



CODIFYING A MEASURE OF COMMUNICATION SKILLS AMONG BOXING COACHES IN THE NATIONAL BOXING SPORTS FEDERATION

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Abstract:

The research aimed at recognizing the reality of communication skills among boxing coaches in the National Boxing Sports Federation. The problem stems from the essence of communication skills for the coach which should be integrated with physical, skill and psychological preparation but unfortunately it was overlooked by those responsible for the training process, despite its importance. The researchers used a descriptive survey method as their approach where the population of the study consisted of (50) trainers working in the federation, and an exploratory sample was selected including (10) trainers while a preparatory sample for scale standardization was (40) trainers. Two scientific bases were used during the study: honesty and consistency. It was concluded that a coach can control his emotions during competitions— hence researchers recommended that special training programs must be designed by coaches to develop communication skills for players in turn.

1-1 This emanates not only from the intrinsic worth of human beings, but also because the success of the training process hinges primarily on athletes— stating this as a priority factor does not negate the importance of other components. Consequently, for handling athletes appropriately and ensuring their effective performance and attainment of optimal achievement levels, a coach must have a specific set of qualities that enable him to steer the training process successfully. Among these qualities is communication skill which acts as the propelling force behind the training process. It is not just that the human being is an inherent supreme value in itself where success of the training process mechanism largely depends primarily on the athletes and saying it is a priority does not conflict with importance of other components; hence, to deal correctly with athletes and get them to perform effectively and achieve highest level of achievement, coach must possess a number of qualities that qualify him to lead the training process successfully— one of these qualities is communication skill which drives wheel of training process forward.

1-2 The research problem

At the heart of the study rests an issue that is yet to garner its deserved attention from the custodians of the training realm— communication aptitude essential for a coach and its bearing on amalgamating physical, skill



and psychological readiness components. The lack of due recognition despite being pivotal underscores this very problem statement. Henceforth, the researchers delved into this problem with an aim to unravel — amidst coaching cohorts — the true potential and efficacy of these communication skills. To be able to leverage them optimally for an upliftment in players' performance levels in a manner befitting the domain specifics.

The problem to be investigated by the researchers is situated at the nexus of the critical importance of communication skills for a coach. It has direct bearing on the amalgamation of physical, skill and psychological preparation components — noted as a pivotal factor which did not receive due attention from those overseeing the training processes. Consequently, efforts were devoted by the researchers towards unraveling this problem with an aim to delineate the extent of the role that effective communication skills play among coaches. And how such could be harnessed to elevate players' performance levels in ways that resonate with the dynamics of performance contextuality.

1-4 Research areas

1-4-1 Human field: Boxing coaches in the National Sports Federation for the game.

1-4-2 Temporal field: For the period from 5/13 to 6/1/2024.

1-4-3 Spatial field: The headquarters of the National Sports Federation for Boxing.

2- Research methodology and field procedures:

2-1 Research methodology:

The researchers used the descriptive method using the survey method, because it is the best method suitable for the nature of the study, and to achieve the objectives of the research.

2-2 Research community and samples:

2-2-1 Research community:

The research community consists of (50) certified boxing trainers in the National Sports Federation

2-2-2 Research samples:

2-2-2-1 Survey sample:

The survey sample consisted of (10) trainers

2-2-2-2 Preparation and application sample

The preparation and application sample consisted of (40) trainers

2-3 Tools, devices, and means of collecting information and data used in the research:

Arab and foreign sources. The International Electronic Information Network (Internet). A questionnaire form for measuring paragraphs (communication skills of trainers) A data entry form A laptop computer type (HP). A hand calculator type (KASIIQ).



2-4 Field research procedures:

2-4-1 Measurement procedures:

After reviewing many theoretical studies and similar studies, the researcher was able to nominate a number of phrases for the communication skills scale.

2-4-5 Preparing paragraphs for the communication skills scale of trainers:

As (20) paragraphs were prepared for communication skills of trainers, they were presented to the experts and specialists, numbering (11) experts, and they were statistically processed through the (percentage) test and the (Ka2) law to identify the valid phrases from others for the scale. The results showed the validity of all phrases.

2-4-6 Correction of paragraphs of the communication skills scale:

The new scale is obtained by finding the total score of the person, which is done by adding the scores obtained by the respondent on the evaluation scale. Furthermore, a three-point Likert model was used for verifying a five-point evaluation scale validity. The weight calculation starts from (3-1) in a positive direction according to alternatives; and when each paragraph is given weight previously determined for it, weights of all data are summed up resulting in a table (1) showing methods of reviewing data of two scales.

Table (1) shows the method of correcting the scale items for the two scales.

