the complete assessment of the 1st and 2nd level teams and with the ranking based sampling of each group in the 3rd level teams. The data gathered in November 2010 allows the shaping of a temporary study, but the findings are also valid for longer terms, because they reflect several years or decades of experience of the coaches.

#### **4.2. The Data Processing Method**

After appropriate coding first I put the data collected from the questionnaire into a Microsoft Excel spreadsheet. For the sake of easier comparison I merged the adjacent age groups, thus I got seven age groups (U6-U7; U8-U9; U10-U11; U12-U13; U14-U15; U16-U17; U18-U19). To have the results of children's football, youth and junior age groups separated, I split the age-groups of the underage teams into two groups (U6-U12 and U13-U19). For processing

and evaluation I used mathematical-statistical methods and SPSS (Statistical Package for Social Science) software (Sajtos - Mitev 2007). For the above-mentioned categories I created cross-tables, then I evaluated the results found with the help of the chi-square test and drew my conclusions. The high sampling rates and number of elements make estimations of good accuracy possible.

## **5. PROVING THE HYPOTHESIS**

I have made my consequences based on the scale values of the given answers for the locations and causes of conflicts, the average importance rates of the teaching educating activity and on the percentage-rates of the given conflict management strategies and their related ratios. Four questions out of nine confirmed my hypothesis (H4, H6, H8, H9), three partially did (H1, H2, H7), and two were not proven (H3, H5).

**H1: With the advance of age-groups the number of conflicts between players and coach increases during matches and training sessions, while the number of coach – parents conflicts declines.**

Aside from one exception the number of conflicts between athlete and coach show a growing tendency with the advancement of age. The one exception – during practice, when teams are being set up – could have developed (1,64; 1,60), because younger generations insist on being in the same team with their friends, and react sensitively if the opposing team has advantage right from the start. The decline of conflicts between coaches and parents may happen because as they get older athletes are more scarcely accompanied by their parents and thus, parents scarcely get into personal contact with their children's coaches. The consequence of a player getting self-sufficient is that during conflicts the roles of the parents decrease as the athletes are able to stand for themselves. Taking the aforementioned arguments into account we can state that my hypothesis was only partially verified.

## **H2: The most common causes of the coach - player conflict during trainings and matches root in poorly executed technical and tactical solutions.**

According to this, we can state that coaches perceive the flaws of movement executions by athletes more and more critically, both during matches and practices. In case of younger generations, coaches are more forgiving about movement execution flaws during matches (1,94) than during practices (2,17). The explanation to this I see that during matches the majority of coaches tend to encourage athletes when they carry out a flaw instead of making them focus on their fault. The older players experience these kinds of conflicts more during practices (2,53), but they got the first place in matches, too (2,31). The missed goal opportunity receives less anger from the coaches in case of youngsters than with older players (1,78; 2,27). Obviously this is because the escalating need for achievement. It is true for both age groups that coaches tend to repair badly executed techniques and tactics during practices (2,17; 2,53).

Coaches must be taught that during matches the need for achievements makes the players more susceptible to flaws and this can only be decreased with orders, reparations and motivations in an appropriate communicational manner by the coach. Supported by the aforementioned arguments we can state that my hypothesis is only true for older generations, because they got the first place regarding conflicts stemming from poorly executed technical and tactical movements. In case of younger generations it is only true for matches, therefore my hypothesis is only partially verified.

## **H3: The coach – parents conflict is most commonly triggered if the child plays as a substitute on a match**

From the answers it turns out that parents of younger and older age-groups got into conflict with the same frequency if the child played as a substitute on a match (1.74; 1.74). It also clearly shows that parents of younger age-groups feel more offended during the time the child spends on the field as a substitute than by the mere fact that their child is listed as a substitute (1.84; 1.74). The most common coach – parents conflicts in the younger age groups are triggered by the shout-in orders of the parents during matches (2.29). In this case, the players will have to make the decision whether he would follow the instructions of their parents or of the coaches. Obviously, this makes it difficult to concentrate on the game, which

could result in performance degradation. It is advisable early in the season to determine the conduct of the parents, so that they know their opportunities. Informing the parents on parental behaviour during matches in both younger and older age-groups got to the last places of importance in the ranking of the coaches' educational activities (21. 22.) This might also serve as an explanation for this phenomenon. It can be observed in some associations that the places of parents during training sessions are uniformly defined to avoid conflicts. Taking the aforementioned arguments into account it can be said that my hypothesis has not gained verification in both age-groups, conflicts have been more frequent because of the biased instructions of the parents than because of the child listed as a substitute.

