

## Educational behavioral competencies for football coaches

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### **Introduction and research problem:-**

Football has become a major industry whose steps are accelerating scientifically, organizationally, economically and planningly in local and global competition. Hence, it has become logical that the rules of play and the level of physical fitness should evolve to keep pace with these successive booms, considering arbitration as an essential and effective element in the field of football. (1:9)

The science of sports training is one of the sciences that is closely related to many other sciences, such as education, psychology, sports physiology, anatomy, mechanics, and others. It helps direct the training process (practically) and paves the way for raising the level and improving and developing sports performance through the use of the scientific method. (9:17)

Training is the overall process of purposeful improvement of athletic performance, which is achieved through a planned program of preparation and competitions, and an organized practice process characterized by dynamism and continuous change (15:31).

The training program in football is one of the most important things that workers in the field of sports training should be concerned about. It is a planned and organized program, based on scientific foundations to provide direct and indirect services to all those who are included in the walls of any sports institution and help them

achieve the best level of achievement. (4 : 199)

The necessity of paying attention to training programs and on-the-job training, with arranging the needs of this training, building training programs on the basis of individuals' needs, and identifying weaknesses and shortcomings in performance to remedy them. (16:16,15)

.Osama Ratib (1999 AD) indicates that the availability of psychological determinants of the coach plays a major role in achieving victory and excellence in sports training, which leads to the coach's psychological stability, as it works on the development of the nervous system, as the activity of the work of the ends of the parts of the nervous system increases, and this is clearly shown in the sharp emotions, behavior of the coach and instability in his behavior and actions. (2:146)

The psychological aspect of athletes and coaches is one of the most important aspects of preparation that has attracted the attention of researchers and those in charge of developing sports and athletes in various countries of the world, whether developed or developing. At this time, the methods of integrated preparation have changed, so that psychological preparation occupies an important and prominent role in the integrated preparation system (12:6).

Measurement is a matter of great importance in any science, as all

sciences seek to develop accurate objective methods for measuring the phenomena related to them in order to understand and explain these phenomena, predict the relationships between their variables, and try to control them. (7:13)

Sufficiency is a set of experiences and knowledge of a continuous and developing nature that gives the individual the ability to exchange ideas and experiences and psychologically influence a group of individuals (3: 87).

It also defines sufficiency as “the knowledge, skills and abilities that an individual acquires to become part of his behavior, which enables him to perform satisfactory behaviors in the cognitive, emotional. These competencies show the educational purposes of the program that the individual studies, and are written in the form of specific goals that must be achieved. (5:63)

The researcher believes that the sports coach needs to have a clear scientific background of behavioral and educational competencies in the field of training that qualifies him to perform his role with sufficient guidance and motivation. So, he is supposed to have the necessary competencies for the process of controlling training situations, transferring knowledge and values, teaching skills, and developing tendencies and trends for the athlete. Therefore, developed countries in particular are concerned with the necessity of having a set of competencies for those who carry out the training process, as without these

competencies the coach cannot achieve the desired goals.

The researcher believes that the behavioral, educational, and psychological competencies of the sports coach play a major role in the success of the athlete and in the success of the coaches themselves. If the two teams or players are equal in the technical level, the coach's role becomes clear in the victory of his players or team, and the football coach represents the most important point in the team's achievements, so it must be prepared He is well in all aspects and various behavioral competencies in order to be able to achieve sporting achievements with his team.

Through the researcher's work within the technical staff of one of the football clubs and his experience in the field of football training, as well as by reviewing the scientific references and within the researcher's knowledge, the studies did not address the behavioral and educational competencies aspect of football coaches and the attention was limited to training competencies only. This encourages the researcher to do this research because of its importance in assisting workers in the field of sports in general and football in particular to improve the performance of football coaches. The sports coach needs to have a clear scientific background of behavioral and educational competencies in the field of training that qualifies him to perform his role. He is supposed to have the necessary competencies for the process of controlling training situations, transferring knowledge and

values, teaching skills, and developing tendencies and trends in the athlete.

**Search objective:**

**The research aims to :**

1-Recognizing the behavioral, educational and psychological competencies of football coaches.

2-Recognizing the level of behavioral, educational, and psychological competencies of football coaches.

Search questions:

1-What are the behavioral, educational, and psychological competencies of football coaches?

2-What is the level of behavioral, educational and psychological competencies for football coaches?

