

The Sports Coach's Competence and Its Relationship with the Ability to Cope with Psychological Stress in Football: A Field Study of Selected Football Clubs in the Wilaya of M'sila

كفاءة المدرب الرياضي وعلاقتها بالقدرة على مواجهة الضغوط النفسية في رياضة كرة القدم: دراسة ميدانية لبعض نوادي كرة القدم بولاية المسيلة

Moloud Medjnah¹, Dogha Abdelghani², meftah.medjadi³

مجناج مولود

دغة عبد الغني

مجادى مفتاح

¹ Mohamed Boudiaf University, laboratory of motor learning and control, moloud.medjnah@gmail.com

² University of setif 2, Laboratory of Physical and Sports Activity Sciences and Public Health, ab.doghah@univ-setif2.dz

³ Mohamed Boudiaf University, laboratory of motor learning and control, meftah.medjadi@univ-msila.dz

Received: 06/12/2025

Accepted: 20/02/2026

Published: 30/03/2026

Abstract:

The present study aims to examine the relationship between the sports coach's competence and the ability to cope with psychological stress in the field of football. The study population consisted of football coaches from clubs in the Wilaya of M'sila, with a randomly selected sample of 30 coaches. The descriptive method was adopted, and data were collected through a questionnaire and a psychological stress coping scale. The findings revealed a statistically significant positive correlation between the coach's professional competence and their ability to manage psychological pressure in football.

Keywords: competence; sports coach; psychological stress; football.

الملخص:

تهدف هذه الدراسة إلى معرفة العلاقة القائمة بين كفاءة المدرب الرياضي والقدرة على مواجهة الضغوط النفسية في رياضة كرة القدم، حيث تمثل مجتمع الدراسة في مدربي كرة القدم لنوادي ولاية المسيلة، وشملت عينة الدراسة 30 مدرب تم اختيارهم بطريقة عشوائية، كما اعتمدنا على المنهج الوصفي وكذا الاستبيان ومقياس المقدرة على مواجهة الضغوط النفسية وتوصلنا إلى أنه توجد علاقة ارتباطية موجبة ودالة احصائيا بين كفاءة المدرب الرياضي والقدرة على

مواجهة الضغوط النفسية في رياضة كرة القدم.
الكلمات المفتاحية: الكفاءة - المدرب الرياضي- ال ضغوط النفسية - كرة القدم.

I. Introduction:

Sports training is a structured educational process grounded in scientific and pedagogical principles, designed to help individuals reach their peak performance in a specific athletic discipline. It involves developing physical fitness, motor skills, strategic thinking, and cognitive functions, alongside fostering psychological motivation, personality traits, and mental resilience.

(Omar Nasser Allah Qashta, 2011, p. 2).

The sports coach is a vital element of the educational and training process, playing a key role in the development of athletes. They support athletes' progress across physical, motor, educational, and psychological domains. Effective athletic training must be conducted with expertise and care, addressing these dimensions that require high levels of mental, muscular, nervous, and motor energy. Moreover, a thorough understanding of individuals' psychological and social traits is crucial. This process necessitates extensive knowledge from various natural, social, and educational sciences. Consequently, sports trainers must be well-prepared and follow a detailed, comprehensive program to effectively perform their roles and responsibilities.

(Mahmoud Dawood Al-Rubaie and others, 2021, p. 14).

Achieving high athletic performance fundamentally depends on the coach's ability to effectively manage and implement the training process. Success in enhancing athletes' skills relies on the coach's competence in planning, executing, and assessing training programs (Yahia Al-Sayed Ismail Al-Hawi, 2000, p. 15). The coach is the central figure responsible for guiding the training process, organizing its components, and ensuring they are aligned within scientifically grounded and goal-oriented frameworks. (Mustafa Bahi, Sabry Imran, 2015, p. 83).

High-level success in sports depends on a coach's advanced skills and competencies, which are essential for effective performance. These capabilities allow coaches to optimize athletes' development by considering their individual abilities, readiness, and potential. Utilizing scientific and modern training methods aligned with current sports science principles is crucial in achieving these goals. (Missouri Rezouki, 2015, p. 2).

