Elite Coaching Blueprint: Key Technical Proficiencies for Basketball Coaches in Saudi Sports Clubs

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Abstract

The study utilized the descriptive approach to identify the necessary technical competencies of basketball coaches in Saudi Arabia sports clubs. The study focused on the basketball coaches' community during the 2021/2022 season. A sample of 29 coaches from 20 sports clubs was included. The researchers employed a questionnaire as the primary instrument for data collection, consisting of a total of 40 statements distributed across five components related to the study's subject. The study's findings revealed variations in the relative importance of technical competency components among basketball coaches in Saudi sports clubs. The component of refining training programs ranked first with a relative importance of 94.1, while the component of academic qualifications ranked last with a relative importance of 83.1. The study's recommendations emphasize the establishment of competency standards when evaluating the performance of basketball coaches in Saudi sports clubs, as well as the implementation of technical competencies through the Saudi Basketball Federation and sports clubs.

Introduction

Undoubtedly, the success of the training process and the achievement of its objectives largely depend on the coach's capabilities, technical and strategic abilities. It is considered an important educational process in which the coach, the player, and the specialized activity intervene, and have an impact. The specialized activity is one of the fundamental pillars in the training structure. Therefore, the achievement of training objectives necessitates the presence of a technical apparatus that efficiently leads the training process and guides those involved in it. This is embodied in the coaches responsible for training the players and reaching a high level of competence in planning and executing the training process.

This aligns with what has been pointed out by Abu Zmaa, Al-Halaiq, and Al-Maghayreh (2016) as well as Warners and Feltz (2003). However, the primary objective of an effective coach's work is to enhance the performance level of players in all its forms and

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to understand the various needs of players in the training process. The emphasis on preparing the coaches and their competencies in performing their tasks is an important factor in achieving the objectives of the training policy. Scholars have differed in defining the concept of competency, and there are various definitions for this term. According to Abdulhamid (2005), competency is defined as "the ability to perform something efficiently and effectively at a certain level of performance."

Al-Atibi (2013) clarifies, that competencies are acquired capabilities that allow behavior and work within a specific context. Moreover, the importance of technical competencies for coaches lies in identifying the competencies related to the specialized activity and understanding the training process to achieve integration and harmony between specialization and sports training (Rababa'a & Alawneh, 2019).

Research Problem

Technical proficiency is undoubtedly one of the important criteria used to judge coaches. The development of coaches' competencies depends on their ability to handle the inputs of the training process. It is a system composed of interconnected and interactive elements, where the coach, the player, and the specialized sports activity all have an influence on each other. Researchers in the field of basketball coaching have observed deficiencies and shortcomings in some technical competencies required by coaches, especially those working in training units or competitions. Good (2002) pointed out that technical competency is the ability to achieve desired results with efficiency, time, and effort economy while maintaining maximum control over expenses.

Due to the importance of technical competencies, several previous studies have been conducted. For example, a study by Dawai (2009) aimed to identify the technical and administrative competencies required by physical education instructors in the preparatory stage in Alexandria Governorate. Abu Sinnah (2013) examined the availability of technical competencies among principals of King Abdullah II Schools for Excellence and Leadership Centers from the perspective of their teachers in Jordan. Abu Zme' and others (2016) conducted a study to identify the training competencies of swimming coaches from the perspective of male and female swimmers. Baslama (2022) conducted a study to identify the necessary competencies for judo coaches in Saudi Arabian sports clubs.

By reviewing previous studies and related scientific research, the scientific significance of this study becomes evident. Researchers noticed variations in technical competencies during the training process, which primarily depend on the coach's experience. The absence of scientific guidance in directing players during training sessions or matches may hinder the coach's ability to choose the best technical and strategic methods to implement training units or competitions and improve the overall training process. This can have a negative impact on the training process. It is the responsibility of the coach to stay updated with the latest trends in sports training and contribute relevant knowledge to the training process. Therefore, this study aims to determine the necessary technical competencies for basketball coaches in sports clubs.

