Opinions of Coaches Regarding Their Professional Self-Efficacy in Elazig Province

AYSEL KIZILKAYA NAMLI*[1], MUSTAFA KIZILKOCA*[2]
[1*2] *Munzur University Faculty of Sport Sciences, Tunceli, Turkey*
Study Area: Tunceli, Turkey
Coordinates: 28°30'N; 37°12'E

ABSTRACT

This research was carried out in order to determine the opinions of the coaches in Elazig province regarding their professional self-efficacy. Qualitative research model was used in the research and case study was used from qualitative research models. The study group consists of 30 coaches who are still actively coaching in Elazig province, which was created with the maximum variety method of the purpose sample included in non-selective sampling methods. A semi-structured interview form was used to collect data in the research. In the analysis of the data obtained as a result of the research; descriptive analysis was used in the creation of themes and content analysis was used to analyze the answers. The coaches stated various opinions such as that their profession is a special field, entertaining, personal development provider, health protection in the research. The research concluded that all coaches need to improve themselves. Besides, coaches think that professional development has an impact on personal development. According to the results of the research, the strengths of the coaches are such characteristics as being patient, being willing, being conscientious, loving the profession, being ambitious, being tolerant; features such as having communication problems, getting angry quickly, being sensitive and emotional are determined as the weakest aspects.
Keywords: Coach, Self-efficacy, Professional self-efficacy

INTRODUCTION

Social cognitive theory sees self-efficacy structure as the most important variable affecting performance behaviors and thinking and sensory processes. Therefore, it can be considered as a key structure when evaluating learning needs and designing educational interventions (Robb, 2012, Bandura, 1997; William & Rhodes, 2016). The concept of self-efficacy, which is a basic concept in the Theory of Social Learning developed by Bandura (1997), is expressed as the belief of individuals in their capacity to organize and perform the actions necessary to perform the tasks given.

Self-efficacy is not a function of an individual's skills; it is the result of the judgment of the individual about what they can do using their skills. Self-efficacy develops through lives; one evaluates the effectiveness of one's own actions and compares them to the actions of others. The extent to which the behavior of this individual meets certain standards is expressed to the individual by the people around him/her. An individual who believes he is talented (even if he is not talented) develops a positive sense of self-efficacy. Conversely, these individuals tend to exhibit more ineffective behaviors when the sense of self-efficacy is weak (Bjorklund, 1995).

Schyns and Sczesny (2010:79) stated that professional self-efficacy reflects a person's belief that they can exhibit appropriate behaviors related to their work. Conceptually professional self-efficacy; takes self-efficacy as a domain-specific assessment and reveals a more specific perspective (Rigotti, Schyns & Mohr 2008). Employees with high self-efficacy in the profession perceive that they are effectively controlling the workplace; requests are seen as resources for the fulfillment of the task. As a result, employees with high professional self-efficacy tend to be more interested in their work (Gumbau, Soria, & Ventura, 2007). Self-efficacy has been determined to affect how the environment is perceived by

having the power to produce the desired effects. Without such beliefs, people have little incentive to act or persevere when faced with difficulties. Therefore, those who exhibit a high level of self-efficacy tend to interpret demands and problems as difficulties, not as uncontrollable events as obstacles (Bandura, 1999; Bandura 2001).

Purpose of the research: The importance of sport in human life is an undeniable fact. There are various sports branches that appeal to all age groups, both amateur and professional. Coaches have an important place in teaching these sports branches, which can also be learned in school, from the outside, i.e. supplementation or gaining extra work to become professional athletes. In this sense, it is also thought that it is important how the coaches evaluate themselves in terms of professional self-efficacy. It is thought that this research will be important in this sense and will complete the deficiency in the field and contribute to the field. This research is carried out in order to determine the opinions of the coaches regarding their professional self-efficacy. The following questions' answers sought for this purpose.

- How would you describe your coaching profession?
- Do you feel the need to improve yourself in your field in the coaching profession? Why?
- Do you consider individual development seminars of coaches necessary?
- Do you think the professional development of coaches depends on personal development?
- What are the strengths and weaknesses of coaches?

MATERIAL AND METHOD

Research model: Qualitative research model was used in this research. Qualitative researchers want to get a much broader perspective when researching a particular subject than to find out "how much" or "how good" that subject is (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel,

2013). For this reason, a case study from qualitative research models was used in the research. The case study is expressed as a research method used to answer questions about how and why in situations where it is up-to-date and researcher control is not on variables (Yin, 2009).