**H4: The coaches put more emphasis on the transfer of professional football knowledge than they put on the education of players.**

In order of importance ball co-ordination (4.83) and the love for football (4.83) got ahead of the importance of the personality-shaping of the players (4.62) and the application of pedagogical knowledge (4.56). This ranking changed slightly in the breakdown by age-groups, which implies that the coaches of younger age-groups put more emphasis on the education of players (4.67) than their colleagues in the older age-groups (4.57). Ball-coordination improvement is more important in both age-groups (4.85; 4.81) than the conditional abilities themselves (4.24; 4.60). The results show that in their work coaches put more emphasis on the transfer of professional football knowledge than they put on the education of players. Taking the aforementioned arguments into account it can be said that my hypothesis got verified.

**H5: The coaches of teams playing in the Hungarian professional league use the winner/loser conflict management strategies more often than their second- and third-level league colleagues.**

The teams of the Hungarian Professional League of the Football Association are sorted into three groups, according to their level of knowledge. The performance of the pro-level teams is determined by their position on the league table, which also reflects the work of the coaches. One cannot deduct any real information from one or two matches, but the scores

gained throughout the whole season give us a better picture. Because of the need for achievements, pro-level coaches try to be as efficient as they can, that is why during the executions of the tasks they try to enforce their will against their players. In the first class of the National Football League, the winner/loser conflict resolving strategy was used in 3,2%, in the second class 4,7% and in the third class in 3,3% by the coaches. Against the parents, the scores are a bit higher (3,9%, 5,4%, 3,3%). The results show that my hypothesis is not verified because both in the second and third classes the percent of using the winner/loser strategy is higher, even if not by much.

**H6: The coaches of the younger age-groups use the problem solving conflict management strategies more often than coaches of the older age-groups.**

The distribution of the conflict management strategies according to age groups show us that coaches of younger generations use the problem solving strategy in 65,4% while coaches of older generations use it in 61,2%. The cause of this may be that when handling the differences of youngsters one must be very careful of their interests, needs and intentions, especially when making decisions. This requires huge amount of patience, understanding and empathy. Coaches of younger generations use the winner/loser strategy in 3,6%, while coaches of older generations used it in 4,8%. This shows that being centred on achievements is not a primary characteristic of youngsters' coaches. Regarding the conflicts with parents, it can be stated that the problem solving strategy is more efficient with parents of younger athletes (65,9%) than with parents of older athletes (62,6%). The conclusions from the results verify my hypothesis.

**H7: In the ten situations I analyzed the coaches most often used the problem solving strategy.**

With the problem of being late, the coaches chose the problem solving strategy in 46,6% when dealing *with athletes*, 83,7% when dealing with substitutes, 51,6% when the role is discussed, 53,1% when dealing with a different talent, 75,7% with cross-narrowing. When dealing *with parents* coaches chose the problem solving strategy in 71,4%, in 86,2% when dealing with substitute athletes, in 43,4% when the role is discussed, in 46,4% when dealing with different talent and in cross-narrowing in 73,0%. My hypothesis regarding the athletes,

gained verification, as the frequency of problem solving strategy was the highest in the first five situations. In case of parents, roles, other talents and cross-narrowing, the problem solving strategy had lesser values but that is because compromise searching strategy had more. This means that in the aforementioned situations coaches are more liable to negotiate with parents than to use the problem solving strategy. In the ten situations, apart from the conflict related to the coach - parent role, coaches chose the problem solving strategy the most. The biggest difference is in the case of being late, this may be because coaches are much more forgiving and adapting when faced with children than with parents. From the results we can see that coaches, in case of conflicts regarding substitute players, are much more competitive than the parents (6,5%, 7,2%).

