



ISSN: 2456-0057

IJPNPE 2024; 9(2): 17-20

© 2024 IJPNPE

www.journalofsports.com

Received: 13-05-2024

Accepted: 21-06-2024

Dr. Ahmed Mohsen Fares

Research Scholar, Department of
physical education, General
Directorate of Education in
Maysan Governorate, Iraq

Sports activity coaches and their role in enhancing communication skills for players in training centers in southern Iraq

Dr. Ahmed Mohsen Fares

Abstract

This study addressed an important issue in the training process of trainers in training centers in southern Iraq, namely communication and its skills. The aim of the study was to determine the role of coaches in sports from the perspective of coaches in improving the communication skills of players in training teams and centers in southern Iraq. The study population consisted of (128) coaches and the study sample consisted of (112) coaches in the Directorate of Sports Activities. The method that suited the nature of our study was a survey-descriptive method. We developed a questionnaire to measure the communication skills of coaches in sports teams and training centers in the Department of Sports Activities of the Directorate of Education in southern Iraq. Its validity and reliability were confirmed and the results showed that the role of sports coaches plays an important role in improving communication skills among players. The results also showed that there were statistically significant differences among players, while the results showed that there were no statistically significant differences in the training centers overall. The results of our study included the participation of trainers in sports training workshops and courses in training centers to improve communication skills and emphasize this concept, as well as the exchange of information and ideas between trainers.

Keywords: Sports activities coaches, communication skills, training center players

Introduction

The Ministry of Education in the Directorate of School and Sports Activity in southern Iraq depends on the teacher who is assigned to train the sports teams and training centers affiliated with the sports activity. He is considered the backbone of the training process because he is an important element in building the personality of the student or player.

Communication skills have become a basic pillar on which the training system depends, and the coach's understanding of the player's personality plays an important role in developing communication skills. The athlete's access to the highest levels of sports depends on several factors, the most important of which is the sports coach, because it is closely linked to the extent of the coach's abilities to manage matches and training units.

The importance of communication and the goals of the training work lie in the fact that it seeks to stimulate the player's behavior and actions that lead to good performance of the work by accepting the opinions and ideas of others and the desire to modify his behavior if necessary in order to be consistent with the work of the coaches and achieve their goals. (Salah Wahab: 2013) [2].

Research problem

Communication skill has an important role in all areas of practical life and sometimes public life, and it is the reason for the success or failure of any sports coach. Therefore, effective communication is one of the basic pillars on which a successful coach depends, and here the training center coach must master communication and its professionalism. Communication skills ensure your ability as a sports coach to communicate well with the players and thus the coach's ability to send the coach's commands, emotions, and directions to the player, to ensure response in accordance with the content and substance of the instructions.

Corresponding Author:

Dr. Ahmed Mohsen Fares

Research Scholar, Department of
physical education, General
Directorate of Education in
Maysan Governorate, Iraq

The researcher noticed that some coaches in the training centers have a weakness in motivating the players' behavior and actions on the field and even in the training units, which leads to not achieving good performance and achieving the required goals.

From this, the research problem can be derived, which is to reveal the role of the coach of sports centers and teams for sports activity in enhancing communication skills among players in these training centers in southern Iraq.

Research objective

The aim of this study was to determine the role of coaches in improving communication skills among athletes in training centers and sports teams affiliated with the Directorate of Physical Activities in Southern Iraq.

Research areas

Human sector: Trainers in schools and training centers affiliated with the Sports Activities Department in southern Iraq.

Period: 10/10/ 2021 to 10/11/2021.

Spatial area: Stadiums and halls affiliated with the Sports Activities Department in the southern governorates.

Methodology

The researcher used a descriptive research method that suited the nature and objectives of the study.

Research population and sample

The research community consisted of trainers of training centers and sports teams in sports activities in southern Iraq, who numbered (128) coaches for the academic year 2021-2022, according to data from the Planning Department in the Directorate of Sports and School Activity in the Iraqi Ministry of Education. As for the research sample, it was randomly selected from all training centers. The number of the sample was (112) trainers, and its percentage was (87.5%) of the research population. (5) Trainers were excluded because their questionnaires were not valid, as well as the failure to participate in the exploratory sample, which numbered 11 trainers, so that the final sample number became (112) coaches (99.98%).

