

Investigation of Factors Affecting Levels of Coaches' Love of Children

By

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Abstract

The most important feature of the profession of coaching is to love sport and athletes. The purpose of this research is put forward the levels for coaches' love of the children who are in continuous interaction with the children and the factors affecting it. It is a descriptive study. Research was conducted with 100 coaches (Football) living in Antalya. As a means of data collection, Barnett's Liking of Children Scale that was adapted to Turkish by Duyan and Gelbal (2008) was applied. Frequency, percentage, mean, T and F tests were used for the analysis of data. The levels of coaches' like of the children ($x:86.20\pm10.65$) are over the average. Statistically significant differences were found when the stage of the coaches participating in the research and scores for their levels of liking the children are compared ($p < 0.05$). Other factors (gender, age, education level, parents' education level, economic status) do not cause a statistically significant difference ($p > 0.05$) on the attitudes of coaches to children. As a result, the first stage coaches have higher levels of liking children in individual sports while the second, third and fourth stage coaches have higher levels of liking children in team sports.

Keywords: Coach, Children Like, Education Programs, Physical Education, Sports

1. Introduction

Coach is the person who receives the certificate of grade from the General Directorate by successfully completing the program and has the duty to educate athletes or sports teams in accordance with national and international rules and techniques and to follow them in preparing for the competition. In Turkey, two options are presented to individuals who want to become a coach. First option; Studying in Physical Education and Sports School (graduates are entitled to be first stage/assistant coach). Second option; Attendance to Coaching Training Courses. The individuals participating in coaching training courses should possess certain qualities.

Conditions for participation in coaching training courses: The individual must be at least high school graduate or equivalent (excluding National athletes). No interference with the body and mental health that may prevent a continuous service, no conviction of crimes such as state security, sexual privacy etc, at least 18 years of age and no received fines of more than a year in the last three years.

Coaching Levels: Coach training for all sports is carried out in five stages: (a) First Level (Assistant Coach): This involves the training programs organized for this level. b) Second Level (Coach): This covers the training program in which coaches who have first level main coach (monitor) license and have the paper certifying that he/she has worked with a senior manager for at least one year can participate. c) Third Level (Senior Coach): This covers the training program in which coaches who hold a second level manager license, worked at the second stage for at least two years and have attended at least two seminars on sporting during this time can participate. d) Fourth Level (Head Coach): This covers the training program in which coaches who hold a third level coach license and document working in third level for at least three years and attended at least three seminars related to sports in this time can participate. e) Fifth Level (Technical Director): This covers the training program in which coaches who hold a fourth level coach license and document working in fourth level for at least two years, and attended at least five scientific sports activities during this time can participate.

In coaching courses, training programs prepared by the General Directorate are implemented. Training Programs consist of classes implemented in basic and specialized training programs.

Coaching courses training programs: Programs are divided into Basic education programs and special education programs. a) Basic education programs have Anatomy, Physiology, Practice Information, Nutrition, Sociology, Psychology, Teaching Methods, Techniques Tactics Teaching, Learning Skills, Psychomotor Development, Psychological Help Skills, Measurement and Evaluation, Mental Training, Talent courses. b) Special education programs have 'top-level "training planning and programming, custom fitness, senior technical-tactical, and final project courses.

Coaching course duration: 94 hours in the first level, 130 hours the second level, 125 hours in the third level, 157 (Compulsory) +80 (Optional) hours in the fourth level, 95 (Compulsory) +80 (Optional) hours of training time in the fifth level is determined (A.E.Y.2002) Where necessary course hours and / or duration of the course may be extended by the addition of various courses, course names can be changed or removed.

Coach number in Turkey: According to 1999 data, 13,976 coaches of 37 sports branches serve in Turkey. There are 6899 coaches in 2001 (Kola, 2001) and according to 2007 data from TUIK coach number is 75984 in 24 sport branches (TUIK, 2007).When compared by the number of athletes in our country according to 1999 data, there is a coach for a total of each nine players (Karahuseyinoglu et al, 2005) and according to 2007 data, approximately a coach for three athletes.

Coach's Duties: The most important task of coaches is to steer athletes' physiological and psychological capacity to achieve the highest efficiency in sports and to train athletes in the best way by applying capacity developer's techniques. Considering the specifications required of the profession of coaching an athlete-centered approach can be seen.