Some of the terms used in the search:

**1- Sufficiency:**

It is a set of skills and information that characterize the athlete, which makes the athlete have the ability to influence others, as well as exchange ideas, communication, skills, and influence psychologically, socially, behaviorally and training a group of athletes. (Procedural definition)

Search procedures:

**Research Methodology:**

The researcher used the descriptive approach due to its relevance to the nature of the research.

**Research community:**

The research community is represented by football coaches in the Arab Republic of Egypt.

**The research sample:**

The sample was selected from football coaches in Assiut Governorate, and their number is (24) coach.

**Data collection tools:**

In collecting data for research, the researcher used the following tools and measures:

A- Analysis of references and scientific research.

B- Expert opinion poll forms used in the research.

**The researcher designed and used the following forms:**

1- A form for determining the dimensions of the behavioral, educational, and psychological competencies scale for the research sample.

**The purpose of the questionnaire:**

Determining the dimensions of the behavioral educational and psychological competencies scale.

Steps to prepare a questionnaire for the dimensions of the behavioral, educational and psychological competencies scale for football coaches:

Reviewing scientific references and previous specialized studies.-

Presenting the form in its initial form to the specialized experts. -

- Reaching the most important dimensions of the behavioral, educational, and psychological competencies scale through the percentage of expert opinion.

2- A form for determining the expressions of the behavioral, educational and psychological competencies scale among the research sample.

**The purpose of the questionnaire:**

Determining the expressions of the behavioral educational competency scale.

Steps to prepare a questionnaire for the behavioral, educational, and

psychological competencies of football coaches:

Reviewing scientific references and previous specialized studies.-

Presenting the form in its initial form to the specialized experts.-

-Reaching the most important expressions of the behavioral, educational, and psychological competencies scale through the percentage of expert opinion.

C- The metrics used

- A scale of behavioral, educational, and psychological competencies for football coaches. Prepared by the researcher.

- Conducting scientific transactions.

Scientific transactions used in research:

First: Honesty

A - The validity of the arbitrators for the behavioral, educational, and psychological competencies scale for football coaches:

The researcher used the validity of the arbitrators to calculate the validity of the content of the questionnaire, in order to verify the validity of the questionnaire form. The questionnaire was applied to the experts, numbering (10).

**Table (1)**

**The opinions of the experts on the axes of the questionnaire for the behavioral, educational and psychological competencies scale for football coaches (n = 10)**

N	Phrase	Suitable		Unsuitable	
		ك	%	ك	%
first axis	Professional behaviors for training.	10	100	0	0
Second axis	personal behaviours.	8	80	2	20
Third axis	Communication behaviors with players.	9	90	1	10
Fourth axis	Motivational behaviors and motivation of players.	9	90	1	10
Fifth axis	Psychosocial support behaviors.	10	100	0	0

It is clear from Table (1) that the percentage of experts' opinions on the questionnaire's axes ranged from 80% to 90%, and the researcher agreed with 80%. Thus, the main axes of the questionnaire were determined based

on the opinions of the experts, and no axis was deleted and thus the conclusion was reached. The main axes of the questionnaire in its final form, which are five axes.

**Table (2)**

**The number of phrases of the questionnaire form for the behavioral, educational and psychological competencies scale for football coaches (n = 10)**

N	Phrase	Number of phrase
first axis	Professional behaviors for training.	9
Second axis	personal behaviours.	9
Third axis	Communication behaviors with players.	8
Fourth axis	Motivational behaviors and motivation of players.	8
Fifth axis	Psychosocial support behaviors.	8
The questionnaire as a whole		42

It is clear from Table (2) the number of questionnaire phrases for the behavioral, educational, and

psychological competencies scale for football coaches.

**Table (3)**

**The opinions of the experts on the statements of the questionnaire form for the behavioral-educational-psychological competency scale for football coaches (n = 10)**

Fifth Axis		Fourth Axis		Third Axis		Second Axis		First Axis		Variables Number
Suitable		Suitable		suitable		Suitable		suitable		
%	ك	%	ك	%	ك	%	ك	%	ك	
		90	9	90	9	80	8	100	10	1
90	9	80	8	80	8	90	9	80	8	2
100	10	90	9	90	9	80	8	90	9	3
80	8	100	10	90	9	90	9	100	10	4
90	9	90	9	80	8	80	8	90	9	5
100	10	90	9	90	9	90	9	80	8	6
90	9	100	10	80	8	100	10	90	9	7
100	10	80	8	100	10	90	9	100	10	8
80	8					80	8	90	9	9

It is clear from Table (3) that the percentage of expert opinions about the appropriateness of the proposed statements ranged between (80% to 100%), and the researcher agreed to a percentage of (80%) or more to agree to the statements, and thus no statements were deleted.

