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### Compilation of the model of professional competences among the coaches of racket games in Iraq

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#### Abstract

The general purpose of this research was to develop a model of professional competencies in the coaches of racket games in Iraq. The present research method was qualitative; which was used to build the conceptual model of the research based on Strauss and Corbin's data theory method. The research community was conducted through in-depth interviews with professors and expert academic faculty members, managers of racket sports federations, and theoretical saturation (16 interviews) was obtained from this collection. For sampling in this research, the purposeful snowball sampling method was used, and the tool of the current research was in-depth interviews. The interview questions were open-ended. The categories of coach-athlete challenges, educational challenges and challenges as intervening factors were identified; The categories of interest in sports, coach capabilities and performance drivers were identified as background conditions; The categories of personal knowledge development, attention to training and training sessions, and the growth and development of athletes were identified as strategies; The categories of sports development, improving the quality of life and Nurturement of moral traits were identified as the consequences of improving the professional competences of coaches in Iraq's racket sports..



## 1. Research Definition

### 1. Introduction and Importance of Research

Today, in the discussion of human resources management, the emphasis is on the use of people who have the necessary abilities to be effective in the organizations and environments used, that is, all the components of improving the performance of human resources, such as recruitment, performance, reward, development, career path planning and succession. (Phelan & Griffiths, 2019) The requirement for ability and effectiveness are skills, knowledge, and personality traits that are necessary for success in performing a job (Quartiroli et al., 2024). The high level of information, knowledge and job skills of people (Parnell et al., 2018) and the ability to play managerial roles are among the effective factors for successful management and performance (Emami et al., 2022) The success of large organizations depends on the competence and competence of their employees to create effectiveness, and the stronger the organization is in terms of management, the more successful it will be in achieving its goals. Sports organizations are not exempted from this rule, because today the sports industry has gained double importance for all governments and has become one of the largest global industries; Because various goals are pursued through the use of sports in the way of economic, political, cultural, welfare and health improvement (Rezaei & Salehipour, 2019) and if there is a proper management and structure in sports organizations, these goals can be achieved and exert profound effects on the state of contemporary societies (Ebadi Alkhafaji et al., 2022). Governments also create different organizations to advance their goals in the field of sports, and in the process of planning, monitoring and improving sports and leisure experiences, they pay special attention to the selection of capable and effective managers to manage their sports organizations and invest for it. (Rynne & Mallett, 2017) Experience has shown that sometimes due to the lack of competence and capability of individuals in managing sports organizations and events, many damages have been caused to governments; For example, the problems created in the process of selling tickets in the 2006 World Cup and 2008 Olympics, as well as improper crowd management, improper management in financial affairs, human resources, etc. in the management of various sports organizations and events can be mentioned. For this reason, one of the fields of study that is felt necessary in the field of sports management is the effectiveness of managers, because the use of scientific methods to select managers plays a prominent role in the success of sports organizations (Jiang et al., 2023a)

Among the types of competences, occupational competence has been proposed as a new competence, these competences are defined as a set of basic and required competences to recognize important job duties at a satisfactory or privileged level. In other words, job or focal competencies are directly related to key job duties and clusters of general competencies and specific competencies of each field (Hamed & Ahmed, 2023) The term occupational competence necessarily emphasizes knowledge and skills that include a set of personality traits and are related to each other and can increase the number of variables that explain and predict job performance (McHenry et al., 2022) According to (Brannick et al., 2012) effectiveness studies are one of the most important research fields and the most important way to identify the job qualifications of a profession, and its main goal is to identify the knowledge and skills required to perform a job. In this regard (Al-Alawi et al., 2019) listed the lack of appropriate organizational systems, including planning and rewarding, lack of support for managers' plans and motivating them, among the existing obstacles, and recommended providing rewards and support to hardworking and creative managers to improve the effectiveness of managers.(Al-Sayegh, 2023)

Finally, a professional who has job competence, while having the necessary knowledge, skills and ability to perform a job, is able to solve job problems in an independent and variable way (Emami et al., 2022) Among the many problems that the sports community is facing today is the issue of competence and competence of coaches for the growth and development of the relevant organization and the development of sports at the national and international level, In fact, such mismanagement has caused a lot of damage to the sport of any society in which one operates (Khamraeva, 2024)

For example, we can mention the inability to obtain effective international seats in Asian and global sports forums, the violation of the rights of athletes and sports teams, the conclusion of opaque and inappropriate contracts with foreign athletes and coaches, Paying heavy fines and compensations for suing sports clubs and federations in international sports courts, not being able to host prestigious international events, not developing hardware and software in accordance with global standards and etc. in Iraqi sports; Despite the many problems that exist at the macro level of sports in Iraq, as well as the review of the past literature shows, job skills among the coaches of racket games in Iraq have not been given special attention. Because the subject of the professional qualification of coaches during the championship period of athletes is of particular importance, therefore, the researcher decided to conduct scientific research using the capacity of experts and experts in the field of sports management in Iraq. It is hoped that using the results of such research can help the quantitative and qualitative development of sports at the national and international level; Therefore, the current research aims to develop a model of professional competencies in the coaches of racket games in Iraq, and tries to present a codified model in order to strengthen these competencies and prepare more for professional athletes.