Purpose of the Study and Research Questions

Objectives

The significance of this study lies in its contribution to the identification and utilization of the technical competencies among basketball coaches in Saudi sports for the development of sports training in the game. Therefore, the study aims to achieve the following objectives:

1. To determine the required technical competencies for basketball coaches in Saudi sports clubs.

2. To assess the relative importance of technical competencies among basketball coaches in Saudi sports clubs, based on their perspectives.

Study Limitations

The findings of this study have to be seen in light of the following limitations:

Place Limitation: Saudi sports clubs.

Duration: from 2nd December 2022 to 15th January 2023.

Sample Limitation: Basketball coaches in Saudi sports clubs.

Methodology

Design

The researchers employed a descriptive survey methodology that is suitable for addressing the study objectives.

Sampling

Table (1) shows the distribution of the study sample of (29) Basketball coaches, belonging to (20) sports clubs in the Kingdom of Saudi Arabia.

Table (1) Study Sample of Basketball Coaches in Saudi Sports Clubs

#	Club Name	No. of coaches	%
1	Uhud	4	13.79
2	Al-Ansar	3	10.34
3	Al-Nasr	1	3.45
4	Al-Ethad	2	6.90
5	Al-Ahly	1	3.45
6	Al Khaleg	1	3.45
7	El- Riyad	1	3.45
8	Jubail Sports	2	6.90
9	Al Helal	1	3.45
10	ground forces	2	6.90
11	Al Shabab	1	3.45
12	modar	1	3.45
13	Abha	2	6.90
14	Albegidia	1	3.45
15	Al aibtisam	1	3.45
16	Al shuruq	1	3.45
17	Khalidi	1	3.45
18	City wheelchairs	1	3.45
19	Jeddah for people with disabilities	1	3.45
20	Al-Amal Center for Special Care	1	3.45
Total	20	29	100

Table (2) illustrates that the characteristics of the study sample follow the equal distribution, where the Skewness coefficient ranged between -0.063 and -0.557, i.e., not more than ± 3, and these values are close to zero. This gives a direct indication that the sample represents a moderate population, and hence it is free from non-moderate distribution defects.

Table (2) Study Sample Characteristics

Sample characteristics	N	Mean	Std. Deviation	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic
Age	29	47.2414	8.14009	-0.063	0.917
experience	29	14	6.19331	-0.557	-0.812

Data Collection Tools

The study utilized a questionnaire as the primary tool for collecting study-related data. The researchers focused on creating a thorough questionnaire that prioritized objectivity. Additionally, they referred to multiple sources that discussed the process of designing the questionnaire; including Shalhah (2000), Al-Kurdani (2002), Ibrahim (2005), Bahi and Al-Azhari (2006), Dawi (2009), Abu Zma'a et al. (2016), Rababah and Alawneh (2019), and Baslama (2022).

Researchers studied technical competencies by reviewing specialized literature and studies. They identified specific technical components and incorporated them into a survey. This survey was then given to ten sports training experts. Table 3 displays the experts' level of agreement on the survey components.

Table (3) Experts' level of approval on the components.

Statistical indications / Components	Agree		Disagree		Arrangement
	Frequency	%	Frequency	%	
Competencies for improving training programs	9	90	1	10	4
Performance development competencies.	10	100	0	0	1
Technological competencies	10	100	0	0	3
Scientific qualification competencies	9	90	1	10	2
Competencies of methods and means of technical guidance	9	90	1	10	5

Based on Table (3), it is evident that the percentage of responses in the survey sample indicating agreement with technical competencies ranged from 90% to 100%. These high agreement rates indicate a strong consensus. In light of the expert input, the order of the technical competencies is arranged as follows:

1. First: Professional Development Competency- 100%

2. Second: Technical Guidance Methods and Tools Competency - 100%

3. Third: Scientific Qualification Competency - 90%

4. Fourth: Enhancement of Training Programs Competency - 90%

5. Fifth: Technological Competency - 90%

To establish the statements for each component, the researchers referred to relevant reference studies on Technical competencies. The questionnaire, Appendix (2), was initially presented with 52 phrases between October 1st and July 10th, 2022 to 10 experts for their academic input and suggestions for formulating, adding, or removing phrases. The experts also evaluated the proposed rating scale (important - somewhat important - not important), using scores of (3), (2), and (1) respectively. The study deemed an 80% consensus as an adequate threshold for relative importance. Adjustments were made accordingly, and phrases receiving less than 70% agreement were excluded. Table (4) below outlines the final (40) phrases pertaining to technical competencies for basketball coaches in sports clubs in Saudi Arabia.

