

COACHING QUALIFICATIONS OF THE COACHES IN TURKISH WOMEN'S BASKETBALL FIRST LEAGUE

Olga SEVİM¹, Yaprak KALEMOĞLU²

¹ Gazi University, School of Physical Education and Sports, Ankara, TURKEY

ABSTRACT

In the present study, it is aimed to determine the coaching qualifications of the coaches in the Turkish Women's Basketball First League. The related domestic and foreign literatures were reviewed for collecting data; the questionnaire developed by the researcher was administered to the whole universe and 20 questionnaire forms were analyzed. The data obtained as a result of the application were subjected to a non-parametric statistical analysis using the SPSS software. Consequently; it was found that all the coaches of the women's basketball teams included under the scope of this research are male and most of them perform coaching as their primary profession which causes intensive work tempo for them. In addition, it is seen that the coaches follow the developments and the scientific publications about basketball, and they continually participate in the training programs related to basketball. Moreover, they perform the first player choice benefiting from their past experiences and considering the physical characteristics of players. The coaches with a good coaching quality are of great importance as they improve the performance of a team and they play a significant role in the growth of skilful basketball players and thus the development of the basketball in the country. In order to enhance their coaching qualifications, they need to be satisfied in economical terms, which can allow them to follow the related publications about basketball, participate in seminars, make analysis and comparisons about the philosophies of other coaches, support their studies with scientific data, seeing the qualified coaches are conscious about continually improving themselves.

Key Words: Coaching Qualifications, Basketball, Coaches

Introduction

The main purpose of sports is to show and sustain the highest performance individually or as a team. Performance is a physical process and is maximized with an appropriate guidance and psychological preparation (U. Abakay, 2010). However, a player cannot be successful if he/she is not appropriately guided and not trained in technical and tactical terms no matter how talented and hardworking he/she is (O. Doğan, 2004). A player needs sophisticated coaches who help players to accomplish their aims for success, continually improve themselves about their profession and coaches who are responsible and open to innovations (F. Korkmaz et al. 2006; D. Brown, 2003 and S. Hatchell, 2006). The coaches who consider all the data revealed by researchers, use scientific methods the most efficiently, seek to provide a training of the highest standard to their players and form the basis of sports (E. Başer, 1998). A coach is a person who takes players to the highest point in terms of performance and their potential, helps them to realize their physical, social, emotional and mental capacities, and use the methods peculiar to him/her in order to accomplish these aims (E. Konter, 1996). What to teach, when to teach, how much to teach and how to teach are important factors as well as technical strategy knowledge of a coach. The way of coaching and a good choice of the titles such as what kind of decisions are taken, what kind of a system will be thought, which methods will be applied for the players to take decisions and which roles will be given to players are the determinant factors for

success (Y. Sevim, 2006a). Coaching is of great importance in terms of sports performance. Accordingly, a coach who is strong in psychological terms and who supports his players continuously and who has a vision is required to achieve the desired performance. In addition, coaches should have such characteristics that they could establish a balance between their own requirements, the player's and also the performed sports' requirements (Y. Sevim, 2007). If coaches make plans properly in parallel to a team's goals by including training processes, presumably this will improve the players' skills (O. Sevim, 2007). The improvement of coaching quality shows parallelism with the improvement of the qualities of players. Therefore it plays a vital role in the improvement of the quality of the sports in the country. The aim of the present study is to reveal the coaching qualifications of the coaches in the Turkish Women's Basketball First League and to determine whether these qualities vary depending on certain variables or not. It is thought that the findings to be obtained at the end of the study will contribute to the improvement and the development of basketball coaches and therefore the sports of basketball. **Material and Methods_Group of the Survey** The universe of the research is consisted of 12 head coaches and 13 assistant coaches, in total 25 coaches (subjects of this survey), in the Turkish Women's Basketball First League. As the whole universe was reached, the researcher did not take samples. The number of the questionnaire forms analyzed at the end of the study is 20, nine of them are filled by assistant coaches and eleven of them

are filled by head coaches. **Data Collection Method** In this research, a questionnaire was used to collect data from all basketball coaches in Turkish Women's Basketball First League. Cronbach's alpha coefficient was used in order to determine the reliability of the questionnaire ($\alpha=0.74$). Data analysis: The data collected in this were analyzed with SPSS program. The analyses

results were evaluated by means of %, frequency and q-square. The significance level in the survey has been accepted as 0.5.

