



OBSTACLES FACING THE TRAINING PROFESSION IN ARTISTIC GYMNASTICS FROM THE POINT OF VIEW OF COACHES

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Abstract

This study aims to identify the most significant obstacles facing the artistic gymnastics training profession from the perspective of coaches in Al-Anbar Governorate. Utilizing a descriptive survey methodology, the research was conducted on a purposive sample of (30) coaches during the 2025/2026 season. A questionnaire was employed to assess four primary axes: administrative and organizational obstacles, resources and equipment, coach-related factors, and obstacles regarding players and the social environment. The statistical analysis revealed significant constraints across all axes, most notably poor administrative planning, scarcity of modern equipment and training halls, and a lack of specialized development courses for coaches. Furthermore, the study identified that academic pressures on players and insufficient financial incentives significantly hinder the training process. The research concludes that these administrative and technical barriers impede athletic development and recommends the necessity of organizing scientific qualification courses for coaches, improving infrastructure, and enhancing administrative support to elevate the standard of artistic gymnastics.

Keywords: Artistic Gymnastics, Training Obstacles, Sports Coaching, Sports Management, Al-Anbar Clubs.

1. Introduction

Artistic gymnastics is an individual sport that attracts the interest of all demographics—children, adults, men, and women—due to its prominent role in bringing enjoyment to its followers. Tracing championships from their inception to the present reveals significant development in the technical and physical aspects of the athletes². This progress was not arbitrary but the result of using scientific methods and sound planning in training to achieve the optimal level, which represents the primary goal of the training process in the sports field.

Sports training is a crucial field in preparing athletes and elevating them to the highest levels; therefore, it requires constant attention and development⁴. The coaching profession is an arduous task requiring significant effort and time, particularly in artistic gymnastics, which is witnessing rapid development in physical and skill-based aspects. This obligates the coach to self-develop and keep pace with everything new in the world of training.

Essam El-Din Abd Al-Khaliq (2000) indicates that the coach is the fundamental element in the training process for inducing required changes in individuals and groups. There is no doubt that their role has increased, and their function has become more complex and important. In light of the technological and scientific revolution, the coach is no longer merely a transmitter of information but has become an organizer and preparer of the conditions, terms, and atmosphere of the training environment.

The task placed upon the sports coach to reach the best possible level with their players is extremely difficult, requiring many factors and ingredients to achieve those goals⁷. To ensure the coach's success in achieving the



outlined goals, they must be knowledgeable about training rules and sound scientific foundations. Their level, knowledge, and information must be evaluated, as the more they master theoretical knowledge and its application, the more capable they are of cultivating and developing athletic standards.

1-2 Research Problem

Despite all efforts exerted and resources provided to create a suitable environment for the coach's work, like any profession, the coach faces numerous difficulties, obstacles, and problems that may curb their ambition and hinder their tasks, automatically affecting athletic performance and achievements⁹. The coach's work requires dealing with various entities and individuals, such as administrative bodies, technical and medical staff, players, referees, fans, and the media, making them susceptible to further problems and difficulties.

Through the researcher's observation and follow-up of the results of prominent local gymnastics championships, a fluctuation and weakness in the levels of most teams became apparent¹¹. The training profession for these teams faces numerous obstacles causing suffering for coaches and representing major challenges that limit their ability to bring players to the required athletic levels. This prompted the researcher to study this problem to identify the most significant obstacles preventing the elevation of team levels.

1-3 Research Objective

The research aims to identify the most significant obstacles facing the artistic gymnastics training profession from the point of view of coaches (Fayyad et al., 2025; Khalaf et al., 2025).

1-4 Research Hypotheses

There are statistically significant differences in determining the most important obstacles facing the artistic gymnastics training profession.

1-5 Research Domains

- **Human Domain:** Artistic gymnastics coaches in Al-Anbar Governorate.
- **Temporal Domain:** The 2025/2026 sports season.
- **Spatial Domain:** Halls designated for artistic gymnastics training.

2. Methodology

2-1 Research Method

The nature of the problem determines the choice of research methodology; therefore, the researcher used the descriptive approach (survey method) due to its suitability for the research problem.