Table (4) Number of Statements in Each Component

sequence	Components	number of phrases
	Components of Technical Competencies	
1	Competencies for improving training programs	8
2	Performance development competencies.	7
3	Technological competencies	7
4	Scientific qualification competencies	7
5	Competencies of methods and means of technical guidance	11
	Total	40

Instrument Validation

- Interrater Reliability: The questionnaire was presented to 10 experts in sports training (Appendix 1).

- Internal Consistency Validity: To demonstrate the coherence of the components and their respective phrases. The questionnaire was assessed by a random sample of (13) basketball coaches from the target sample. Details are provided in the Table (5) below:

Table (5) Internal consistency coefficient.

Components	phrase number	Phrases	correlation coefficient
		The coach should have the ability to:	
Competencies for improving training programs	1	Formulating the general objectives of the training process in basketball into behavioral objectives.	0.491*
	2	Assisting the players in achieving the training goals of the basketball game.	0.491*
	3	Providing directives for the content of sports training planning elements.	0.522*
	4	Encouraging players to diversify sports training methods and techniques in basketball.	0.664*
	5	Guiding and advising players to solve problems related to the training process.	0.513*
	6	Presenting new proposals to the players to serve the implementation of the training plan	0.591*

	7	See all that is new in the field of sports training programs in the game of basketball.	0.574*
	8	Experimenting with innovative training methods and following up on their results.	0.750**
Performance development competencies.		The coach should have the ability to:	
	1	Providing the players with information about the practices, methods, methods, and technical skills of the basketball game.	0.544*
	2	Permanent access to training procedures in the field of the profession.	0.724**
	3	Training players on self-evaluation to raise the level of performance.	0.590*
	4	Follow the training methods in correcting training errors.	0.491*
	5	Instruct the player on how to use and employ special skills during the game.	0.517*
	6	Participation in many polishing and in-service training courses.	0.685**
	7	Research, investigation, experimentation, study, discussion, and exchange of ideas.	0.544*
Technological competencies		The coach should have the ability to:	
	1	Search and investigation on the international information network.	0.632*
	2	Keeping up with everything new and modern in the fields of scientific and technological development, which contributes to the development of the training process in the game of basketball.	0.549*
	3	Training players to use modern training technology used in training.	0.728**
	4	Developing the capabilities and skills of players for the correct use of modern training equipment in the game of basketball.	0.632*
	5	Using terminology related to sports information technology and the game of basketball in his meetings and discussions with his players.	0.557*
	6	Knowledge of the global information network and its role in developing the training process.	0.640*
	7	Adapting training methods and methods according to the new technological training methods	0.836**
Scientific qualification competencies		The coach should have the ability to:	
	1	Possessing special professional adequacy, such as information, knowledge, and skills related to his field of professional specialization.	0.510*
	2	Possessing scientific research capabilities in the field of the profession.	0.520*
	3	Acquire an appropriate level of performance and knowledge competencies in the professional field.	0.562*
	4	Conducting studies and scientific research and attending panel discussions, seminars, and conferences.	0.510*
	5	Frequency to sports libraries in specialized colleges.	0.712**
	6	Attending seminars and lectures held by colleges and specialized	0.649*

		centers	
	7	Advancement in the scientific and training degree by refining his abilities by joining trainers' refinement courses or postgraduate studies and obtaining a diploma or master's degree	0.589*
Competencies of methods and means of technical guidance		The coach should have the ability to:	
	1	Follow up with the player on the field during the skillful and tactical performance.	0.649*
	2	Observing the player and correcting his mistakes after the end of the training unit.	0.513*
	3	Taking objective notes about the player in the player status registration forms.	0.593*
	4	Holding group meetings with the players for the purpose of exchanging experiences in acquiring the skillful and tactical performance of the game among them.	0.513*
	5	Holding an individual meeting with the player to discuss some of his training mistakes.	0.631*
	6	Dialogue and discussion with players in a democratic manner.	0.541*
	7	Writing periodic reports on the players.	0.710**
	8	Preparing guidance bulletins to follow up on training developments in the field of the game.	0.538*
	9	Holding seminars and conferences in cooperation with competent sports institutions to study the problems of the training process for players.	0.571*
	10	Addressing problems associated with the training process and developing alternative solutions.	0.685**
	11	Using various methods in guiding players such as (meetings, bulletins, and scientific seminars	0.634*

