CHAPTER II
REVIEW OF RELATED LITERATURE

2.1. Introduction

No research begins in a vacuum. The scanning of literature considers as systematic process and critical review of the most important published scholarly literature on a particular topic at most essential. It helps the research scholar to find out what is already known. What others have attempted to find out and what others have suggested on certain issue.

Sincere efforts have been taken by the research scholar to locate literature to the present study. The relevant study found various sources, which the investigator has come across, are enrollment below. The research scholar has also collected related reviews from internet, journals, library, books of physical education and sports literature are available. The abstract of the reviewed studies are given below. The review in this chapter is divided into the following major area.

- Reviews related to data collection tools
- Reviews related to identify characteristics of coaches
- Reviews related to responsibilities of coaches
- Reviews related to methods of evaluation of coaches
- Reviews related to model the coaches selection criteria

2.2. Reviews related to Data Collection Tools

Latham (1953)\(^1\) undertook a study to investigate some personality traits related success in athletic coaching. An investigation was undertaken to discover the value of the forced choice rating technique for measuring psychological, or behavioral characteristics related to successes in one particular phase of athletic coaching, namely, the coaching of football. The construction entailed the collection of brief essay description of better-than-average and poorer-than-average coaches. These descriptions were written by high school principals, coaches, and players. This was followed by making a list of phrases most commonly used in the descriptions. After
the phrases were evaluated by a group similar to the one writing the descriptions, they were used as rating elements for the Forced Choice Rating Scale. To test how well this rating scale aided in the determinations of some of the personality, or behavioral, characteristics, related to success in athletic coaching, it was used for rating eighty-one high school football coaches. They were rated three times by the Forced Choice Scale constructed. These three ratings were done respectively by high school principals, coaches, and players. Data were collected that aided in roughly determining the degrees of success which were used for comparison to the ratings received through the Forced Choice Rating Scale. The data for the determination of success degrees consisted of percentages of games won for each coach rated and the size of the school in which the coach was employed.

Elcombe (1998)² investigated perceptions of OUA men’s basketball coaches on the value of intercollegiate athletics and their role as educators. This study utilized qualitative methods to examine the perceptions of twelve Ontario University Athletics (OUA) men’s head basketball coaches. The values of intercollegiate athletics, and the coach’s role as an educator were the subjects’ perceptions under inquiry. Using qualitative interviews as the data collection method, the researcher attempted to provide the coaches with a voice to express their experiences as the "gate keeper" of the intercollegiate athletic experience. Coaches’ perceived that both the academic institution and the student-athlete were beneficiaries of the OUA inter collegiate athletic system. They also universally identified a commitment to fulfill a role as an educator to enhance this value to both their school and their players. Finally, the coaches identified the types of obstacles that exist within the OUA coaching environment, and potential solutions to these problems. The discussion centers on the demonstrated uniqueness, complexity and diversity among the coaches with respect to the job that they performed, as well as in their philosophical approach to the educator role. A continuum representing the amount of personal responsibility assumed by each coach in their student-athletes' educational endeavors was created by the researcher. The twelve coaches under study were represented by four levels identified within the central portion of the continuum, while a literature review identified two extremes that exist within the inter collegiate coaching profession. These findings further supported the use of qualitative methods as a reasonable and
viable means of research protocol in coaching studies. The researcher then critically examined the implications of future directions in collegiate athletics in Ontario may undertake, and the approaches that could be utilized to maintain the focus on the educational experience of the student-athlete.

Gorney (2000)³ tried to identify evaluation dimensions for full-time head coaches at NCAA division II institutions. Respondents (n=34) participated in three rounds of a Delphi study to determine dimensions that should be included in the evaluation of full-time head coaches at NCAA Division II institutions. Delphi panel members included athletic directors, intercollegiate head coaches, and student-athletes at randomly selected NCAA Division II institutions. In total, 175 (92.6 per cent) of the initial 189 unique behaviors reached consensus for inclusion. Only two behaviors (1.1 per cent) reached consensus for exclusion. Twelve behaviors (6.3 per cent) failed to reach consensus. Differences between respondent groups were found in only seven (3.7 per cent) of the 189 behaviors. Only small absolute differences in mean importance ratings of the twenty categories were found. To develop a more practical evaluation tool, the results obtained were refined, lowering the number of categories to fifteen and the number of behaviors to ninety-one. The refined evaluation tool contains the most important dimensions for evaluating head coaches. It represents the essentials of a coaching evaluation.

Chen (2002)⁴ investigated selected characteristics of division-I boys' junior high basketball coaches in Taiwan. The purpose of this study was to identify characteristics and qualifications of the current Division-I head coaches of boys’ junior-high basketball in Taiwan. Among the 16 Division-I junior high schools that had participated in the National Tournament, 11 head coaches had agreed to fill out the survey questionnaire. Of the eleven coaches, only one was female. The questionnaire used in this study was developed by Palmer (1997) with slight moderations in order to adapt to cultural specificity. Items were designed to elicit demographic characteristics regarding coaches’ general information and their attitudes toward coaching certification and education. Coaches were asked to indicate their highest level of education attained, playing experience and their enrollment in PE courses. Nine of the eleven subject coaches had a baccalaureate degree, one coach had an associate’s degree, and one had only a high school diploma. Five of the nine graduated from the
National Normal University. Overall, two coaches graduated with a degree in PE, with seven taking PE courses during their study or as a minor. Six of the eleven coaches had participated in intercollegiate athletics before having played for their college basketball team. Six of the eleven coaches coach boys' teams only, while the other five coached both the boys' and girls' teams. Five coaches had indicated that the Bureau of Education of their counties or cities would require coaches to be certified. However, among these five coaches, only one had the required coaching certification. Interestingly, five coaches indicated that their jobs would be formally evaluated. The evaluators were the principal/superintendent or the dean of academics. Seven of the coaches were teaching at the school where they also had coached with four coaches hired out of the campus. Of these four, only one was paid for his coaching duties. Only one faculty-coach received pay for coaching. As a result, overall only two out of the total eleven coaches were paid for their coaching duties. Despite this fact, coaches were willing to volunteer due to their personal interest in basketball. Among the eleven coaches, seven had attended a one- or two-day coaching clinic last year. However, in terms of a comprehensive coaching course that includes instruction in sport psychology, injury prevention, and health education, only five of the coaches had taken part in this type of course. Among the six coaches who had not attended a comprehensive coaching course, four of them stated that they did not have any information or access regarding this type of course. There was only one female coach in the Division-I Junior High Basketball. With males dominating the coaching, it is strongly recommended to have more female coaches in basketball. This study found the percentage of the coaches who are volunteers is much higher in Taiwan. There were also a higher percentage of coaches in this study who had attended a coaching clinic. It is recommended that the Bureau of Education propose an education program to ensure the quality of its sport coaches. Due to the small number in the sample, this study can only be viewed as a case study on the selected characteristics of the current Division-I junior high school coaches. Any further generalization to all secondary-school basketball coaches of Taiwan must be carefully considered. According to the responses of the subject coaches, there are two suggestions that the researcher would like to address to the schools and the Municipal Bureau of Education of various counties. (1) Since nearly 82% of the subject coaches were working on a volunteer-
basis and nearly half of them coaching both boys and girls teams at the same time, there should be a method to reward or reimburse them. Although 82% had shown strong personal interest toward their coaching jobs, the administration should not take this for granted. Simply stated, keeping these coaches to maintain their jobs should be a primary concern in term of students' interests. (2) More coaching courses should be offered and publicized to current coaches so they can obtain updated information and professional knowledge to perform their coaching duties. If certifying all coaches is a future concern, then course planning and the implementation will be extremely important.

