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COACH EDUCATION APPROACH IN 16 HUNGARIAN SPORT FEDERATIONS RESULTS OF THE FIRST SPORT ORGANIZATIONAL AUDIT

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Abstract: *Nowadays the Hungarian government finances the sports in many ways; one of these grant forms is the group of 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) which are supported notably by the Hungarian Olympic Committee (HOC) till 2020. The purpose of the 1st sport vocational audit was to identify the current status of these sports, and also to create a database in many fields as a benchmark of the development. The sport management department of the Semmelweis University, Faculty of Physical Education and Sport Sciences (TF) contracted with the Hungarian Olympic Committee (HOC) in order to carry the sport vocational audit out. A sport develops if the numbers of the athletes grow or the results of the national teams are better. The coaches are the key persons in this development, if they could gather more children into the sport or they work better with the elite athletes the development has already done. It was examined the existence of the coach education programs; all the federations were running coaching programs for adults (OKJ) in both levels (coach assistant, coach). By 14 associations existed the first level of the higher education coaching program (BSc) and in 13 federations operated the MSc coaching program as well. All these coaching courses were common programs with schools, or universities. It was no evidence found that the federations run own coaching program but coaching license system existed in two sports at the time of the investigation.*

Keywords: *coaching, sport vocational audit, sport management, development*

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 planed 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 (*Perrit* 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

Gilbert and his colleges (2006) wrote about the not enough time to formal coach education on an annual basis. On one hand *Duffy* and his colleges (2013) suggest that evaluation will provide an adequate basis to recognize the influence of sport coaching on legacy. On the other hand coaching in sport is a profession; there are more forms of status from the volunteers to the professional coaches (*Duffy* et. al. 2011). Different types of sporting context determine the coaching needs and approaches (*Domingues* et. al. 2014) and the roles of the coaches are also very heterogeneous (*Szabó* 2012). Although the new generation of sport specific IT tools will be more and more available (*Hynes* et. al. 2013), but the observation of the other coaches' routine and the benchmarking will be always useful for the trainers. In the sport coaching there are complex and challenging tasks to encourage an autonomy-supportive approach (*Lyle* 2013; *Occhino* et. al. 2014; *Dray* 2014) now the results of the investigations of the sport coaching affects the future sport coach education programs in positive ways (*Olusoga* et. al. 2014; *Gilbert* et. al. 2012). According to *Sullivan* et al. (2012), the level of the coaching degree and the owned knowledge determine the success in the youth sport, but during the development the teaching of life skills is more and more important (*Trottier & Robitaille* 2014). Coaches have duty to produce a friendly learning atmosphere which guarantees children maintain active sports 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.

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 national associations.

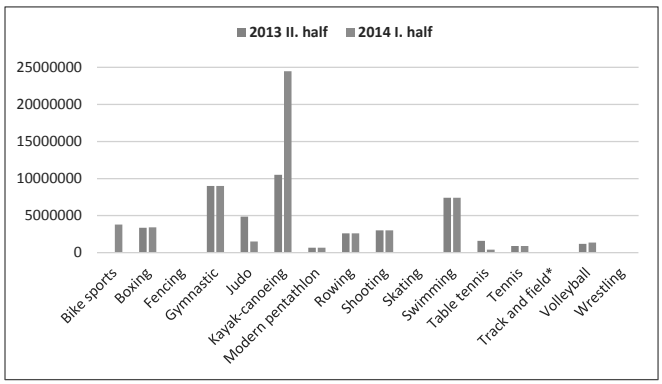
RESULTS AND DISCUSSION

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 MFt, Fencing – 0 Ft, Gymnastic – 9 MFt, Judo – 4,875 MFt, Kayak-Canoeing – 10,5 MFt, Modern pentathlon – 0,675 MFt, Rowing – 2,6 MFt, Shooting – 3 MFt, Skating – 0 Ft, Swimming – 7,4 MFt, Table tennis – 1,6 MFt, Tennis – 0,9 MFt, Track and field – 0 Ft (but they have the Kids'Athletic Program), Volleyball – 1,2 MFt, Wrestling – 0 Ft.

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

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

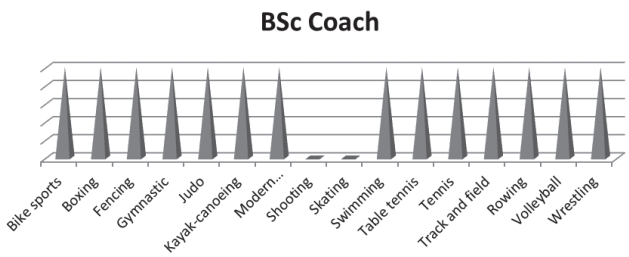


(*Track and field has another program for coach education - Kids' athletic program)

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.