During the course of training and competition, sports coaches are frequently exposed to a range of psychological challenges that can adversely affect both their performance and professional effectiveness. Among these challenges, psychological pressure holds particular importance. It refers to external stimuli or circumstances that impose varying degrees of stress on the individual, leading to heightened tension and strain. When such pressure exceeds the person's coping capacity, it can disrupt psychological equilibrium and hinder their ability to adapt or respond efficiently to situational demands. (Aklah Al-Houri, Maayouf Hantoush, 2011, p. 83). Therefore, the negative consequences of psychological stress remain one of the most important topics of ongoing research and debate among scholars, given their detrimental effects on individuals and society. (Khalfah Imad Al-Din, Mazroua Al-Saeed, 2020, p. 362).

Thus, it has become essential for sports coaches to acquire a broad and integrated understanding of scientific foundations, theoretical knowledge, and practical training competencies. They are required to apply these effectively to prepare both individual athletes and the team collectively in pursuit of optimal performance outcomes. Nevertheless, football coaches in particular are frequently exposed to multiple forms of psychological stress during training and competition, which may undermine their competence, reduce performance efficiency, and diminish the overall quality of training. Psychological pressure thus constitutes one of the most critical challenges encountered by sports

coaches, as it can impair their abilities, skills, and professional effectiveness, ultimately influencing team performance and competitive results. In this context, the coach's professional efficiency stands as a key determinant of successful sports preparation and the improvement of players' physical, technical, tactical, cognitive, and psychological capacities.

This study aims to investigate the nature of the relationship between the competence of the sports coach and their ability to cope with psychological pressures in football. Additionally, it seeks to explore the relationship between communication efficiency, implementation effectiveness, and the coach's capacity to manage psychological stress. Ultimately, the research highlights the role and extent of the coach's competence in contributing to the success of the sporting training process.

1-1) The general hypothesis:

- There is a statistically significant correlational relationship between a football coach's competence and their ability to cope with psychological pressures.

Sub hypotheses:

- There is a statistically significant positive correlational relationship between communication competence and the coach's ability to manage psychological pressures in football.
- There is a statistically significant positive correlational relationship between execution competence and the coach's ability to manage psychological pressures in football.

1-2) Study objectives:

- Examining the nature of the relationship between the coach's athletic competence and their ability to cope with psychological stress in football.

- Exploring the relationship between communication competence and the ability to manage psychological stress among football coaches.
- Investigating the relationship between execution competence and the capacity to confront psychological stress in football coaches.
- Highlighting the extent to which the coach's athletic competence contributes to the success of the training process.

1-3) Theoretical aspect of the study:

- **Competence:** refers to the ability to effectively employ a set of organized knowledge, combined with the capacity for appropriate actions and attitudes that enable an individual to accomplish various tasks. It encompasses the ability to face different situations and to complete specific works successfully.

(Rashef Abdul Mumin, 2009, p. 63).

- **Sports Coach:** is an educational personality responsible for training and developing athletes. They have a direct influence on athletes' sporting performance and play a vital role in their comprehensive and balanced personal development. Consequently, a coach should serve as a role model in all their behaviors, knowledge, and conduct. The coach is considered a fundamental and essential element in the training process.

(Wajdi Mustafa Al-Fatih, Mohamed Lotfi El-Sayed, 2002, p. 52).

- **Psychological Pressures:** Psychological pressures refer to an evident imbalance between physical and mental demands, along with the ability to respond effectively under challenging circumstances. When failing to meet these demands results in significant consequences, it indicates the presence of psychological stress. (Osama Kamel Rabet, 2000, p. 210).

II. Previous and Similar Studies Referenced in the Research:

2-1) Study by Arousi Abdel Razak and Saoudi Djenidi (2021): "Levels of Sources of Psychological Stress among Coaches of the Professional League Teams in Algeria." The study aimed to identify the levels of sources of psychological stress among coaches of the professional league teams in Algeria. To achieve this, the descriptive approach was employed on a purposive sample consisting of 26 coaches. Data collection was carried out using a Psychological Stress Scale. After analyzing the results statistically, the study concluded that there are hierarchical levels of sources of occupational stress.