Miller (2006)\(^5\) tried to define Altruistic Leadership in the management of intercollegiate coaching. Altruistic leadership is defined as guiding others with the ultimate goal of improving their wellness. Research on altruistic leadership in coaching has not been published. This study explored intercollegiate coaches’ perceptions of altruistic leadership. The findings from the participants’ responses to interview questions are presented. An analysis was enacted to determine similarities and differences among coaches’ responses. Fifteen NCAA Division I head coaches from the Midwest United States participated in this study. Seven coaches were female and eight were male. Eight Coaches were from team sports, and seven were from individual sports. Their coaching experience ranged from 8 to 36 years. The average years of head coaching experience were 17 years. Results indicated that coaches perceived similar definitions for altruistic leadership in intercollegiate coaching. The factors they included were (a) character, (b) caring, (c) empowerment, and (d) balance. These findings are discussed in relation to theoretical and empirical literature on altruism, leadership, and motivation and in practical terms for higher education and sport management.

By Plasters and Writer (2009)\(^6\) along with a group of 30 people gathered at Springfield High School on Tuesday, Sept. 15, to discuss the characteristics and traits they want to see in the Wildcats’ next boys’ basketball coach. The suggestions ranged from “knowledge of the game” to “effective communicator at all levels.” After two brainstorming sessions 10 traits were agreed upon and will be used when a nine-person committee begins interviews today. “Knowledge of the game” made it. The communicator trait did not, but a similar one was used. Other traits included: passion
for academics as well as athletics, great communication skills with stakeholders and networks (includes parents, kids and fans), coaching experience and life coach who mentors and develops kids, become an active and visible part of the community, understands diversity, ability to motivate, personal integrity and ethics and honesty, disciplinarian and fair to all and respect (for others), develops and hires a strong staff.

Phillips (2009)\textsuperscript{7} tried to identify Student-Athletes’ Perceptions of Men’s Basketball Head Coaches’ Competencies at 15 Selected NCCAA Division II Christian Colleges. The purpose of this study was to measure the perceptions of student-athletes concerning the coaching competency of 15 head men’s basketball coaches at the Division II level in the National Christian Collegiate Athletic Association (NCCAA). The study utilized the 24-item Coaching Competency Scale (CCS) to collect data on 138 student-athletes participating in men’s basketball from 15 NCCAA member institutions and examined four specific categories: character building competency (CBC), game strategy competency (GSC), motivation competency (MC), and technique competency (TC). Multivariate Analyses of Variance (MANOVA), Analyses of Variance (ANOVA), and Analyses of Covariance (ANCOVA) were computed to examine group differences for the 24 coaching competency factors. Results indicate that player-related factors of starter, non-starter, captain, non-team captain, and academic level were not significant predictors of the combination of coaching competency.

Monazami (2009)\textsuperscript{8} has conducted a research with the title of “the codification of criteria for selecting national Volleyball coaches”. The purpose of this study is, developing selection criteria for national volleyball coaches in Iran. The type of this study is descriptive compared gathering information do with cross-sectional method. In other words, variables that were involved in selecting managers, were appointed and then using the pool, rate the importance of each of this criteria to select national coaches in volleyball, were evaluated. To this end, the number of 92 managers, coaches, players and elite response to research. The research tool was questionnaire which was prepared by Vahdat (2007) and its reliability ($\alpha=0.86$) has been approved. The above questionnaire, after the modifiable and the necessary permission, was distributed between responders. The obtained data, after encoding, was imported into SPSS-16 statistical software and it was analyzed through descriptive statistics, statistical tests such as one way ANOVA and Tukey test and Pearson correlation test.
and Friedman nonparametric test. Results revealed that there is no significant difference between managers, coaches, experts and athletes in the case of four criteria (technical, managerial, social, personality) for selection of national coaches. Also, there is significant difference between all subjects in the case of coach selection criteria. Eventually, from the viewpoint of all responders, respectively, technical criteria, managerial, personality and social had the most importance in selecting national coach in volleyball.

Hughes (2010) has conducted a study with title of “A Comparison of High School Head Football Coaches’ Personal, American Cultural and football Values (a qualitative-interview study). The purpose of the study was to understand the high school head football coaches’ personal, American cultural and football value orientation across urban, suburban and rural geographic locations of the high school in which the study participants coached, and across their ethnic/racial identities of the twenty-five (N=25) participant coaches, nineteen (N=19) were White/Caucasian, and six (N=6) were Black/African-American. The study was conducted during the 2007-2008 academic year. The qualitative-interview study was purposive in nature, only selecting high school head football coaches in the researched state. Participant consented to be interviewed and tap-recorded. Pseudonyms were self-chosen prior to the interview. The taped interviews were transcribed to aid in analysis. Data were triangulated, comparing qualitative-interview, scholarly literature review, and sport applicable social theories. Findings for coaches’ personal values presented the themes of (1) hard work, (2) honesty and trust, (3) family, and (4) faith and other values. Coaches, also, selected the American cultural value themes of (1) acknowledgement of diversity and inclusion within American society, (2) personal values as American cultural values, (3) hard work as a personal and cultural values, (4) personal responsibility as a social and cultural responsibility, and (5) acceptance and affirmation of American cultural values such as patriotism, nationalism and punctuality. Football value themes were depicted as (1) hard work, (2) respect for team mates, self, and the game, (3) character development, (4) commitment to a high standard of performance, and (5) physical and mental toughness, courage and handling adversity. Therefore, according to these coaches, hard work is their number one personal and football value, and is noted as an important American cultural value. The values are the
foundation for the head coaches’ decision making process in relationships with assistant coaches and players.

Murphy-Mills (2011) examined coach-athlete interactions in a model sport program for athletes with disabilities. The purpose of the study was to analyze the coach-athlete interactions occurring in a successful sport program for athletes with disabilities and their able-bodied siblings. The successful nature of this program was established by its athletes’ competitive achievements and by the athletes’ reports of positive experiences within this sport environment. This study utilized state space grid and observational methodology and was the second application of this methodology in field-based sport psychology research. The head coach of the program and twenty-four athletes were observed over multiple practice sessions. Both coach and athlete behavior was coded continuously for the duration of each practice session. Measures of coach-athlete interaction structure, based on dynamic systems concepts, were derived from these coded behaviors. These measures were examined for the team as a whole and compared between groups within the team (competitive vs. recreational athletes and athletes with disabilities vs. able-bodied athletes). Results indicated that the coach-athlete interactions of the team were highly patterned. Within this consistent pattern, the coach spent most of her time silently observing the athletes. Other commonly exhibited behaviors included individualized technical instruction, organization, and positive feedback. With regards to behavioral sequencing, the coach’s time spent observing the athletes was often interspersed with periods of organization, instruction, and feedback. The coach appeared to adapt her coaching style according to the competitive levels of the athletes, but no differences emerged when comparing the coach-athlete interactions between athletes with disabilities and able-bodied athletes. Overall, this successful environment was characterized by positive coach-athlete interactions that were deliberately patterned and mutually respectful.

