

# DETERMINING THE EFFECT OF EDUCATIONAL CHARACTERISTICS OF SPORTS COACHES IN THEIR ABILITY (A CASE STUDY OF SPORT COACHES IN HAMADAN PROVINCE)

## DETERMINANDO O EFEITO DE CARACTERÍSTICAS EDUCACIONAIS DE TREINADORES ESPORTIVOS EM SUA CAPACIDADE (UM ESTUDO DE CASO DE TREINADORES ESPORTIVOS NA PROVÍNCIA DE HAMADAN)

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**Abstract:** Coaches play a major role in directing and leading sports teams and promoting the proper development of public sport, the coach's endeavor is successful when it comes to knowledge, attitudes and skills. The purpose of this study was to prioritize some of the educational characteristics of sports educators in Hamadan province. The statistical population of this research includes all sports coaches in Hamadan province, which according to the latest information provided by Statistics Center of Sports and Youth Department of the province in 1396, included 4000 people. Sampling method is randomized-categorical, the samples were randomly selected and their number was 351 according to Krejcie and Morgan tables. The data gathering tool was a researcher-made questionnaire that was interviewed with 30 qualified sports coaches and using the Delphi technique and after agreeing on the desired materials, the results of the study were extracted and classified. According to the questionnaire, the training needs of the sports coaches were provided, the content validity of it was evaluated by experts in the field of sport and education and analyzed by Cronbach's alpha test. Formal validity and its content were reviewed by a group of experts. Instrument reliability was calculated using Cronbach's alpha method ( $\alpha=0.85$ ). Descriptive and inferential statistics were used to analyze the data. In descriptive statistics, mean indexes, standard deviations were drawn by drawing tables and in inferential statistics, using the mann-Whitney, Kruskal-Wallis and multivariate regression tests, using SPSS software. The findings of this study showed that the order of the effect of educational attributes on the ability of instructors are: Management (0.449), scientific (0.247), personality (0.186), professional (0.148) emotional (0.143) and social (0.088). It can be arranged by planning to address the challenges of the educational characteristics of the sport coaches prioritizing short and long term training courses for management and leadership, sports psychology, technological and scientific related to sports field of Hamadan province, it is possible to improve the level of scientific and practical help to the effect of training sports trainers in Hamadan province.

**Keywords:** Prioritization. Educational Characteristics. Sport Coaches. Hamadan Province.

**Resumo:** Treinadores desempenham um papel importante na direção e liderança de equipes esportivas e promover o desenvolvimento adequado do esporte público, o esforço do treinador é bem sucedido quando se tratam de conhecimentos, atitudes e habilidades. O objetivo deste estudo foi priorizar algumas das características educacionais dos educadores esportivos na província de Hamadan. A população estatística desta pesquisa inclui todos os treinadores esportivos na província de Hamadan, que de acordo com as últimas informações fornecidas pelo Centro de Estatística do Departamento de Esportes e Juventude da província em 1396, incluiu 4000 pessoas. O método de amostragem é aleatório-categórico, as amostras foram selecionadas aleatoriamente e seu número foi de 351 de acordo com as tabelas de Krejcie e Morgan. A ferramenta de coleta de dados foi um questionário feito por um pesquisador que foi entrevistado com 30 técnicos esportivos qualificados e que utilizou a técnica Delphi e após concordar com os materiais desejados, os resultados do estudo foram extraídos e classificados. De acordo com o questionário, as necessidades de treinamento dos treinadores esportivos foram fornecidas, a validade de conteúdo foi avaliada por especialistas na área de esporte e educação e analisada pelo teste alfa de Cronbach. A validade formal e seu conteúdo foram revisados por um grupo de especialistas. A confiabilidade do instrumento foi calculada pelo método alfa de Cronbach ( $\alpha = 0,85$ ). Estatísticas descritivas e inferenciais foram utilizadas para analisar os dados. Na estatística descritiva, os índices médios, os desvios-padrão foram obtidos por meio de tabelas de desenho e em estatística inferencial, utilizando-se os testes de regressão mann-Whitney, Kruskal-Wallis e multivariada, utilizando-se o software SPSS. Os achados deste estudo mostraram que a ordem do efeito dos atributos educacionais na habilidade dos professores é: Administração (0,449), científica (0,247), personalidade (0,186), profissional (0,148) emocional (0,143) e social (0,088). Pode ser organizada pelo planejamento para enfrentar os desafios das características educacionais dos treinadores esportivos priorizando cursos de formação de curto e longo prazo para gestão e liderança, psicologia esportiva, tecnológica e científica relacionada ao campo esportivo da província de Hamadan, é possível melhorar no nível de ajuda científica e prática para o efeito de formação de formadores de esportes na província de Hamadan.

