



Coach Perception By Age Groups

Yaş Gruplarına Göre Antrenör Algısı

ABSTRACT

The aim of the research was to measure the trainer perception of individuals working with a personal trainer. 100 elite taekwondo players participated in the research: n = 17 aged 23 and under, n = 21 aged 23-25, n = 22 aged 26-28, n = 18 aged 29-31, n = 22 aged 32 and above.

Mann Whitney U and Kruskal Wallis H tests, which are nonparametric tests, were used to compare data between two or more independent groups. Spearman correlation analysis was applied to determine the relationship between the variables and it was interpreted at the 0.05 significance level with a 95% confidence interval. A significant difference was observed between the age of the taekwondo players and the variables of technical skill, mental preparation and competition strategy. As the score of the physical training and planning variable increases, the score of the mental preparation, goal setting and positive coach behavior variables increases slightly. As the score of the technical skill variable increases, the score of the goal setting and positive coach behavior variables increases slightly. As the score of the mental preparation variable increases, the score of the goal setting and positive coach behavior variables increases slightly.

In our study, the technical skill level of Taekwondo players aged 22 and under and the mental preparation level of Taekwondo athletes between the ages of 29-31 differ compared to participants in other age groups. Personal training provides a significant advantage for Taekwondo athletes, but it varies according to age groups.

Keywords: Coach, Age Groups, Motivation, Perception

ÖZET

Araştırmanın amacı kişisel antrenör ile çalışan bireylerin antrenör algısını ölçmeyi amaçlamıştır. Araştırma 23 yaş ve altı n= 17, 23-25 yaş n= 21, 26-28 yaş n=22, 29-31 yaş n=18, 32 yaş ve üzeri n =22 olmak üzere 100 elit taekwondocu katılmıştır. İki ve daha fazla bağımsız grup arasındaki verilerin karşılaştırılmasında nonparametrik testlerden Mann Whitney U ve Kruskal Wallis H testi kullanılmıştır. Değişkenler arasında ilişki için spearman korelasyon analizi uygulanarak, % 95 güven aralığında 0,05 anlamlılık düzeyinde yorumlanmıştır. Taekwondocuların, yaş durumu ile teknik beceri, zihinsel hazırlık ve yarışma stratejisi değişkenleri arasında anlamlı farklılık görülmüştür. Fiziksel antrenman ve planlama değişkeninin puanı arttıkça zihinsel hazırlık, hedef belirleme ve olumlu antrenör davranışı değişkenlerinin puanı zayıf oranda artmaktadır. Teknik beceri değişkeninin puanı arttıkça hedef belirleme ve olumlu antrenör davranışı değişkenlerinin puanı zayıf oranda artmaktadır. Zihinsel hazırlık değişkeninin puanı arttıkça hedef belirleme ve olumlu antrenör davranışı değişkenlerinin puanı zayıf oranda artmaktadır.

Çalışmamızda 22 yaş ve altı olan Taekwondocuların teknik beceri düzeyi, 29-31 yaş aralığında olan Taekwondocuların zihinsel hazırlık düzeyi diğer yaş durumlarındaki katılımcılara göre farklılık göstermektedir. Taekwondo sporcuları için kişisel antrenman önemli bir avantaj sağlar, ancak yaş gruplarına göre farklılıklar göstermektedir.

Anahtar Kelimeler: Antrenör, Yaş Grupları, Motivasyon, Algı

INTRODUCTION

Taekwondo is a martial art and modern sport originating from South Korea. It is a combination of the words "tae" (foot), "kwon" (fist) and "do" (way or discipline), meaning "way of foot and fist". Taekwondo is a system that includes foot and hand techniques, but also mental discipline, self-control and moral principles. The basic features of Taekwondo are: It includes concepts such as technical equality, mental and physical development, sports and competition, education and ethics-based approach, belt system, defense art. Coaching, which is a complex and dynamic endeavor (Cushion, Armour, & Jones, 2003); It is the art of learning various constantly developing and changing professional skills and teaching them to athletes by applying them at an optimal level in the training environment. Coaching is inherently both a personal and social process, inextricably linked to both the constraints and opportunities of people's interaction with each other (Jones, Armour, & Potrac, 2004). Coaching is not just a profession, coaches who are responsible for preparing athletes physically, technically and tactically are also educators who mediate and clearly communicate the group-team philosophy and indirectly a hidden curriculum, a set of values with their attitudes and behaviors (Gök, 2021). Some researchers have argued that one of the most influential individuals in an athlete's sports experience is their coach and the contextual environment that the coach creates for the team or training team (Gagne, Ryan, & Bargmann, 2003; Bartholomew, Ntoumanis, & Thøgersen-Ntoumani 2010).