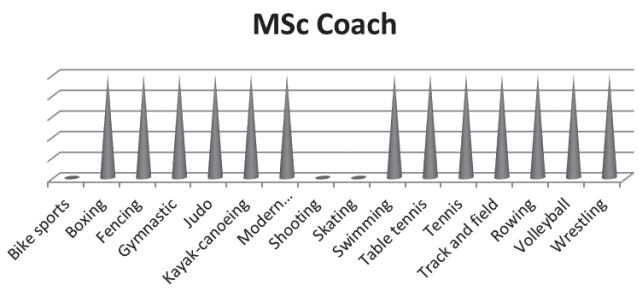
The 2nd the 3rd figures show us the results of the investigations of the higher education programs.

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.

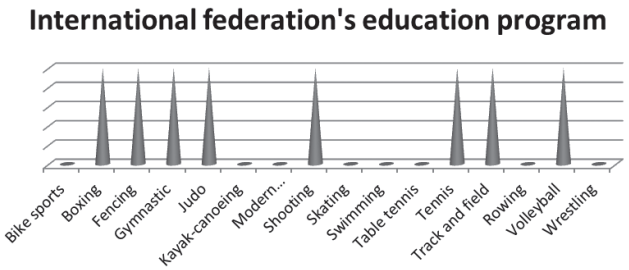
Figure 3. The share of the MSc degree programs by the prioritized sport federations (only three do not run)



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.

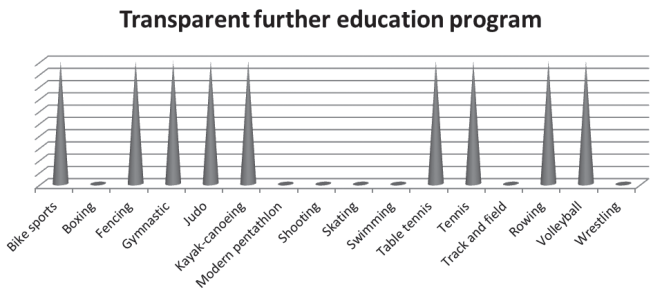
In the time of the investigation eight national federations were interested in the coaching education and further education programs of the international federations (box, fencing, gymnastics, judo, shooting, tennis, track and field and volleyball).

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



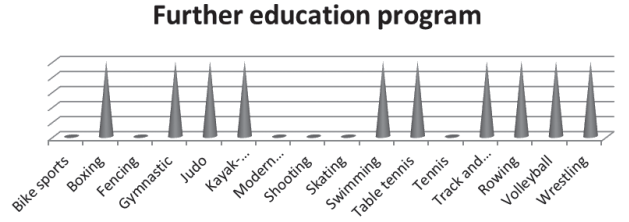
The content analysis of the federations' websites shows that further education run transparently by the organizations, except 7 organizations (box, modern pentathlon, shooting, skating, swimming, track and field and wrestling).

Figure 5. The share of the website transparent further education



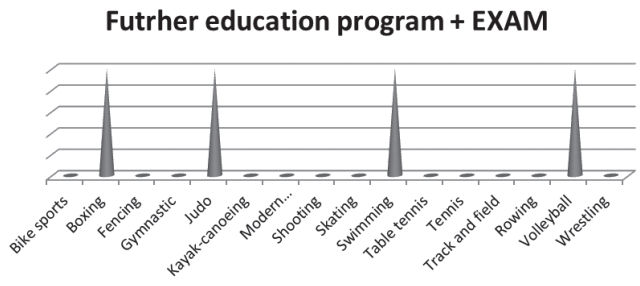
Own further education programs run by the federations had only by 10 organizations (62.5%), the six federations which do not run further education program are the federations of the biking, the skating, the shooting, the tennis, the fencing and the modern pentathlon.

Figure 6. The share of the further education programs



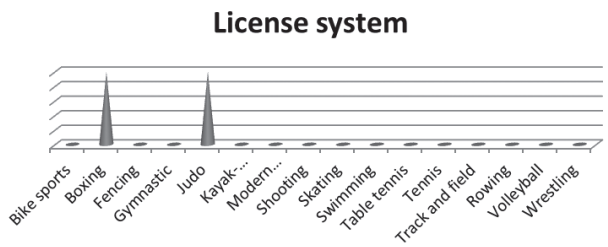
By the investigation of the exams after the further education programs (Figure 4 and 5) the scale is not so good, 25% which means only 4 federations (judo, box, volleyball and swimming) run this type of further education programs. Most of the interviewees (except the two sports which run license program, 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



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



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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