in research related to the most important indicators of sports professional competence stated: Sociological competence dimension, managerial competence dimension, psychological competence dimension, physical competence dimension, contextual competence dimension, technical competence dimension and knowledge competence dimension were among the most important research findings. In addition, (Naghavi et al., 2019) in research according to the results stated that the professional qualifications of coaches, the internal and external factors shaping the behavior of coaches are mentioned as the basic concepts of achieving the personal brand competencies model of professional sports coaches. In another study, (Kornosenko et al., 2021) stated that the use of new educational technologies, special computer programs in combination with traditional forms of professional education provides an opportunity to increase the effectiveness of education. If such trainings are used in the formation of professional competencies, almost all athletes are involved in cognitive activities, continuous exchange of knowledge. In addition, (Al-Dabbagh, 2022) stated in research; In the favorable conditions of change, knowledgeable and efficient leaders should be trained to manage the sports movement, in fact, sports become widespread and inclusive, they supervise and provide services to a huge flood of people in the society. Also, in a research by (Bonnes et al., 2019) in relation to presenting a model of the professional competence of trainers in the workplace stated that factors such as the lack of legal regulations for the development of sports and the promotion of the activities of people in the national sports system, the low level of motivation; lack of sports fields in sports schools for children and teenagers; The backwardness of the material and technical base from the level of most countries in the world is one of the most important factors identified.(Jabbar et al., 2023)

### **Suggestions for future research**

- It is suggested to investigate the attitudes of athletes in relation to the professional competencies of coaches in a research with the help of data-based approaches, so that a basis for coaches' activities can be formed.
- Considering the important role of research and exchange of opinions at the national and international level, it is suggested to investigate the role of sports federations and trustees in the development of professional competencies of coaches.
- It is suggested to show the effect size of each of the concepts identified in the concrete of the professional competencies of the trainers in a research by compiling a questionnaire from the findings of the qualitative section.

### **Recommendations drawn from the research**

Based on the results drawn from the research, the following recommendations were presented:

- Based on the research results in the “Upper Conditions” axis, it is recommended that managers of racket sports federations in Iraq develop educational standards and a structure for new coaches, so that this structure includes, in addition to granting training certificates, an integrated framework of mandatory activities for training athletes, which contributes to improving the quality of training.
- Based on the research results in the “Interfering Conditions” axis, it is recommended that racket sports coaches in Iraq take into account the personal circumstances of athletes, including differences in performance and personal characteristics, and use appropriate educational programs that are consistent with these differences on an ongoing basis.
- Based on the research results in the “Contextual Conditions” axis, it is recommended that racket sports coaches in Iraq provide evaluations at the beginning, middle, and end of training courses for athletes, which contributes to planning appropriate training programs to support the growth and development of athletes at various stages of education.
- Based on the research results in the “Strategies” axis, it is recommended that racket sports coaches in Iraq enhance communication with other coaches at the national and international levels, which contributes to developing research activities, encouraging discussion and exchange of opinions, and using diverse educational methods to develop their educational competencies.

### **Materials and Methods**

The current research is developmental in terms of purpose and was conducted with a qualitative method. As stated, the methodology of the research is qualitative using the data base method and the systematic method of Strauss and Corbin. The research community was formed by professors and expert academic faculty members, managers of Iraqi racket sports federations. Also, the sampling method of the research was purposeful-snowball. According to these materials, the interview began with the purposeful selection of people who were experts and knowledgeable in relation to the research topic, and in addition to the research questions, they were asked to introduce other experts in this field. In relation to the progress of the research, after conducting interviews with 14 people, (Shabib et al., 2024) the researcher felt that the results were repetitive, therefore, to ensure the similarity of the findings, 2 new interviews were taken and according to the findings, no new material was extracted, therefore, theoretical saturation was determined with 16 interviews. Of course, in connection with the questions asked to the interviewees, it should be stated that a general question was raised about the 5 aspects of the Strauss and Corbin method, and then the interview continued with other questions that measure why and how a factor occurs. The current interview questions have been raised in the interview session in such a way that they lead to the promotion of a positive and effective interaction in terms of dynamics. Also, Strauss and Corbin

qualitative models were used to analyze the results of the interviews through the MAXQDA-2020 software. Four criteria (acceptability, transferability, verifiability and reliability) were examined and confirmed to check the internal and external validity, reliability and objectivity of the research, and finally, for reliability, the percentage of agreement between the two coders was used and the percentage of agreement according to the table below was reported as 84%.

$$\text{Reliability percentage} = \frac{2 \times \text{Number of agreements}}{\text{Total number of codes}} \times 100$$

<b>Table 1. The results of the reliability of two coders</b>				
Interview number	Total number	agreements	disagreements	Reliability percentage
3	31	13	5	83.87%
7	29	12	5	82.75%
15	28	12	4	85.71%
Total	88	37	14	84.09%

## Results

Open coding was done from 16 interviews, which resulted in a total of 113 codes for causal conditions, 73 codes for intervening conditions, 86 codes for contextual conditions, 71 codes for strategies, and 24 codes for achievements, and a total of 367 open codes were obtained. Also, after open coding, central and selective coding was done, and a total of 39 central codes and 15 selective codes were determined.

What are the causal factors affecting the professional competences of Iraq's racket-game coaches?