Thus, the questionnaire for the behavioral, educational, and psychological competencies scale for football coaches was prepared in its final form.

B- Internal consistency honesty:

The researcher used the internal consistency validity to calculate the validity coefficient of the questionnaire in order to verify the validity of the questionnaire form, in order to calculate the correlation coefficient between the degree of each axis and its total sum, as well as between the degrees of the axes and the total sum of the form.

**Table (4)**

**The validity of the internal consistency of the axes of the questionnaire for the behavioral-educational-psychological competency scale for football coaches (n = 24)**

Axes	correlation coefficient	probability value
The first axis: professional and organizational behaviors for training.	0,980	0.000
The second axis: moral and personal behaviors.	0,956	0.000
The third axis: communication behaviors with players.	0,939	0.000
Fourth Axis: Motivational behaviors and motivation of players	0,965	0.000
Fifth Axis: Behaviors of psychological and social support	0,922	0.000

Tabular value of t at the level of 0.05 = 0.345

Tabular value of t at the level of 0.01 = 0.450

It is clear from Table (4) that the correlation coefficients between the questionnaire axes (for the measure of behavioral, educational and psychological competencies for

football coaches) and its total score ranged between (0.836: 0.954), which are statistically significant correlation coefficients, which indicates the internal consistency of the form.

**Table (5)**

**The validity of the internal consistency of the statements of the axes of the questionnaire for the behavioral-educational-psychological competencies scale for football coaches**

correlation coefficient	phrase	correlation coefficient	Phrase	correlation coefficient	Phrase
0,875**	31	0,963**	16	0,854**	1
0,864**	32	0,976**	17	0,963**	2
0,976**	33	0,988**	18	0,832**	3
0,954**	34	0,865**	19	0,923**	4
0,854**	35	0,976**	20	0,864**	5
0,856**	36	0,921**	21	0,834**	6
0,976**	37	0,963**	22	0,923**	7
0,868**	38	0,850**	23	0,971**	8
0,987**	39	0,935**	24	0,836**	9
0,911**	40	0,863**	25	0,865**	10
0,964**	41	0,857**	26	0,932**	11
0,835**	42	0,965**	27	0,954**	12
	0,956**	28	0,863**	13	
	0,936**	29	0,841**	14	
	0,963**	30	0,962**	15	

Tabular value of t at the level of 0.05 = 0.345

Tabular value of t at the level of 0.01 = 0.450

It is clear from Table (5) that the correlation coefficients between the questionnaire statements (behavioral, educational and psychological competencies scale for football

coaches) and its total score ranged between (0.850 \*: 0.988 \*\*), which are statistically significant correlation coefficients, which indicates the internal consistency of the form.

**Table (6)**  
**The validity of the internal consistency of the questionnaire statements for the behavioral, educational, and psychological competencies scale for Football coaches and total score for each axis (n = 24)**

Fifth Axis	phrase	fourth Axis	phrase	third Axis	phrase	second Axis	phrase	first Axis	phrase
0,915**	1	0,921**	1	0,954**	1	0,896**	1	0,976**	1
0,814**	2	0,834**	2	0,965**	2	0,857*	2	0,973**	2
0,932**	3	0,912**	3	0,968**	3	0,924**	3	0,810**	3
0,913**	4	0,831**	4	0,843**	4	0,861**	4	0,963**	4
0,835**	5	0,865**	5	0,863**	5	0,852**	5	0,865**	5
0,815**	6	0,816**	6	0,931**	6	0,960**	6	0,865**	6
0,844**	7	0,845**	7	0,972**	7	0,975**	7	0,935**	7
0,842**	8	0,852**	8	0,842**	8	0,941**	8	0,874**	8
						0,863**	9	0,863**	9

Tabular value of t at the level of 0.05 = 0.345

Tabular value of t at the level of 0.01 = 0.450

It is clear from Table (6) that the correlation coefficients between the statements and axes of the questionnaire (on the measure of behavioral, educational and psychological competencies for football coaches) and the total score of its axes ranged between (0.810\*\* : 0.975\*\*), which are statistically significant correlation coefficients, which indicates consistency the internal questionnaire.