Results As a result of the analysis of the questionnaires administered to the coaches in the Turkish Women's Basketball First League, the data related to the coaching qualities are given in this part.

Table 1: The distribution of the subjects by their coaching positions

Position in Team	Number	%
Head Coach	11	55.0
Assistant Coach	9	45.0
TOTAL	20	100.0

According to the data in Table 1, it is realised that 55 % of the research group are head coaches and 45 % of the research group are assistant coaches.

Table 2: The distribution of the subjects by the age range

Age Groups	Number	%
26-33	6	30.0
34-41	9	45.0
42-49	3	15.0
50-57	2	10.0
TOTAL	20	100.0

As seen in Table 2, 45 % of the subjects included within the scope of the research are between 34-41 and 10 % are between 50-57 age range.

Table 3: The distribution of the subjects by the certificates of coaching

Coaching Level	Number	%
Level C	1	5.0
Level B	9	45.0
Level A (Highest)	10	50.0
TOTAL	20	100.0

In Table 3, it is found that 50 % of the subjects has Level A and 45 % of them has Level B certificate of coaching.

Table 4: The distribution of the subjects by the occupational status and duty periods

		The Period During Which Coaching is Performed Actively				TOTAL
		6-11 Years	12-17 Years	18-23 Years	24 Years and Over	
My Primary Profession	N	3	7	2	5	17
	%	15.0	35.0	10.0	25.0	85.0
My Secondary Profession	N	1	-	-	2	3
	%	5.0	-	-	10.0	15.0
TOTAL	N	4	7	2	7	20
	%	20.0	35.0	10.0	35.0	100.0

As seen in Table 4, 85 % of the subjects performs coaching as their primary profession, and 35 % of them has been coaching for 24 years and more.

Table 5: The distribution of the subjects by the work hours per week

Work Hours per Week	Number	%
1-10 Hours	2	10.0
11-15 Hours	1	5.0
21-25 Hours	2	10.0
26 Hours and Over	15	75.0
TOTAL	20	100.0

Table 5 revealed that 75 % of the subjects work 26 hours and more per week, 10 % of them work for less than 10 hours per week.

Table 6: The distributions of the subjects by their position in following the improvements in their fields, the training programs and basketball games

	Watching Basketball Games on TV	Following the Developments and Scientific Publications on Basketball	Participating to the Training Programs on Basketball

	N	%	N	%	N	%
Frequently	20	100.0	19	95.0	16	80.0
Sometimes	-	-	1	5.0	4	20.0
Never	-	-	-	-	-	-
TOTAL	20	100.0	20	100.0	20	100.0

In Table 6, it is found that all subjects watch basketball games on television, a significant proportion of them (95 %) continuously follow the

Table 7: The distribution of the subjects by the extra time they spare for their players and the money they spend from their own budgets

developments and the scientific publications and 80 % of them continuously participate in the training programs on basketball.

	Extra Time Spared for the Players		The Expenditures spend on the Players by the Coaches	
	N	%	N	%
Yes	17	85.0	15	75.0
Sometimes	3	15.0	5	25.0
No	-	-	-	-
TOTAL	20	100.0	20	100.0

As seen in Table 7, 85 % of the subjects spare time for their players except for the trainings, 75 % of them spend for their players from their own budgets.

Table 8: The distribution of the subjects by the methods used for the first selection of players

Player Selection	Number	%
Using Scientific Methods	1	5.0
Benefiting from their Past Experiences	8	40.0
Considering the Ambitious Players	3	15.0
Considering the Physical Characteristics of Players	8	40.0
TOTAL	20	100.0

From the Table 8, it can be concluded that 40 % of the subjects perform the first selection of the players based on the physical characteristics, again 40 % of them make this selection by benefiting from their coaching experiences, and 5 % do the same by using scientific methods.