Taking the aforementioned arguments into account it can be said that my hypothesis regarding the conflict between coaches and parents stemming from the roles has gained only partial verification, for the distribution of the problem solving strategy is less (43,4%) than that of the compromise searching (49,6%).

**H8: Higher level school qualifications, pedagogical qualification, PE teacher's degree and more coaching experience enhance the frequency of problem solving conflict managing strategy.**

Those coaches who did not own a high school degree when faced *with athletes* used the problem solving strategy in 60,6%, those who had a higher education in 64,5%, those without a pedagogical qualification used it in 60,3%, while those with a pedagogical qualification in 65,5%, coaches without a PE teacher's degree used it in 60,1%, coaches having a PE degree used it in 65,6%, coaches with little experience used it in 62,2%, while experienced ones used the strategy in 64,7%. It is obvious that the enumerated factors increased the frequency of the problem solving strategy.

The coaches used the problem solving strategy *with parents* in 64,6% if they had no high school qualifications, in 64,9% if they had higher education, they used it in 63,5% if they had no pedagogical qualification, in 65,3% if they had, in 63,3% if they had no PE degree and in 65,1% if they had, those with less experience used the strategy in 65,9% while experienced coaches used it in 68,1%. It is observable that these factors increased the frequency of the problem solving strategy. It could be stated, then, that in every case the factors increased the

frequency of the strategies, be the conflict with athletes or coaches. Thus, with the support of the aforementioned claims, my hypothesis won verification.

### **H9: Coaches with a higher coaching degree use the winner/loser strategy more frequently**

The middle-level coaches used the winner/loser strategy *with players* in 3,7%, department coaches in 3,2%, coaches with a UEFA pro license in 6,7%, coaches with a UEFA A license used it in 5,7%, those with a UEFA B license in 3,5% and coaches having a MLSZ D license used it in 3,7%.

The middle-level coaches used the winner/loser strategy *with parents* in 4,1%, the department coaches in 4,4%, the UEFA Pro license coaches in 10%, the UEFA A license coaches in 6,4%, the UEFA B license coaches in 3,6% and the MLSZ D license coaches in 3,8%. From the distribution of the strategies we can see that the UEFA Pro license coaches would use the winner/loser strategy most frequently (6,7%, 10%), both with parents and athletes. They probably acquired the highest coaching qualification, so that they can get the high quality theoretical and practical background for their job. During their training they realized that in case of professional teams the most important goal is the performance of the team, for which the players have to make great efforts. This is not achieved by all players without comments, which are the least tolerated by the UEFA Pro license coaches. Possessing the highest qualification in coaching, they can step up in conflict situations with such self-confidence that they accept the parents' and athletes' comments and opinions less. Supported by the aforementioned claims, my hypothesis gained verification.

## **6. SUMMARY**

The information that surfaced during the inspection of the professional literary material and the outcomes of my researches confirm that the conflict resolving strategy is influenced by several factors (Szekszárdi 1994a, 1994b; Szabó 2006, Szőke-Milinte 2004, 2006). Some of these can be linked to the participant's social background, characteristics, training, education, age and their relation to other participants, while others can be linked to the environment and

situation in which the conflicts occur. That is why before solving the conflict situations I inquired as to which situations are the most conflict-ridden during practices and matches, according to the experiences of the coaches. I also analysed how academic and coaching education, pedagogical training, physical education teacher's qualification, history as a professional soccer player and experiences as a coach influence the distribution of conflict resolving strategies in different situations. I must note regarding the surfaced data that they reflect the opinions of the coaches, which obviously differ from those belonging to the athletes or parents.