Scientific research tools and used devices

In descriptive survey research, observation is one of the important tools used in research. In addition, the questionnaire is the main tool.

Field research procedures

The researcher prepared a questionnaire in addition to the questionnaire used in previous studies such as this study (Mohamed Ahmed 2005), study (Mohammed Mazhar 2017), and study (Prusak 2015) [5]. The researcher used a five-point Likert scale in which the answers were graded so that the score (very high) was five points, (high) score was four points, (moderate) answer was three points, (low) answer was two points, and (very low) answer was one point.

The number of statements in the original questionnaire was (30), and (6) were deleted according to the opinions of the arbitrators and experts. The number of statements in the final questionnaire was (24). It should be noted that the research format consists of four dimensions: (self-cognition dimension, listening ability dimension, persuasiveness dimension, and

verbal communication ability dimension). Each of the four dimensions includes six phrases, and the sum of the phrases is the final measure result (24) phrases.

Exploratory experiment

An exploratory experiment was conducted prior to the final application of the scale and after the original form of the scale was prepared within a reasonable time, it was tested on a sample of (11) trainers at the training center in southern Iraq between 10/20/2022 and 11/25/2022.

Indicators of validity and reliability of the questionnaire

Validity of the scale

The total number of experts who presented the communication skills scale form to trainers working in the training centers in the School and Sports Activity Department was (14) experts, and the number of those who agreed on the scale's statements was (12) experts, so that the percentage for the scale became (85.71).

The apparent validity test was measured with the aim of identifying the extent to which the questions relate to each other and the consistency of the study sample members' answers to the scale's statements, which amount to thirty items, so that they reflect the objectives of the study.

Scale stability

The Cronbach's Alpha test was used. The researcher used this method because it is used in any type of objective or essay questions. Reliability was extracted in this way by applying (Cor-Nbach's equation) to the members of the exploratory experiment sample using the statistical program. (SPSS), as it was found that the value of the scale coefficient is equal to (0.991), which is a very high stability indicator.

Main experience

The questionnaire was distributed to measure communication skills for trainers of training centers in the Department of Sports Activity in the Directorates of Education for Southern Iraq. It consists of (4) dimensions and (24) items. The questionnaire was applied to the research sample for the period from 10/10/2022 to 10/11/2022.

Statistical methods

To process the results, the researchers used a statistical program (SPSS) and excel program.

Results and discussion

Table 1: It shows the arithmetic mean, standard deviation and variance for the sample application of the communication skills scale for trainers of training centers in sports activity in southern Iraq

Scale	Mean	Std. Divisions	Variance	Sample (N)
Communication skills	3.90	0.663	0.443	112

It is clear to us from the Table 1, above that the level of communication skills for trainers of training centers obtained an arithmetic mean (3.90) and a standard deviation (0.663). We see from this that the trainers were distributed on several levels, which are (Very high), (high), (moderate), (low), and (very low), have score 5, 4, 3, 2, 1 respectively. This indicates that there is a discrepancy in the levels of trainers of training centers in sports activity, and the frequency chart shows this.