2-2) Study by Khalida Abdullah Al- Qaraleh (2021): The Impact of Occupational Stress on Self-Efficacy Among High School Teachers. This study aimed to explore the effect of occupational stress on self-efficacy among high school teachers in Al-Karak Governorate. The research adopted a descriptive and analytical approach. To collect data, a structured questionnaire was developed and distributed to a sample of 284 teachers from high schools within the region. The findings revealed a significant impact of various dimensions of occupational stress—including work environment, role ambiguity, interpersonal relationships, performance evaluation, and workload—on teachers' self-efficacy. Based on these results, the study recommended reducing occupational burdens to enhance teachers' self-efficacy and improve their professional performance.

2-3) Study by Qelloul Mohamed and Jarraya Mohamed (2022): Psychological Pressures Among Football Coaches. This study aimed to identify the primary psychological pressures faced by football coaches. To achieve this, a descriptive research methodology was employed, utilizing a survey approach on a randomly selected sample of 60 football coaches. Data collection was conducted through a retrospective survey tool, personal interviews, and the

Psychological Stress Scale for Football coaches developed by mohamed hassan alawi. Following data collection and statistical analysis, the study found that the most significant factors contributing to psychological stress among football coaches are related to the management of the team, the relationships between players and the coach, lack of encouragement from the audience, the coach's personality traits, negative media criticism, and inadequate support from fans. Based on these findings, the study recommends organizing specialized training courses to help coaches better cope with these psychological pressures.

III. The practical aspect and methodological procedures of study:

3-1) Preliminary Study (Exploratory): To ensure the proper conduct of any field research, the researcher must first undertake an exploratory study to assess the suitability of the research site for field procedures. This includes verifying the measurement tools and identifying potential challenges that may arise during the study. Accordingly, the researchers conducted a pilot study on a sample of clubs within the Wilaya Football League.

- To ensure the psychometric properties of the study instrument, the "Coach Competency/Coach Ability Scale in Managing Stress" questionnaire was administered to a random sample of 12 coaches from the original study population, which consisted of 58 coaches.

- The geographical scope of the study encompassed the sports venues where football teams operate within the Wilaya of M'sila, while the temporal scope extended from October 1 to December 25, 2024.

3-3) Research Methodology: In response to the nature of this study, we have employed the descriptive method. This approach focuses on observing, describing, and interpreting existing phenomena. It is one of the most commonly used methodologies in human sciences because it focuses on classifying,

organizing, and expressing information both qualitatively and quantitatively. This facilitates a better understanding of the relationships among the components of the phenomena under investigation. (kara Said, 2022, p. 428).

3-4) Study Population: The population of the study encompasses all the elements of the phenomenon under investigation that the researcher aims to study (Hussein Mohammed Al-Jabouri, 2013, p. 127). In this context, we have selected the original research population to be the sports trainers of the clubs affiliated with the Wilaya League of Football in the Wilaya of M'sila, totaling 58 trainers.

3-5) Study Sample:

- The main study sample was selected using a simple random sampling method. A confidence level of 95% was applied, excluding the exploratory sample from the original population. Consequently, the population was reduced to 46 coaches. Using the sample size calculator (<https://www.surveysystem.com/sscalc.htm>), the required sample size was determined to be 41 coaches. After distributing the questionnaires to the estimated sample size of 41, 30 questionnaires were retrieved with complete data suitable for statistical analysis. Therefore, the final main study sample consisted of 30 coaches.

3-6) Research tools:

Questionnaire: The questionnaire is a tool used to obtain data, information, and facts related to a specific reality or phenomenon.

(Zouaq Mahmud, Chenati Abdel Aziz, 2025, p. 392).

- Scale for Assessing the Coach's Ability to Confront Psychological Stress:

Description of the scale: This scale measures the coach's ability to cope with psychological stress. It was developed by Rainer Matz and translated into Arabic by Osama Kamel Raatib. The scale comprises 10 statements.

(Osama Kamel Rateb, 2001, pp. 441–447).

3-7) Scientific Conditions of the Study tools:

- The two tools were applied to an exploratory sample consisting of 12 trainers, selected randomly. The results of validity and reliability for the study tools are as follows:

- Validity and Reliability of the Athletic Trainer Competency Questionnaire:

- **Validity:** The validity of the Athletic Trainer Competency Questionnaire was assessed through internal consistency measures in these ways:

- **Method:** The correlation coefficients between each item and the total score of the dimension to which it belongs were calculated .