Bratton (1978) surveyed 397 school and community sports coaches. Perhaps not surprisingly they identified more child-centred motives: "I love the sport", "to help develop the character of youngsters" and "a challenge to help others improve". The hockey and football coaches were community coaches and rated "my children play" as much more important than did teachers. Gray and Cornish (1986) had similar findings with largely untrained voluntary leaders. Factors influencing the motivations of sports coaches; enjoyment gained from coaching, involvement of own children, career progression, social status achieved from coaching, financial reward, career opportunities and occupational relevance(Lyle, Allison,Taylor,1997).

Coaches and Love of Children: According to the definition of profession (ISKUR) Coaches first should like" sports and athletes". In order to be successful, they should be skilled in a particular field of sport. People working in this field serve as an "educator" in a sense. Individuals who love people, can communicate quickly, are capable of transmitting their ideas easily, make it a rule to comply with the principles, is consistent, compatible, reliable, authoritative and have the features to manage a group can be successful and happy in this profession. Sports is a very important mass education tool in society. The location and development of sport in society, traditional sports, games, sports that contribute to the development of the athletes and the Olympics are one of the basic elements of this cultural heritage. Therefore, cultural background and values, active and healthy living, have an important place in the area of learning (M.E.M.,2006). Physical education and sports classes in schools are considered as courses in which children are able to express themselves and show their skills. It occurs that coaches undertook to teach children sports at school and outside of school. With the approach of Comenius (1592-1670), not only the teacher but also the subject and the students are well taken care of in teaching with the principle of "to teach everything to everyone" (Ergun &Ozdas , 1997). Downing, Ryndak, and Clark (2000) emphasize features such as first of all love of children, being able to interact with kids, being , patient, caring kind and flexible in order to be an educator (Duyan&Gelbal, 2008).

Coaches should be knowledgeable on the child and the child's family; family behavior towards their children, the way they show love to their children and their care about their sport (Smith, 2011). Barnett and Sinsini (1990) have been trying to determine whether individuals are showing a positive attitude towards the children or not. They have demonstrated that individual differences (the individual's gender, being with child rearing and child behavior) and a variety of variables are effective in attitudes towards children (Barnett&Sinsini,1990).Seifert (1985) proposes for the staffing of schools that the search of nature of loving children in the person who made the application (Rauch, 2005). No other study on this subject has been found in the literature conducted on coaches.

The purpose of this research is to investigate levels of coaches' love of children and the factors affecting them.

2. Method

It is a descriptive study. The study sample consists of coaches living in Antalya. In 2011, there are a total number of 79 coaches in Antalya Province (GSM, 2011). In Antalya Provincial Directorate of Youth Services and Sports, there are 36 people of the second level, 8 people of the third level, 6 people of the fourth level and one person of the fifth level as a full-time coach in 2014. The number of coaches with first level certification is greater. 100 coaches working in different levels have been reached with random sampling. The study uses Barnett's Liking of Children Scale, a 14item, 7point Likerttype scaledesigned to assess the extent to which individuals have a favorable attitude towards children. The Turkish adaptation was made by Duyan and Gelbal (2008). Scale consists of fourteen articles in order to determine the status of individuals' love of children. The scores obtained from the scale ranged from 14 to 98. High scores received from the scale means that a higher level of coaches' love of children; a low score means low level of love of children. The arithmetic average of the scores obtained from the scale according to the specifications of the coaches' love of children were compared. "t" test was used when the category number of the independent variable is two; and "F" test was used when the category number is larger than two.

3. Results

Table 1: Comparison of the coaches' scores obtained from the scale of the gender

		f	%	x	ss	t	p
Gender	Male	33	33,0	87,61	13,92	,925	,357
	Female	67	67,0	85,51	8,65		
	Total	100	100,0	86,20	10,65		

According to Table 1, the average of the scores of the coaches obtained from the scale is 86.20 ± 10.65 and minimum 18 and the maximum 98 points. It is observed that scale scores of female coaches who participated in the study ($x:87.61 \pm 13.92$) are slightly higher than men ($x:85.51 \pm 8.65$) ($p > 0.05$).

Table 2: The comparison of the coaches' scores obtained from the scale according to the age group.

		f	%	x	ss	F	p
Age groups	25 ≤	52	52,0	87,33	7,65	1,507	,083
	26-27	23	23,0	87,26	15,75		
	28-29	10	10,0	83,70	11,75		
	30 ≥	15	15,0	82,33	9,15		

According to Table 2, the scale scores of coaches who participated in the study are dropped ($p > 0.05$), depending on age; under 25 years of age ($x: 87.33 \pm 7.65$), 26-27 age group ($x: 87.26 \pm 15.75$), 28-29 age group ($x: 83.70 \pm 11.75$), and 30 years and older ($x: 82.33 \pm 9.15$).

