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Designing a Scale to Identify the Training Behavior for Coaches of Junior Teams

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Abstract: Through supervising a number of local competitions and following up the trainings of some games at the level of juniors under 13 years old, we noticed a most important phenomenon. Significant ratios of coaches at that stage are not professionally habilitated to deal with junior players. Coaches seem unaware of the real objective behind training those junior players or of holding competitions for them. Where the coaches focus on one goal only, which is wining the match. This perspective puts the players under heavy psychological and nervous pressures and the fear of committing mistakes and bringing defeat to their team. Therefore, the researchers are seeking to identify coaches' behavior and their ability to deal with beginners under 13 years old. This study aimed to identify the training behavior of coaches for junior teams, by developing a written scale as a self report named training behavior for coaches (T B C), The study included (70) coach from juniors teams coaches in Egypt, they were selected by a random method, they aged between 30–35 years old and the total years of experience are (M = 5.14, SD = 0.899). The results shows the basic components of the questionnaire (T B C), the questionnaire consists of (41) items divided into (5) main factors, The first factor included a *Self-Efficacy items*, the second included *Communication* items, the third factor included *Self-confidence*, the fourth factor included a *self-Controlling* and the fifth factor included *Commitment.*

Key words: Coaches · Junior players · Training · Behavior · Parents

INTRODUCTION

Through supervising a number of local competitions and following up the training of some teams of collective games at the level of male and female beginners under 13 years old, had been noticed a most important phenomenon. Significant ratios of coaches at that stage are not professionally habilitated to deal with junior players. Coaches seem unaware of the real objective behind training those junior players or of holding local competitions for them. Hence, coaches focus on one goal only, which is how to win and avoid defeat.

Youth coaches who place primary emphasis on winning often exploit their athletes rather than considering their developmental stages and advancing their psychological and social best interests [1- 3].

From a psychosocial perspective, youth often feel excessive pressure to win, perceive they as have not the abilities and feel Uncommitted to their teams, Beliefs such as these have led youth to experience low self-confidence and low self-esteem Further, acts of violence and aggression have become common in youth sport settings Possibly due to youths' less than positive experiences, attrition rates are extremely high during adolescence, with an estimated [4-6].

This perspective puts the juniors under heavy psychological and nervous pressures,. Therefore, those young players are reluctant to freely perform and enjoy the skills acquired in playing their game. They become obsessed with the aim of performing without committing any mistake and of obeying the instructions of the trainer, in order to avoid psychological punishment, which is common in that stage, or even physical punishment at the hands of a few coaches who do not know how to deal with that age category. Accordingly, the young players suffer from confusion, pressures and the fear of committing mistakes and bringing defeat to their team. Thus, the player is impeded from innovating and using his own special abilities and the intellectual, physical and dynamic advantages that distinguish this age category. Alternatively, the player might reach the dangerous decision of quitting sports altogether.

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Vocational Preparation for the coaches plays a vital role in implementing the structure and design of sport programs. As coaching is more than teaching, since coaches not only guide athletes in learning technical, tactical, and life skills, they also orchestrate and direct their lives .

The successful coach has the ability to The preparation of flexible programs to allow for other activity involvement, create fun and motivating climates, delay specialization until athletes are physically, psychosocially, and cognitively ready, provide individual attention to all program participants and facilitate effective communication with parents [7,8].

Showed a lot of studies which meant to examine the behavior of the coach that the best liked coaches were those who demonstrated more technical instructional, reinforcement and mistake contingent reinforcement behaviors. In more recent intervention studies it was found that coaches who were trained to increase these behaviors were better liked, created an atmosphere that athletes perceived as more fun, created more team unity and had lower dropout rates than untrained coaches. Other studies have found that youth prefer coaches who demonstrate child-involved democratic coaching styles [9].

So the primary purpose of this study, was to identify coaching behavior dimensions and components, to deal adequately with beginners under 13 years old, in a sample of national coaches, through preparing a scale, that aims to identify the most important behavioral characteristics, for coaches junior teams under 13 years old..

Participants: The participants for this study, were (70) coaches for junior teams aged (M =33.36) (SD =0,483) and the experience years (M =5.14) (SD =0.899) in games: volleyball (N=15) (M = 5.14, SD = 0.899), handball (N =20) (M =6.39, SD =0.349),basketball (N =35), (M =6.60 SD =0.416). 70 male coaches' football of junior players (n = 70) aged 30 – 40, Years of experience are (M = 6, SD =0.792).