**Palavras-chave:** Priorização. Características Educacionais. Treinadores Desportivos. Província de Hamadan.

## Introduction

Human resources are one of the most important factors in achieving the goals of organizations; manpower is effective and one of the factors promoting the level of exercise in each country, prioritizing the characteristics of educators in all fields of education, including sports, is of fundamental importance, exercise educators should have the knowledge, skills and attitudes appropriate to their roles as one of the effective factors in the provision of services in the field of sports and health and these features should be considered in their training programs before and during service (Bakhshandeh et al., 2013). Exercise is a process of education and training designed to improve the performance and development of human beings through physical activity. Hence, achieving such a worthwhile goal is only possible through the formulation of systematic and targeted programs (Ghasemi and Talebi, 2013). Each organization requires trained and expert individuals, which is one of the most effective factors in the development of each country, to carry out its mission. If the employees of the organization have knowledge, information, and skills, they will have problems with the organization (Fredanesh, 2011). Training is the most effective tool and the most powerful process available to transfer knowledge and skills to human resources and to strengthen them to perform their tasks. Due to the changes in everyday life and the advancement of science and technology, technology and the multiplicity of jobs and professions, and to avoid waste of resources, employee training is of particular importance and its implementation requires planning and careful study based on the educational needs of the staff (Rouhani et al., 2013). In order to prioritize education Given that today's organizations are in a changing and competitive environment, and human capital in such organizations is one of the most expensive and most valuable assets, training as a competitive weapon is the only way to develop human capital. Providing effective training in such organizations requires thinking, models, approaches, and tools and mechanisms (Lander and Roger, 2013). Little research has been done to prioritize the educational traits of sports instructors in the country. The total of these studies, both inside and outside the country, can be divided into three general categories related to the relationship between coaching styles or coaches' leadership, and some athletic performance and behavioral indicators. Shafiee (2007) also conducted a survey in order to provide a model for the selection of coaches from national swim, dive and watercolor teams, A model based on which the attention to human-emotional skills at the highest level and the skills leading to personality traits, technical skills, social characteristics, managerial skills, trainer's work history, individual characteristics, and instructor sports skills, respectively They were ranked next. The United States Basketball Federation (2012) presented the characteristics of coaching abilities, basketball knowledge, personality, discipline, sense of responsibility and other conditions that may be determined by American basketball to select the manager of the United States Basketball Federation. Tabrizi (2002) prioritized the assessment criteria of wrestler's coaches in terms of educators and athletes, the most important evaluation criteria were obtained from personality perceptual, social, human emotional skills, management skills, specialized science, sports, work experience and personal characteristics. Architecture and Associates (1392) in a study on the study of the program of training, evaluation and promotion of coaches of selected countries and propositions, stated that: Along with the rapid growth of the professional perspective, the current approach of the world sports organization is developing into training and promotion of coaches. Verhagen et al. (2010) concluded that in assessing the knowledge of the Michigan sports leagues on first aid and sports injuries, Coaches do not have enough knowledge in this regard, in this research; coaches received about 65% of the 100 possible points. Landing and Roger (2013) in their research entitled Coaching coach competence in relation to perceived progression of athletes in the championship sport, stated that: Are higher levels of perceived coaching competencies focused on relational issues, with more satisfaction among elite and heroic athletes associated with their progress in sport? In this regard, prioritizing educational features is the first step in implementing training programs, improving human resources and its findings are used to determine goals, design, implementation, and evaluation of educational programs. These processes create an attachment cycle that always begins with the prioritization of training (Surjalal, 2009). Regarding the importance of this topic in the field of Grant Sports (2006), they stated that: The prioritization hierarchy of these needs should be in line with the principles of dynamic learning and development, the principles for developing activities that are appropriate to the goals and objectives of sport education, as well as