In my research it is easily traceable that the percentile distribution of conflict resolving skills are affected primarily by the situations and secondly by the traits determined by age and the relations participants have towards each other. This is supported by the fact that coaches' conflict management strategies change when dealing with parents and athletes. The higher academic, pedagogical and PE teacher education and the greater coaching experience raise the frequency of problem and conflict management strategies when faced with both parents and athletes. Coaches possessing a higher level of coaching qualification use the winner/loser strategy more frequently than those with a lower level of qualification.

With the use and analysis of conflict management strategies one must note that none of them can be called „wrong” or „right”, for the given situation and the relation of the participants' towards each other affect the behaviour of the participants greatly during the process of conflict management. The content of the participants is usually achieved by the problem solving strategy, but only when both parties have the will for this. It can occur that in some situations somebody knowingly chooses such strategies that completely differ from his usual ones. The individual's and sometimes the society's interest influence which strategy should be used. It is a matter of perspective which strategy is the best for achieving the goals of the parties. For this, however, one must know the goals of the other party, which is not always brought to the attention of others.

## **7. THE OPPORTUNITIES PRESENTED BY THE RESULTS**

The results can be a starting point for those researchers who wish to delve deeper into the coach – parent, coach – athlete conflicts. The conclusions drawn from answering the

hypotheses can be useful for coaches, parents and athletes. The results can be used during the education of coaches and PE teachers. Apart from these, the results can be useful for such organisations, where emphasis is put on the conflict between coaches, athletes and parents. Knowing the results, coaches can prepare for conflicts beforehand. If they know the causes of an expected conflict, they may even be able to eliminate them and thus create an atmosphere where they can achieve their educational and pedagogical goals completely. During the presentation of the outcomes we had opportunities for such critical phrasings that could prove helpful for coaches and soccer coaches who are starting their career. These serve as guides that help them balance that little experience they have in the practical use of conflict resolving strategies. In the following I will show the opportunities how to use the results in the education of PE teachers and coaches.

### **7.1. In relation to the training of coaches**

The conclusions I have drawn from the results of my researches have confirmed me that bigger emphasis must be put on the pedagogical and psychological knowledge learned within the soccer coach training. Within this conflict pedagogy especially has to be stressed. The would-be coaches must be introduced to proper pedagogical behaviour regarding conflict situations. The little situational exercises that portray conflict situations and spur collective resolution help the would-be coaches to gain practical knowledge. During these exercises conflict resolving and preventing skills are improved. Such exercises can be easily inserted into the UEFA supervised coach training. Each and every coach must be aware of the primary conflict managing strategies so that during solving conflicts they have some theoretical background with which they can find the most useful solutions. It cannot be neglected either that athletes find their coaches' strategies exemplary. Meaning that youngsters will emulate the style they were presented with. They think that the behaviour of their coaches is the example. The coach must use the opportunities presented by a conflict situation consciously. They have a huge responsibility, for nowadays the family provide very little regarding the nursing of children. Schools, cultural institutes and sport associations try to compensate the deficiencies, but they can never be as effective as the family. That is why I think it is important to have an honest coach-parent-athlete relationship. These areas still have a lot of points which could use mending. I would like to point out those opportunities - which the

coach must provide for the parent – that enable the three parties (parent – athlete - coach) to have a conversation about their opinions. This could be a parents' meeting, but some cases might occur, where one must talk to the athlete or parent face to face. On the parents' meeting, the coach must explain his coaching philosophy and must also touch upon the proper behaviour of parents and athletes and the expected behaviour at practices and at matches. The coaches' philosophy must be attuned to that of the associations so that the number of conflicts can be minimized.

## **7.2 Regarding the training of PE teachers**

The results obtained in some cases can be well-adapted to the physical education environment as well. The inter-school football matches' mood and atmosphere sometimes rivals and may even surpass that of the association championships. The competitive atmosphere is an ideal breeding ground for conflicts. The PE teacher may get into nearly the same situations as a coach. Being late, not having enough playtime, not holding one's position and the lack of naming the substitutes can serve in their cases as causes for conflict. To teachers with enough teaching experience such situations are easy to resolve, but those at the start of their career have a hard time managing them. The theoretical background coupled with the experience gained in practice and the conclusions drawn from them enable the best decisions and solutions. In the BSC and MSC training one can get a good amount of theoretical knowledge but little emphasis is put on the acquirement of practical experience. The conflict managing courses try to compensate that, and they offer the chance to experience a situation from a different role and to discuss the situations collectively. Those studying PE teaching or coaching must analyze such conflict situations that will be more likely to arise during their career. In my opinion, conflict situations based on conflict stories suit these conditions and that is why I suggest that these should be used at conflict managing courses. Later they can deal with similar conflicts with greater determination and bigger self-confidence.