Second – stability:

Calculating the stability of the scale axes using Cronbach's alpha coefficient:

The stability of the scale was estimated on the members of the exploratory sample using the alpha-Cronbach coefficient method, where the questionnaire obtained the value of the alpha coefficient (0.985) for the scale as a whole, which indicates that the scale enjoys a high degree of stability.

**Table (7)**  
**Alpha-Cronbach coefficients for the stability of the axes of the behavioral, educational, and psychological competencies scale for football coaches (n = 24)**

Cronbach's alpha coefficient	The Axes	N
0.965	The first axis: professional and organizational behaviors for training.	1
0.932	The second axis: moral and personal behaviors.	2
0.980	The third axis: communication behaviors with players.	3
0.936	Fourth Axis: Motivational behaviors and motivation of players	4
0.926	Fifth Axis: Behaviors of psychological and social support	5
0.985	The scale as a whole	

Tabular value of t at the level of 0.05 = 0.345

Tabular value of t at the level of 0.01 = 0.450

It is clear from Table (7) that the Alpha Cronbach correlation coefficients range between (0.926: 0.985), which are significant correlation coefficients at a significance level of 0.01, which

means that the stability of the Alpha Cronbach coefficient is acceptable for the total score of the scale and for the axes of the scale (behavioral, educational and psychological competencies for football coaches )

**Table (8)**  
**Cronbach's alpha coefficients for the stability of the expressions of the behavioral-educational-psychological competency scale for football coaches**

Fifth Axis		Fourth Axis		Third Axis		Second axis		First Axis	
alpha coefficient	phrase	alpha coefficient	Phrase	alpha coefficient	phrase	Alpha coefficient	phrase	Alpha coefficient	phrase
0,975	1	0,915	1	0,954	1	0,953	1	0,965	1
0,965	2	0,926	2	0,934	2	0,936	2	0,926	2
0,984	3	0,933	3	0,981	3	0,956	3	0,980	3
0,935	4	0,996	4	0,915	4	0,975	4	0,914	4
0,971	5	0,958	5	0,925	5	0,932	5	0,947	5
0,943	6	0,953	6	0,926	6	0,974	6	0,925	6
0,963	7	0,934	7	0,916	7	0,932	7	0,937	7
0,978	8	0,926	8	0,935	8	0,958	8	0,978	8
		0,947		9		0,938		9	

Tabular value of t at the level of 0.05 = 0.345

Tabular value of t at the level of 0.01 = 0.450

It is clear from Table (8) that Cronbach's alpha correlation coefficients range from

(0.914: 0.996), which are significant correlation coefficients at the level of significance (0.05, 0.01), which means that the stability of Cronbach's alpha coefficient is acceptable for the total degree of the axis and the expressions of the behavioral educational competencies scale for football coaches.

Steps to carry out the search:

Conducting a scale of the level of behavioral, educational, and psychological competencies of football coaches:

The researcher applied the behavioral, educational, and psychological competencies scale for football coaches on the research sample.

Statistical processors used

According to the nature and objectives of the research, the researcher used the following statistical treatments.

Weighted average.  
Relative Weight Estimated degree.  
percentage  
correlation coefficient.

Alpha Cronbach correlation coefficients

Presentation and discussion of the results: First, the presentation and discussion of the results of the first question, which states: "What are the behavioral, educational, and psychological competencies of football coaches?" The following table shows the most important behavioral, educational, and psychological competencies of football coaches.



**Table (9)**  
**Behavioral, educational, and psychological competencies of football coaches**

Number of phrases	percentage	The Axes	Dimensions
9	90	Professional behaviors for training.	First Axis
9	90	personal behaviors.	Second Axis
8	80	Communication behaviors with players.	Third Axis
8	80	Motivational behaviors and motivation of players	Fourth Axis
8	80	Psychosocial support behaviors	Fifth Axis
42		The questionnaire as a whole	

It is evident from the previous table that

The behavioral, educational, and psychological competencies for football coaches are five behavioral, educational, and psychological competencies that fall under five main axes:

1- The first axis : the Professional behaviors of training. He got a percentage of 90%, because of the importance of this axis, because the more the coach has professional behaviors in training, the more the training unit succeeds. This confirms the success of the sports coach, and this was confirmed by previous studies and their results, and confirmed by Muhammad Hassan Allawi (14) 1998.

2- The second axis : Personal behaviors. And he got a percentage of 90% due to the importance of the moral and personal behaviors of the coach and their impact on the players in acquiring positive personal behaviors that help them commit to training and various sports competitions, which helps to reach the best sports levels and this was confirmed by the results of previous

studies and confirmed by Abdullah Hussein Al-Lami (8 ) 2004.