<b>Table 3. Main and subcategories related to organizational competence</b>		
<b>Main Factors</b>	<b>Subcategories</b>	<b>Open codes</b>
<b>Organizational competence</b>	<b>Individual responsibilities</b>	Professional, scientific and social responsibilities of educators. Getting to know the educational goals of the federation and related sports. Familiarity with the structure and rules of racket sports. Knowledge and skill of educational-sports planning. Knowledge and skill of training design and ability to analyze it. Acquaintance with the duties and assignments of a coach. Knowing and understanding career goals. Job responsibility. Ethics and honesty in organizational behavior. Commitment to the fundamental values of education. Social responsibility. Having a professional commitment. Legality and adherence to professional values. Getting to know the mission, missions and challenges governing the organization. Commitment to quality. Educational design. Job-related information and expertise.
	<b>Employment status</b>	Dynamic structure in racket sports training. Material incentives. Professional commitment. Job security. Class management. Time management



	<b>Leadership-management skills</b>	Ability to manage training sessions and competitions. Having leadership and supervisory skills. Having management skills. Team building and having teamwork skills. Having human resource management skills. Skill in establishing human relations. Ability to make collaborative decisions. Mastery of public relations skills. Communication skills with colleagues. Conflict management. The determination of the coach.
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According to the results of table (3), out of the total of 113 open codes related to causal conditions, 34 codes were organizational competence, which is composed of 3 central factors of individual responsibilities, job status, and management and leadership ability.

**Table 4. Subcategories related to individual competence**

Main Factors	Subcategories	Open codes
<b>Individual competence</b>	<b>Psychological skills</b>	Personal characteristics of coaches. Professional ethics and work conscience. Cognitive skills. Tolerance and perseverance in the occurrence of problems. Getting to know athletes and their needs and interests. Having self-esteem in dealing with colleagues. Having emotional intelligence. Ability to recognize. Conscientiousness
	<b>Personality traits</b>	Consistency in behavior and decisions. Understanding the individual differences of people and providing appropriate behavior. Knowledge and skills to analyze learners' behavior. Good mood in the workplace. Having innovative behaviors. Honesty and truthfulness. Humility
	<b>Behavioral skills</b>	Efficient listening skills. Discipline. Power of expression. Self assessment. Self-awareness. Perseverance and seriousness in work. Motivation to progress. Individual dynamics. Deliberative. Mental dynamics. Being a role model. The ability to gain the trust of others. Answering. Appearance beauty. Punctuality.

According to the results of Table (4), from the total of 113 open codes related to causal conditions, 31 codes were the constituents of individual competence, which is composed of 3 central factors of psychological skills, personality traits, and behavioral skills.

**Table 5. Subcategories related to job competence**

Main Factors	Subcategories	Open codes
<b>Job competency</b>	<b>Thinking skills</b>	Analytical thinking skills. Logical thinking skills. Creative thinking in dealing with different issues and topics. Critical thinking about different issues. Flexibility in thinking. Comprehensive and systemic thinking

	<b>Knowledge and awareness</b>	Knowledge of information and communication technology. Continuous learning at all levels. Efficient communication skills. Knowledge and skill of content production, analysis and evaluation. Knowledge and skill of using scientific resources and internal and external databases. Knowledge and skill of using educational, communication and information technology in education. Knowledge and skill of doing educational, research an etc. Up-to-date knowledge and skills. Technology literacy. Self-directed learning. Having self-development activities. Conformity with changes. Analytical skills. Counseling skills. Positive attitude to change. Scientific and informative feature. Attitude and vision of educators. Professional credibility of trainers
	<b>Teaching mastery</b>	Knowledge about the methods of evaluating athletes. Efficient content knowledge. Ability of problem solving. The knowledge and skill of determining learning styles and the ability to analyze them. Knowledge and skill of performing various types of evaluations including diagnostic, formative and final evaluations. Knowledge and skill of implementing various racket sports training methods. The skill of designing various exercises such as; Challenging, combined and specialized exercises. Fair manner and establishing justice among athletes. Acquaintance with different methods of teaching racket sports skills. A positive outlook on education. The skill of using teaching patterns, techniques and methods. The relevance of the coaches' field of study and expertise in the training of racket fields. Having work experience in the relevant sports field. Familiarity with the English language. Assessment, measurement and evaluation skills. Scientific excellence. Knowledge of pedagogy. Specialization in the field of education. Motivation to serve. Clear transfer of educational content to athletes. The level of professional knowledge and information. The spirit of central research. Ability to apply knowledge. Detailed technical qualification.

According to the results of table (5), out of a total of 113 open codes related to causal conditions, 49 codes were the constituents of job competence, which is composed of 3 central factors of knowledge and awareness, educational mastery, and thinking skills.

What are the intervening factors related to professional competences in the coaches of racket games in Iraq?