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If you want to work as a training and conditioning coach in the field of Taekwondo, you play an important role in maximizing the athlete's physical preparation and performance. Here are some important points you need to consider to be successful in this position: Must be able to use elements such as physical preparation knowledge, training programs, understanding individual differences, conditioning and strength training, injury prevention and rehabilitation, communication and motivation, and staying up to date in theory and practice.

The coach, who is responsible for technical skills in Taekwondo, helps athletes improve their techniques, learn competition strategies and achieve success in competitions. To be successful in this position, some points should be taken into consideration; Must have technical knowledge and experience, training methodology, providing individual support, competition preparation, communication skills, staying up to date, and setting an example.

The coach, who is responsible for mental preparation in Taekwondo, helps athletes develop their mental strength and psychological endurance. To be successful in this position, one must be able to take the following factors into consideration; Integrating mental training techniques, mental preparation programs, stress management, mental strength development, communication and empathy, performance analysis and feedback, and crisis management into your training programs can also increase success.

The coach, who is responsible for goal setting in Taekwondo, helps athletes define their short and long-term goals, focus on these goals and achieve success. In order to fulfill this role successfully; It is important that you have knowledge about communication with the athlete, setting smart goals, performance analysis, increasing motivation, goal revision, planning and tracking, and competition strategies.

The coach responsible for competition strategies in Taekwondo is responsible for planning and directing the athletes' preparations for competitions, determining and implementing the right strategies during the competition; Competitor analysis, determination of techniques and tactics, time management, mental preparation, pre- and post-competition planning, communication and cooperation, trust and determination, your talent and decision-making skills are also important for you to fulfill this role effectively.

Taekwondo athletes working with personal trainers is often a preferred method to meet their specific needs and goals. In this case, here are some important points that personal trainers should consider when working with taekwondo athletes: It must have technical knowledge and experience, focus on individual needs, physical preparation and conditioning, mental preparation, communication and motivation, development monitoring and evaluation criteria.

When personal trainers work with taekwondo athletes, they usually prepare customized training programs in line with the athletes' specific goals (for example, preparing for a specific tournament, training plan and periodization, improving technical skills, increasing physical condition, etc.). In this way, they help athletes perform at their best and achieve personal development.

METHODOLOGY

Research Model

The research is a study using the scanning model. "Scanning model is a research approach that aims to describe a past or present situation as it exists. The individual or object that is the subject of the research is tried to be defined in its own conditions and as it is. "No effort is made to change or influence them in any way" (Karasar, 2017). The research was answered by 100 elite taekwondo players as an online scale: 23 years old and under n = 17, 23-25 years old n = 21, 26-28 years old n = 22, 29-31 years old n = 18, 32 years old and over n = 22. This is a study aimed at determining perception. In the study, the Turkish adaptation of the scale, which was developed by Côté et al. (1999) and whose original name was "Coaching Behavior Scale for Sport (CBS-S)", was developed by Yapar İnce (2015) and was developed by the "Coach Behavior Evaluation Scale for Athletes (SADDÖ)" scale. It consists of three items and 7 dimensions. Questions 40, 41, 42, 43, 44, 45, 46 and 47 in the scale are reverse questions.

Statistical Analysis of Data

Kolmogorov-Smirnov and Shapiro Wilk tests are used to test whether the data has a normal distribution. Mann Whitney U and Kruskal Wallis H tests, which are nonparametric tests, were used to compare data between two or more independent groups. Spearman correlation analysis was applied for the relationship between variables. The findings were interpreted at the 0.05 significance level with a 95% confidence interval.