In the study of Frost (2012), the researcher examined characteristics contributing to the success of a sports coach. Identifying particular characteristics (qualities and abilities) of successful sports coaches could offer other coaches help in improving their performance. Toward this end, 15 high school coaches completed a survey on 17 possible such characteristics, ranking 5 of them above the rest (≥ 90th
percentile): quality of practice, communicating with athletes, motivating athletes, developing athletes’ sports skills, and possessing knowledge of the sport. Coaches seeking to enhance their success might focus on these characteristics. The characteristics ranked by the survey participants are important for coaching success, and perhaps there are additional characteristics that would also serve coaches in their quest to become successful. Those could be the focus of further study. So could the issue of whether a characteristic is beneficial in and of itself or works in combination with another characteristic or characteristics. Some interaction seems, even from the present research, to exist between characteristics. For example, knowing how to go about developing athletes’ sports skills was a factor in quality of practice. And, it would appear that motivating athletes would depend to a considerable degree on skill at communicating with athletes. Finally, knowledge of the sport, as an all-encompassing term, includes all of the identified characteristics, not just the highest scoring characteristics. Whatever characteristics a coach possesses, success is not guaranteed if the coach does not feel a need to improve. Successful coaches continually look for ways to improve. Inexperienced coaches can and should improve their characteristics through education; the resources are plentiful. Both inexperienced and experienced coaches who lack certification or licensure of some sort should have to obtain it before being allowed to coach. Even if many coaching positions are vacant, as at the Little League level, athletes’ (children’s) safety must not be overlooked. Not only should instruction in first aid and CPR be a required qualification for all coaches, in this day and age, a background check of each candidate may also need to be considered.

2.3. Reviews related to Identify Characteristics of Coaches

Browns (1975)\textsuperscript{12} tried to identify Personality characteristics of selected groups of women educators. He administered the 16 PF and another questionnaire to 236 female physical educators and 180 female educators from other departments of the same institutions. Multiple discriminate analysis revealed that academicians relative to physical educators were significantly more self-sufficient, more outgoing, more imaginative, more intelligent, less emotionally stable, and less dominant while non coaches (in the physical educator group) were more imaginative, less enthusiastic, more confident, more venturesome, more outgoing and more shrewd than coaches.
Questionnaire information indicated differences between the educators and physical educators in educational background, age, marital status, and participation in all forms of activity at the high school and college level. The non coaches differed from the coaches in the type of school at which they were employed, size of school at which employed, job responsibilities, academic rank, educational background, age, number of years teaching at the college level, participation in out-of-school activities as high school students, intercollegiate competition, availability of sports programs, and attitude toward competition for women.

Malhorta and Kan (1986)\textsuperscript{13} referred to some traits like self-confidence, intelligence, self-concept, stable behavior and emotional tendency in the field of coaching and believed that coaches would be successful if they enjoyed these traits. Edward (1990)\textsuperscript{14} referred to the coach’s knowledge and believed that adequate knowledge would cause him/her to succeed. Keith (1990)\textsuperscript{15} according to his book (successful wrestling: Coaches’ Guide for Teaching Basic to Advanced Skills) believes that just knowing techniques is not enough to have a successful program. It is what you teach and when you teach it. It is known how to drill what you teach and knowing the proper progression of skills. Teaching young athletes to become championship wrestlers requires a special understanding of how to teach wrestling techniques, not just perform them. Successful wrestling requires a skilled performance based on a few fundamental techniques. Successful coaching of wrestling, however, requires a different set of skills, such as how to teach wrestling will, how to teach wrestling techniques, how to organize and direct individuals and team practices, etc. Coaches should stress proper execution of each of the fundamentals, aggressive application of each movement, and proper selection of techniques. They should build a sense of confidence. They need to learn, and then teach their wrestlers, coaching points for the various techniques. These coaching points are the little but important details. Success in wrestling requires attention to detail. Successful coaches must be able to analyze a technique to discover its coaching points, be able to develop drills to help wrestlers become proficient, and be able to put a series of individual moves into coordinated chains of action. This step offers suggestions and illustrations for more successful coaching.

Kohandel (1991)\textsuperscript{16} determined factors such as: conceptual traits, social
characteristics, and humanistic-emotional skills professional-scientific traits, sport traits, management skills, individual trait and experience for national coach selection.

Spink (1991)\textsuperscript{17} and Cross (1981)\textsuperscript{18} stated that psychology in coaching plays an effective role in the coach's success and the athlete's functional development as well as in their motivational and communicational skills.

Sabok (1992)\textsuperscript{19} consider some characteristics in his research such as: organizing, planning, communication skills, behavioral features and evaluation, are very important for a coach.

Dick (1992)\textsuperscript{20}, Kim and Lee (1991)\textsuperscript{21} point to the coach's managerial role and believe that managerial skills have an important and significant role in achieving the team goals and functional development.

Jefferies and Stephan (1992)\textsuperscript{22} in their book (efficient plans of American coaches) referred to importance of coaching. Being a successful coach, he/she should be skillful and perfect in all aspects. They divided a coach's skills into 3 aspects: technical, humanistic and conceptual skills. They also believed that a person who enjoys all these aspects could play the role of coaching well. Having a well trait is another significant aspect necessary for this role.

Salminen (1996)\textsuperscript{23}, Liukonen (1990)\textsuperscript{24}, Sharman (1986)\textsuperscript{25} and Penman (1974)\textsuperscript{26} pointed out that coach's behavioral traits could cause him/her to succeed.

Finally, Gondi (1998)\textsuperscript{27}, Lloyd (2000)\textsuperscript{28} and ASCTA (1998)\textsuperscript{29} (Australian Swimming Coaches and Teachers Association) pointed to similar traits like using motivational skills, considering players, creating opportunity for all athletes, leadership and managerial skills, coach's knowledge, in their coach assessment.

Hardy according to his book believes that coaching consists of instructing, educating, training and coaching and a coach should use them accurately and dominantly. A coach need to be fundamentally sound and to stay current (Gable.1999)\textsuperscript{30}.