**Table 6. Main and subcategories related to the coach-athlete challenges factor**

<b>Main Factors</b>	<b>Subcategories</b>	<b>Open codes</b>
<b>Coach-athlete challenges</b>	<b>Understanding the athlete's condition</b>	Different concepts and language according to the age and background of the athletes. Different instructions with the level of understanding of the athletes. Less willingness of athletes to self-evaluate. Neglecting the skill of inspiring athletes through the introduction of role models. Neglecting the well-being of athletes and preparing the necessary resources for their success. Ignoring the success in advising and guiding athletes. Not providing the context for the emergence and flourishing of athletes' talents. Ignoring the progress of learners. Less monitoring of learner progress. Not having a program for moral and behavioral guidance of learners. Not considering the mental, physical and behavioral characteristics of the learners. Not understanding the athletes' behavior and strictness by some coaches. The disrespect of some coaches towards athletes.
	<b>Contact with the athlete</b>	Less familiarity with the professional community of regional and global trainers and business relationships. Less participation in specialized and educational groups. Inability to communicate constructively with colleagues. Less social communication. Inability to find solutions to face personal and social problems. Ignoring society's values. Cultural values and differences.
	<b>Athlete development</b>	Reading less books related to sports and physical activities. Less mastery of disciplinary regulations. Neglecting to develop your knowledge. Lack of motivation to search for new findings and methods in education. Neglect of continuous learning about the latest educational findings. Lack of mastery of specialized literacy in racket fields. Inability to speak and communicate with foreign athletes.

According to the results of table (6), out of a total of 73 open codes related to the intervening conditions, 27 codes were the factor of coach-athlete challenges, which itself consists of 3 core factors of understanding the athlete, communication with the athlete and growth of the athlete.



**Table 7. Main and subcategories related to the factor of educational challenges**

<b>Main Factors</b>	<b>Subcategories</b>	<b>Open codes</b>
<b>Educational challenges</b>	<b>Educational - management skills</b>	Lack of knowledge and skills to motivate and interest athletes. Less attention to linking sport with life and theory with practice. Neglecting the attractive and lively environment for learning. Neglecting to provide opportunities for athletes to express their individual views. Ignoring the guidance of a group of athletes. Ignoring the specific and individual feedbacks that fit the needs of the learners. Poor understanding from constructive criticism. Lack of leadership in training sessions. Ignoring conflict management skills in training sessions. Inflexibility in the acceptance of criticism. Lack of proper ethics. Inflexibility in the training process of racket sports. Lack of diversity in education. Lack of creativity and innovation in teaching racket sports skills. Inability to recognize different critical situations. Ignoring the ability to promote human concepts in life.
	<b>Exercise design</b>	Effective application of racket sports training skills. Ignoring the content analysis of the educational program. Lack of knowledge and skills of needs assessment and the ability to analyze its results. Poor ability to work with computers and other educational equipment and technologies. Poor ability to combine educational subjects. Ignoring boldness in useful and effective expression of opinions. Lack of creativity and innovation in racket sports teaching skills. Neglecting to design a proper lesson plan.
	<b>Assessment and evaluation</b>	Assessing error through thinking in relation to education. Low mastery of multiple evaluation knowledge and skills. Failure to pay attention to the process and result in evaluation. Ignoring continuous self-evaluation. Negligence of using different and alternative measurement tools.

Table (7) showed that out of a total of 73 open codes related to the intervening conditions, 29 codes were educational challenges, which is composed of 3 central factors of managerial-educational skills, training design, and measurement and evaluation.

**Table 8. Main and subcategories related to the factors of individual challenges**

<b>Main Factors</b>	<b>Subcategories</b>	<b>Open codes</b>
<b>Individual challenges</b>	<b>Sports abilities and skills</b>	Less ability to perform sports skills. Failure to motivate learners to improve in sports skills. Lack of desirable sports resume. Lack of movement literacy in sports fields. Ignoring coaching qualifications in educational fields.

	<b>Educational and research ability</b>	Lack of a framework and detailed plans for training athletes. Lack of knowledge and skills to read and write in English. Lack of knowledge and skill to use education resources and the ability to analyze its structure and content. Neglecting to address the research of racket sports. Ignoring the use of educational media. Failure to properly implement the training program. Lack of the power of proper expression. Inability to attract the attention of athletes to the skills of teaching racket sports. Less mastery of educational and research technologies. Neglecting the understanding of educational knowledge and understanding the principles and methods of its application. Lack of familiarity with the requirements of the teaching-learning process. Lack of familiarity with media and new educational technologies.
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According to the results of table (8), out of the total of 73 open codes related to the intervention conditions, 17 codes were the individual challenges factor, which is composed of 2 core factors of sports abilities and skills and educational and research ability.

What are the background factors related to professional competences in the coaches of racket games in Iraq?

**Table 9. Subcategories related to the factor of interest in sports**

<b>Main Factors</b>	<b>Subcategories</b>	<b>Open codes</b>
<b>Sports interest</b>	<b>Job knowledge</b>	Identification of professional responsibilities and complying with the requirements of sports law. Commitment to professional standards in education. Preparation and use of lesson plans for racket courses. Desire for the profession of coaches. Having a specific lesson plan. Having an annual, monthly, weekly and daily plan with specific goals. Knowing the job description and being familiar with educational psychology. Designing sessional, semester, annual lesson plans. Ability to apply activities proposed by racket sports federations. Ability to prepare seasonal and annual plans. The trends and interests of educators in the field of subjects related to education
	<b>Subjective knowledge</b>	Knowledge of how to produce and organize subject knowledge. Ability to analyze educational-competitive situations. Selection and organization of content, training program, assessment and reporting. Orientation to the truth and curiosity in educational activities. Knowledge based on work experience. Application models of the skills method of teaching racket sports

	<b>Knowledge of the discipline</b>	Interested in physical education. Updated knowledge and skills in physical education and sports sciences. Interest in physical activities. Knowledge of the description of the duties of physical education instructors. Ability to show the connection between physical education theory and practical work. Knowledge of the principles of physical education racket sports training skills. Updated knowledge in physical education and sports sciences. Work and study in the field of physical education and racket sports training skills. Knowledge of how to implement a physical education class. Ability to choose appropriate sports equipment to achieve educational goals. Ability to work on sports skills of athletes. Ability to demonstrate sports skills in a practical way for athletes. Ability to effectively use sports and educational tools. Knowing the philosophy of physical education.
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According to the results of table (9), out of a total of 86 open codes related to background conditions, 31 codes were the factor of interest in the field of sports, which is composed of 3 core factors of job knowledge, subject knowledge, and knowledge of the field.