RESULTS

Table 1: Kruskal Wallis H test results regarding age and technical skill, mental preparation and competition strategy variables

	Age Status	n	Rank Value Average	X ²	p
Technical Skill	22 Years and Under	17	66,47	9,814	,044
	23-25 Years	21	51,60		
	26-28 Years Old	22	38,14		
	29-31 Years	18	46,36		
	32 Years and Above	22	52,86		
Mental Preparation	22 Years and Under	17	53,03	12,591	,013
	23-25 Years	21	61,93		
	26-28 Years Old	22	52,57		
	29-31 Years	18	30,22		
	32 Years and Above	22	52,16		
Competition Strategy	22 Years and Under	17	68,65	11,541	,021
	23-25 Years	21	56,10		
	26-28 Years Old	22	42,41		
	29-31 Years	18	48,00		
	32 Years and Above	22	41,27		

When the Kruskal Wallis H test results were examined, there was a statistically significant difference between age and technical skill ($p=0.044<0.05$), mental preparation ($p=0.013<0.05$) and competition strategy ($p=0.021<0.05$) variables. It was determined that there was a difference. Mann Whitney U test was performed to determine which age condition caused the significant difference. Test results are given in Table 2

Table 2: Mann Whitney U test results regarding age and technical skill, mental preparation, competition strategy variables

	Age Status	n	Rank Value Average	U	p
Technical Skill	22 Years and Under	17	26,15	-2,991	,003
	26-28 Years Old	22	15,25		
	22 Years and Under	17	22,32	-2,464	,014
	29-31 Years	18	13,92		
Mental Preparation	22 Years and Under	17	22,35	-2,459	,014
	29-31 Years	18	13,89		
	23-25 Years	21	25,21	-3,109	,002
	29-31 Years	18	13,92		
	26-28 Years Old	22	24,57	-2,467	,014
	29-31 Years	18	15,53		
	29-31 Years	18	15,39	-2,524	,012
	32 Years and Above	22	24,68		
Competition Strategy	22 Years and Under	17	25,71	-2,753	,006
	26-28 Years Old	22	15,59		
	22 Years and Under	17	21,62	-2,033	,042
	29-31 Years	18	14,58		
	22 Years and Under	17	26,65	-3,206	,001
	32 Years and Above	22	14,86		

When the Mann Whitney U Test results are examined, the difference between the age variable and the technical skill variable is found between 22 years and below and 26-28 years ($p=0.003<0.05$) and 22 years and below and 29-31 years ($p=0.014<0.05$). It has been determined that Taekwondo players in the range of . The technical skill level of Taekwondo players aged 22 and under differs from participants of other ages.

The difference between the age variable and the mental preparation variable was found between the ages of 22 and under and 29-31 ($p=0.014<0.05$), between the ages of 23-25 and 29-31 ($p=0.002<0.05$), and between the ages of 26-28 and 29-31 ($p=0.014<0.05$). It was determined that it was among Taekwondo players aged 29-31 ($p=0.014<0.05$), 29-31 and 32 years and above ($p=0.012<0.05$). The mental preparation level of Taekwondo players between the ages of 29-31 differs from participants of other ages.

The difference between the age variable and the competition strategy variable was found to be between 22 years and under and 26-28 years old ($p=0.006<0.05$), 22 years and under and 29-31 years old ($p=0.042<0.05$), and 22 years and under and under 26-28 years old ($p=0.006<0.05$). It was determined that it was among Taekwondo athletes aged 32 and over ($p=0.001<0.05$). The mental preparation level of Taekwondo athletes aged 22 and under differs from participants of other ages.

Table 3: Spearman correlation analysis results for variables

Variable I	Variable II	n	r	p
Physical Training and Planning	Technical Skill	100	,188	,061
Physical Training and Planning	Mental Preparation	100	,473	,000
Physical Training and Planning	Goal Setting	100	,394	,000
Physical Training and Planning	Competition Strategy	100	-,009	,931
Physical Training and Planning	Positive Coach Behavior	100	,489	,000
Technical Skill	Mental Preparation	100	,182	,070
Technical Skill	Goal Setting	100	,328	,001
Technical Skill	Competition Strategy	100	,118	,241
Technical Skill	Positive Coach Behavior	100	,355	,000
Mental Preparation	Goal Setting	100	,337	,001
Mental Preparation	Competition Strategy	100	-,034	,739
Mental Preparation	Positive Coach Behavior	100	,408	,000
Goal Setting	Competition Strategy	100	,240	,016
Goal Setting	Positive Coach Behavior	100	,450	,000
Competition Strategy	Positive Coach Behavior	100	-,135	,180

As a result of the Spearman correlation analysis, no significant relationship was found between the variables of physical training and planning and technical skill ($.061 > .05$) and physical training and planning and competition strategy ($.931 > .05$). A weak, positive and significant correlation of 47.3% ($p = .000 < .05$) was found between the scores of physical training and planning and mental preparation variables. A weak, positive and significant relationship was found at 39.4% ($p = .000 < .05$) between the scores of physical training and planning and goal setting variables. A weak, positive and significant relationship at the level of 48.9% ($p = .000 < .05$) was found between the scores of physical training and planning and positive coach behavior variables. Accordingly, as the score of the physical training and planning variable increases, mental preparation, goal setting and positive coach behavior increase. The scores of behavior variables increase slightly.