Table (01): Displays the correlation coefficients between each item and the total score of the corresponding dimension of Athletic Trainer Competency questionnaire.

Item	Communication Efficiency		Item	Execution Effectiveness	
	Correlation	Sig		Correlation	Sig
1	0.833**	0.001	9	0.939**	0.000
2	0.780**	0.003	10	0.618*	0.032
3	0.733**	0.007	11	0.909**	0.000
4	0.620*	0.031	12	0.751**	0.005
5	0.733**	0.007	13	0.909**	0.000
6	0.578*	0.049	14	0.854**	0.000
7	0.833**	0.001	15	0.661*	0.019
8	0.695*	0.012	16	0.859**	0.000

Note: (Significance levels 0,01, denoted by **); (Significance levels 0,05, denoted by *).

- The data presented in the table above indicate that the correlation coefficients between the items within each factor and the total score of the respective factor are statistically significant at the 0.01 level. Specifically, these coefficients ranged from 0.939 ($p < 0.01$) for item (9) in the "Execution Efficiency" factor to 0.733 ($p < 0.01$) for items (3 and 5) in the "Communication Efficiency" factor. Exceptions include items (4, 6, and 8) within the "Communication Efficiency" factor, as well as items (10 and 15), which were significant at the 0.05 level, with correlation values of 0.620, 0.578, 0.695, 0.618, and 0.661, respectively. These results confirm the internal consistency and homogeneity of the questionnaire, supporting its construct validity in measuring athletic coach efficiency.

Table (02): Examines the correlation between the overall score of the athletic trainer's efficiency questionnaire and its subsidiary dimensions.

	Correlation Coefficient	Significance Level
First Dimension	0.906**	0.000
Second Dimension	0.928**	0.000
Note: $p < 0.01$ (Significance levels 0,01, denoted by **).		

- Furthermore, the data in the table (02) demonstrate that the correlation coefficients for the two dimensions of the athletic coach efficiency questionnaire are statistically significant at the 0.01 level ($\alpha = 0.01$), with values of 0.906** and 0.928**, respectively. This further affirms the questionnaire's internal consistency and reliability as an indicator of construct validity in assessing athletic coach competence.

- **Reliability:** The internal consistency of the Sports Coach Competency Questionnaire was confirmed by calculating Cronbach's alpha coefficient.

Table (03): Presented the alpha coefficients for the questionnaire and its sub-dimensions.

Dimension of the Sports Coach Competency Questionnaire	Cronbach's Alpha Coefficient	Number of Items
Communication Competency	0.861	8
Execution Competency	0.921	8
Overall Score of the Sports Coach Competency Questionnaire	0.929	16

- As shown in the table above, all Cronbach's alpha coefficients for the dimensions of the questionnaire were high, with values of 0.861 and 0.921 respectively, while the overall coefficient reached 0.929. This indicates a strong internal consistency of the questionnaire, serving as an indicator of its reliability. Consequently, the Sports Coach Competency Questionnaire demonstrates high reliability, making it suitable for application.

Validity and Reliability as Indicators of a Coach’s Ability to Manage Psychological Stress

- **Validity:** The validity of the measure of a coach’s ability to confront stress was assessed through internal consistency reliability. The correlation coefficients between the individual items of the questionnaire and the total score of the same dimension (ability to face stress) were calculated.

Table (04): Presented the correlation between each item and the overall score for the dimension related to the coach's capacity to handle stress.

Coach's capacity to handle stress questionnaire					
Item	Correlation	Sig	Item	Correlation	Sig
1	0.794**	0.002	6	0.846**	0.001
2	0.956**	0.000	7	0.846**	0.001
3	0.862**	0.000	8	0.892**	0.000
4	0.922**	0.000	9	0.907**	0.000
5	0.942**	0.000	10	0.946**	0.000

Note: (Significance levels 0,01, denoted by **); (Significance levels 0,05, denoted by *).

- It is evident from the above table that the correlation coefficients of the questionnaire items with the total score are significant at the 0.01 level. These coefficients ranged from 0.956 for item (2) to 0.846 for items (6 and 7), indicating a high degree of internal consistency and homogeneity of the scale. This consistency serves as evidence of the scale's construct validity in measuring the coach's ability to cope with psychological pressures in football.