Table 3: The comparison of the coaches' scores obtained from the scale according to training

		f	%	x	ss	t	p
Education level	high school	4	4,0	85,75	10,966	,086	0,932
	university	96	96,0	86,22	10,703		

According to Table 3, 4% of surveyed coaches are high school and 96% are university graduates. When the average of the scale scores of the coaches participating in the study according to the education level are examined; it shows an increase ($p > 0.05$) from high school graduates ($x: 85.75 \pm 10.96$) towards university graduates ($x: 86.22 \pm 10.70$).

Table 4: The comparison of the coaches' scores obtained from the scale according to their father's education level

		f	%	x	ss	F	p
father's education level	literate	1	1,0	89,00	0,0	1,283	,198
	primary school	16	16,0	86,69	8,95		
	middle school	38	38,0	88,79	6,39		
	high school	38	38,0	85,00	13,71		
	university	7	7,0	77,14	10,55		

According to Table 4, the average of the scores obtained from the scale decrease ($p > 0.05$) when the father's educational status increases through literacy ($x: 89 \pm 0.0$), primary ($x: 86.69 \pm 8.95$), middle ($x: 88.79 \pm 6.39$), high school ($x: 85.00 \pm 13.71$) and university right ($x: 77.14 \pm 10.55$).

Table 5: The comparison of the coaches' scores obtained from the scale according to their mother's education level

		f	%	x	ss	F	p
mothers's education level	literate	4	4,0	85,75	8,65	1,187	,276
	primary school	17	17,0	86,29	8,22		
	middle school	41	41,0	88,54	7,96		
	high school	31	31,0	87,58	6,50		
	university	7	7,0	66,43	22,77		

According to Table 5, the average of the scores obtained from the scale vary ($p > 0.05$) when the mother's educational status increases through literacy ($x: 85.75 \pm 8.65$), primary ($x: 86.29 \pm 8.22$), middle ($x: 88.54 \pm 7.96$), high school ($x: 87.58 \pm 6.50$) and university right ($x: 66.43 \pm 22.77$).

Table 6: The comparison of the coaches' scores obtained from the scale according to their economic situation.

		f	%	x	ss	F	p
economic situation	very bad	2	2,0	50,00	45,25	1,574	,063
	bad	3	3,0	85,00	13,74		
	middle	44	44,0	88,98	6,58		
	good	43	43,0	85,98	8,35		
	very good	8	8,0	81,63	11,28		

According to Table 6, scale scores drop ($p > 0.05$) when the economic situation of the coaches ranges from middle level ($x: 88.98 \pm 6.58$) to very good ($x: 81.63 \pm 11.28$).

Table 7: The comparison of the coaches' scores obtained from the scale according to their interest in sports.

		f	%	x	ss	t	p
sport type	individual	48	48,0	85,83	12,53	,329	,743
	team	52	52,0	86,54	8,68		

According to Table 7, scores from the scale is slightly lower ($p > 0.05$) in coaches interested in individual sports ($x: 85.83 \pm 12.53$) compared to coaches dealing with team sports ($x: 86.54 \pm 8.68$).

Table 8: The comparison of the scale score based on the coaches' level.

		f	%	x	ss	F	p
coaches' level	1.level	56	56,0	87,75	8,12	1,821	,022
	2.level	34	34,0	83,59	14,35		
	3.level	9	9,0	87,56	6,36		
	4.level	1	1,0	76,00	.		

According to Table 8, the scale scores are higher (Table 8) in the first level coach ($x: 87.75 \pm 8.12$) compared to the fourth level coach ($x: 76.00 \pm 0.0$). When comparing the document of the coaches participating in the research and scores taken from the scale, differences were statistically significant ($p < 0.05$). Again, the first level ($n = 56$, $x: 87.75 \pm 8.12$) and 2,3,4. description ($n = 44$, $x: 84.23 \pm 13.03$) compared taken together, including ($t: 1.655$ $p = 0.101$) were not statistically significant differences ($p > 0.05$).

Table 9: The comparison of the scores of coaches obtained from the scale according to the type of sport and range.

Sport type/ level		levels of children love						Total	
		low		good		high			
		f	%	f	%	f	%	f	%
individual	1.level	0	0,0	5	20,0	20	80,0	25	100,0
	2,3,4.level	1	4,3	9	39,1	13	56,5	23	100,0
team	1.level	-	-	7	22,6	24	77,4	31	100,0

	2,3,4.level	7	33,3	14	66,7	21	100,0	21	100,0
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According to Table 9, 1. level coaches were found to have higher levels of children love in individual (80%) as well as in team sports (77.4%). 2,3,4 Level Coaches involved in team sports (66.7%) reached higher children love. compared to the 2,3,4 level coaches involved in individual sports (56.5%).