**Table 10. Subcategories related to the coach's capabilities factor**

<b>Main Factors</b>	<b>Subcategories</b>	<b>Open codes</b>
<b>Coach capabilities</b>	<b>Leadership ability</b>	Ability to create new methods and innovation in educational methods. Ability to manage change in order to achieve goals. The ability and power of effective problem solving. Ability to communicate effectively with athletes. Ability to receive and give feedback to athletes. Efficient leadership ability. Ability to operationalize specialized knowledge. The ability to teach the skills of racket sports. Ability to manage training and organize it. The ability to develop the efficiency and organization of the athletes' personality.
	<b>Job skills</b>	Fotifying technical skills. Possessing skills based on the use of opportunities. Fotifying the skill of presenting content in an understandable way. Effective communication skills
	<b>Teaching-learning</b>	Use of teaching time to optimize learning. In-depth assessment of athletes' understanding by asking them questions. Strengthening the spirit of research, reasoning and thinking, investigation and meditation, criticism and innovation. Nurturment of the spirit of education, learning and continuous education. Learning new skills. Make learning meaningful. Desire for flexibility and continuous learning. Motivation to continuous learning. The ability to motivate athletes to learn. Practical skills and abilities of educators in the learning process

Table (10) showed that out of a total of 86 open codes related to the background conditions, 24 codes were the components of the coach's capabilities factor, which is composed of 3 core factors of guiding and leadership ability, job skills, and teaching-learning.

**Table 11. Subcategories depending on the factor of functional drives**

Main Factors	Subcategories	Open codes
<b>Functional propellants</b>	<b>Educational level</b>	Ability to organize educational content. Having the skills and techniques of teaching varied and appropriate racket sports skills. Planning skills. Criticism and lack of negative reaction. Problem solving when problems occur. Ability to choose appropriate educational goals in all stages of education. Ability to set clear goals for training. Ability to identify appropriate educational processes to achieve goals. Ability to choose educational activities based on available facilities and equipment. Ability to clearly explain training skills to athletes. Ability to use appropriate training methods for athletes. Ability to present and discuss various educational components in a simple manner. Ability to use appropriate strengthening methods for athletes. Ability to manage training sessions during the training process. Ability to present a topic to athletes in the best possible way. The ability to properly convey training materials to athletes
	<b>Fair education</b>	The ability to create knowledge and education with justice and equality. Considering the individual differences of athletes in the training process. Giving importance to the opinions of athletes. Recognizing, Nurturing of and directing the talents of individuals in order to improve the individual and the society. A commitment to promoting the learning of all learners. Ability to engage learners in discussions. The ability to adjust and adapt the teaching and learning program according to the class level.
	<b>Level of knowledge of trainers</b>	Ability to evaluate the effectiveness of your work and take steps to improve it. Mastering subject knowledge and their application. Benefit from basic knowledge and understanding of racket sports teaching skills. Introduction to educational psychology. Willingness to test, discuss, question your own teaching and guidance methods. Familiarity with evaluation methods. Regular planning for measurement. Having the necessary general knowledge.

Table (11) showed that out of a total of 86 open codes related to the background conditions, 31 codes were the factors of performance drivers, which itself consists of 3 key factors of educational level, training of trainers and level of knowledge of trainers.

What are the strategies related to the development of professional skills in Iraq's racquet game coaches?

**Table 12. Subcategories related to the personal knowledge development factor**

Main Factors	Subcategories	Open codes
<b>Development of personal knowledge</b>	<b>Continuous improvement of knowledge</b>	Connecting coaches with professional networks of racquet sports teaching skills. Participating in short-term and practical courses to update your specialized knowledge. Strengthen and improve your verbal abilities and expression technique. Connecting with scientific groups related to your field. Cooperation and collaboration with colleagues. Scientific cooperation and exchange of scientific and professional experiences and achievements.
	<b>Awareness and knowledge</b>	Move according to the job description. Regular and constructive evaluation. Paying attention to your appearance and personal health and hygiene. Applying and strengthening new and creative methods in the education process. Modifying the structure and processes continuously and in order to improve the effectiveness of education. Active listening to athletes in training sessions. Continuous self-improvement, especially in teaching and learning methods. Knowledge about organizational models of training sessions. Strengthen your basic knowledge and general information, before sports teaching skills. Attracting the attention of athletes to the training process using verbal skills. Improve your knowledge and skills. Rethinking the educational practice of oneself and others in order to improve it. Familiarity with different methods of evaluation and their use. Using evaluation results to adjust and modify education

According to the results of table (12), from the total of 72 open codes related to strategies, 20 codes were the constituents of the factor of personal knowledge development, which is composed of two central factors of continuous improvement of one's own knowledge and awareness and knowledge.