- **Reliability:** The internal consistency of the Trainer's Ability to Handle Stress questionnaire was verified by calculating Cronbach's Alpha coefficient.

Table (05): Presented the results of Cronbach's Alpha for the questionnaire assessing the trainer's capacity to cope with psychological pressures in football.

Variables	Cronbach's Alpha Coefficient	Number of Items
Total Score of the Trainer's Ability to Handle Psychological Stress	0.970	10

- as shown in the table (05), the Cronbach's Alpha coefficient for the overall scale of the Trainer's Ability to handle stress is 0.97. This indicates a high level of internal consistency, suggesting that the questionnaire is a reliable measure.

Consequently, the scale demonstrates strong reliability and is suitable for application in the main study.

IV. Basic Study:

4-1) Normality distribution:

- Before proceeding to test the hypotheses using the appropriate statistical methods, it was necessary to first verify the assumption of normal distribution for the two variables under investigation—namely, the coach's efficiency variable and the ability to cope with psychological pressure variable.

Table (06): Verification of the Normal Distribution for the Study Variables.

Variables \ Axes	Kolmogorov–Smirnov		Shapiro–Wilk	
	Statistic	Sig	Statistic	Sig
Coach's Efficiency	0.269	0.000	0.805	0.000
Ability to Cope with Psychological Pressure	0.367	0.000	0.777	0.000
A sample Volume 30		Level of trust : 0,01		

- Based on the data presented in the table above, and according to the values obtained from the Kolmogorov-Smirnov and Shapiro-Wilk tests, it can be observed that the values for the two variables under study—namely, the trainer's competence and the trainer's ability to handle pressure—are both significant at the alpha level (0.01). This leads us to conclude that the data for these two variables are not normally distributed. Consequently, all statistical methods employed in analyzing the various hypotheses of this current study are non-parametric in nature.

4-2) Partial Hypotheses:

First Hypothesis: The hypothesis stated that there is a positive and statistically significant correlation between communication efficiency and the coach's ability to cope with psychological pressure in football.

- To verify this hypothesis, Spearman's correlation coefficient (R_s) was employed. After conducting the statistical analysis, the following results were obtained:

Table (07): Presented the relationship between communication efficiency and the coach's ability to cope with psychological pressure.

Variables \ Axes	Spearman's Correlation Coefficient		Sig	statistical Index
Communication Efficiency	0.849**		0.000	The correlation is significant at $\alpha = 0.01$
Ability to Cope with Stress				
A sample Volume 30		Level of trust : 0,01		

- From the table above, it is observed that the Spearman correlation coefficient between the mean scores of the study participants on the Communication Efficiency scale and their mean scores on the Coach's Ability to Cope with Psychological Pressure scale reached 0.849, a high and positive value. This correlation was found to be statistically significant at the 0.01 level ($\alpha = 0.01$). Consequently, the null hypothesis—which assumes no relationship between the two variables—was rejected, and the research hypothesis was accepted. Therefore, it can be concluded that there is a positive and statistically significant relationship between communication efficiency and the coach's ability to cope with psychological pressure in football. The confidence level for this result is 99%, with a 1% probability of error.

- Based on the results presented in **Table (07)**, which concern the relationship between communication efficiency and the coach's ability to cope with psychological pressure in football, the statistical analysis revealed that the correlation coefficient between the two variables is significant. This indicates the existence of a **positive associative relationship** between communication efficiency and the coach's ability to cope with psychological pressure in football.
- This means that the higher the coach's communicative abilities, interpersonal competencies, dialogical skills, and capacity to explain and convey various theoretical and practical scientific concepts—along with build good relationships with players, the coaching staff, and the administrative personnel during training and competitive processes—this positively influences their ability to confront and overcome psychological pressures encountered in their coaching duties within the sports club. Conversely, a deficiency in these communication skills may negatively impact their stress management ability.
- These findings are consistent with the results reported by **Qelloul & Jarraya**, who emphasized that one of the main factors increasing psychological pressure among sports coaches is the weakness of the coach's personality, as well as that of the players and the quality of their relationship with the coach. Accordingly, it can be concluded that this hypothesis has been confirmed, as supported by the results of the present study.