Research group: The study group consists of 30 coaches who are still actively coaching in Elazig province, which was created with the maximum diversity method of the purpose sample included in non-selective sampling methods. The aim of the maximum diversity sampling is to create a relatively small sample and to reflect to the maximum extent the diversity of individuals who may be party to the problem studied in the sample (Yıldırım & Şimsek, 2008). The demographics of the sample of the study are listed below in Table 1.

Table 1. Features of Research Group

Variables		f	%
Gender	Female	12	40
	Male	18	60
Working Patternss	Staffed	12	40
	Contracted	8	27
	Volunteer	10	33
Service Year	1-5 Years	12	40
	6-10 Years	7	23
	11-15 Years	11	37
Branch	Team Sports	20	67
	Individual Sports	10	33
Coaching Level	Level 2	11	37
	Level 3	12	40
	Level 4	7	23

Data Collection Tool and Collection of the Data: A semi-structured interview form was used to collect data in the research. The semi-structured interview form was used because it allows it to provide in-depth information and provides flexibility to the researcher (Merriam, 2013; Büyüköztürk et al., 2013). The interview form prepared by

the researchers was examined by the field specialist and started to be applied after the final shape was given. The semi-structured interview form is created from two parts; In the first part, there are five questions containing personal information, and in the second part there are five questions that include research questions.

Analysis of Data: In the analysis of the data obtained as a result of the research; descriptive analysis was used in the creation of themes and content analysis was used to analyze the answers. Accuracy in the research can be achieved by taking into account validity and reliability in all kinds of research methods (Pandey & Pandaik, 2014). Various measures have been taken to ensure validity and reliability in this research (Merriam, 2013; Patton, 2014; Yıldırım & Şimşek, 2008; Türnüklü, 2000). In order to ensure internal validity, expert opinion was taken, direct citations were included and participant confirmation was obtained. In order to ensure the external validity of the research, the data collection tool and the data collection process are detailed, the characteristics of the research group and the data collection process are included, and the measures taken regarding validity and reliability are explained. In order to ensure the internal reliability of the research, the findings were presented directly and the data were recorded. In order to ensure the external reliability of the research, the number of consensus and disagreement between experts was determined and the credibility formula proposed by Miles and Huberman (1994) was used. The reliability specific to this study was calculated as 91%.

Findings: This section is presented in headings according to the research questions. In this part of the research, the findings of the research questions are included.

Description of their profession according to coaches: In the study, participants were asked the question "How would you define your profession?" and asked to answer it. Participant opinions are listed below in Table 2.

Table 2. Description of their profession according to coaches

Theme	Code	Code
Description of their profession according to coaches	Being a private area	Having conscientious responsibility
	Being fun	Being a booster
	Providing personal development	Being a socializer
	Being passionate	Being a communication provider
	Being priceless	Being the foundation of sport
	Being health-protective	Being a developer

In the study, participants made various definitions that defined the profession. The direct quotes of the participant's opinions are given below.

"It is a fun, sometimes stressful profession that requires improvement" (K29). "It is a profession that is a special field outside of education and training, that creates a special bond, that teaches to look at life through their eyes. We are the light of our athletes, they take us as an example… "(K22). "It has a positive effect in terms of physical and social development" (K18). "It forms the basis of all sports, it is the cornerstone" (K1). "It contains physical

abilities such as speed, strength, endurance; it is also a pleasant and fun winter sports branch" (K13). "It is a profession that allows healthier individuals to be raised in the future" (K3). "Priceless, an excellent profession that benefits children" (K7).

Coaches improving themselves: "Do you feel the need to improve yourself in your field? Why? questions were asked and asked to answer. Participant opinions are listed below in Table 3.

Table 3. Coaches improving themselves

Theme	Code
Coaches improving themselves	To be efficient
	To be able to teach easily
	To train good athletes
	To adapt to innovations
	Because it's happening in the information age
	Because it's in developmental age

In the study, the coaches stated that they felt the need to improve themselves and that this was due to various opinions. The direct quotes of the participant's opinions are given below.

"I have to constantly improve myself and be more efficient with new drillers and materials. I need to improve to be efficient" (K23). "Since my branch is a difficult branch, I try to improve so that it is easier to teach not to suffer" (K11). "I feel the need to constantly improve myself in order to train better athletes who are more useful to the sport" (K5). "There is a constant renewal in sports, it is important that I improve myself to adapt to innovations" (K18). "We live in an information age in an ever-changing and developing world. I attach importance to development in order to keep up with the information age" (K9).

Opinions of coaches on development seminars: "Do you consider individual development seminars necessary? Why" questions were asked and asked to answer. All coaches have stated that they consider individual development seminars necessary. Participant opinions are listed below in Table 4.