Gable (1999)\textsuperscript{30} in the introduction of his book (Coaching Wrestling Successfully) said that the only way a coach or wrestler will improve is by setting increasingly high standards and then working hard to achieve them. He believes that coaches would watch films to study all opponents, train like a lunatic, and continually educate him in all aspects of competition and training. There are no short cuts, for the
success of a coach, no magic tricks, but hard work, dedication, and focus. The secret to a coach’s success is his work ethic and his ability to get his athletes motivated to rise to the occasion. A hard working attitude is an essential ingredient for success, no matter how scientific or sophisticated wrestling becomes. Gable believes that politics play a part in wrestling, just as they do in other sports and organizations, so coaches must know how to adapt to the situation. He believes that a big part of coaching career involved instructing and motivating his wrestling team. In addition, boosters, fans, various civic groups, and the media expect coaches to speak, so they have only two options: become a better communicator or get out of coaching. Effective communication is essential to being a successful wrestling coach. Establishing a good relationship with assistant coaches, administrators, media, fans, and wrestling community is important for any coach. Working closely with athletic director and administrator can be very beneficial for coaches. Establishing a good relationship with administrators is important for any coach. Wrestling is not fully utilized the media. Coaches must do more to promote wrestling. Coaches are the primary source of motivation and can play a very important role in the motivation of his wrestlers. Athletes and coaches must visualize greatness to achieve it. Coaches and athletes need to understand the importance of proper nutrition. Building the desire in the athlete to do extra training is a key factor in his achieving a high performance level and should be of highest priority to every wrestling coach. What a coach must remember is that it’s his job to help each athlete go in prepared, and that preparation may differ according to the time of year, the type of competition, early morning matches, multiple matches, key matches, end of the year tournament matches, and the makeup of his athletes. Each coaches needs to develop his own style and approach to coaching matches. The most important facet of coaching is actual practice time with the team and the more productive the better. During the season, coaches take a more active role in organizing, structuring, motivating, and teaching team members to maximize their development in the time allotted. When the regular season starts, practices should be organized so that athletes have a general feel for and understanding of the structure. After a few early season competitions and several weeks of practice, a coach should do a more thorough analysis of what the team needs to have a good year. He also should help wrestlers get ready for specific opponents
through one-on-one coaching sessions before, during, or after practice. Coaches in different levels have various role and responsibility. What a coach of middle school or high school wrestlers must do is to take their athletes from natural form of wrestling to the structured, competitive wrestling style. High school coaches have to be great recruiters to make sure that they have adequate numbers for all the weight classes. Wrestling is an intense sport. Coaches drum it into their athletes to be aggressive, to attack, to be intense, to not concede position. In the next breath, coaches tell them to be perfect gentlemen, to conduct themselves with class and dignity, to respect their opponents and referees, and to be nice and polite in public. Coaches must evaluate their staff, their wrestlers, the equipment and facilities, and even the product. One of coach top priorities should be to help athletes fully use their God-given abilities. He refers to some criteria that coaches should have such as: being flexible, learn from bad experience and avoid letting it happen again, be a good example, being able to motivate athletes, being himself, being respectful, being sincere, knowing how to deal individuals and trying to get their potential out of them, keep learning, love coaching and wrestling, love helping athletes seeking wrestling excellence to achieve it, love the wrestling competition, ability to train an teach, communicate with other coaches, proper evaluation of wrestlers, individual instruction, demonstrate skills, be a student of sport, striving for perfection, evaluate a match, control his temper and avert potential problems, be prepared to coach as his wrestlers are to wrestle, knowing the rules and getting a good read and how the referee will make calls, help his athletes focus on their best strategy for their matches, encouraging them to stay in their best positions and execute their best holds, teach his athletes to wrestle with fierce intensity but control their emotions after a match, in-season evaluation, post-season evaluation, spark wrestlers motivation and interest.

Redmond (2000) found out that the coaches who are better in their personalities are much more successful. He has also considered self-confidence, high intelligence quotient, and a sense of responsibility as the personal characteristics of the coaches. Considering the role of a coach it can be directly seen in a better performance of the athletes and finally their success in sport matches.

McCann (2002), a member of US Psychological Department, believed that three main factors (individual knowledge, the ability to control the emotional factors
affecting athletes, effective communication with athletes) could cause the success or failure of the coaches.

**Afl (2003)** has mentioned some principles of good teaching/coaching and is: well organized, energetic and enthusiastic, patient and understanding, encouraging and supportive, fair and consistent, good at delegating tasks to assistants and older, more skilled players, a careful observer and thoughtful planner, creative and flexible, knowledgeable and committed to improving their coaching, caring and interested in player’s well-being, fun to be around, being a good teacher, plan and organize learning situations that enable and encourage learners to progress through a series of learning experiences. Good coaching depends on: Matching the learning experience (the practice activity) to the player’s stage of learning, The clarity of the demonstration and communications used in the session, The ability to analyze and modify errors in performance, Developing a rapport (a connection) with the players, Using the process of encouragement and guidance during the activity. A coach must avoid: Sarcasm or ridicule, making hasty judgments about the cause of any misdemeanors, Disciplining the group for the behavior of an individual, Becoming too emotional, Displays of erratic behavior, Threatening or frightening a child, Moralizing and long winded 'sermons'.

**Scott** considers 10 must-have traits for hiring a triathlon coach. Here are 10 key traits to look for in a coach: a combination of education and experience, an understanding of the fundamentals of workload, an ability to cross-reference key training indicators such as speed, heart rate, watts and perceived exertion, the ability to design a program for the full training year (per iodization, micro-cycles, rest, etc.), an attention to the details of your training and the astuteness to recognize when it's time to make changes (e.g., to recognize symptoms of over-reaching/training or mental burnout, etc.), an understanding of the biomechanics of swimming, cycling and running and the ability to prescribe drills and exercises to effect corrective changes, the knowledge of the principles of endurance nutrition and supplementation and the ability to prescribe a fueling plan that is tailored to you, any advice and guidance for your individual race-day tactics, excellent communication skills, a motivating personality that fits you.

**Gendron and Stenlund (2003)** in their book (Coaching hockey successfully)
referred to some rules and abilities of coaches such as be the team’s main teacher and its top leader, be a key visionary for the team, be a communicator of ideas, be fierce competitors yet at the same time possess the empathy and understanding of a parent, be an authority in the areas of skills and tactics and strategy. They also have mentioned some characteristics of coaches like having a relentless commitment to learning, be patient, be adaptable, be flexible in both leadership and coaching styles, appropriate behavior and following of the school and team rules, punctuality, being attired as gentlemen on the road and when coming to and from the arena, respect for the authority of the coaches and referees, respect for and support of teammates, hard work and commitment to improvement, adherence to the team’s system of play, discipline in on-ice confrontations, developing a philosophy about the game itself and how to intend to run a team, demand hard work and total commitment to the group from all players and assistant coaches, be a student of both communication skills and motivational techniques, understand the principles of positive and negative reinforcement, assessing athletes, recruit or draft the athletes to fill those slots, analyze the individual athletes’ strengths and weaknesses, being able to envision the final outcome of the season for the team and for individual players, create and plan the practice schedule, setting goals for the team, being well organized, updating his knowledge constantly, be prepared, make practices fun. In this book, they described three vital components of coaching including the coach as teacher, the coach as leader, the coach as technician. These components and their associated subthemes each represent the thoughts of many of the finest coaches in the game as they relate to developing a foundation for role as coach. Developing strengths within each of these areas will assist a coach greatly in becoming an effective coach and role model for all players, now and into the future.

Eckstein (2004)\textsuperscript{36}, Chief of American Weightlifting Coaches Committee, believes that when determining the efficiency of coaches, the factors such as habitual traits individual characteristics and teamwork should be considered. He also noticed the level of skill, the ability to withdraw stress, the capability to instruct with professional thoughts, individual appearance and habits of coaches and athletes.

Martens (2004)\textsuperscript{37} in his book (successful coaching) referred to 15 characters necessary for coaching as follows: coach’s sport knowledge, his/her emotional levels,
being familiar with motivational skills, assessing the athlete and his/her functions, organization, planning, communication skills, behavioral traits and evaluation.