Table 9: The distribution of the subjects by the variable of professional status according to how they describe the profession of coaching

	A Profession which Requires Special Effort		A Quite Difficult Profession		TOTAL	
	N	%	N	%	N	%
My Primary Profession	13	65.0	4	20.0	17	85.0
My Secondary Profession	3	15.0	-	-	3	15.0
TOTAL	16	80.0	4	20.0	20	100.0

$\chi^2 = 0.882$, Sd:1, $p = 0.348 > 0.05$

In Table 9, it is found that 80 % of the subjects describe the profession of coaching as “a profession which requires special effort”, while 20 % of them describe coaching as “a quite difficult

profession”. When considered from the variable of professional status, no meaningful relationship has been found about their opinions on coaching profession ($P > 0.05$).

Table 10: The distribution of the data related to the work hours of the subjects by the variable of professional status

	1-10 Hours		11-15 Hours		21-25 Hours		26 Hours and Over		TOTAL	
	N	%	N	%	N	%	N	%	N	%
My Primary Profession	-	-	1	5.0	2	10.0	14	70.0	17	85.0
My Secondary Profession	2	10.0	-	-	-	-	1	5.0	3	15.0
TOTAL	2	10.0	1	5.0	2	10.0	15	75.0	20	100.0

$X^2= 12.680, Sd:3, p= 0.005 < 0.01$

Table 10 displays that there is a statistical difference with a significance level of $p<0.05$, when

Table 11: The distribution of the subjects by the age groups based on their preferred methods for the first selection of the players

Age Group	Using Scientific Methods		Benefiting from their Past Experiences		Considering the Ambitious Players		Considering the Physical Characteristics of Players		TOTAL	
	N	%	N	%	N	%	N	%	N	%
26-33	-	-	2	10.0	-	-	4	20.0	6	30.0
34-41	1	5.0	1	5.0	3	15.0	4	20.0	9	45.0
42-49	-	-	3	15.0	-	-	-	-	3	15.0
50-57	-	-	2	10.0	-	-	-	-	2	10.0
TOTAL	1	5.0	8	40.0	3	15.0	8	40.0	20	100.0

$X^2= 14.444, Sd:9, p= 0.107 > 0.05$

In Table 11, it is found that 20 % of the subjects between 26-33 and 34-41 age groups primarily consider “the physical characteristics of players” in their first selection of the players, 15 % and 10 % of them between 42-49 and 50-57 respectively make their selections only “benefiting from their coaching experiences”. No statistically significant difference is found between the player selection methods and the coaches’ ages.

Discussion and Conclusion

As a result of the study, it is found that virtually all of the coaches perform coaching as their primary profession. This finding might show that the salaries of the coaches in the Turkish Women’s Basketball 1st League are satisfactory.

It is seen that 55 % of the research group work as a head coach, 45 % as an assistant coach; 45 % are in the 34-41 age group, 10 % are in the 50-57 age group; and 50 % has Level A, and 45 % Level B coaching certificate. In the study by the Sevim 2007, the women’s teams’ average age of the coaches was found 37 (O. Sevim, 2007). This data is parallel with the results of our research. Moreover, half of the subjects has the highest level, Level A certificate, which may reflect the fact that they are experienced and have a certain amount of background.

It is found that 35 % of the subjects worked as a coach for 24 years and more. The coaches participating in the study by Corso stated that the experience-linked learning processes and coaching practices are the most important experiences in completing their personal skills (M.E. Corso, 1992).

It is seen that the 75 % of the coaches who participated in the study work 26 hours and more, while 10 % of them work less than 10 hours per week.

It is determined that all of the coaches watch the basketball games on TV and a significant majority of them (95 %) always follow the developments and scientific publications and 80 % of them continually participates in the training

considered the professional statuses and the work hours per week of the subjects.

programs on basketball. Manuel stated that coaches should improve their systems by following new studies and should be more diligent in participating in the coaching seminars and receiving a certificate (T.L. Manuel, 1988). However, an adequate training may not be provided because of the fact that the duration of these courses opened with the purpose of educating basketball coaches in Turkey are not long enough to train coaches, while the term of the same type training is 3 years in Russia where a great progress has been made in basketball (S.C. Ergüleç, 1996). In the present study, it is noticed that the coaches are open to the developments in regards to their field and are in a continuous development process in order to perform their coaching profession and to be successful at the highest level.

It is seen that the 85 % of the research group spare time for their players apart from the trainings, and the 75 % of them spend money for their players from their own budgets. Coaches are the trainers who play the biggest role in the development of athletes. Coaches are also responsible for solving certain problems which will prevent players from reaching to and proving their highest performance (Y. Sevim, 2006b). A great majority of the subjects sparing extra time and spending money for their players may prove that they focus on success and draw an idealist image. In this context, it is imperative that coaches communicate with their players not only in the court but also out of the court.