3- The third axis : the Behaviors of communication with the players. And he got a percentage of 80%. This is due to the importance of this axis, because the successful coach must have successful communication behaviors with the players, but he can communicate his training ideas to them and accept these ideas and help him to succeed, which leads to the success of the coach in training and in various sports competitions and access to The highest levels of sports, and this was confirmed by the results of previous studies, confirmed by Saad bin Abdullah Al-Abbad (6) (2005 AD) and Muhammad Hassan Allawi (11) (2005 AD).

4-The fourth axis : the Behaviors of motivation and motivating the players and got a percentage of 80%. This is due to the importance of motivation and motivating the players in achieving sporting success, as the successful coach has behaviors of motivation and motivating the players available in a large extent to him, which helps the players to achieve the highest results

and reach the levels This was confirmed by the results of previous studies and confirmed by Muhammad Hassan Allawi (14) 1998

5- The fifth axis: Behaviors of psychological and social support, and got a percentage of 80%. This axis is of great importance because one of the most important components of a successful coach is that he has behaviors for psychological and social support, as the players are in great need of those who support them psychologically and socially, which positively affects their level in Training and competitions, as well as

helping them achieve the best results and sports levels, which confirms the importance of these behaviors for a successful sports coach. This is what was confirmed by the results of previous studies and confirmed by both Fatima Abdul Basit (10) (2004 AD) and Mustafa Abu Zabdah (2009 AD) (13) .

Second: Presentation and discussion of the results of the second question, which states: "What is the level of the behavioral, educational, and psychological competencies of football coaches?"

**Table (10)**  
**The level of behavioral, educational, and psychological competencies of football coaches, first axis (n = 24)**

percentage	N of phrases
%94	1
%84	2
%81	3
%80	4
%85	5
%92	6
%82	7
%86	8
%87	9

It is clear from Table (10) that:

The percentages of the responses of the research sample in the first axis (professional behaviors for training) ranged between (80%: 94%), which indicates the availability of behavioral, educational, and psychological aspects of football coaches.

In this regard, Mufti Ibrahim (1998) (14) indicates that the coach must be a role model and an example to follow for his players, committed in

his behavior and actions. The customs and traditions of the society to achieve the highest levels of sports to be reflected on its players to link his love and devotion to the sports game and his loyalty and loyalty to his community and country.

As Abdullah Hussain Al-Lami (2004 AD) indicates (8), the trainer must have the qualities of good

organization and objectivity of thinking.

The researcher adds that the coach must have a lot of information, knowledge and skills about everything

related to the human being and its members, with his knowledge of other sciences related to sports training such as psychology, sociology, sports health and others.

**Table (11)**

**The level of behavioral, educational, and psychological competencies of football coaches, the second axis (n = 24)**

Percentage	N of phrases
%92	1
%86	2
%82	3
%88	4
%94	5
%87	6
%89	7
%90	8
%82	9

It is clear from the table that the percentages of the responses of the research sample in the second axis (personal behaviors) ranged between (82%: 94%), which indicates the availability of the behavioral aspects of educational competencies among football coaches.

In this regard, Abdullah Hussein Al-Lami (2004 AD) indicates that the coach must have a desirable personality, and thus he can accomplish the tasks entrusted to him with desire and satisfaction, and as a result of social progress and educational changes, and in order to face professional challenges and among the personal characteristics that the coach must have "Facing changes The social impact on the players with flexibility and perseverance, the ability

to understand and meet the problems related to athletes, the ability to issue fair judgments in the appropriate manner, the ability to innovate and plan in the sports field, the breadth of vision for all organs of the body, emotional stability and self-control (8: 22).

And Mufti Ibrahim (1998 AD) points out that "the coach must be characterized by a balanced personality in order to gain the respect of everyone, and be patient, away from the irritability, able to control himself in front of his players, away from fanaticism, ready to discuss with an open chest, not pretentious or hesitant, his voice raises determination and expresses his entity Health and vitality (14: 174)

**Table (12)**  
**The level of behavioral, educational, and psychological competencies of football coaches, the third axis (n = 24)**

Percentage	N of Phrases
%82	1
%95	2
%83	3
%94	4
%85	5
%90	6
%84	7
%91	8

It is clear from the table that the percentages of the responses of the research sample in the third axis (communication behaviors with players) ranged between (82%: 95%). This indicates the availability of behavioral educational competencies for football coaches.