the characteristics and needs of physical, cognitive and emotional-social development of athletes. The importance of the role of instructors in the training and success of athletes necessitates the recognition of their status and capabilities and their subsequent development, Developing the skills of coaches without using a monitoring system and reducing the effectiveness of evaluating anything without knowing it from all aspects; First, he must get acquainted with coaching, concepts and dimensions in order to better evaluate it (Hamidi et al., 2011). In this research, the researcher is seeking to prioritize the educational traits of sport coaches in Hamadan province in terms of social, professional, personality, management and leadership, scientific, specialized, emotional and human, and their educational priorities. So the main question of the research is this: What are the priorities of educational coaches' skills in Hamadan province?

## Methodology

This research was descriptive and the statistical society was formed by all sports coaches in Hamadan province. The statistical population of this research includes: all sports instructors in Hamadan province, which according to the latest information provided by Statistics Center of Sports and Youth Department of the province in 2017, included 4000 people. Sampling method is randomized-categorical, Samples were selected from all regions of the cities and towns of Hamadan province, the samples were randomly selected and their number was 351 according to Krejcie and Morgan tables. The data needed for this study was collected through reviewing scientific resources and collecting information through a researcher-made questionnaire on the educational characteristics of sports coaches. In this regard, the researcher after interviewing the research literature on the educational needs of the sports coaches as well as studying the results of previous research with 30 qualified sports trainers interviewed and using the Delphi technique and after agreeing on the desired materials, The results of the study are extracted and classified, according to the questionnaire, the priority of educational trainer training characteristics and the validity of its content from the viewpoint of experts in the field of sport and education was studied and its reliability was verified by Cronbach's alpha test. The content validity of the researcher-made questionnaire was studied using the theory of 12 sports management professors. Also, after content validity estimation, in order to estimate the reliability of the questionnaire, a pilot study was carried out in 60 cities of Hamadan; the reliability of the questionnaire was 0.85 by Cronbach's alpha. Collection of information related to research hypotheses, then the information was categorized, analyzed and interpreted, the collected data were analyzed by SPSS software. In this regard, using descriptive statistics using the Mann-Whitney and Kruskal-Wallis tests, we examined the differences in prioritizing the educational characteristics of educators based on gender, education level, coaching history and coaching level, finally, the effectiveness of each of these features was estimated by multivariable regression.

## Results

The demographic survey of the participants showed that: 52.5% of men and 47.5% of women, 28.88% of diploma samples, 39.6% of college students and 31.62% of them had bachelor's degree and higher, 53.84% of the sample had a history of coaching less than 10 years old, 43.02% have a coaching experience of 10 to 20 years and 14.3% have coaching history of 20 years and older. 61.26% of the sample had degree coaching, 3rd, 23.93% had second degree coaching and 14.81% had first degree coaching degree.

**Table 1:** U Mann-Whitney test for training characteristics of sports coaches in Hamadan province in terms of gender

U Mann-Whitney test characteristics	U Mann-Whitney	Significance level	Statistical results
Social	19041	0.692	No significant difference is observed.
Professional	18755	0.518	No significant difference is observed.
Personality	19267	0.845	No significant difference is observed.

Managerial	17515	0.082	No significant difference is observed.
Scientific	17585	0.093	No significant difference is observed.
Emotional	18431	0.351	No significant difference is observed.