Moreover it is discovered that 40 % of the subjects perform the first selection of the players based on the physical characteristics, again 40 % of them make this selection by benefiting from their coaching experiences, and 5 % do the same by using scientific methods. In his study, Kalyon showed that strengthening players in physical and psychological terms and enabling them to gain qualities superior to their rivals are important factors (T.A. Kalyon, 1990). Therefore, in the first player selection, the physical and psychological characteristics required by basketball should be

considered. However, a priority shall be given to scientific methods for accurate selections.

It is detected that while 80 % of the subjects regard coaching as a “profession that requires special effort”, 20 % of them consider it as a “quite difficult profession”.

It is found that 20 % of the subjects who are in the age groups of 26-33 and 34-41 take the “physical characteristics” into consideration in the first player selection, 10 % and 15 % of those with the age groups of 42-49 and 50-57 respectively make their choices benefitting only from their “coaching experiences”.

Consequently, coaches who have good coaching qualifications play an important role in not only improving the performance of a team, but also in developing talented basketball players and improving the basketball in that country. This can be done by the coaches who are economically satisfied, follow the publications on basketball, participate in seminars, make comparisons and analysis on the philosophy’s of other coaches, who are conscious about continuously improving themselves and support their studies with scientific data.

REFERENCES

- ABAKAY, U., 2010,** *Futbolcu - Antrenör İletişiminin Farklı Statülerdeki Futbolcuların Başarı Motivasyonu İlişkisi*, Doktora Tezi, Gazi Üniversitesi, Ankara.
- BAŞER, E., 1998,** *Uygulamalı Spor Psikolojisi*, Bağırhan Yayınları, Ankara.
- BROWN, D., 2003,** *Basketball Coaches Organizational Handbook*, Monterey, Coaches Choice.
- CORSO, M.E., 1992,** *Coaches' Perceptions of the Knowledge Skills, and Experiences Necessary to Fulfill Their Coaching Role*, Dissertation, University of Northern Colorado, Colorado.
- DOĞAN, O., 2004,** *Spor Psikolojisi Ders Kitabı*, Cumhuriyet Üniversitesi Yayınları, Sivas.
- ERGÜLEÇ, S.C., 1996,** *Türkiye’de Basketbol Antrenörlerinin Yetiştirilmesi*, Ankara Üniversitesi Yayınları, Ankara.
- HATCHELL, S., 2006,** *Guide to Coaching Girls` Basketball*, Camden: McGraw-Hill Mountain Press.
- KALYON, T.A., 1990,** *Spor Hekimliği, Sporcu Sağlığı ve Spor Sakatlıkları*, Ankara.
- KONTER, E., 1996,** *Bir Lider Olarak Antrenör*, İstanbul, Alfa Basım Yayın Dağıtım.
- KORKMAZ, F., KORKMAZ, N.H., ARABACI, R., AKÇA, A., AKÇA, C., 2006,** *Türkiye Voleybol Antrenörlerinin Sosyal Tercihleri ve Mesleklerine Bakışları*, Uludağ Üniversitesi Eğitim Fakültesi Dergisi. XIX (2).

MABUEL, T.L., 1988, *A Study Tracing the Career Paths of Today’s Top Twenty-Five Active Head Coaches in Women’s Basketball in Divisions I, II and III of the NCAA*. Master Thesis, Michigan: Central Michigan University.

SEVİM, O., 2007, *Türkiye ve Amerika’daki Elit Bayan Basketbol Takımları Antrenör ve Oyuncularının Bazı Özelliklerinin İlişki Düzeylerinin İncelenmesi*, Doktora Tezi, Gazi Üniversitesi, Ankara.

SEVİM, Y., 2006a, *Antrenör Eğitim İlkeleri*, 1. Basım, Nobel Yayın Dağıtım, Ankara.

SEVİM, Y., 2006b, *Basketbol*, 6. Baskı, Nobel Yayın Dağıtım, Ankara.

SEVİM, Y., 2007, *Antrenman Bilgisi*. 7. Basım, Nobel Yayın Dağıtım, Ankara.