4. Discussion

According to the survey coaching profession is more preferred by men. When coaching level increases the number of coaches reduces. Coaching profession is carried out in both individual and team sports. Although it is required to be a high school graduate in order to be a coach, the majority of participants are university graduates. Ages range from 25-30 years of age. The majority of parents of coaches are middle school and high school graduates. The average of the scores obtained from the scale ($x: 86.20 \pm 10.65$) is high. No statistically significant difference was found when gender, age, education level, parents' educational status, economic status and sports depending on the type taken from the scale scores were compared ($p > 0.05$). The differences were statistically significant ($p < 0.05$) when certificate level of the coaches and the scores obtained from the scale were compared. This is because the number of coaches in the first level ($n = 56, x: 87.75 \pm 8.25$); the second level ($n = 34, x: 83.59 \pm 14.35$); third level ($n = 9, x: 87.56 \pm 6.36$) and fourth level ($n = 1, x: 76.00 \pm 0$) are not equal.

There are studies in which individuals' levels of the love of children are compared according to some occupational groups. Teachers working in primary schools children according to their demographic and professional characteristics of teachers in a study comparing characteristics like gender and number of children they have found the child were no differences in the levels of love. However, in the 40-50 age group, married, have children and the children love the teacher who taught the class scores were higher (Gelbal&Duyan,2010).Again, communication skills of teachers in primary schools and children's emphatic tendencies like effect levels were studied. Teachers' communication skills along with the emphatic tendencies of children has been shown to increase the levels of love (Ugurlu,2013).

In a study conducted on student nurses and children's love life were examined for clinical stress. The average scores of nurses' love of children have varied in the beginning and the end of the period. Students' stress levels and their impact on behavior like that of a child, it was emphasized that provide a positive experience in education (Altay&Toruner, 2014).Child and adult clinical nurses working in the socio - demographic characteristics and (age, marital status, number of children, education level, study year, where they grow the family's number of individuals, economic status, place of residence, parental education and occupation, number of siblings, parents count of child is) the child was found a significant relationship between liking scores. Children with low scores of loving work of nurses in the department, these individuals have been shown to have problems communicating with patients (Tural et al., 2010). The factors affecting levels of pediatric nurses' love of the child was studied. The average scale scores of nurses love their children; children love working place with a score, age, having children, educational status, duties, working hours did not differ significantly between. However, children with scores like marital status, number of children cared for daily, kids games and kids know the difference between news tracking status was found to be significant (Erdem&Duyan, 2011).

Children of pre-school teachers and other branches like some of the variables in terms of levels was studied. In the study of child development and pre-school teachers, like other branches averages were higher in children by teachers. However, teachers' age, marital status and other demographic characteristics, such as having children, like children did not make a significant difference in the levels have been identified (Cakmak, Elibol, Erdem, 2014). Preschool teachers' speaking, listening and empathy skills, childlike behavior examined in terms of the other, a study of the child-loving teachers communicating with children in the speaking, listening and empathy skills that takes into consideration were observed (Saltalı & Erbay, 2013).

Coaches' and referees' empathy conditions, were investigated for various sports branches. Individual and team sports referee and coach when viewed in terms of empathy, there is no significant difference between the scores. In terms of gender women have more empathetic approach than men. Differences between the level of empathy with what is done in the sport while sporting mandate to arbitrate Coaching-cause and sports have done previously with no statistically significant differences were found between empathy (Ozturk, 2004).

In this case, Coach of the (x:86); pre-school teachers (x:85), primary school teachers (x: 84), pediatric nurses (x:82) compared the child is understood that higher levels of love (Saltalı&Erbay,2013; Duyan&Gelbal,2011; Altay&Toruner,2014; Erdem&Duyan,2011).

5. Conclusion

In conclusion, in this study, individual sports and team sports in the priority 1 and priority 2,3,4 stage coach of the children were found to have high levels of love. Coaches liking child, rather than the level of socio-demographic characteristics, personal development and professional qualifications can be said to determine.

Suggestions

The recommendations in line with the results from this study are: Lessons about children love and behavioral strategies can be added to training programs in coaching courses. For example, Educational Psychology, Adolescent Psychology, Child Mental Health. Children love indicator is to implement of the children love and not to use affection as punishment. At the end of coaching training, an internship of communication and interaction with the children can be provided as a Graduation Project. The attribute liking children" should be sought for professional qualifications of Coaching. For this purpose, in the purchase of sports clubs coach, as a precondition to contractual clauses can be placed.

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