Second Hypothesis: The second hypothesis stated that: There is a positive and statistically significant correlation between execution efficiency and the coach's ability to cope with psychological stress in football.

- To verify the validity of this hypothesis, the Spearman correlation coefficient (Rs) was used. After statistical analysis, the following results were obtained:

Table (08): Presented the relationship between execution efficiency and the coach's ability to cope with stress.

Axes Variables	Spearman's Correlation Coefficient	Sig	statistical Index
Execution Efficiency	0.759**	0.000	The correlation is significant at $\alpha =$ 0.01
Ability to Cope with Stress			
A sample Volume 30		Level of trust : 0,01	

- From the table above, it can be observed that the Spearman correlation coefficient between the mean scores of the study sample on the "execution efficiency" dimension and their mean scores on the "coach's ability to cope with stress" questionnaire reached **0.759**, which is a high and **positive value**. The result of this correlation was statistically significant at the 0.01 level ($\alpha = 0.01$). Therefore, the null hypothesis, which assumes the absence of a relationship, is rejected, and the research hypothesis is accepted. Consequently, it can be concluded that there is a positive and statistically significant relationship between execution efficiency and the coach's ability to cope with psychological stress in football. The level of confidence in this result is 99%, with a 1% probability of error.

- Based on the results presented in **Table (08)**, which examine the relationship between execution efficiency and the coach's ability to cope with psychological stress in football, the statistical analysis indicates that the correlation coefficient between the two variables is significant. This demonstrates the presence of a positive relationship between execution efficiency and the coach's ability to cope with psychological stress in football.

- These findings are consistent with the assertion of **Yahia El-Sayed Ismail**, who emphasized that achieving high performance levels in sports activities is directly

linked to the coach’s ability to manage and execute the training process effectively, as well as their success in enhancing players’ capabilities—namely, their competence in planning, implementing, and evaluating the training process. Therefore, it can be concluded that this hypothesis has been confirmed, as supported by the results of the present study.

General Hypothesis: The hypothesis posited that there is a statistically significant correlation between the competence of the sports coach and the ability to confront psychological pressures in football.

- To verify the validity of this hypothesis, Spearman’s correlation coefficient (Rs) was employed. Following statistical analysis, the results are summarized in Table (09):

Table (09): Illustrates the relationship between the coach’s competence and the ability to face pressures.

Variables \ Axes	Spearman's Correlation Coefficient	Sig	statistical Index
Execution Efficiency	0.754**	0.000	The correlation is significant at $\alpha = 0.01$
Ability to Cope with Stress			
A sample Volume 30		Level of trust : 0,01	

- From the table above, it can be observed that the Spearman correlation coefficient between the mean scores of the study sample in the coach’s competence questionnaire and their scores in the pressure confrontation ability measure is **0.754**, which indicates **a strong, positive correlation**. Additionally, this correlation is statistically significant at the alpha level of 0.01. Consequently, the null hypothesis, which states that there is no relationship, is rejected, and the alternative hypothesis, confirming the existence of a relationship, is accepted. Therefore, it can be concluded that the findings support the research hypothesis:

there is a statistically significant correlation between the competence of the sports coach and the ability to confront psychological pressures in football. The confidence level associated with this result is 99%, with a 1% probability of error.

- Based on the results presented in **Table (09)**, which examine the relationship between the coach's professional competence and the ability to cope with psychological stress in football, the statistical analysis revealed a significant correlation between the two variables. This indicates the existence of a positive relationship between the coach's competence and their ability to cope with psychological stress in football.

- This finding aligns with the assertion of **Mohamed Hassan Allawi**, who emphasized that sports coaches must face the challenges encountered in their professional field and endeavor to overcome these challenges. Furthermore, to effectively manage psychological pressures, a coach must review and organize their thoughts, make necessary adjustments to their lifestyle and work patterns, and adopt psychological and personal strategies. As Habir Al-Saeed suggests, it is essential for coaches to follow practices that support their psychological well-being. (Habir Al-Saeed, 2017, p. 3).