* A function at the level (0.05) = 0.564

- Reliability: To ensure the reliability of the questionnaire in measuring technical competencies, the study used the coefficient (alpha-Cronbach). As shown in Table (6), The coefficient for each component of the questionnaire for technical competencies ranged between (0.852 and 0.870).

Table (6) Reliability Coefficient (alpha - Cronbach)

Sequence		Component	number of phrases	Alpha stability coefficient	significance level
	1	Competencies for improving training programs	8	0.870	*Significant
	2	Performance development competencies.	7	0.855	*Significant
	3	Technological competencies	7	0.852	*Significant
	4	Scientific qualification competencies	7	0.869	*Significant

	5	Competencies of methods and means of technical guidance	11	0.853	*Significant
Total alpha stability coefficient			40	0.885	*Significant

Questionnaire Implementation

The survey was administered to basketball coaches in Saudi sports clubs between February 12th and January 15th, 2023 by hosting it on the Google Form application through the following link:

https://docs.google.com/forms/d/e/1FAIpQLSfpDS7WDIyGV52OMZIoJxCuqnPgRhpKPIXhZsTxlSf-ryuJzg/viewform?usp=sf_link

Data Analysis

The study utilized the SPSS20 program, which is widely recognized for its capabilities in statistical processing. The following statistical techniques were applied:

- Arithmetic means.

- percentage.

- Repetition.

- Relative importance.

- Standard deviation.

- Simple correlation coefficient.

- Skewness.

- Approval percentage.

- Chi-Square.

Findings and Results

Table (7) illustrates that the responses to technical competencies towards the competencies component for improving training programs were (significant) in most of the statements, as the approval rate ranged between (84.5% to 94.8%), with an arithmetic mean that ranged between (2.69 to 2.90). The relative importance appeared high and ranged between (89.6 to 96.9). The coaches' responses towards the Performance development competencies component indicated the importance of most vocabulary, as the approval rate ranged between (84.5% to 86.2%), with an arithmetic mean that ranged between (2.7 to 2.9). The relative importance of the component was also high, ranging between (89.7 to 96.6).

Table (7) Frequency, Percentage, and Statistical Indications of the Competencies for Improving Training Programs and Performance Development Competencies Components.

Component	#	Phrases	Important		somewhat important		not important		mean	Approval percentage%.	Relative importance%.	Chi-Square	Arrangement
			R	%	R	%	R	%					
for improving		The coach should have the ability to:											
	1	Formulating the	25	86.	4	13.	0	0	2.86	93.1	95.4	15.2	3

	#													
		general objectives of the training process in basketball into behavioral objectives.		2		8								
	2	Assisting the players in achieving the training goals of the basketball game.	26	89.7	3	10.3	0	0	2.90	94.8	96.6	18.2	1
	3	Providing directives for the content of sports training planning elements.	22	75.9	5	17.2	2	6.9	2.69	84.5	89.7	24.1	8
	4	Encouraging players to diversify sports training methods and techniques in basketball.	24	82.8	5	17.2	0	0	2.83	91.4	94.3	12.4	5
	5	Guiding and advising players to solve problems related to the training process.	23	79.3	6	20.7	0	0	2.79	89.7	93.1	10.0	6
	6	Presenting new proposals to the players to serve the implementation of the training plan	22	24.1	7	24.1	0	0	2.76	87.9	92.0	7.8	7
	7	See all that is new in the field of sports training programs in the game of basketball.	26	89.7	3	10.3	0	0	2.90	94.8	96.6	18.2	2
	8	Experimenting with innovative training methods and following up on their results.	25	86.2	4	13.8	0	0	2.86	93.1	95.4	15.2	4
	Total Component Average		24.1	76.7	4.6	15.9	0.3	0.9	22.6	91.2	94.1	21.0	
Performance development competencies	The coach should have the ability to:												
	1	Providing the players with information about the practices, methods, methods and technical skills of the basketball game.	24	82.8	5	17.2	0	0	2.8	91.4	95.4	12.4	3