Morris (2005) believed that a good coach will likely have several of these qualities: commitment and dedication, an in-depth understanding and comprehension of their sport that goes beyond the basic fundamentals, highly inquisitive, disciplined, able to explain their ideas, expectations and instructions in a way their audience can understand with the need for yelling, screaming or demeaning their players, motivate, positive, enthusiastic and inspiration, attentive, approachable.

Mackenzie (2005) determined some Coaching Roles such as: Advisor, Assessor, Counselor, Demonstrator, Friend, Facilitator, Fact finder, Fountain of knowledge, Instructor, Mentor, Motivator, Organizer and planner, Role Model, Supporter. He also believed that Coaches initially need to develop the skills of: organizing, safety, building rapport, providing instruction and explanation, demonstrating, observing, analyzing, questioning and providing feedback.

Welker (2005) in his book (the wrestling drill book) believes that coaches not only developed athletes that also molded boys into men, epitomizing the essence of integrity, hard work, and perseverance. He also noticed that coaches must know basic practice outlines, workout formats, motivational methods, and yearlong strategies for developing wrestling program. Most important, the coach must be very involved during drilling sessions by directing, observing, and correcting. Coaches must prepare wrestlers for the physical and mental aspects of the sport. Wrestling perhaps more than any other sport, is an activity that can only be practiced by closely approximately the conditions of actual matches. The challenge lies in making practices conducive to learning and developing the unique skills and tactical proficiencies for the sport. The success of a coach’s wrestling program will depend largely on how well he prepares practice sessions from day to day. If a wrestler is constantly dwelling on weight problems, coach must step in and sternly suggest that he move up a weight class for his own physical and psychological well-being. Coaches are also teachers. They should always entertain any responsible questions from their wrestlers regarding practice drills and moves. They also should be able to do the maneuver flawlessly when teaching a new move to their wrestler. The wrestler should be constantly evaluating his programs with the assistance of the club coach. Coaches are responsible for guiding
wrestlers in preseason, in-season, and off-season activities. The key to a champion wrestling program is how well coaches organize their daily practice drill and workout sessions to fit the needs of their wrestlers. It is also up to them to develop and enact a well-rounded, yearlong strategy their wrestlers can follow.

**Schneider (2006)** examined preferred player characteristics and skills of division I men’s basketball coaches. The purposes of this study were two-fold. The first purpose was to determine the essentiality of selected work ethic characteristics on behalf of athletes. And, the second was to determine the importance of specific skills or talents of athletes to the success of men’s NCAA men’s Division I basketball programs. In summary, this investigation sought to determine to what degree coaches should seek in their Division I men’s basketball players’ specific work ethic characteristics and physical skills/talents. The survey was completed by means of a 36-item Likert scale questionnaire. Of the total of 36 Likert scale statements, 15 related to work ethic characteristics while 21 related to athletic skills and talents that might have an impact upon the success or failure of Division I men’s basketball programs. The subjects for this national survey included all 315 men’s NCAA Division I head basketball coaches whose names and addresses were provided by the NCAA national headquarters. Of these, 118 completed and returned usable surveys generating a return rate of 37.5%. Training hard was deemed to be the single most essential characteristic for winning, according to the respondents. In fact, 74.6% of the coaches indicated that training hard was very essential to winning while 25.4% classified it as essential. Strength and conditioning was likewise thought to be very essential by a large percentage of coaches (72.9%), and deemed essential by 25.4%. Individual training was the only other work ethic characteristic thought to be very essential by more than half of the coaches (52.5%), while another sizeable group of coaches (44.1%) also classified this characteristic as essential. Of the seven characteristics identified in the survey as being related to effort, three dealt directly with effort, two addressed the conditioning efforts of players, while the remaining two involved how essential were the players’ work habits—in the eyes of the responding coaches. Individual player’s effort, in general, was consistently valued very highly by coaches with five of the seven categories deemed to be very essential by more than sixty percent (64.4%) of the respondents. Only two categories relating to effort were
deemed to be very essential by less than half of the coaches, and both related to off-season activities. These were (a) player’s off-season conditioning efforts (45.8%) and (b) player’s off-season work habits. Of the 21 basketball talent categories that the coaches rated in terms of importance, 7 items related to physical talent while the remaining 14 focused on specific basketball skills. This national investigation sheds light on how Division I basketball coaches view the essentiality of specific work ethic characteristics and the importance these coaches place on specific skills or talents identified as having impact upon winning in competition. The results have implications for coaches in respect to what qualities, characteristics, skills and talents to look for in terms of potential recruits as well as current team members.

Gaieni (2008) has mentioned the criteria for selecting national team coaches for some group sports are personal and perceptive features, social features, humanistic skills, Scientific and specialized features, managerial abilities, individual and sport features and also work experiences.

Van Horn (2008) undertook an exploration of cultural competence hiring criteria for head coaching positions in California community colleges. This qualitative descriptive case explored if, and how, California community college athletic directors and instructional deans assessed coaching candidates’ cultural competency and identified variables to be considered when hiring intercollegiate sport head coaches at community colleges in California. The descriptive case study sought to understand how California Community Colleges (CCC) hiring processes occurred within the context of the institution’s hiring practices. The triangulated method of data collection included an open-ended survey of 31 athletic directors and instructional deans, review of 24 community colleges hiring policies, and an audio conference of five California community college athletic directors and instructional deans. Twelve (12) cultural competency themes were developed by a process of interpretation and textual coding. The study included recommendations to strengthen institutional and hiring processes and emphasized oral interview components, including the oral interview, role play scenario and instructional teaching demonstration in assessing cultural competency of sport coach candidates. The study embraced newer forms of excellence and expanded ways to measure sport program excellence that take into account research on cultural competency benefits to participating student athletes.
and its intrinsic value to the educational institution.

WrestlingAssistant.com is a website that points to the five major personalities of a coach like: to provide an enjoyable experience, provide a safe and healthy environment, teach wrestling moves/skills, be a positive role model, support academics and physical activity. It also reported coaching rules such as: ensure safety of the athletes, never become intimately or sexually involved with athletes, respect dignity of the athletes; harassment and abuse are unacceptable, never encouraged banned performance enhancing drugs or substances, never contribute to the use of alcohol or tobacco for athletes, behave in a professional manner at all competitions, if violation of the Code of Ethics occurs disciplinary action will be taken. It considers list of 70 characteristics and habits of a great wrestling coach such as: Believe that you can make a difference, think positively, care about ALL members of your team, get good people involved in your program, motivate students to excel, make a great first impression, display integrity, admit mistakes and learn from them, delegate, know how to sell your ideas, ask questions, do it right the first time, think like a winner, follow through on your commitments, believe in yourself, have a plan, be open to new ideas, finish tasks, change worry into action, maintain excellent attendance, give everyone you meet your complete and undivided attention, be a teacher, know the wrestling rule book, view challenges as opportunities, balance personal and work priorities, control your emotions, communicate clearly, listen, maintain a positive attitude, continuously improve your coaching/teaching skills, be disciplined, get students to believe in themselves, project a professional image, display self-confidence, follow school, district, conference and state policies and procedures to the letter, plan your practices, maintain high standards of excellence, speak positively about your team and program, meet deadlines, be a self-starter, take responsibility for your actions, be yourself, offer solutions to problems, take initiative, respect all, find a mentor, anticipate and prepare for problems, maintain a sense of humor, do more than is expected, keep your AD informed, follow the chain of command, accept criticism graciously, be a student of COACHIN wrestling, remember names, be punctual, don’t take yourself too seriously, never compromise your integrity, set goals and priorities, develop good habits, resolve conflicts, seek advice and feedback, be resourceful, give credit to others, show enthusiasm, be dependable, never use
inappropriate language, be courteous, dress neatly, have a firm handshake, keep in touch with alumni, be flexible, know how to work with administrators.