Table 4. Opinions of coaches on development seminars

Theme	Code
Opinions of coaches on development seminars	To improve ourselves
	Because it works in a developing field
	To be better equipped
	For contributing
	Because it's mandatory
	To avoid embarrassment to athletes

In the study, participants expressed various opinions about individual development seminars. The direct quotes of the participant's opinions are given below.

"The world doesn't stand still, and we shouldn't. I take care to participate in improving myself" (K30). "There are constant innovations in my branch, it is an ever-evolving field and it is impossible to stay behind. I have to regenerate" (K8). "I strongly agree to be better equipped than others in my field" (K20). "Individual development seminars make a significant contribution. That's why I agree once a year" (K16). "Participation in our branch is mandatory, so I have to participate" (K11).

Opinions of coaches on the relationship between professional development and personal development: In the study, participants were asked the question "Do you think professional development depends on personal development?" and were asked to answer. Participant opinions are listed below in Table 5.

Table 5. Opinions of coaches on the relationship between professional development and personal development

Theme	Code
Opinions of coaches on the relationship between professional development and personal development	Complementary to professional development is personal development
	Change can happen together
	Improving professional performance of personal development
	Interdependent

In the study, participants expressed various opinions about the relationship between professional development and personal development. The direct quotes of the participant's opinions are given below.

"I definitely think it's connected. I do not think that the individual who has not completed his/her personal development may be sufficient in professional development" (K29). "Change and transformation can only be possible together. These processes are contributed with their personal training" (K6). "I believe that professional performance has improved thanks to personal developments" (K19). "Two completely interconnected concepts, but both can develop at the same time" (K24).

The strengths and weaknesses of coaches: In the study, participants were asked the question "What are your strengths and weaknesses?" and asked to answer them. Participant opinions are listed below in Table 6.

Table 6. The strengths and weaknesses of coaches

Theme	Code	Code
	Strengths	Weaknesses
The strengths and weaknesses of coaches	Being patient	Communication problem
	Being willing	Getting angry quickly
	Being conscientious	Being impatient
	Good communication	Being sensitive
	Being helpful	Not giving up easily
	Loving the profession	Being emotional
	Being Tolerant	Professional deficiency
	Being ambitious	
	Professional qualification	
	Being open to development	

In the study, coaches expressed various opinions about their strengths and weaknesses. The direct quotes of the participant's opinions are given below.

"My strength is that I'm ambitious. My weakness is that I have trouble adjusting the listening range in some age groups. I have some professional deficiencies" (K1). "My professional competence is my strongest side, but my communication problems are my weakness" (K28). "My strength is to be patient and tenacious. I love my profession. I can say that being emotional is my weakest side" (K18). "I think my strongest strength is being conscientious because a person who doesn't have a conscience can't take good care of the children who are

entrusted to them. My weakness is not being able to give up easily, I can't even give up on athletes who give up on me" (K4).

DISCUSSION AND CONCLUSION

The fact that the members of the professional groups that exist in the society best fulfill the requirements of their professions and exhibit behaviors that will glorify their professions will increase the reputation of that profession within the society. Therefore, knowledge and skills (Aydın, 2001) are important in a profession, but it is necessary to act in accordance with those knowledge and skills. In the research, coaches were asked to define their professions. Coaches have expressed various opinions such as that their profession is a special field, entertaining, self-improvement provider, health protection. It is among the duties of coaches to gain good health habits (Rainer, 1990). It can also be said that being a role model for athletes (Eitzen, 2016, Ilkım and Mergan, 2021) causes coaches to define their profession as a special field.

In the study, all of the coaches stated that they need to improve themselves. As reasons for self-improvement; efficiency, being able to use easy teaching methods, training good athletes, adapting to innovations, living in the information age have expressed various opinions. It can be said that the coaches who participated in the research wanted to improve themselves because coaching has important responsibilities such as providing talent selection and development along with mental, physical, social and psychological development (Ağaoğlu, Eker & Ağaoğlu, 2013).

In the study, coaches stated various opinions such as that it is important to improve themselves in relation to development seminars, that it is necessary to participate because it is studied in a wide area, and that it is necessary to be equipped, so as not to embarrass the athletes.

In the research, coaches think that professional development has an impact on personal development. On the subject, they have expressed opinions about personal development, the complement of professional development, the co-existence of change, the improvement of personal development in professional performance and the interconnectedness.

In the study, coaches were asked what their strengths and weaknesses were; Characteristics such as being patient, being willing, being conscientious, loving the profession, being ambitious, being tolerant are indicated as the strongest aspects, while features such as having communication problems, being angry quickly, being sensitive and emotional are indicated as the weakest aspects. One of the characteristics sought in a person who will carry the qualifications of being a coach is to be conscientious (Karaç, 2004). The fact that this feature is among the strengths of the coaches participating in the study indicates that they carry some of their qualifications as coaches. The coach should be in good communication and interaction with the people he/she will work with (Cote and Gilbert, 2009; Yıldırım, 2009). The coach, who is expected to interact with the people he/she will work with, is expected to have good communication in this sense.