According to table (1), after observing the significance level, the scores given to the educational characteristics of sports instructors in Hamadan province in the field of gender were determined by using the U-Mann-Whitney test, which showed that there was no difference in any of the criteria in the two groups.

**Table 2:** Kruskal Wallis Test for Educational Characteristics of Sport Coaches in Hamadan Province in terms of education

Kruskal Wallis Test characteristics	Khi do	Free degree	Significance level	Statistical results
Social	38.625	2	0.000	No significant difference is observed.
Professional	46.030	2	0.000	No significant difference is observed.
Personality	56.505	2	0.000	No significant difference is observed.
Managerial	66.675	2	0.000	No significant difference is observed.
Scientific	55.785	2	0.000	No significant difference is observed.
Emotional	44.405	2	0.000	No significant difference is observed.

According to table (2), after observing the significance level, the scores given to the educational characteristics of sport coaches in Hamadan province were determined in terms of educational level of instructors using Kruskal-Wallis test, in all skills, there is a significant difference between instructors with diploma, qualification and undergraduate education.

**Table 3:** Kruskal Wallis test for training characteristics of sport coaches in Hamadan province in terms of history

Kruskal Wallis Test characteristics	Khi do	Free degree	significance level	Statistical results
Social	8.563	2	0.014	No significant difference is observed.
Professional	3.305	2	0.192	No significant difference is observed.
Personality	3.031	2	0.220	No significant difference is observed.
Managerial	13.400	2	0.001	No significant difference is observed.
Scientific	7.660	2	0.022	No significant difference is observed.
Emotional	8.437	2	0.015	No significant difference is observed.

According to table (3), after observing the significance level, the scores given to the educational characteristics of sport coaches in Hamedan province were determined in terms of coaching history using Kruskal-Wallis test. There is a significant difference in social, managerial, scientific and emotional skills among coaches with less than 10 years, 10-20 years and more than 20 years. There was no significant difference in professional and personality skills.

**Table 4:** Kruskal Wallis test for training characteristics of sport coaches in Hamadan province in terms of grade

Kruskal Wallis Test characteristics	Khi do	Free degree	Significance level	Statistical results
social	24.994	2	0.000	No significant difference is observed.
professional	36.674	2	0.000	No significant difference is observed.
Personality	40.980	2	0.000	No significant difference is observed.
Managerial	52.506	2	0.000	No significant difference is observed.
Scientific	49.235	2	0.000	No significant difference is observed.
Emotional	48.906	2	0.000	No significant difference is observed.

According to table (4), after observing the significance level, the scores given to the educational characteristics of sport coaches in Hamedan province were determined in terms of coaching grade using Kruskal-Wallis test. In all skills, there is a significant difference between first, second, and third degree instructors.

**Table 5:** Multivariate regression test for the educational characteristics of sport coaches in Hamadan province

Regression test characteristics	Beta (standardized coefficient)	Significance level	Tolerance
Managerial	0.419	0.000	0.682
Scientific	0.247	0.000	0.251
Personality	0.186	0.000	0.305
professional	0.148	0.000	0.335
Emotional	0.143	0.000	0.302
social	0.080	0.000	0.542

A significant level indicates that: The effect of all the training attributes of sports instructors on their ability is significant also, the standardized regression coefficient (beta) has the effect of these properties from the highest to the lowest, as shown in Table (5), as follows: Management (0.449), scientific (0.247), personality (0.186), professional (0.148) emotional (0.143) and social (0.088).