## **8. NEW RESULTS OF THE RESEARCH**

As the first step of the research I collected and grouped terms relating to conflict, the causes of conflict and the skills required to manage a conflict situation. Others have tried to do so as well (Horváth-Szabó 1997; Horváth-Szabó–Vigassyné 2001; Szekszárdi 1994a, 1994b; Szőke-Milinte 2006), but because of the complexity of the topic there are still differences in the interpretation. By this ordering I wanted to get a better picture and to draw attention to the critical parts which need to be rethought and redefined.

Because of the big size of the sample (582 people) and its representativity the basic data give useful information to those who are interested in the age, education, pedagogical qualification, coaching skills, coaching experience and history as an athlete of coaches working with U-teams. I have found many significant connections regarding the base data. Aside from me, no one has researched the conflict resolving strategies of coaches working with U-teams (Németh 2005, 2006). My former researches cannot be called representative, for I was working with a much smaller sample size, this must be taken into account during the comparison of the results. In my current research I have revealed the causes and areas of conflict in a much more detailed manner and I researched the conflict resolving strategies with the help of situations. These two aspects represent a great improvement compared to my former researches. It is also a novelty that I researched how age, level of play, age groups, education, pedagogical qualification, coaching skills, coaching experience and history as an athlete affect conflict resolving strategies.

I put together the conflict situations in such a way that I may inspect whether the cause of a conflict could change the strategy if applied to a different participant. That is why the first five situations apply to the conflicts between the coaches and parents and the other five to the conflicts between the coaches and the athletes with the same conflicts.

Conflicts that have surfaced during the research can provide a basis for compiling such conflict situations that with the help and supervising of proper professionals could be used at role playing and can be analyzed at conflict management courses.

Based on the aforementioned claims we can state that many of the areas of the research contain such novelties that could be useful for researchers in their work.

## **9. FURTHER OPPURTUNITIES FOR RESEARCH**

The research shows the different conflict managing strategies for different age groups from the perspective of the coach. In the following I will elaborate on further opportunities for research.

1. From the methods used to research conflicts the most popular is to analyze situations. In my opinion apart from the given situation, the characteristics of the participants can affect the conflict managing process. It would be worthwhile then to carry out a research that shows the conflict resolving strategies in the light of characteristics and leading styles of coaches. The difficulty could be found in the tests measuring characteristics and leading styles for they require a lot of time to be completed.
2. It would be worthwhile to examine the athletes' and the parents' standpoints to see how they experience conflicts emerging during practices and matches. It is obvious that during a conflict each participant experiences the method of conflict management and its style differently. Combining researches done from different viewpoints could show us which situations the differences present themselves in and to what extent. This is only possible if the opinions of the team members and their parents can be compared to that of the coach of himself. In case of parents a survey is easily executed, but to ask athletes that are still children, one needs permission. I would suggest asking them from the age of 14 onward, for it is the age when they reach that level of maturity needed to give their opinions in a written form.
3. The interviews done with the head coaches of the new generation could shed light upon the methods used to control the activity of the coaches. Such conclusions could also be drawn from these which would show what measures they take to handle the surfacing conflicts.
4. The researches could be expanded to lower levels of play, but here, the number of U-teams is much less and sometimes the coach holds practices for several age groups at once. This makes differentiating the results of the age groups and the comparison of the results difficult.
5. Apart from the aforementioned researches investigating the teams on a geographical basis (counties, regions, and countries) might surface interesting and useful information.