INTRODUCTION

There is a big chance in the strategic development of the Hungarian sport; the government supports the sport in many ways. This big amount of money should be effectively spent on the areas of sport, especially on the coaching field. Coaching education and further education are the keys to an improved and better coaching, which may result better performance of the athletes or teams. Although the government finances more and more the sports but the decision makers would like to measure the effects of their contribution. Firstly, it is very important to clarify the meaning of some phrases such sport development; agreeing with Collins (1995) that the sport development focuses on the gathering more people into the chosen sport. This description is pretty similar to Hylton’s and Bramham’s (2008) idea; they wrote about the nowadays broader social, cultural and educational influence due to the modern sport management. The good governance requires vocational audit in the sport organizations (Chaker 2004), because in some cases there are gaps between sport policies and social policies (Liston et. al. 2013). Being or staying successfully is the most important thing in the elite sports, which based on planned and continuous development. Development in the sport is not an only action in determined duration, this process is similar to a spiral; the inventors should continuously make the procedures of observation (audit), benchmarking, planning and managing, it is also important to make alterations and to renew the whole process again (Géczi 2012). Following MacClean’s thought (2009) the audit can be also a management tool to examine and connect the employees’ routine to a scheduled lane which affects the performance of a sport federation. There are scientific papers about sport facilities’ audit (Seifried & Meyer 2010; Lee et. al. 2013), there is an occupational audit in sport management (Emery et. al., 2012), and also the audit appears as a tool of marketing activity inside a club (Perritt 1989). In this explanation, the audit is important in the sport development, definitely it is the part of the benchmarking to get detailed data about the state of an association. According to Coyle (2009), in the countries the sports have “hot beds”, where the talents often appear. The key persons of this phenomenon are the people who work the athletes with; the routine and the skills of the coaches determine the output of the procedure (O’Boyle 2014). Coaching is fundamentally associated with teaching and learning in a special situation and it reports both practical and academic cultures of a sport (Jones 2006). All the same
2014 I. half

performed a sport vocational audit to monitor the status of the
and the members of the TF sport management department
mentioned 16 prioritized sports. The experts of the HOC
(HOC) supported the research to execute an audit of the above
METHODS
the future's sport organizational audits in the chosen sports.
aim was to gather data to compare these results to the data of
volleyball and wrestling
rowing, shooting, skating, swimming, tennis, table tennis,
judo, track and field, kayak-canoeing, modern pentathlon,
of the 16 prioritized sports (Géczi
programs run by the sport federation is elementary (Géczi
importance of the coaching is clear now for everybody in the
determine the results of their development programs. The
information about their vocation, the personal effort will
continuously as well. If the coaches know all the up-to-date
graduation the coaches needs to have further education
important elements should be in the program and after the
involvement. Coaches should choose carefully their behavior
type and accordingly in what way they organize and direct the
trainings and matches. They must use more positive than
negative phrases in the interactions, because fun and pleasure
have to be in the focus of the cooperation with the young
athletes (Bailey et. al. 2013).

During the coaching education the above mentioned
important elements should be in the program and after the
graduation the coaches needs to have further education
continuously as well. If the coaches know all the up-to-date
information about their vocation, the personal effort will
determine the results of their development programs. The
importance of the coaching is clear now for everybody in the
sport, but the continuous development of the coach education
programs run by the sport federation is elementary (Géczi
et. al. 2014).

The purpose of the investigation was to identify the status
of the 16 prioritized sports (biking, boxing, fencing, gymnastic,
judo, track and field, kayak-canoeing, modern pentathlon,
rowing, shooting, skating, swimming, tennis, table tennis,
volleyball and wrestling) on the coaching field. Additional
aim was to gather data to compare these results to the data of
the future's sport organizational audits in the chosen sports.

RESULTS AND DISCUSSION

**METHODS**

To check the progress, the Hungarian Olympic Committee
(HOC) supported the research to execute an audit of the above
mentioned 16 prioritized sports. The experts of the HOC
and the members of the TF sport management department
performed a sport vocational audit to monitor the status of the
16 elite sport associations and their administrations between
2013 November and 2014 February.

It was used a questionnaire with 48 items of 6 topics in the
sport vocational audit, especially the questionnaire contained
5 variations about the coaching education programs.

To collect adequate data about the themes it was completed
semi structured interviews with the leaders of the sport
associations who were responsible for the coaching field
(N=16) in 60 minutes interviews.

It was used content analysis according to the coaching
education and further education system by the federations
which were accounted to the HOC.

Additionally, it was used content analysis to collect all the
related information from the websites of the international and
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**RESULTS AND DISCUSSION**

It was examined firstly the spending on the coach education
and further education programs by the federations accounted
to the HOC. As you can see on the 1st Figure the most money
was spent by the Kayak-canoeing Federation, but there were
associations which did not spend any money to develop their
coaches.

The amounts of the spending were in the second half of
2013: Bike sports – 0 Ft, Boxing – 3,36 M Ft, Fencing – 0
Ft, Gymnastic – 9 M Ft, Judo – 4,875 M Ft, Kayak-Canoeing
– 10.5 M Ft, Modern pentathlon – 0,675 M Ft, Rowing – 2,6
M Ft, Shooting – 3 M Ft, Skating – 0 Ft, Swimming – 7,4 M Ft,
Table tennis – 1,6 M Ft, Tennis – 0,9 M Ft, Track and field – 0
Ft (but they have the Kids’Athletic Program), Volleyball – 1,2
M Ft, Wrestling – 0 Ft.