In the study of Zeamer⁴⁵, the researcher communicates what makes coaches in athletics special and effective than coaches in business. He believes that sports and business coaches both strive to motivate, inspire, and get the best performance from their athletes and employees. Both demand commitment, action, and results for the team. Both build trusting relationships and both play to win. In summary, he referred some benefits and added values of wrestling that prepares the sons or daughters for life: Socially accepted outlet for aggressive behavior, self-confidence builder, atmosphere of support/Community support, a process of continuous learning and improvement, self-aware and self-correcting, leadership training, nutritional education and learning by doing, team accountability's striving self-sacrifice for the larger community, accepting responsibilities for the well-being of others, develops staying power - a person's greatest strength, can build an honorable name - by displaying sportsmanship and leading by example, practicing self-disciplines - by delaying gratification, denying pain, and over riding the natural hunger instincts, reliability - by performing under extreme individual and team pressures.

Halpern (2011)⁴⁶ tried to identify leadership characteristics in high school athletic coaches and a link with winning records. This exploratory research examined high school athletic coaches to determine whether there was a link between leadership characteristics and styles and winning records. Leadership is a topic that has been given considerable attention, with a significant accumulation of research focused on leadership styles and characteristics and how they affect the follower. Further, while there has been a great deal research leadership, it has focused more on business leadership and performance outcomes than specifically athletic coaches and a link to winning. The purpose of this study was to explore leadership characteristics of high school coaches with winning records in a medium-sized county in Maryland. In addition, the study explored coaching high-school level sports to determine if there was a link to winning and if leadership characteristics and styles vary by sport. A qualitative exploratory methodology using a semi-structured interview approach was employed to address the problem under study. Discussion of the results revealed three specific themes either directly associated with the three research questions or
were a related component: 1) Characteristics of coaches impacted others, 2) talent was a big factor in whether a coach was successful, and 3) coaches can be good and not win. Implications of the study included improvement on understanding leadership and expectations, coaching improvement through the review of leadership characteristics, and the creation of an interview mechanism to select coaches who provide the best chance of winning.

**Weeks (2011)** has mentioned that an effective soccer coach must not only have an in-depth knowledge in everything about soccer. He must also possess special characteristics that will help him become a great coach and produce a winning soccer team. A successful soccer team does not just rely on the physical and technical requirements, but usually more than those such as being a good role model, having an admirable appearance, be punctual, be a good instructor, be friendly, be a good listener, be a great communicator, development of the team players, be a great motivator.

**US Olympic Committee Coaching Development Office** referred to ten characteristics of highly successful coaches as follows: Committed to individual integrity, values, and personal growth, Profound thinkers who see themselves as educators, not just coaches, Well-educated (formally and informally) in a liberal arts tradition, Long-run commitment to their athletes and their institution, Willing to experiment with new ideas, Value the coach-player relationship, winning aside, Understand and appreciate human nature, Love their sport and work, Honest and strong in character, Human and therefore imperfect.

**Admin (2012)** has mentioned that an effective soccer coach must not only have an in-depth knowledge in everything about soccer. A successful soccer team does not just rely on the physical and technical requirements, but usually more than those. The soccer coach must develop skills to fulfill them. He must also possess special characteristics that will help him become a great coach and produce a winning soccer team such as: being a good role model, having admirable appearance, being neat and tidy, be punctual, be a good teacher, be friendly, be a good listener, be a good communicator, development of the team players, be a team motivator.
2.4. Reviews related to Responsibilities of Coaches

American Sport Education Program (2008) in a book with title of Coaching Youth Wrestling refer to some responsibilities of coaches. Coaching wrestling at all levels involves more than just technique and practice on mat. Coaching involves accepting the tremendous responsibility that coaches face when parents put their children into his care. Liability issues, first aid, and even hygiene can fall into the realm of a coach’s duties. Wrestling coach will be called on to do the following: Provide a safe physical environment, Communicate in a positive way (with wrestlers, parents, coaching staff, officials, administrators, and others), Teach the fundamental skills of wrestling, Teach the rules of wrestling, Direct wrestlers in competition include assigning wrestlers to each weight group and making sound tactical decisions during matches, help his wrestlers become fit and value fitness for a lifetime, Help young people develop character (include learning, caring, being honest and respectful, taking responsibility, hard work, commitment, and desire to accomplish a lofty goal). It also involves preparing athletes physically and mentally to compete effectively, fairly, and safely in their sport, as well as, providing them with a positive role model. Coach need five tools to be successful that cannot be bought, they’re easy to remember with the acronym COACH: Comprehension, Outlook, Affection, Character, and Humor. These tools are essentials for effective coaching and available only through self-examination and hard work. In addition to having wrestling knowledge, coaches must also implement proper training and safety methods so that their wrestlers can participate with little risk injury. Even then, injuries may occur. So coaches must understand the basic emergency care procedures and know how to handle more serious sport injury situations. Coaches can institute many presentation measures to prevent injuries such as: preseason physical examination, physical conditioning, equipment and facilities inspection, athlete matchups and inherent risks, proper supervision and record keeping, environmental conditions, present until the last wrestler has been picked up after the practice or match, able to react immediately and appropriately to emergencies. The most common coaching objectives are to (a) have time; (b) help wrestlers develop their physical, mental, and social skills; and (c) strive to win. Striving to win is an important, even vital, part of sports. But it emphatically states that no efforts in striving to win should be made at the expense of the athlete’s well-being,
development, and enjoyment. Another vital tool a coach will want to have in his coaching kit is a genuine concern for the young people he coaches. This requires having a passion for kids, a desire to share with them his knowledge of wrestling, and the patience and understanding. Coaches should help their wrestlers build character. Having character means modeling appropriate behaviors for sport and life. They must be a good role model, be in control before, during, and after all practices and competitions, support, encourage, and reward every wrestler. Humor is an often overlooked coaching tool. It means having the ability to laugh during practices and competitions. This book points out some abilities that every coach must know including the different style of wrestling, mat specifications, and wrestling equipment, match rules and wraps things up with officiating and some of the most common officiating signals. From a legal standpoint, a coach must fulfill nine duties. The following is a summary of his legal duties: Provide a safe environment, Properly plan the activity, Provide adequate and proper equipment, Match athletes appropriately, Warn of inherent risks in the sport, Supervise the activity closely, Evaluate athletes for injury or incapacitation, Keep adequate records, Know emergency procedures, CPR, and first aid. Coaching wrestling is about teaching kids the sport by teaching those skills, fitness, fair play, and values. It’s also about coaching wrestlers before, during, and after matches. Coaches must be able to design effective and efficient practices and understand how to deal with misbehavior. It refers to some abilities that coaches must have to teach wrestling successfully included: introduce the skill, demonstrate the skill, explain the skill, attend to athletes practicing the skill, detecting and correcting errors, and provide feedback. Coaches need to advance their coaching knowledge by learning from their experiences, watching and talking with more experienced coaches, taking coaching education courses, studying advanced resources and by watching great wrestlers. Coaches should cover several subjects before, after, and during a competition such as: creating a competition plan for the opponent, deciding team tactics, discussing pre competition preparations, keeping a proper perspective, correcting athletes’ errors, managing behavior, being composed and focused, being calm and in control, teach appropriate sporting behavior, setting a good example and team rules, reduce anxiety, respect opponents and officials, keeping the competition safe. It points out some coaching responsibilities including
communicate well and provide for safety, teach and shape skills, motivate wrestlers, plan and conduct practices well and coach competitions.