**Table 13. Subcategories related to the factor of attention to training and training sessions**

Main Factors	Subcategories	Open codes
<b>Attention to teaching and training sessions</b>	<b>Emphasis on research</b>	Application of new research findings. Presenting content based on research. Integration of research in education. Formation of research teams in racket sports federations. Promoting teamwork and group work in training sessions. Regular study of scientific research related to physical education. Search and analysis of scientific theories and updates related to physical education. Analyzing the basic concepts and skills of physical education and using them in the education process. Continuous knowledge enhancement and updating of scientific and specialized information. Developing research skills and applying it to improve teaching methods

	<b>Create dynamic training sessions</b>	Expressing your feelings and beliefs in an appropriate way. Fair behavior of the coach. Attention to individual differences. Create atmosphere and open space. Maintaining order in the classroom. Creating motivation and enthusiasm in training sessions. Creating an environment for athletes to accept responsibility and do group and independent work. Providing equal opportunity for athletes' in the education class. Creating equal opportunities for athletes in their growth and educational skills. Providing appropriate feedback to athletes. Having patience and answering athletes' questions. Using appropriate examples in the teaching process. Benefit from appropriate strategies in Nurturment of creativity and solving athletes' problems. Inspiring athletes by introducing role models. Flexibility in education.
	<b>Appropriate educational planning</b>	Applying appropriate strategies in asking questions to help athletes. Applying strategies to increase critical thinking and create learning experiences. Benefit from knowledge and mental skills in order to recognize and analyze different issues. Knowing the materials and resources of racquet sports training skills. Reinforcement of athletes to understand issues in a scientific way. Preparing and editing the daily lesson plan.

According to the results of table (13), Out of a total of 71 open codes related to strategies, 31 codes were the factor of attention to training and training sessions, which is composed of 3 central factors of appropriate training planning, emphasis on research and creation of dynamic training sessions.

**Table 14. Subcategories related to the factor of growth and development of athletes**

Main Factors	Subcategories	Open codes
Growth and development of athletes	Nurture efficient people	Guiding learners in choosing and using sports facilities and disciplines. Creating motivation and confidence in the athlete. Creating a platform for the growth and empowerment of athletes. Strengthening the activities of athletes through encouragement and rewards. Appropriate use of encouragement and punishment. Delegating various powers and responsibilities to athletes during the training period. Strengthening empathetic aspects and friendly relations between athletes. Dealing with athletes with justice according to their cultural, economic and social diversity. Attention to interests, talents, needs and different abilities of athletes.



	Emphasis on the learning of athletes	Providing opportunities for all athletes to participate in educational activities. Setting challenging learning objectives and designing, organizing and sequencing learning programs. Integration of digital technologies in the teaching and learning process. Creating an attractive and suitable environment for learning. Using information and communication technology in physical education. Using specialized knowledge in designing learning situations in training sessions. Making learning meaningful by creating a link between the previous and new learning of athletes. Creating interest and excitement in athletes towards learning by emphasizing the importance of knowledge and skills included in the training program. Creating internal motivation to learn in athletes by using appropriate and timely punishment and encouragement. Playing the role of guide and learning facilitator in the education process. Guiding the teaching-learning process and playing the role of facilitator.
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Table (14) showed that, out of the total of 71 open codes related to strategies, 20 codes were the factor of growth and development of athletes, which itself consists of 2 central factors emphasizing the learning of athletes and the cultivation of efficient people.

What are the achievements/results related to professional competencies in the coaches of racquet games in Iraq?

**Table 15. Subcategories related to the sports development factor**

Main Factors	Subcategories	Open codes
<b>Sports development</b>	<b>Growth and development of athletes</b>	Improving athletes' critical thinking through exploration, problem solving and rethinking. Developing people's physical capabilities through physical education. Strengthening the question and answer culture among athletes. Participation, interaction and cooperation of athletes in organizing and evaluating classroom activities.
	<b>Development of physical education</b>	Achieving educational goals. Realization of academic goals of different courses. Development of suitable measures for entrepreneurship, creativity and innovation in physical education courses. Providing and teaching racket disciplines for age and gender categories. Developing individual and group skills in racket sports. Creating awareness about the process of formulating, implementing and evaluating the education process

According to the results of table (15), out of the total of 24 open codes related to outcomes/achievements, 10 codes were the factor of sports development, which is composed of

two central factors of the growth and prosperity of athletes and the progress of the field of physical education.