Statement direction	Always	Sometimes	Never
Score	3	2	1

2-4-7 Exploratory experiment:

" An experimentalist of the research community but excluded from the main experiment() that was conducted on a sample. The exploratory experiment with the assistant work team on a sample of (10) trainers was conducted on (5/13/2024).

2-4-8 Scientific foundations of the communication skills scale (preparation):

The preparation experiment took place with a sample of (40) trainers for the duration from 5/15/2024 to 5/22/2024. This was done to check:

First: The scale validity:

One of the essential criteria that is used to evaluate the quality of a test is validity. It reflects the degree of accuracy in measuring a particular characteristic or phenomenon by the test, which makes it an important tool for researchers to ensure their tests are measuring what they intend to measure. There are several types of validity used by researchers to establish this point.

The scale items, answer choices and points for review should be presented to a committee of experts. They will evaluate the validity of these items; only the items that are approved by the experts will be accepted.



The construct validity is the first level of types and effectiveness in measuring the concept. It's sometimes known as conceptual validity or hypothesized construct validity, and means the ability of a scale to measure an unobservable hypothetical construct (or psychological concept) or specific characteristic. This type of measurement is achieved by:

Two-party group method (discriminative ability):

Good scales can only be built if the items in them are able to differentiate among different groups of phenomena, and one way of ensuring that is through maintaining those items that have shown good discriminatory power. Discriminatory ability is identified by the statistical technique as the ability to distinguish between individuals who score high on a scale from those who score low on the same scale. This was done by selecting top 50% and bottom 50% individuals based on total scores. The former group represented public sector's best projects' lowest 50% while latter represented private sector's highest projects' top 50%, with each group consisting of (20) trainings.

The mean and standard deviation of the scores for the two groups were computed within each dimension on the scale. An independent samples t-test was conducted to determine the statistical significance between the two groups; from the statistical results at a level of 0.05 for high and low items on that scale, all items were rejected.

2- Internal consistency method:

The association between the domain level and total scores of the measure:

If the correlation coefficient between the test domain score or scale and its total score is high, it means that there is good evidence for internal consistency within the test or measurement as a whole since the total score test is the criterion used to verify its validity (in extracting this correlation we use Pearson's correlation coefficient between the scores of each domain and, therefore, all domains' values are significant). The second aspect in evaluating scale reliability:

Method to be employed in halving a number.

In this way, the reliability coefficients are calculated by dividing the items into odd and even pairs and extracting the Pearson correlation coefficient between the two halves. The scales were created from the questionnaire data to calculate reliability in this manner. Using the total score (20 items) for the two halves of the test, the reliability coefficient for the scale was extracted... Although these values represent coefficients for the two halves of sub-domain tests, Stability must be obtained by correcting the reliability coefficients using Spearman-Brown equation since they range from (0.849) for communication skill scale. Ranged between (0.954), stability coefficients of entire test as well as corrected scale.

2-4-9 Final application of the communication skills scale (application sample):

The scale was administered by the researchers to the sample of application which consisted of (40) trainers during the period from (25/5/2024- 1/6/202). After analyzing the responses of the research sample, data were documented in a special form where each individual had their own score.

3-4-16 Statistical methods:

The researchers used the Statistical Package for Social Sciences (Spss) to extract the statistical coefficients.



3. Presentation and discussion of the results

In order to set standard scores for all raw scores of the communication skills scale, the researchers began by establishing the highest score on the scale and then working their way down to the lowest score. This allowed them to derive the standard scores for the scale. Following this, they identified what they considered to be five standard levels— noted as (excellent, very good, good, average, weak).

4-1-2 Presentation, analysis and discussion of the standard levels of communication skills for trainers.

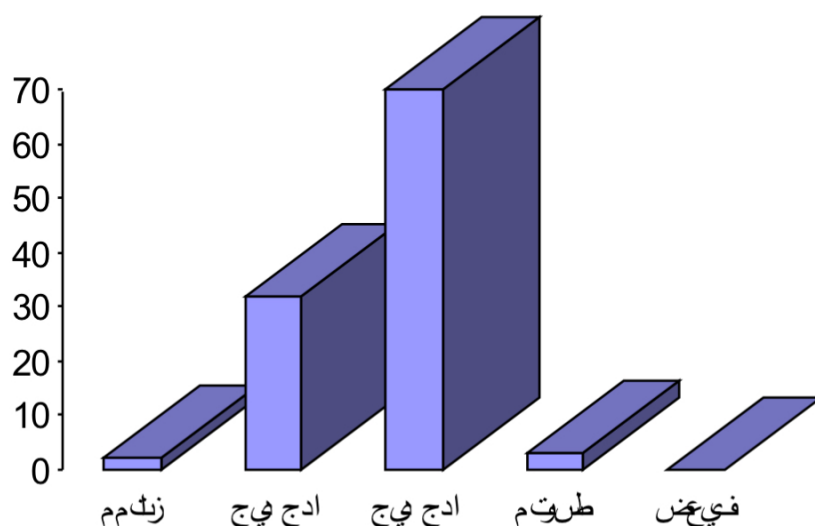
Table (2) shows the results of the examination of the level of communication skills of judo coaches.