2-2 Research Community and Sample

The research community included artistic gymnastics coaches in clubs within Al-Anbar Governorate for the 2025/2026 sports season, covering youth, junior, and advanced categories. The research sample consisted of (30) coaches selected purposefully.

2-3 Data Collection Tools

- Arabic and foreign sources and references.
- The World Wide Web (Internet).
- A questionnaire measuring obstacles facing the artistic gymnastics training profession.

2-4 The Questionnaire

The questionnaire was designed to collect data to identify the obstacles facing the training profession, comprising four axes:

1. **Administrative and Organizational Obstacles** (15 items).
2. **Resources and Equipment Obstacles** (15 items).
3. **Obstacles Related to Coaches** (16 items).
4. **Obstacles Related to Players and Social Environment** (15 items).



The scale used a three-point Likert scale: (Agree – To some extent – Disagree)

2-6 Application of the Scale

The questionnaire was distributed directly to the basic research sample from Sunday (June 1, 2025) to Sunday (June 8, 2025).

2-7 Statistical Means

The researcher used the SPSS statistical package to analyze the data(O. A. Ali, 2022; O. Ali & Hamid, 2021; Hammood et al., 2024).

3. Results and Analysis

Table (1): Axis One - Administrative and Organizational Obstacles (n=30)

N o.	Item	Agree	To som e exte nt	D is a g r e e	Wei ghte d Mea n	Chi- Squar e	% Agree ment	Samp le Attitu de
1	Poor administrative planning in clubs affects training effectiveness	16	11	3	2.43	8.600 *	53.33 %	Agree
2	Lack of cooperation between club management and the coach hinders program implementation	12	14	4	2.27	5.600	40.00 %	Neutr al
3	Lack of clarity in gymnastics administrative regulations causes work problems	8	12	1 0	1.93	0.800	26.67 %	Neutr al
4	Poor communication between coaches and the central federation reduces professional development quality	16	11	3	2.43	8.600 *	53.33 %	Agree
5	Absence of a follow-up and evaluation system for coaches limits development	11	17	2	2.30	11.40 0*	36.67 %	Neutr al
6	Excessive burdens placed on the coach affect professional performance	23	5	2	2.70	25.80 0*	76.67 %	Agree
7	Instability of technical administrative positions is an obstacle to long-term planning	14	8	8	2.20	2.400	46.67 %	Neutr al
8	Centralization of decisions within sports institutions limits coach freedom	19	9	2	2.57	14.60 0*	63.33 %	Agree

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9	Poor support provided to coaches when facing professional problems	19	8	3	2.53	13.400*	63.33%	Agree
10	Frequent sudden instructions affect the stability of the training process	20	7	3	2.57	15.800*	66.67%	Agree
11	Poor distribution of tasks among coaches affects training quality	21	6	3	2.60	18.600*	70.00%	Agree
12	Limited participation in setting sports plans	12	15	3	2.30	7.800*	40.00%	Neutral
13	Absence of a clear administrative incentive system for coaches	16	11	3	2.43	8.600*	53.33%	Agree
14	Delays in administrative procedures affect the flow of training	24	5	1	2.77	30.200*	80.00%	Agree
15	Poor coordination between the coach and other departments in the sports facility	18	9	3	2.50	11.400*	60.00%	Agree

- Tabulated Chi-square value is significant at 0.05 level = 5.99.
- Attitude determination: (1 to 1.66) Disagree, (1.67 to 2.33) Neutral, (2.34 to 3) Agree.