**Table 16. Subcategories related to the quality of life improvement factor**

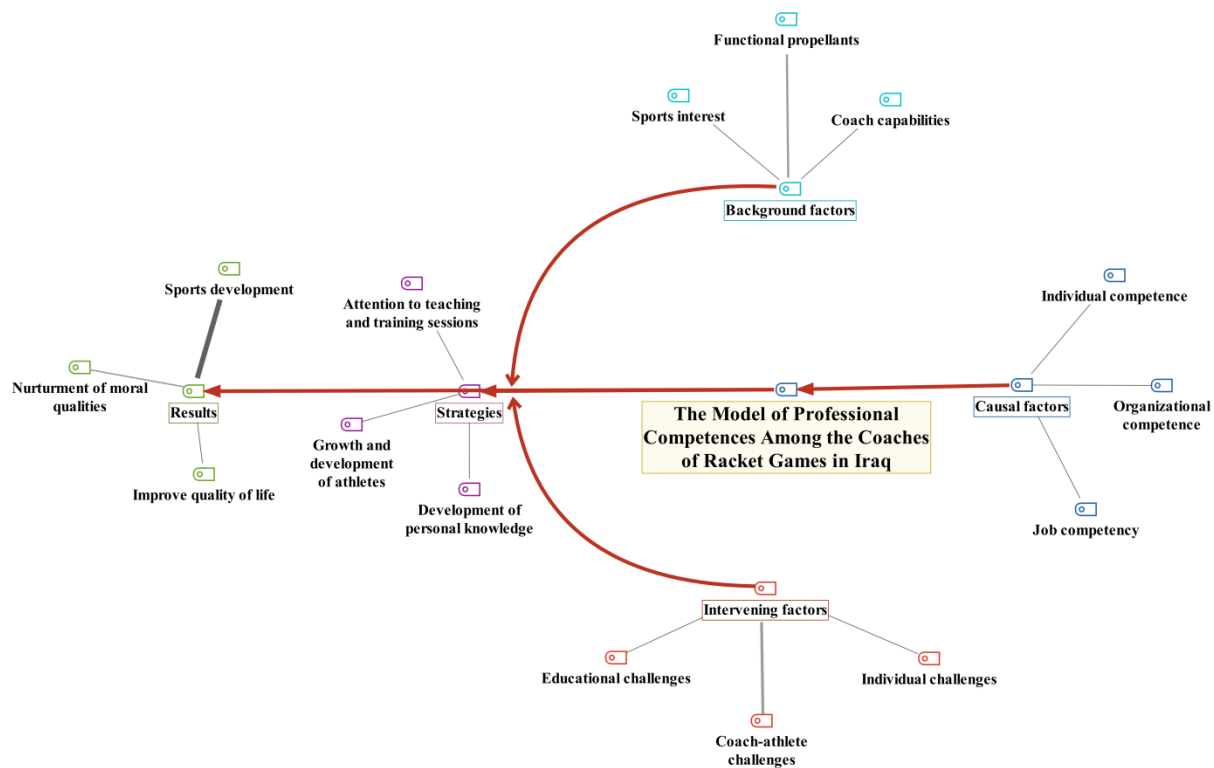
Main Factors	Subcategories	Open codes
<b>Improve quality of life</b>	<b>Improve lifestyle</b>	Nurturment of the spirit of respect for people's personality and respecting their material and spiritual rights. Nurturment of the spirit of participation and cooperation in group activities. Help promote equality for vulnerable groups in physical education sessions. Development of knowledge in order to promote a sustainable lifestyle.
	<b>Social development</b>	Development of science and techniques and skills needed by the individual and society. Nurturment of the spirit and ethics of sports. Helping to promote recognition, growth and progress in racket sports

According to the results of Table 16, out of a total of 24 open codes related to outcomes/achievements, 7 codes were the factor of improving the quality of life, which is composed of 2 central factors of improving lifestyle and social development.

**Table 17. Subcategories related to the factor of cultivating moral traits**

Main Factors	Subcategories	Open codes
<b>Nurturment of moral qualities</b>	<b>Spiritual development and growth</b>	Nurturment of the spirit of paying attention to physical education as a basis for human spiritual growth. Improving the mental health of different people in the society through physical education. Helping to reduce the use of drugs and harmful substances by the youth.
	<b>Improving the coach-athlete relationship</b>	Getting coaches interested in the activity. Reducing the distance between the coach and the athlete. Reducing gender inequality in physical education courses. Motivating athletes

According to the results of table (17), out of the total of 24 open codes related to outcomes/achievements, 7 codes were the factor of cultivating moral traits, which is composed of 2 central factors of spiritual growth and development and improving the coach-athlete relationship. Finally, the design of the paradigmatic model of professional competencies in the coaches of racquet games in Iraq is as follows.



**Figure 1. Paradigmatic model of professional competencies in coaches of racket games in Iraq**

## Discussion

The general purpose of this research is to develop a model of professional competencies in the coaches of racket games in Iraq. Based on this, the final model of the research consists of sub-category codes; Psychological skills, personality traits and behavioral skills, knowledge and awareness, educational mastery and thinking skills, athlete understanding, communication with athletes and athlete development,(Oudah et al., 2024) managerial-educational skills, training design and measurement and evaluation, sports abilities and skills, and educational and research ability.(Odeh et al., 2024) , job knowledge, subject knowledge and knowledge of the field, the ability to guide and lead, job skills, teaching-learning, educational level, training of trainers and the level of knowledge of trainers, continuous improvement of one's own knowledge and awareness and knowledge, appropriate educational planning, emphasis on research and creation of dynamic training sessions emphasizes the learning of athletes and the cultivation of efficient people, improving lifestyle and social development, spiritual growth and development, and improving the coach-athlete relationship. Therefore, the results are consistent with the findings of (Bradley et al., 2022), (Jiang et al., 2023b) (Emami et al., 2022) (Chalies et al., 2021), (Kornosenko et al., 2021), (Bonnes et al., 2019) (Al-Dabbagh, 2022) and (Naghavi et al., 2019) The results of (Emami et al., 2022) In this research, the categories of organizational competence, individual competence and job competence, including subcategories; Psychological skills, personality traits and behavioral skills, knowledge and awareness, educational mastery and intellectual skills were identified as effective factors on the professional competencies of coaches in Iraq's racket games. In explaining this finding, it should be stated that professional responsibilities are the building blocks of professional competencies. (Hamad et al., 2024); In such a way that when there is a work