Coaches Colleague (2009)\textsuperscript{51} believes that in present day society there are many characteristics, personality traits and responsibilities that an individual must interconnect, balance and perfect if they are going to fulfill their full potential as a coach and provide their players with the highest level of guidance possible. The coach will also possess personal traits that complement their occupational attributes, resulting in a greater coaching performance. The major qualities in each category are including: have in-depth technical knowledge, ability to spot and rectify faults, personal characteristics, being a good communicator, have ability to convey their ideas and instructions to their players, have the ability to listen to others, being friends with the players, being open-minded, having fair and equal attitudes towards all of the participants, being patient, being approachable, possessing some qualities key for the occupation of coaching, be organized and able to plan and organize, be responsible and reliable, be positive, be presentable personal attire (appropriately controlled and conditioned facial hair and hair style accompanied by correct clothing, footwear and coach’s equipment), being Knowledgeable. There are a number of roles that coaches are not only required, but expected, to undertake such as: fitness trainer, social worker, motivator, role model, friend, disciplinarian manager, organizer, life planner.

2.5. Reviews related to Methods of Evaluation of Coaches

MacLean (1996)\textsuperscript{52} assessed factors considered important for evaluating Canadian University Athletic Coaches. Evaluating coaching performance based on the use of job-specific assessment criteria has been particularly problematic for college athletic departments. The purpose of this study was to assess the importance attached to six dimensions of criteria rated by administrators ($n = 87$) and coaches ($n = 532$) in the Canadian Interuniversity Athletic Union. The six dimensions were team products, personal products, direct task behaviors, indirect task behaviors, administrative maintenance behaviors, and public relation behaviors. The results of Multivariate Analysis of Variance (MANOVA) and repeated measures ANOVA showed that, in general, administrators and coaches held similar beliefs about the criteria.
important for coaching evaluation, but they had some differences in the order of importance of the dimensions. Both groups rated direct task behaviors—that is, the specific abilities or skills used directly in the day-to-day practice of coaching—as the most important dimension of grouped evaluation criteria.

Barber (1998)\textsuperscript{53} tried to identify methods and criteria employed in the evaluation of intercollegiate coaches. This investigation examined the procedures employed by NCAA Division I, II, and III athletic directors (ADs) in evaluating their cross country and basketball coaches. Three components were examined: individual input, methods, and criteria for evaluation. Questionnaires were mailed to 660 ADs, and final analyses were conducted on 389 responses. ADs most commonly sought input from athletes, coaches' self-evaluations, senior associate ADs, and university administrators in the evaluation process. Meetings with coaches and watching contests were rated as important methods of evaluation. Factor analyses of evaluation criteria revealed 8 evaluation factors for basketball coaches and 7 for cross country coaches with different underlying structures. For basketball coaches, unique solutions were created for technical-skill development and coach-player relationships. For cross country coaches, these items loaded together creating a general player development factor. MANOVAs examining divisional differences in the evaluation process indicated that significant differences existed between sports and across divisions.

Kavekar and Ford (2012)\textsuperscript{54} investigated recruiting criteria of leading NCAA division I softball coaches. Purpose of this investigation was to determine the recruitment criteria of the 50 winningest active coaches in NCAA I collegiate softball. Twenty-seven of the NCAA Division I head coaches completed a survey designed to assess their recruiting evaluation standards and measures. The survey 15 items based on the evaluation of a recruit including statistics, use of recruiting tools, measuring intangibles and tangibles, the preference of a multi-sport high school athlete or a multi-position player, when to begin recruiting, most desired positions recruited, and the important elements of a successful recruiting athletic program. Based on the analyses of the survey date, most of the coaches use similar criteria. Results indicated similar explanations and findings in current talent identification, recruiting techniques, and applications.
2.6. Reviews related to the Model of Coaches Selection Criteria

Tabrizi (2002)\textsuperscript{55} tried to prioritize some characteristics of Iran’s national coaches from the viewpoints of Iranian national coaches and wrestlers. The aim of this research was to prioritize some characteristics of Iran’s national coaches and wrestlers and design a proper model for evaluating them. The statistical population of this research was twenty coaches and thirty wrestlers who were in the camp of wrestling national team in 2002. They completed the questionnaire. By using data from review of literature and Delphi method, criteria for selecting Freestyle and Greco-Roman national coach were categorized into eight main criteria. Dimensions of coaching are included: professional-scientific characteristics, emotional-human skills, sort characteristics, background, personal characteristics, social characteristics, personality-cognitive characteristics and management skills. Every dimensions of coaching had several subsets that they were prioritized by subjects. The questionnaire had 51 options. The results of the data analysis completed by the participants are included: prioritizing of coaching dimensions from the viewpoints of coaches, prioritizing of coaching dimensions from the viewpoints of wrestlers, the level of importance and ranking of coaching dimensions. The result revealed that there is no difference between coaches and wrestlers in the rating of coaching dimensions.

In a study conducted by Shafiei (2007)\textsuperscript{56}, he has determined and modeled the National Coaches Selection in Swimming, Diving & Water polo in Coaches' Opinion. The purpose of the study was to determine and model the national coaches' selection in swimming, diving and water polo. Coaches (Swimming, diving and water polo) responded to a questionnaire consisting of two parts, a: personal characteristics and b: 64 variables gathered from the literature. Principal component analysis of two data sets yielded eight main domains in coaching. The priorities were determined by Freidman Test as follows: Humanities factors, characters criteria, Technical skills, Social factors, Managerial skills, related experiences, Personal characteristics, and related sport abilities. Kruskal-Wallis test indicated: no significant differences among swimming, diving and water polo coaches' opinion about the priorities of the main domains, (R=0.086), the preference of the subgroups' characters criteria. (R = 0.037), significant differences among swimming, diving and water polo coaches' opinions about the preference of the subgroups' social factors (R=0.015), the preference of the
subgroups' humanities factors (R=0.024), the preference of the subgroups' technical skills (R = 0.311); the preference of the subgroups managerial skills.