The amounts of the spending were in the first half of 2014:
Bike sports – 3,8 M Ft, Boxing – 3,415 M Ft, Fencing – 0 Ft,
Gymnastic – 9 M Ft, Judo – 1,5 M Ft, Kayak-Canoeing – 24,5
M Ft, Modern pentathlon – 0,675 M Ft, Rowing – 2,6 M Ft,
Shooting – 3 M Ft, Skating – 0 Ft, Swimming – 7,4 M Ft,
Table tennis – 0,4 M Ft, Tennis – 0,9 M Ft, Track and field – 0
Ft (but they have the Kids’Athletic Program), Volleyball – 1,368
M Ft, Wrestling – 0 Ft.

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Figure 1. Spending of the federations on coaching education and further
education programs

(*Track and field has another program for coach education - Kids'
athletic program)
It was investigated secondly the formal coach education programs in the prioritized sports; all the federations run coaching programs for adults (OKJ) in both levels (coach assistant, coach). The only problem with these types of education, that the federations have no chance to influence the content of the programs, for example the sport specific methodical and theoretical part of the course can be taught by a coach with BSc or MSc degree who is not preferred by the associations.

The 2nd the 3rd figures show us the results of the investigations of the higher education programs.

Figure 2. The distribution of the BSc degree programs by the prioritized sport federations (only two do not run)

The BSc coaching degree program was running in 14 sports (87.5% of the sample) and at the time of the investigation run together with the PE teacher program that is why it is so hard to execute it. The two federations which do not run BSc degree program are the federation of the skaters and the federation of the shooters. All the 16 interviewees expressed their negative opinion about the PE teacher-coach BSc programs which run in the universities; the common problem was that it is a “Hungaricum” which means that the two fields of sport experts are totally different. The PE teachers work with the whole young population and try to teach the basic movements, although the coaches work with competitors specially to perform the best. In the near future, the separate coach BSc degree will be the tip of the practical coaching, with the diploma the coaches can be for example the coaches of the national teams.

Figure 3. The share of the MSc degree programs by the prioritized sport federations (only three do not run)

MSc degree program ran in 13 sports (81.25% of the sample) and characteristically in every 3-5 years just begins in a sport. The three federations which do not run the MSc program in coaching are the same federations which we mentioned before by the BSc level and the federation of the bike sports. The half of the interviewees said that the MSc degree is nonsense in the existing form, the knowledge is the similar to the BSc level and only the law of sport constrains it, it has no value in the practice. In the near future the MSc program will aim the educators of the educators, so they will be the formers and the content providers of the BSc coaching program at the universities and the further education programs of the federations.

In the time of the investigation eight national federations were interested in the coaching education and further education programs of the international federations (box, fencing, gymnastics, judo, shooting, tennis, track and field and volleyball).

Figure 4. The share of the education and further international federations’ education programs

The content analysis of the federations’ websites shows that further education run transparently by the organizations, except 7 organizations (box, modern pentathlon, shooting, skating, swimming, track and field and wrestling).

Figure 5. The share of the website transparent further education

Own further education programs run by the federations had only by 10 organizations (62.5%), the six federations which do not run further education program are the federations of the bikeing, the skating, the shooting, the tennis, the fencing and the modern pentathlon.

Figure 6. The share of the further education programs
By the investigation of the exams after the further education programs (Figure 4 and 5) the scale is not so good, 25% which means only 4 federations (judo, box, volleyball and swimming) run this type of further education programs. Most of the interviewees (except the two sports which run license program, these are the boxing and judo) said that they have problems with the interests of the coaches; there are no tools in their hand to be more effectively by the recruitment.

**Figure 7.** The share of the further education programs with exams

<table>
<thead>
<tr>
<th>Further education program + EXAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
</tr>
<tr>
<td>10%</td>
</tr>
</tbody>
</table>

It was examined lastly the coaching licenses in the prioritized sports; only the box and the judo sports (12.5%) run the license system, these sports are the judo and the box sport. By the interviews the leaders of the coaching programs said, that the license system is very good tool to raise the level of the knowledge of the coaches, because the federation renew the license only if the coaches have up-to-date knowledge.

**Figure 8.** The share of the coaching license among the prioritized sport federations

<table>
<thead>
<tr>
<th>License system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
</tr>
<tr>
<td>10%</td>
</tr>
</tbody>
</table>

CONCLUSION

The first sport organizational audit highlighted a lot of area, especially the coaching field which is the key element of the sport development. The up-to-date knowledge, the age-group adequate behavior and humbleness is necessary to improve the potential of the athletes. It is also important to have a clear philosophical argument for the direction of reform for coach education (Piggott 2015). The experts of the sport coach education should always monitor the whole education system and the further education systems of the sports to recognize the problems. Graduation in the higher education system is important for the coaches; it improves employability and develops the critical analytical skills (Turner & Nelson 2009). Agreeing with the results of Roberts & Ryrie (2014) education the students have problems with the complexities of learning how to coach in the existing coach higher education system. Moreover the associations should be stricter with their coaches; they have to use the coaching license administration system to make some pressure on the coaches’ shoulders. The federation should cooperate with other organizations to renew their further education programs also (Callary, Werthner & Trudel 2011). The financial decision makers and the sport together should create a new, adequate coach education and further education programs; the experts of the university and also the coach education leaders of the federations work hardly on the topic.

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Jones, R. L (2006): The sports coach as educator: reconceptualising the license only if the coaches have up-to-date knowledge. Because the federation renew the license only if the coaches have up-to-date knowledge. Moreover the associations should be stricter with their coaches; they have to use the coaching license administration system to make some pressure on the coaches’ shoulders. The federation should cooperate with other organizations to renew their further education programs also (Callary, Werthner & Trudel 2011). The financial decision makers and the sport together should create a new, adequate coach education and further education programs; the experts of the university and also the coach education leaders of the federations work hardly on the topic.

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