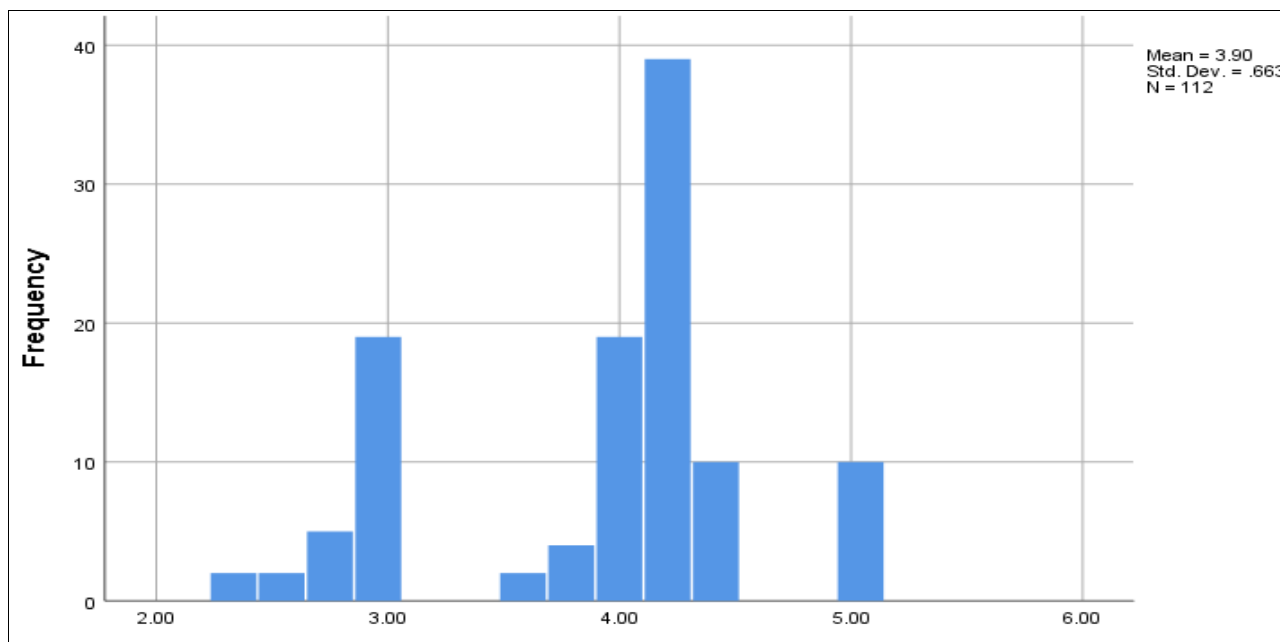


Fig 1: Levels of communication skills for the trainer in training centers, where (2.00) is low level, (3.00) is moderate level, (4.00) is high level, (5.00) is very high level

Table 2: It shows the raw scores, levels, number, and percentage of the communication skills scale for trainers of training centers in southern Iraq

Levels	Raw grade	No	Percentage
Very high	151-125	24	21.43%
High	124-102	58	51.78%
Moderate	101-78	18	16.07%
Low	77-53	12	10.71%
Very low	52-24	0	0%

Figure 1, shows the scale of communication skills for trainers of the training centers affiliated with the Ministry of Education in southern Iraq at varying levels, as the sample was distributed among the levels in the form as in Table 2, where the trainers, who numbered (58), were trainers, and the percentage they obtained was equal to (51.78%) went towards the (very high) level, and the (high) level was achieved, for which the number of trainers was (24) coaches, which obtained a percentage of (21.43%), and the medium level achieved a percentage of (16.07%), for which (18) coaches voted. Where the low level was achieved and the percentage voted for by (12) coaches was (10.71%). The coaches' opinion was that the level was very low and did not deserve to be voted for and did not receive any percentage.

The researcher believes that the high percentage obtained by the high and very high level in the communication skills scale questionnaire form for the coaches of the training centers affiliated with the Directorate of Sports and School Activity in the Education Directorates in southern Iraq is that they have the ability to communicate and convey ideas to the players, as well as their good interest in applying the principles and objectives of the skills. Communication when dealing with players in training or in the training unit or match, as well as dealing with players in the situations they go through during the training unit or the official or friendly match. Also, coaches have a good quality, which is flexibility and self-confidence, as they can deal with situations as required by the need or Situation. Whereas, the study of Muhammad Al-Dabakh, which Al-Baha used in constructing this questionnaire, confirms what was mentioned above in distinguishing between coaches by interacting with situations and crossing them to safety. This is entrusted (Salah Wahab:

2013) [2] to creating successful communications between players to win them on the one hand and between players and coaches on the other hand. On the other hand, he creates or creates good relationships that lead to the development of performance and improvement of the intellectual situation. The researcher attributes the average level to the average level achieved by the coaches, whose number was (18) coaches and the percentage was (16.07%). In a questionnaire form measuring communication skills for trainers of training centers in school and sports activities in the education directorates in southern Iraq, the coaches were not interested in giving their duties entrusted to them and were not interested in developing their communication skills and did not allocate sufficient time for that. This also leads to an unconvincing reflection in dealing with players. In situations or in training units or matches, the coach who deals with coaches must be interested in or possess good communication skills, and this is consistent with the study of (Mohamed Mazhar 2017), where he stressed that the sports coach must have and possess good communication skills in cooperating with the players in the training units and matches. It also confirms that the coach is active in his conversation with the players, and the researcher believes that the coaches who received a low and very low level in the coaches' communication skills scale are due to the lack of good communication between the coach and the player, which shows its direct impact on the players by not receiving the clear perception, and this is what Ahmed Mohamed confirms. The failure of many coaches is due to their weak personality and weak skills in communicating with players, and a successful coach needs the ability to communicate well.