Table (2): Axis Two - Resources and Equipment Obstacles (n=30)

No.	Item	Agree	To some extent	Disagree	Weighted Mean	Chi-Square	% Agreement	Sample Attitude
1	Scarcity of gymnastics tools and devices affects training quality	18	9	3	2.50	11.400*	60.00%	Agree
2	Poor maintenance of sports equipment hinders safe skill execution	15	13	2	2.43	9.800*	50.00%	Agree
3	Lack of sufficient training halls for gymnastics	13	15	2	2.37	9.800*	Agree	
4	Poor quality of materials used in equipping the hall affects player safety	11	16	3	2.27	8.600*	36.67%	Neutral
5	Unavailability of modern gymnastics equipment limits performance development	26	3	1	2.83	38.600*	86.67%	Agree
6	Lack of suitable sponge mats for landing increases the possibility of injury	23	3	4	2.63	9.100*	76.67%	Agree
7	Scarcity of auxiliary educational tools	18	10	2	2.53	12.800*	60.00%	Agree
8	Using old gymnastics equipment affects the technical level	18	10	2	2.53	12.800*	60.00%	Agree
9	Insufficient training hall areas compared to the number of players	22	4	4	2.60	21.600*	73.33%	Agree

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10	Poor ventilation and lighting in training halls hinder the training process	18	9	3	2.50	11.400 *	60.00%	Agree
11	Scarcity of clothing and tools specific to gymnastics training hinders performance	15	10	5	2.33	5.000	50.00%	Neutral
12	Narrow areas designated for warm-up	12	14	4	2.27	5.600	40.00%	Neutral
13	Lack of organization of gymnastics equipment inside the hall affects training flow	9	12	9	2.00	0.600	30.00%	Neutral
14	Difficulty obtaining high-quality gymnastics equipment due to high cost	20	7	3	2.57	15.800 *	66.67%	Agree
15	Scarcity of auxiliary tools for training difficult movements	12	11	7	2.17	1.400	40.00%	Neutral

Table (3): Axis Three - Obstacles Related to Coaches (n=30)

No.	Item	Agree	To some extent	Disagree	Weighted Mean	Chi-Square	% Agreement	Sample Attitude
1	Lack of development and training opportunities for coaches	16	13	1	2.50	12.600*	53.33 %	Agree
2	Scarcity of modern specialized courses for artistic gymnastics	24	2	4	2.67	29.600*	80.00 %	Agree
3	Lack of coaches' practical experience in training difficult movements	22	5	3	2.63	21.800*	73.33 %	Agree
4	Coaches' weak familiarity with modern training methods	18	9	3	2.50	11.400*	60.00 %	Agree
5	Low use of information technology in the training process	22	4	4	2.60	21.600*	73.33 %	Agree
6	Poor ability to create individual training programs for each player	16	12	2	2.47	10.400*	53.33 %	Agree
7	Poor communication skills with players	10	14	6	2.13	3.200	33.33 %	Neutral
8	Weak experience regarding safety and security factors	17	12	1	2.53	13.400*	56.67 %	Agree
9	Training time pressure causes physical fatigue for the coach	11	14	5	2.20	4.200	36.67 %	Neutral
10	Lack of knowledge of modern methods and styles in gymnastics training	20	9	1	2.63	18.200*	66.67 %	Agree
11	Poor time management skills for training sessions among coaches	24	3	3	2.70	29.400*	80.00 %	Agree



12	Weak personality of the coach in disciplining players during training	25	1	4	2.70	34.200*	83.33%	Agree
13	Poor ability to evaluate players objectively and correctly	18	9	3	2.50	11.400*	60.00%	Agree
14	Coaches' weakness in the technical analysis of players' motor performance	12	11	7	2.17	1.400	40.00%	Neutral
15	Coaches' poor ability to manage training session time	9	11	10	1.97	0.200	30.00%	Neutral
16	Coaches' lack of full knowledge of gymnastics rules and changes	12	11	7	2.17	1.400	40.00%	Neutral

Table (4): Axis Four - Obstacles Related to Players (n=30)