	Levels	Categories	Frequency	Percentage
1	Excellent	98.8-114	2	1.86
2	Very good	83.6-98.7	32	29.90
3	Good	68.4-83.5	70	65.42
4	Average	53.2-68.3	3	2.80
5	Poor	38-53.1	-	-

The illustration displays the allocation depending on ranks for the coach sample. In this case, part of the response involves stressing the significance of the art of listening as well as positive coach-player interaction. This is due to the inability to easily discern a player's feelings and emotions — unlike when observing their overt behavior — hence it is important for a coach to adopt a receptive stance during communication with players and listen to what the player harbors inside him, which in turn could be related to mistakes he commits during training or competition. After going through these findings, it can be deduced that the percentage of trainers falling within the range of what we can term as good and all the way up to an excellent level was approximately 196.97% of the sample which is a very good percentage. On the other hand, the percentage of trainers starting from just an average level down to what we can term as weak amounted to 803.2% of the sample— a weak representation. This indicates that when looking at or comparing percentages obtained by trainers in higher levels against those below average and weak levels, their observational communication skills were very good. According to Muhammad Hassan Alawi (1998), clarity is indeed one of the principles behind good communication, hence implying that sports coaches need to carefully think through before they speak or communicate with players about anything. The attainment of such a level by the coaches in the communication skill test for coaches, according to the researcher, is because without clarity of message between coach and player the coach cannot intentionally or unintentionally be in contact with the boxing players during competition. The role played by the coach is preparing the player from physical, technical (skill, tactical) and psychological aspects before, during and after training and competition. This takes place through training programs with their goals contained as words and instructions from coaches to boxing players for developing their physical, skill and psychological abilities— leading to always questioning himself on why did the communication process fail despite its availability? The response is related to the following figure that presents an overview of the distribution based on levels for the sample of coaches. One part of the answer emphasizes the significance of the skill of listening and positive coach-player interaction. It stresses that understanding the player's feelings and emotions cannot be easily deduced from their observable behavior; hence, the coach should focus on this important communication success skill by placing himself in the receiver's position and listening to what is happening inside him with regards to his mistakes during training or competition.



Figure (1)



shows the distribution according to levels for the sample of trainers

4. Conclusions and recommendations

4-1 Conclusions

- 1- The coach can control his emotions during competitions
- 2- The coach can determine the player's emotions through facial expressions
- 3- The coach changes the tone of his voice according to the situation during the competition
- 4- The coach uses the appropriate language according to the requirements of his work in competitions

4-2 Recommendations

- 1- Training coaches and developing their communication skills during their work in the training mission using various methods and means and introducing them to their positive impact on the performance and behavior of players during training and competition.
- 2- Developing training programs by coaches to develop players' communication skills.
- 3- The necessity of coaches understanding the players' behavior and trying to deal with them in a manner that is consistent with their capabilities and abilities to push the achievement process in competitions

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The appendix shows the communication skill scale.

	Paragraphs	Always	Sometimes	Never
1	I get more emotional when a player's performance is poor.			
2	I can control my emotions during competition.			
3	Use a nod to agree or disagree with the player's statement.			
4	Point your index finger from outside the field to any player who is not performing well.			

Proximus Journal of Sports Science and Physical Education

Volume 1, Issue 8, August, 2024

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



5	I lean my trunk towards the players while talking to them.			
6	I change my voice tone depending on the situation during the competition.			
7	You ask the player not to object to the referee, but you always object.			
8	Understand a lot of the player's feelings and emotions through his hand movements.			
9	Sympathize with the player when his performance is not satisfactory in matches.			
10	During the competition I feel like I become a more violent person than I usually am.			
11	I speak in short sentences during competitions.			

Proximus Journal of Sports Science and Physical Education

Volume 1, Issue 8, August, 2024

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



12	Touching the player briefly with his hand or shoulder while talking to him			
13	I find it difficult to ask the player to explain to me what I find difficult to understand in his speech.			
14	Use appropriate language according to my work requirements.			
15	Speak slowly when directing players in competitions.			
16	I interrupt the player before he finishes speaking if I need to explain my point of view.			
17	Encourage players to share information with me.			
18	I accept players' opinions that differ from mine with open arms.			
19	I look at the player from			

Proximus Journal of Sports Science and Physical Education

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	time to time to enhance my eye contact with him.			
20	Take players' opinions into consideration if you are convinced by them.			