No significant relationship was found between the variables of technical skill and mental preparation ($.070 > .05$) and technical skill and competition strategy ($.241 > .05$). A weak, positive and significant relationship was found at 32.8% ($p = .001 < .05$) between the scores of technical skill and goal setting variables. A weak, positive and significant relationship was found at the 35.5% level ($p = .000 < .05$) between the scores of technical skill and positive coach behavior variables. Accordingly, as the score of the technical skill variable increases, the score of the goal setting and positive coach behavior variables increases slightly.

No significant relationship was found between the variables of mental preparation and competition strategy ($.739 > .05$). A weak, positive and significant relationship was found at 33.7% ($p = .001 < .05$) between the scores of mental preparation and goal setting variables. A weak, positive and significant relationship of 40.8% ($p = .000 < .05$) was found between the scores of mental preparation and positive coach behavior variables. Accordingly, as the score of the mental preparation variable increases, the score of the goal setting and positive coach behavior variables increases slightly.

There is a very weak relationship between goal setting and the scores of the competition variables, with a positive change significant at the 24% level ($p = .016 < .05$). There is a weak relationship between goal setting and the scores of positive coach performance variables, with positive changes significant at the 45% level ($p = .000 < .05$). Accordingly, the score of the variability of the distribution of the score of the goal setting variable increases very weakly, and the score of the positive coach behavior variables increases slightly.

No significant relationship was found between the variables of the competition system and positive coach training ($.180 > .05$).

DISCUSSION AND CONCLUSION

The research was conducted to measure Taekwondo players' perception of personal trainers. It was held in Istanbul with 100 athletes in elite age groups. Participants' responses were given on a 7-point Likert scale ranging from "never (1), rarely (2), sometimes (3), quite often (4), often (5), very often (6), always (7)". The results of the answers were analyzed. The analysis results are presented in tables with explanations in the findings section. When similar studies in the literature are examined;

(Kırkbir et al. 2021) found that when we examined the relationships of Taekwondo athletes with their coaches according to the age variable, there was a significant relationship ($p < 0.05$) in the average of the answers given to the sub-dimensions. Similarly & Kayhan (2020) did not find a significant difference in terms of the age variable in his study examining the relationship between coach and athlete. (Yücel, 2010), In the coach-athlete relationship of athletes; found no significant differences according to age, education level, licensed years and league categories.

(Dilek, 2017), a positive significant difference was found in the evaluations of coach behavior of Bosnian and Turkish athletes in favor of Bosnian and Herzegovinian athletes. On the other hand, in comparisons between branches, different findings were obtained between the two samples. According to the findings of the research, based on the evaluations of the athletes, coaches from Bosnia and Herzegovina had more positive behaviors than Turkish coaches and their professional competence levels were higher. The reason for the difference in our study is that the technical skill level of Taekwondo players aged 22 and under and the mental preparation level of Taekwondo athletes between the ages of 29-31 differ compared to participants in other age groups.

(Tutar, 2018). It was determined that there was a significant difference at the $p < 0.05$ level in the variables of participation in the Turkish championship and the time spent working with their current coaches and the sub-dimensions of physical training and planning, technical skill, mental preparation, goal setting, competition strategy, positive coach behavior and negative coach behavior. As a result, it was determined as a result of the analysis that swimming athletes perceived the behavior of their coaches positively Gök, & Okan, (2020). As a result of the correlation analysis performed according to the age variable, it was determined that there was a significant difference between the sub-dimensions and age. Studies support our work. In the research conducted by İmamoğlu & Çetin (2016), it was determined that there were significant differences in the sub-dimensions of goal setting and physical training and planning in individual and team athletes. The results of this investigator differ from our study findings.

Coaches evaluate the personality traits of the athletes they coach. They should take into account their knowledge and understanding levels, experiences in sports and differences between age groups in their studies.

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