## Discussion and Conclusion

According to the results of the research, management education and leadership characteristics are in the first priority. The results of this part of the research are in line with some of the results of previous studies, such as Johans et al. (2016), the British Columbia Coaches Association (2007), Redmond (2000), Herman (2006), McClean (1996), Hamidi (2012), Shafie (2009), Shafie (2007), Tabrizi (2002) and Kohandel (2000). Since coaching managerial skills are a process used to guide sporting programs towards targeted goals The term “planning, organizing, leading, and supervising”, which collectively represents the goals of a coach, is referred to as “Parsaiyan and Arabi 2014”. British Columbia Coach Organizations (2007) also refer to the skills required for a coach who are

divided into three categories A. Technical skills B. Human skills C. perceptual secrets, in recent years, part of coaching studies have also been dedicated to assessing the competencies and criteria for selecting coaches in various sports fields. In the research of Kohandel et al. (2002), Tabriz (2002), Talebpour and Ismaili (2007), Qahfarhi peasant (2010) and Khosravi (2011). Technical, educational, team leader, individual and agent. Experience and experience of major performance evaluation. Coaches were identified; In general, the training factor for technical coaches has been prioritized by the key factors of performance evaluation. This shows the analysis of the game and the competition, the ability to guide the team during the tournament, the use of strategies and tactics tailored to each game, the ability to train and train athletes, maintain the integrity and team integrity, design and implement appropriate training exercises to improve Coaching performance has a huge impact and, therefore, knowing of all the skills and techniques appropriate to the field of sport in question, the recognition of different game systems, the selection of different strategies in the sports fields and various competitions is one of the coaching success needs (the United States Grand School of Taekwondo 2009) Management and leadership features utilize the ability to guide sporting programs to achieve their goals. This process refers to the planning, organization of leadership, and supervision (Dehghan Ghahfarhi, 2010). In general, studying and comparing variables explaining the factor of team and individual management. Placeholders such as having plans and plans for attracting athletes, making decisions when confronted with a crisis, the ability of athletes or the team to be over the season, having the spirit of victory, planning for competitions, and the fitness of athletes, shows the coaches' performance (Rouhani et al., 2013) is one of the important decisions in coaching. Coaching managerial skills are a process used to guide sports programs towards targeted goals. The term "planning, organizing, leading, and supervising", which collectively represents the goals of a coach, is referred to (Parsayean and Arabi, 2014). The results of this research show that sports coaches in Hamedan province need to develop some of their leadership skills.

Other results from the research showed that: Characteristics of the academic education of sports coaches in Hamadan province are in the second priority, the results of this part of the research are in line with some of the previous research results, such as Nelson, Kushin and Petrak (2012), Esvin (2010), Verhagen et al. (2010), Redmond (2000), Shafie (2007), Tabrizi (2002) And Kohandel (2000). Since the labor force specializing in the sport of each country is one of the factors influencing the level of sport. Educators of educators and executive directors of athletes at all levels (beginner to elite) play a very important role in the development of sport. Other results of the research showed that the educational characteristics of sport coaches in Hamadan province have a significant difference with regard to their level of education, background and degree of coaching. One of the key elements in the training of sports is the leadership and leadership of the team, and they have a very important role in the training, development and development of athletes. Therefore, the efforts of coaches are successful when they have the necessary sports knowledge. It should be noted that the coaching system is heavily dependent on the culture, politics and traditions of a nation (the Regulations of the Physical Education Organization, 2004). Therefore, decentralization in the field of promotion of the educational-specialized training needs of sports coaches not only results in the input of personal opinions into the results of the training work, but over the years, the lack of attention to educational standards and the lack of attention to advanced education systems, assessment and promotion of sports instructors, the issuance of coaching orders is dependent on the tastes of individuals and monitors the performance of coaches in a way that does not necessarily follow strict rules (Memari et al., 2013). In the country, research has also been conducted on the training of instructors in various sports fields.