Materials and Procedure: A scale of (trainings behavior) for coaches (T B S): it is a written scale as a self report instrument designed to measure factors that reflect trainings behavior for coaches,, Eight experts in sports psychology in Egypt evaluated a pre-designed questionnaire. After conduction of a pilot study and implementation of necessary changes in the questionnaire, it has been used for the present study. This questionnaire consists of 41 items. All questions in the TBS were answered by using a 4-point, ranging from '1' (Does not apply on me) to '4' (Applies completely on me).

Vocational-efficacy (In Training): e.g. Training junior players is a temporary stage to move to the training of professionals" (11questions).

Communication: "I can understand the players from their faces expressions" (9 questions).

Self-confidence: "e.g. "I feel my future in this area will be good" (11 questions),

Controlling: e.g. "I get angry and frustrated during competition": The ability to control negative emotions such as fear, anger, frustration and resentment.(5 questions).

Commitment: *I stop training in case of delayed my receivables financial* (5 questions).

Statistical Analyses: Factor analysis had been proposed as an approach that might address some of these challenges. This multivariate statistical technique reduces a number of inter correlated variables to a smaller set of latent (49 items to 41 items) (Appendix: 1) or underlying independent factors were calculated for the 41 items, for the sub scale scores and for the total TBC score. Correlations between the items were examined with Pearson Product. A Cranach's alpha was calculated to determine the internal consistency of the total score and the items and it was ((0.77. This indicates the stability of the scale.

An exploratory factor analysis (EFA) was conducted to identify and remove variables *that* did not load significantly onto their intended factor (loading < 0.300, α = 0.05, Three factors were specified for extraction according to the proposed model. Thus, the EFA was exploratory only in the sense that the variables were allowed to load onto all extracted factors, - And the percentage of coefficient of variation ((61,77 % This means that the number of five factors had achieved a contrast ratio of 61.77.

The first factor *Training -Efficacy* latent root (root mean square error of approximation) = (8,99) and its coefficient of variation is (18,35%),Eleven items were loaded on this factor and items number are (11-12-17-19-25-26-27-29-44-45-46).

Table 1:Extraction factors and their saturation items

Items numbers	First factor	Second factor	Third factor	Fourth factor	Fifth factor
1		*0.63			
2		*0.59			
3			*0.60		
4			*0.54		
5					*0.73
6				*0,84	
7			*0.52		
8					*-0.55
9				*0.55	
10		-0.88*			
11	*0.59				
12	*0.75				
13			-	*0.61-	
14		-0.459			
15					*0.53-
16			*0.57		
17	*0.87				
18			*0.79		
19	*0.54				
20					*0.61
21	0.420				
22					0.38
23		*0.77			
24				*0.61-	
25	*0.59				
26	*0.53-				
27		*0.73			
28	*0.76				
29	*0.55				
30		*0.76-			
31		0.38-			
32			*0.89		
33			*0.52		
34				0.51	
35			*0.85		
36			*0.62		
37				0.47	
38	-0.353				
39			*0.81		
40		*0.50-			
41				*0.86	
42		*0.58-			
43		*0.68-			
44	*0.76				
45	*0.83				
46	*0.52				
47				-0.427	
48					0.316
49			0.89*		

The second factor *Communication* latent root = ((8,03and its coefficient of variation is (16.39%) nine items were loaded on this factor and items number are (1-2-10-23-27-30-40-42-43). The third factor is *Self-confidence* latent root = is (5.28) and its coefficient of variation (10.78 %) Ten items were loaded on this factor and items number is (3- 4 -7-16-18-23-33-35-36-39-49).

The fourth factor *Controlling* its latent root (4.48),) and its coefficient of variation 9.15%)), five items were loaded on this factor items number are (6-9-13-34-41).

The fifth factor *Commitment* its latent root (4,38) and its coefficient of variation (7.08%), Five items were loaded on this factor items number are (5-8-15-20-24). (Appendix: 2)

The short virgin: Calculate the percentage of items for each factor, according to the total number of the scale items, then Chosen the highest values of saturated for each of the five factors. It was extracted 13 items, it has been calculate the value of correlation coefficient between the two applications was 0.790 (Appendix:3).

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