Akbarzadeh (2008)\textsuperscript{57} has conducted a study for modeling and formulation criteria for selecting national coaches in Karate and providing proposed pattern. The objective of this study was modeling and formulation criteria for selecting national coaches in Karate (Kata and Kumite) and providing proposed pattern. The method in this research was a descriptive survey. Statistical population of this research was divided into four groups: coaches, athletes, managers and experts. Statistical sample of this research was 160 persons. Due to the characteristic of this research and the small statistical population, proportional random sampling was done. Instrument of research was a questionnaire, which was evaluated with Delphi method and had the coefficient of reliability equals to %82 (p<0.01) in Kata and %71 (p<0.01) in Kumite. Kolmogorov-Smirnov Test, ANOVA Test, Friedman Test, T dependent, Kruskal-Wallis and LSD Test were used to test the research hypotheses. Descriptive statistics was used for classifying the results. After final analyses the results were as below: There were meaningful differences between criteria for selecting Karate national coaches in Kata and Kumite. Human-emotional skills had highest priority with the 7.29 average grades in Kata discipline and with the 7.25 average grades in Kumite discipline. There was significant difference between current situations and the importance of Karate national coach selection criteria in Kata discipline (t=-17.781,p<0.001) and in Kumite discipline (t=23.582,p<0.001), as well as, different views of coaches, experts, athletes and managers were investigated in the case of the level of importance of coach selection criteria. In accordance to the obtained results in this study, the authorities, who are responsible for selecting national coaches in Karate, are highly recommended to apply these criteria, especially human-emotional skills, for selecting national coaches at different levels. Also according to significant difference between current situation and the importance of selection criteria, senior managers are highly recommended to put special attention on this matter in Karate federation. Finally it is necessary to hold some training courses in Karate Federation according to significant difference between the views of mentioned population.

In the study of Nasiri (2009)\textsuperscript{58}, the researchers analyzed and modeled the evaluation system of Iran's national handball team coaches. Modeling the evaluation
system of the Iranian handball national team coaches by path analysis was the aim of this study. The type of study was descriptive and its method was survey. The research instrument was a questionnaire with 108 closed questions. It was prepared by Delphi method and its Reliability coefficient was 0.97. For determining the content validity of the questionnaire, it was given to 12 professors who were expert in sport management. After collecting data, by using exploratory factor analysis, five factors were identified. Accordingly, the evaluation system of the national handball team coach was modeled. Chi-square ($X^2$) test was used to test the model that the value of Chi-square test is 0.35 for this model so the model was confirmed. In this model, by using path analysis method, exogenous variables (personal characteristics, sports background, moral background, personality background) and endogenous variables (human, social and technical characteristics) were identified and effect of each of these factors were found.

Tajik (2010) undertook a study to plan and compilation assessment indicators of Iran’s Taekwondo coaches. The objective of this research was to design and develop indexes for choosing Taekwondo coaches and determining the degree of importance among these criteria in the point of view of coaches, athletes, managers, and officials. The method in this research was a descriptive survey. Instrument of research was a questionnaire with 103 closed-answer questions, which was evaluated with Delphi method and had the coefficient of reliability equals to %96 ($p<0.01$) and the internal validity of the questionnaire was assessed by a number of experts that have a long term coaching experience at high levels in this sport. Statistical population of this research was divided into three groups: a) active coaches in super league and national team (40 persons), b) active athletes (190 persons), c) managers: including the chair persons of Taekwondo Federation’s committees (15 persons), all the members of the Federation’s technical committee (9 persons), chair persons of Taekwondo in the provinces (32 persons), and the managers of Taekwondo super league teams (12 persons). Statistical sample of this research was composed of athletes (127 persons), coaches (36 persons), and managers (68 persons). Due to the characteristic of this research and the small statistical population, sample of the manager's group was equal to their population; and in the groups of athletes and coaches, proportional random sampling was done. By using Delphi method, 103 variables were chosen
among coaching characteristics. For the reason of analyzing and comparing, these variables were categorized in 10 main groups. For data analyzing Kolmogorov-Smirnov Test was used to determine normality of data distribution. ANOVA Test was used for determining differences of the importance of criteria for choosing coaches due to the point of views among coaches, managers, and athlete. In accordance to the ranking of the criteria for choosing coaches in the point of views of the coaches, managers, and athletes, Scheffe Test was used. Friedman Test was used for determining coaching aspect’s priorities and also comparing the difference in ordinal means. Eventually the importance degree of coaching aspects among Taekwondo coaches was measured. After final analyses the results were as below: There was meaningful differences among the views of coaches, athletes, and managers about the social characteristics, human relations, individual characteristics, ethical characteristics, sport experiences and managerial skills; whilst no significant differences was observed in four other aspects (educational, personality, coaching, and planning). All the three groups had chosen the criteria for choosing Taekwondo coaches by the below priority as: personality (8.20), ethical characteristics (7.85), coaching characteristics (7.70), educational characteristics (6.81), managerial skills and leadership (6.72), planning and programming (6.62), social characteristics (5.64), human relations (5.44), sport experiences (5.43), and individual characteristics (4.39). Finally, the indexes for choosing Taekwondo coaches was designed by collecting the analyzed data according to the point of views, their subgroups, and determining the degree of importance for each item.

Afsanepurak (2012) undertook a study with the title of “Development of Indicators of the National Judo Coaches Selection: Athletes and Coaches’ Perspectives”. The purpose of this study was to design and develop National Coaches’ Selection indicators in Judo from experts’ viewpoints carried out through a descriptive field method. The statistical population included all managers, coaches and athletes involved in judo. A questionnaire with an acceptable validity and reliability (α= 0.76) was distributed among the samples. The respective samples (59 coaches and 63 athletes) responded to the questionnaire consisting of two parts: a) Personal characteristics and b) 50 questions included 10 indicators. Descriptive statistics and inferential statistics including Mann Whitney U Test and Friedman Test were used to
analyze the data. There were ten criteria selected for the national team coaches from of the Delphi method. These indicators included Communicational, Psychological, Motivational, Personality-Moral, Supportive-Feedback, Goal setting, Experimental-Technique, Efficacy, Leadership and Management and Performance Assessment indicators. Data analysis results showed that there were no significant differences among statistical samples regarding Coaches' Selection indicators (p > 0.05). Also there were different priorities about Coaches' Selection indicators in samples (p < 0.05).

2.7. Summary of Review

While critically evaluating the preceding review of the relevant literature including studies conducted by the various researchers, it has been noticed by the researcher that very few studies so far have been conducted for developing criteria for selecting freestyle wrestling coaches at international level. However, some of the studies mentioned in the reviewed literature tried to identify characteristics of coaches. On the other hand, the study contacted in other sports reveal that they have adopted various methods and criteria by taking the cognizance of the nature of their sports selected for this investigation.

The reviews with reference to methodologies have assisted the researcher in designing the tool for his data collection, viz. the oppinionaire as well as questionnaire.

Moreover, the preceding review pertaining to content validity, observational method, objectively and reliability assisted the researcher in the present study for determining and modeling the coach selection criteria.

It is pertinent to note that the above reviews have also brought to the notice of the researcher about the importance of each criteria which have been selected by him in the present study. Hence, the reviews which the researcher has come across are not only justifying the appropriateness of the research problem under taken but also provided necessary further directions in completing study.
References