Among the Memari et al., (2013) regarding the study of the program of training, evaluation and promotion of sports coaches of selected countries and the presentation of proposals, Hamidi et al. (2011), in an article commissioned by the Ministry of Sports and Youth, the criteria for assessing the performance of coaches of the country are compiled. And the related measurement scale. Therefore, considering the importance and extent of the training of trainers, and given the growing success of the leading sporting countries, the needs of the specialist-scientific training of sports coaches are of great importance (Memari, 2013). Coaches, on the other hand, need to increase their own research and academic capacity so that they can connect with other colleagues and improve their operational and operational skills. In order to increase and enhance the scientific

ability of the province's sports coaches, it can have a significant impact on the educational needs of the sport coaches of the province. Therefore, by organizing workshops and specialized courses for coaches, according to the degree of coaching, the level of education of the academic ability of the sports coaches of the province can be improved and its weaknesses in this regard. In the present study, personality-behavioral training features are in the third priority. The results of this part of the research are in line with some of the results of previous studies such as the British Columbia Coaches Association (2007), Rouhani et al (1392), Shafiee (2007), Tabrizi (2002) and Kohandel (2000). Therefore, the results of this study are consistent with the findings of Nasiri et al. (2009) and Goodarzi (2007) regarding mutual respect and polite behavior. Sports coaches can increase their personality skills, including: Work on each of its determinants, namely, the variables of observance of order in practice sessions and the match of polite encounter with respect to players and colleagues, as well as having high patience in the team's hard times, especially when the team is in difficult tournament situations or strongly pressed by public opinion and critics, to upgrade their personality traits with proper training, Shafiee (2007) pointed to various variables in developing criteria for selecting coaches, which also refers to the skill of personality traits in their categories. Also, Nasiri (2008) also mentions moral and personality traits among his research findings. This can be significant in two directions. On the one hand, coaches pay more attention to the fact that these abilities can actually affect the final output of their coaching work, their operational capability. The United Mexican Tactical Teachers Association has been nominated for a selection of top coaches in the year 2009 (2009) Observing ethical standards in CKD at the advanced level of coaching, respect for the technical staff, opponent players, and training in the philosophy of fair play. Therefore, with regard to the proper training of coaches in this field, which emphasizes the aspect of ethics training in sport and the discipline and discipline of coaching profession, Provincial Sports Coach planners should pay more attention to this issue. By studying and collecting feedback from provincial sports coaches, it is important to understand the importance of this issue in assessing the educational needs of instructors, which should be considered in training and promoting coaches at different levels of coaching. Simply put, provincial sports instructors can enhance their operational and operational skills by improving their personality skills and passing specific training courses, which is very important. According to the results of this study, professional training features are in fourth place. The results of this part of the research are in line with some of the results of previous researches such as: Orlusky et al. (2016), Jones and Francisco (2014), Rinagit et al. (2014), Lander & Roger (2013), Canadian Coaching, Evaluation, and Promotion (2012), Santos (2010), Cavosatou et al. 2008), British Columbia Coaches Association (2007), Architecture and Associates (2013), Ramezanejad and Associates (2013), Tabriz (2002) and Kohandel (2000). Hence, skills that call for the understanding and control of a person in a sports activity, especially activities that involve methods, processes, practices, and techniques are called technical skills and the technical skills of the instructor include the coaching and mastering of his techniques and techniques of sport (Ismaili and Talebpour 2007). The instructor's ability to recognize how different coaching functions are related to each other and how changes in the aspect of coaching can affect other aspects are called cognitive skills (Hamidi et al., 2011). The United States Basketball Federation (2012) identified the criteria for selecting the head coach of the national team as a work experience, coaching ability, and basketball knowledge. Shafie et al. (2007) considered the selection criteria for national team coaches, swim dive and water trout from 809 national team coaches, with a view and selection of the province and showed that technical skills, work experience are prioritized. In fact, the technical strength of the coach is an accepted indicator for practitioners and practitioners of this sport. It also seems to be a good platform for the growth and improvement of athletes' professional level. Therefore, considering that the coaching level reflects the level of competence of each coach. Therefore, it is better that the relevant sports departments in the province, according to the degree of coaching and coaching history of the sport coaches, to train the trainers according to the technical ability and level of physical and practical training to train the sports players in different sports fields and since scientific, practical and physical fitness abilities can have an independent effect on the efficiency of sport coaches in the field of sports, this can be largely addressed in the vocational training needs area. According to the results of research, human emotional education characteristics are in the fifth priority. The results of this part of the study are in line with some of the results of