Therefore, it can be said that having communication problems between the weaknesses of the coaches is a disadvantage for the coaches.

REFERENCES

1. Ağaoğlu, Y., Eker, H., & Ağaoğlu, S. (2013). Evaluation the Career Perception of Undergraduate High School of Physical Education and Sport Students. Mustafa Kemal University Journal of Social Sciences Institute, 10(22), 283-296.
2. Aydın, E. (2001). *Introduction to Medical Ethics*. Pegem Publishing.
3. Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*, New York, W.H. Freeman and Company.
4. Bandura, A. (1999). A social cognitive theory of personality. In L. Pervin & O. John (Ed.), Handbook of personality (2nd ed., pp. 154-196). New York: Guilford Publications. (Reprinted in D. Cervone & Y. Shoda [Eds.], The coherence of personality. New York: Guilford Press.
5. Bandura, A. (2001). Social cognitive theory: An agentic perspective. Annual review of psychology, 52(1), 1-26.
6. Bjorklund, D. F. (1995). Children's thinking: Developmental function and individual differences. Thomson Brooks/Cole Publishing Co.
7. Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2013). Scientific research methods (14th edition). Pegem Publishing.
8. Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. International journal of sports science & coaching, 4(3), 307-323. https://doi.org/10.1260/174795409789623892
9. Eitzen, D. S. (2016). Fair and foul: Beyond the myths and paradoxes of sport. Rowman & Littlefield.
10. Gumbau, S. L., Soria, M. S., & Ventura, M. (2007). Efectos del tecnoestrés en las creencias de eficacia y el burnout docente: un estudio longitudinal. Revista de orientacion educacional, (39), 47-65.
11. Ilkım and Mergan (2021), Examınatıon Of Exercıse In Indıvıduals Wıth Dısabılıtıes And Inquıry Skılls Of Students In Sports Educatıon Department, Int J Life Sci Pharma Res. ISSN 2250-0480; SP-14; "Health and Sports Sciences.
12. Karaç, Y. (2004). T.C. Evaluation of Coach Training Courses Opened Under the Department of Sports Education of the Prime Ministry General Directorate of Youth and Sports. *Master Thesis,* Institute of Educational Sciences, Gazi University.
13. Merriam, S. B. (2013). Qualitative Research (Çev. Ed. Selahattin Turan). Nobel Pulishing.
14. Miles, M. B. & Huberman, A. M. (1994). Qualitative data analysis (2nd edition). Thousand Oaks, CA: Sage.
15. Pandey, S. C., & Patnaik, S. (2014). Establishing reliability and validity in qualitative inquiry: A critical examination. Jharkhand journal of development and management studies, 12(1), 5743-5753.
16. Patton, M. Q. (2014). *Qualitative research and evaluation methods* (Çev. Ed. M. Bütün ve S. B. Demir). Pegem Publishing.
17. Rainer, M. (2012). Successful coaching. Human Kinetics.
18. Rigotti, T., Schyns, B. ve Mohr, G. (2008). A Short Version of The Occupational Self-Efficacy Scale: Structural and Construct Validity across Five Countries. Journal of Career Assessment, 16(2), 238-255. https://doi.org/10.1177/1069072707305763
19. Robb, M. (2012). Self-efficacy with application to nursing education: A concept analysis. In Nursing Forum (Vol. 47, No. 3, pp. 166-172). Malden, USA: Blackwell Publishing Inc.
20. Schyns, B., & Sczesny, S. (2010). Leadership Attributes Valence İn SelfConcept and Occupational Self-Efficacy. Career Development International, 15(1), 78–92. https://doi.org/10.1108/13620431011020907
21. Türnüklü, A. (2000). A qualitative research technique that can be used effectively in pedagogical research: Interview. *Educational Administration in Theory and Practice*, (24), 543-559
22. Williams, D. M., & Rhodes, R. E. (2016). The confounded self-efficacy construct: Conceptual analysis and recommendations for future research. Health psychology review, 10(2), 113-128.
23. Yıldırım, A., & Simsek, H. (2008). Qualitative research methods in the social sciences (6nd edition). Seçkin Publishing.
24. Yıldırım, H. L. (2009). Football Coaches' View of Aggression Events. Master Thesis, Institute of Social Sciences, Niğde University.
25. Yin, R.K. (2009). *Case study methods: design and methods* (4nd edition). Thousand Oaks: Sage Pbc.