- However, these findings are not entirely consistent with the results of Khalida Al-Qurala's study, which confirmed the effect of occupational stress dimensions on self-efficacy among secondary school teachers. Therefore, it can be concluded that the **general hypothesis has been confirmed**, as supported by the results of the present study.

4-3) Recommendations and Suggestions :

- Organize conferences and scientific seminars focusing on the development of psychological preparation among football coaches.

- Provide high-level training courses aimed at enhancing coaches' professional and technical competencies.
- Promote the importance of regular medical and psychological examinations for coaches to ensure their well-being and optimal performance.
- Establish specific regulations within each sports club to clearly define responsibilities and duties for all members, thereby enabling coaches to perform their training roles effectively without undue interference.

References

Books

- 1- Al-Fateh, W. M., & Al-Sayed, M. L. (2002). Scientific foundations of sports training for players and coaches. Egypt: Dar Al-Hoda.
- 2- Al-Hawi, Y. S. I. (2002). The sports coach between the traditional method and modern technology in training (1st ed.). Cairo, Egypt: Arab Center for Publishing.
- 3- Al-Houri, A. S., & Hantoush, M. D. (2011). Introduction to sports psychology. Mosul, Iraq: College of Basic Education, University of Mosul.
- 4- Al-Jabouri, H. M. J. (2013). Methodology of scientific research: An introduction to building research skills (1st ed.). Amman, Jordan: Dar Al-Safa for Publishing & Al-Sadiq Cultural House.
- 5- Bahi, M. H., & Omran, S. I. (2015). Reference in sports sociology (1st ed.). Cairo, Egypt: Modern Book Center.
- 6- Allawi, M. H. (2002). The psychology of the sports coach. Cairo, Egypt: Dar Al-Fikr Al-Arabi.
- 7- Allawi, M. H. (1998). Encyclopedia of psychological tests (1st ed.). Cairo, Egypt: Markaz Al-Kitab for Publishing.
- 8- Rateb, O. K. (2000). Training of psychological skills: Applications in the sports field. Cairo, Egypt: Dar Al-Fikr Al-Arabi.

- 9- Rateb, O. K. (2005). Psychological preparation for young athletes: A guide for coaches, administrators, and parents. Cairo, Egypt: Dar Al-Fikr Al-Arabi.
- 10- Qashta, O. N. (2011). The sports coach through total quality standards (1st ed.). Alexandria, Egypt: Dar Al-Wafaa for Printing.

Journal Articles

- 1- Missouri, R. (2015). Training of high-level sports coaches between field experience and academic competence and its reflection on football performance results. *Journal of Sciences and Techniques of Physical and Sports Activities*.
- 2- Qelloul, M., & Jarraya, M. (2022). Psychological stress among football coaches. *Scientific Journal of Sports and Physical Activity Sciences and Technologies*, 19(1).
- 3- Khalfa, I. E., & Mazroua, S. (2020). The effect of training units with muscular relaxation on reducing psychological stress among middle-distance runners aged 17–18 years. *Journal of Sports Creativity*, 11(2, Suppl.).
- 4- Tannach, M., & Harizi, A. H. (2022). The role of resilience in improving skill performance among football players. *Journal of Sports Creativity*, 13(2).
- 5- Kara, S. (2022). The prevailing locus of control among team and individual sports practitioners: A comparative study. *Journal of Sports Creativity*, 13(1).
- 6- Zouaq, M., & Chenati, A. A. (2025). The practice of adapted physical and sports activities and its impact on the psychological health of a sample of people with disabilities (deaf-mute category). *Journal of Sports Creativity*, 16(1).
- 7- Al-Qaraleh, K. J. A. (2021). The effect of occupational stress on self-efficacy among secondary school teachers in Karak Governorate. *Journal of Educational and Psychological Sciences*, 5(37).

8- Arousi, A. R., & Saoudi, E. (2021). Levels of psychological stress sources among Algerian professional football league coaches: A field study. *Scientific Journal of Sports and Physical Activity Sciences and Technologies*, 18(1).

Theses and Dissertations

1- Habir, S. (2017). Occupational stress and its relationship with personality traits among high-level sports coaches in Algeria (Doctoral dissertation, University of Algiers).

2- Rashef, A. M. (2009). The effect of coach competence on the sports selection process among young athletes (ages 9–12) (Master's thesis, University of Algiers).