previous research, such as: (2008), British Columbia Coaches Association (2007), Mayer (2006), Aljonony et al. (2010), Lyd (2000), Redmond (2000), Shafie (2007), Tabrizi (2002) and Kohandel (2000). Strengthening the emotional and human qualities and skills in sports coaches is a necessity because of the human nature of their activity. Emotional-human skills can be subdivided into motivational, emotional, and human skills. Motivation can be referred to as an inner force that leads the person to a goal (Martens, 2004). Having humanistic behavior with an athlete is one of the factors contributing to the success of coaches (Santos, 2010) and the use of humanistic behavior to achieve coaching goals has been endorsed in many cases and the instructor, knowing and familiarizing them with these methods, can choose the best method in different situations (Hamidi and Architecture, 2014). The Confederation of the Asian Federation (2003) is the result of the Future Football Championship in the hands of coaches familiar with behavioral and psychological sciences. Warder's landing (2013) in his research entitled Coaching Coordinator's Perceived Progression stated that: Perceived coaching competencies are effective in improving coaches' work. Findings of this study show that having self-confidence, self-belief and using exercise knowledge and psychological principles are important species in the form of mentally-emotional behaviors of the coach. Coaches' familiarity with psychological skills for relaxation and stress reduction is a very useful aspect of coaching and has a significant impact on the success of the province's sports coaches. The results of this part of the study are in line with some of the results of previous research, such as: Backstrom et al. (2013), British Columbia Coaches Association (2007), Shafie (2007), Vahdat (2007), Tabrizi (2002) and Kohandel (2000). Ramezani Nejad et al. (2013) in their research introduced the human and social skills and the relationship between instructor and athlete as indicators of assessing the performance of instructors. Therefore, the management and recognition of the team, public relations, and team performance can be roughly the same as those of the manager in recognizing the organization's employees. Unlike top-level managers of the organization, coaches are considered to be operational managers who must have specialized competencies (technical-work behaviors) in order to educate and develop athletes and empower them. This type of empowerment with custody and confrontation or rich communication takes place instantaneously with athletes. Such a technique requires high technical expertise and technical capability, Therefore, it is true that in this study, this factor is in the sixth priority, these findings indicate that the sports trainers of the province have well-recognized career suitability or and they know that in the world of professional sports, coaches should develop their social characteristics, this finding also emphasizes the importance of the social behavior and the technical performance of the coach. Kohandel et al. (2002) pointed to the importance of social features in their research. Therefore, having verbal communication with athletes and communicating and engaging with local and regional teams and knowing the interface with the coaches of clubs and sports teams is an important and influential topic in the field of training needs of coaches. Peterson and Tim Ass (2010) described communication as an important subject in coaching related to professional and social missions, Therefore, this issue is highly recommended for the sports educators of the province to be important, because the coach's behavior directly affects the athlete's attitude and perhaps these two groups (coaches and athletes) are more and more aware of each other's interaction with each other, their interactive effects on each other, from the results of this project, the training of sports coaches and investment in promoting this field can be directly influenced by the communication skills of coaches. Since in the prioritization of the educational characteristics of sports trainers, leadership training and leadership in the first priority, academic and specialized educational qualification in the second priority and personality-behavioral training is in the top priority shows that provincial sports instructors in all disciplines require managerial, leadership and scientific training with regard to training of personality-behavioral characteristics and these three priorities are in the minds of the instructors for training because the vacuum caused by the training of educators in general, management - leadership is even educational, the training courses can greatly affect the following: Academic Ability to Analyze Practice and tournament Improve Team Management Capability, Using appropriate strategies and tactics with sports and competitions, Improving the ability of athletes' training and practice, and designing and implementing appropriate training programs and sports psychology, Understanding and mastering the mentor in mental skill is a very important aspect of coaching for relaxation and reduction of stress. It has greatly improved the success of provincial



sports coaches.

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