No.	Item	Agree	To some extent	Disagree	Weighted Mean	Chi-Square	% Agreement	Sample Attitude
1	Lack of commitment to training schedules by some players	22	7	1	2.70	23.400*	73.33%	Agree
2	Poor family support for the player practicing gymnastics	12	16	2	2.33	10.400*	40.00%	Neutral
3	Player's fear of injury hinders learning some movements	23	5	2	2.70	25.800*	76.67%	Agree
4	Poor motivation among players to learn difficult movements	22	6	2	2.67	22.400*	73.33%	Agree
5	Large discrepancies between player levels hinder the progress of some	18	11	1	2.57	14.600*	60.00%	Agree
6	Significant academic pressure weakens players' commitment to training	22	6	2	2.67	22.400*	73.33%	Agree
7	Poor community awareness of gymnastics importance reduces desire to practice	26	2	2	2.80	38.400*	86.67%	Agree
8	Difficulty for the player to balance study and training	20	7	3	2.57	15.800*	66.67%	Agree
9	Poor community support for gymnastics	21	8	1	2.67	20.600*	70.00%	Agree
10	Poor nutrition appropriate for gymnastics players	23	5	2	2.70	25.800*	76.67%	Agree
11	Lack of self-confidence among some gymnastics players	18	10	2	2.53	12.800*	60.00%	Agree
12	Poor player adherence to technical instructions during training	14	12	4	2.33	5.600	46.67%	Neutral



13	Lack of focus on technical performance stages by some players	16	7	7	2.30	5.40 0	53.3 3%	Neut ral
14	Lack of self-confidence pushes some players to hesitate in competing	12	9	9	2.10	0.60 0	40.0 0%	Neut ral
15	Influence of society and friends on players' commitment to training	20	7	3	2.57	15.8 00*	66.6 7%	Agre e

Statistical Significance Analysis:

It is evident from Tables (1, 2, 3, 4) that there are statistically significant differences in most items, as the calculated Chi-square value was greater than the tabulated value (5.99) at the (0.05) level³⁸.

4. Discussion

The arrival of a player to the highest athletic levels is closely linked to the coach's ability to manage the sports training process—planning, organizing, executing, and evaluating—and their ability to prepare the player for competitions, as well as caring for and guiding them. The coach is the most important element in the success and development of artistic gymnastics players.

The results indicate that administrative/organizational obstacles, resources/equipment obstacles, and obstacles related to coaches and players are influential hindrances to the success of the training process from the sample's perspective.

The researcher attributes this to the importance of incentives in any institution for success and development. Incentives act as a driving force urging individuals to exert effort to achieve distinguished performance. Motivation pushes players to be enthusiastic and perform the work required of them perfectly.

Furthermore, any sports activity is fundamentally based on potential and special tools. It is difficult to advance and develop sports activity without the availability of capabilities and tools so that activities can achieve their goals with the least effort, lowest cost, and fastest time.

The researcher attributes the results to the fact that administrative and organizational obstacles are affected by weak technical cadres in federations and clubs, in addition to weak funding and complex administrative aspects. This places a double burden on coaches, affecting planning and development, leading to the failure to develop and qualify players correctly.

Regarding resources, weak equipment, old devices, and a lack of training halls constitute the main obstacle for many coaches. This leads to the risk of injury, complicates the learning of high-difficulty movements, and limits the use of software in analyzing players' technical performance.

Regarding coach-specific obstacles, many lack specialized training elements such as load management and technical analysis using technology. This leads to the use of old training methods and inaccurate performance evaluation.

Regarding player and social environment obstacles, factors such as academic pressure, family support, poor nutrition, low motivation, and fear of injury combine to lead to weak player commitment and reduced training hours/quality. Gymnastics requires long hours of training due to the diversity of its apparatuses and the difficulty of movements.

5. Conclusions and Recommendations

5-1 Conclusions

In light of the study results, the following conclusions were reached:

1. Failure to hold a meeting at the end of each year to discuss the negatives of the previous plan.
2. Lack of societal awareness in appreciating the sports training profession as a full-time profession.



3. Lack of interest in coach preparation and qualification programs.
4. Demanding better results without providing the necessary capabilities to achieve them.
5. Lack of measurement and evaluation means for the training process.
6. Weak budget allocated for gymnastics.
7. Most coaches are not scientifically qualified.

5-2 Recommendations

1. Organize training courses to prepare and refine coaches.
2. Necessity for coaches to be scientifically qualified.
3. Focus on raising the coach's cognitive and technical level regarding skill and physical preparation.
4. Provide sufficient hours for training.
5. Grant rewards to players, especially in case of winning.
6. Qualify administrators to practice administrative work in the club.
7. Provide essential devices and tools necessary for the training process.

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