In this regard, Saad bin Abdullah Al-Abbad (2005) points out that contact with the players means "relationships in which positive understanding prevails in various circumstances, and situations that inspire reassurance, trust, and cooperation among team members, the club, the sports institution, the coaching staff and the players so that they feel That they are one working group and their goal is one in order to perform better and achieve mutual benefit between them. (6:126)

The researcher adds that the interest in communicating with the players in the training work and

outside is one of the most important points that link the player and the coach, and even helps him to encourage him to train diligently and do their best for the success of the training process, in order for the coach to communicate well with the players. Between the coach, the players and the integrated training environment surrounding him, and asking the coach about the personal status of the players will have a good social relationship and the player will feel that there is someone who cares about his life matters that help him to succeed in training and sports competition.

Muhammad Hassan Allawi (2005 AD) indicates that one of the principles that a sports coach must have is to accept the player as he is, and the process of acceptance between sports leadership and the player is a dual process that requires the player to accept this leadership and accept this leadership for the player, as long as the

sports coach is not a member of the players' groups, as he is not a leader, it means that the process of acceptance requires psychological and social efforts to take place between these two forces. If the player has yet reached the

optimum state of behavior and trends, it does not mean that he is not normal, but rather requires modification, change and development so that he becomes in a state that adapts and fits with the required behavior (11:81).

**Table (13)**

**The level of behavioral, educational and psychological competencies for football coaches, the fourth axis (n = 24)**

Percentage	N Of phrase
%81	1
%92	2
%83	3
%94	4
%85	5
%90	6
%87	7
%91	8

It is clear from the table that the percentages of the responses of the research sample in the fourth axis (motivational behaviors and motivation of players) ranged between (81%: 94%). This indicates the availability of behavioral, educational, and psychological aspects of football coaches.

In this regard, Mufti Ibrahim (1998 AD) points out that one of the educational duties of the sports coach includes "to be a role model and an example for everyone around him, to educate his players on loyalty and belonging to the society in which he lives, to form the players' motives and tendencies to settle in the training process to achieve the goals to be

achieved." Develop volitional and moral traits such as bearing responsibility, perseverance, confidence and self-control (14: 178).

The researcher adds that in the sports field, the sports coach is a leader, because his training duties necessitate that he direct and guide the players and try to influence their behavior and help them improve their physical, skill and planning abilities, and develop their personal traits, in addition to his important role in achieving the process of social interaction between the players each other. With each other and between him and the players, which leads to an increase in the coherence of the team.

**Table (14)**  
**Level of Behavioral, Educational and Psychological Competencies for Football Coaches, Fifth Axis (n = 24)**

Percentage	N Of phrases
%82	1
%93	2
%90	3
%81	4
%88	5
%83	6
%91	7
%87	8

It is clear from the table that the percentages of the responses of the research sample in the fifth axis (psychological and social support behaviors) ranged between (81%: 93%)

Fatima Abdel-Basit (2004 AD) asserts that support and assistance are one of the most important sources that provide the athlete or coach with appreciation, information, and reassurance, and reduce his sense of fear from the pressures of training or competition. It also helps him to think well and improve his communication skills with those around him. It was dealt with by the humanities as a recent study, including sociology in the context of their research on social relations, and the importance of support in the sports field appears in many forms, including (rehabilitating the injury, helping the player adapt to

retire and preparing the sports teams for the match situation). ( 10:30)

Mustafa Abu Zabdeh (2009 AD) indicates that the players share their feelings without getting emotional, as this is a necessity of social interaction between them. However, this interactive nature between them has a special characteristic. The nature of excitement and response is characterized by the lack of emotionality on the part of the sports leadership, and the player often gets excited. Therefore, the task of the sports leader is to maintain this emotion as a manifestation of a lively energy while transforming it into an active and vital thought that can act in situations in a way that helps him build himself and build his team. (13:37)

Thus, the researcher answered the question of the research, which states, "What is the level of the behavioral, educational, and

psychological competencies of football coaches?"

Conclusions and recommendations:

- Building a psychometric tool that can be used scientifically to measure the level of behavioral, educational, and psychological competencies of football coaches.
- Using the behavioral, educational, and psychological competency scale as one of the important scales when choosing football coaches.
- Using the behavioral, educational, and psychological competency scale when building psychological programs for football coaches.
- Attempting to use the behavioral, educational, and psychological competency scale on some coaches of some other sports.

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