Conclusions

The researcher reached the following conclusions

1. It was concluded to build a communication skills questionnaire for trainers of training centers in southern Iraq.
2. The researcher concluded that the role played by trainers of training centers in southern Iraq in enhancing leadership skills was at a high level and in all dimensions.

Recommendations

1. The researcher recommends the importance of developing the communication skills of training center trainers by involving them in development courses for the concept and skills of communication.
2. Developing players' ability by urging them to understand the messages and signals issued by coaches.
3. Benefiting from the experiences of previous trainers in enhancing and developing the capabilities of new trainers in the concept of communication.

References

1. Ibtisam Jawad Mahdi. Means of Communication in Educational Administration and Their Obstacles. Al-

Qadisiyah Journal for Educational Sciences. 2002;2(2):54.

2. Salah Wahab Shaker. Administrative Principles for Physical Education Students. 1st ed. Baghdad: Al-Eik Printing, Publishing and Distribution; c2013. p. 85-86.
3. Abdullah Hazza Al-Shafi'a. Sports Administration for Students of Colleges and Departments of Physical Education and Sports Sciences. Baghdad: Dar Al-Jami'ah for Printing, Publishing and Translation; c2017. p. 160.
4. Muhammad Ahmed. The effectiveness of communication among youth coaches, a comparative analytical study. Master's thesis, Faculty of Physical Education, Helwat University.
5. Prusak, et al. Teacher talk. Journal of Physical Education, Recreation and Dance. American Alliance for Health, U.S.A; c2015.

Appendix No. (1)

Questionnaire form

The measure of communication skills is the existence of an ongoing relationship, an exchange of feelings, emotions, and souls, and harmony in thoughts, opinions, trends, feelings, and hearts (Abdullah Hazza: 2017)^[5].

Axes	No.	Paragraphs	Very high	High	Moderate	Low	Very low
Self-awareness phrases	1.	Identifying players' actions while performing exercises.					
	2.	Understanding players' behavior in relation to different playing skills and styles.					
	3.	I'm skilled at talking to players about different abilities and styles.					
	4.	I use appropriate style in my interactions with lower-level players.					
	5.	Properly utilize resources in the training facility. Recognizing the value of individual differences between players.					
	6.	Evaluate players' abilities during the entire training period					
Phrases listening skill	1.	When listening to questions and inquiries, be sure to pay full attention.					
	2.	I pay attention to the most important details when listening to the players I care about.					
	3.	I speak to players at any training or competition-related events					
	4.	The importance of the topic when players discuss it. I remember discussing the players after the match.					
	5.	I avoid questions during the listening process.					
	6.	I feel an emotional connection with the players when I watch them.					
Phrases are the skill of persuasion	1.	Use multiple training methods to explain the value of acquired motor abilities.					
	2.	I guide players to complete a new task after a successful presentation of their views on a given training scenario.					
	3.	Express your approval of any new method that facilitates the required motor task for the player.					
	4.	I appreciate the ideas and knowledge provided by the players, which can be utilized to achieve the desired goals.					
	5.	Pay attention to the players' actions and give them every opportunity to express their thoughts.					
	6.	I can change players' behavior by making them realize the value of the information provided.					
Phrases Verbal communication skill	1.	Approval and encouragement must be given to players regarding their active participation.					
	2.	During training, I keep distances in mind when players talk to me.					
	3.	My head moves to suggest praise and encouragement towards the players during training.					
	4.	I raise my shoulders to express my dissatisfaction with the players' actions					
	5.	Use illustrations and videos to teach different strategic capabilities and statements.					
	6.	I monitor the players with my eyes to warn them not to perform training efficiently and enthusiastically					