commitment, due to that, regular training programs are set for the meetings of the athletes. Therefore, in addition to being on the right path for the athlete, many worthy characteristics of a coach are revealed, which are derived from the training skills, planning, responsibility and commitment of the coach. Of course, the coach's relative awareness of the sports field and his personal and personality characteristics such as the ability to control meetings, good humor, discipline and the ability to advise athletes should be mentioned as effective factors. It should also be noted that the trainer needs job security and material and spiritual incentives to develop his/her individual competencies, so that the trainer can be more determined in the path of growth and development of individual competencies.

In this research, the categories of coach-athlete challenges, educational challenges and individual challenges including subcategories; Understanding of the athlete, communication with the athlete and the growth of the athlete, managerial-educational skills, training design and measurement and evaluation, sports abilities and skills, and educational and research ability were identified as interfering factors on the professional competence of coaches in Iraq's racket sports. In explaining this finding, it should be stated that a huge part of the coaches' competence judgment will be revealed around their relationship with the athletes, personal knowledge and educational experience. Sometimes it is observed that coaches do not have a specific plan for class management and do not pay attention to individual characteristics and differences.(Mashkoo et al., 2021) On the other hand, not having comprehensive and codified plans for the path of growth and development of athletes and not having a plan for moral and behavioral guidance of learners has reduced the credibility and importance of coaches. In the individual dimension, one of the most important factors that cause individual challenges in the development of individual competencies should be the trainers' lack of familiarity with up-to-date educational methods, the inability to use communication languages such as fluent English with managers, coaches and foreign athletes, and the lack of creativity and innovation in training skills of Racket sports have created gaps for the development and dissemination of coaches' competencies. Finally, one of the factors that has a great impact on the emergence of such challenges in the education dimension is the lack of attention and interest in research activities related to educational and training topics, which has distanced educators from their ideal conditions.

In this research, the categories of interest in sports, coach's capabilities and performance drivers, including subcategories; Job knowledge, subject knowledge and knowledge of the field, the ability to guide and lead, job skills, teaching-learning, educational level, training of coaches and the level of knowledge of coaches were identified as background conditions in the professional competencies of coaches in Iraq's racket games. In explaining the results of these findings, it should be stated; With coaches passing through various educational degrees, obtaining coaching qualifications, participating in scientific circles and developing science and personal awareness, coaches are placed in the best possible way on the path of personal competence development. In fact, by doing this, they create a great distinction in the performance dimension with their peers, who, due to scientific support, not only do not get out of the way of their growth and development, but also reach self-sufficiency and a deep understanding of racket sports and the characteristics of a capable coach. In fact, having an annual, monthly, weekly and daily program followed by selecting and organizing the content, training program, measuring and presenting reports with the benefit of scientific approaches, creates a distinction in the provision of service by the trainer, which is one of the most important origins of the trainers' professional competence.

In this research, the categories of personal knowledge development, attention to education and training sessions and the growth and development of athletes by including the subcategories of continuous improvement of self-knowledge and awareness and knowledge, appropriate educational planning, emphasis on research and creation of dynamic training sessions, emphasis on athletes' learning and Nurturment of efficient people were identified as strategies for improving the professional competences of coaches in Iraq's racket games. In explaining these findings, it should be stated that by covering individual gaps through scientific collaboration and exchanging experiences and scientific achievements at different levels with domestic and foreign instructors, cooperation and joint efforts with colleagues in advancing training programs and communicating with scientific groups related to their field, It can place the coaches in a certain and acceptable degree of individual knowledge so that it is possible to display individual competencies in the best way in educational and sports events. One of the important fields through which coaches must reach a balance of competence is training and practice sessions, no matter how much knowledge coaches have about their specialized sports field, they can reach a deeper understanding of skills, communication and necessary training through it. In this way, take strong steps towards the development of educational competencies.

In this research, the categories of sports development, improving the quality of life, and Nurturment of moral qualities, including the subcategories of improving lifestyle and social development, spiritual growth and development, and improving the coach-athlete relationship, were identified as the consequences of improving the professional competencies of coaches in Iraq's racket sports. In explaining these findings, it should be stated that by promoting the critical thinking of athletes through exploration, problem solving and rethinking, benefiting from scientific approaches and most importantly, implementing it, we will differentiate in providing training programs and improving sports performance. All of these cases can be classified in a single category called sports development. Sports development through the participation, interaction and joint efforts of athletes in organizing and evaluating classroom activities has greatly helped to increase the awareness and progress of athletes and if we look at this from another perspective, it seems as if it has caused the growth and development of the educational competencies of the trainers. Also, due to being placed in a regular cycle of sports mechanisms, we see the improvement of social relations between athletes and coaches and the improvement of the coach-athlete relationship, so that we can witness the cultivation of the heroic spirit, respect for others and respect for their material and spiritual rights.

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#### **Conflict of Interest**

The authors declare that there is no conflict of interest.

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