	#	Phrases	R	%	R	%	R	%	mean	Approval %	Relative importance %	Chi-Square	Arrangement
	2	Permanent access to training procedures in the field of the profession.	22	75.9	6	20.7	1	3.4	2.7	86.2	96.6	24.9	1
	3	Training players on self-evaluation to raise the level of performance.	20	69.0	9	31.0	0	0	2.7	84.5	89.7	4.2	7
	4	Follow the training methods in correcting training errors.	26	89.7	3	10.3	0	0	2.9	94.8	94.3	18.2	4
	5	Instruct the player on how to use and employ special skills during the game.	27	93.1	1	3.4	1	3.4	2.9	94.8	93.1	46.6	5
	6	Participation in many polishing and in-service training courses.	20	69.0	8	27.6	1	3.4	2.7	82.8	92.0	19.1	6
	7	Research, investigation, experimentation, study, discussion, and exchange of ideas.	24	82.8	5	17.2	0	0	2.8	91.4	96.6	12.4	2
		Total Component Average	23.3	80.3	5.3	18.2	0.4	1.5	19.5	89.4	94.0	30.62	

Table (8) illustrates that in relation to the component of Technological Competencies, the responses were notably substantial. The approval rate spanned from 75.9% to 89.7%, accompanied by arithmetic means ranging from 2.5 to 2.8. The perceived relative importance was consistently high, ranging from 83.9 to 93.1.

Regarding the component of Scientific Qualification Competencies, the coaches' responses emphasized the significance of most terminologies. Approval rates varied from 55.2% to 98.7%, and arithmetic means ranged from 2.1 to 2.8. The relative importance of this component was also notably high, fluctuating between 70.1 and 93.1.

Table (8) Frequency, percentage, and statistical indications of the coaches' responses to the phrases of the Technological competencies and Scientific qualification competencies

Component	#	Phrases	Important		somewhat important		not important		mean	Approval percentage%.	Relative importance%.	Chi-Square	Arrangement
			R	%	R	%	R	%					
Technological competencies		The coach should have the ability to:											
	1	Search and investigation on the international information network.	19	65.5	9	31.0	1	3.4	2.6	81.0	87.4	16.8	4

	2	Keeping up with everything new and modern in the fields of scientific and technological development, which contributes to the development of the training process in the game of basketball.	23	79.3	6	20.7	0	0	2.8	89.7	93.1	10.0	1
	3	Training players to use modern training technology used in training.	17	58.6	11	37.9	1	3.4	2.6	77.6	85.1	13.5	6
	4	Developing the capabilities and skills of players for the correct use of modern training equipment in the game of basketball.	23	79.3	5	17.2	1	3.4	2.8	87.9	92.0	28.4	2
	5	Using terminology related to sports information technology and the game of basketball in his meetings and discussions with his players.	21	72.4	8	27.6	0	0	2.7	86.2	90.8	5.8	3
	6	Knowledge of the global information network and its role in developing the training process.	16	55.2	12	41.4	1	3.4	2.5	75.9	83.9	12.5	7
	7	Adapting training methods and methods according to the new technological training methods	18	62.1	11	37.9	0	0	2.6	81.0	87.4	1.7	5
		Total Component Average	19.6	67.5	8.9	30.5	0.6	1.9	18.6	82.8	88.5	9.3	
Scientific competencies qualification		The coach should have the ability to:											
	1	Possessing special professional adequacy, such as information, knowledge and skills related to his field of professional specialization.	23	79.3	6	20.7	0	0.0	2.8	89.7	93.1	10.0	1
	2	Possessing scientific	19	65	8	27.	2	6.9	2.6	79.3	86.2	15.4	4

		R	%	R	%	R	%	mean	Approval %	Relative %	Chi-Square	Arrangement
	research capabilities in the field of the profession.		.5		6							
3	Acquire an appropriate level of performance and knowledge competencies in the professional field.	19	65.5	9	31.0	1	3.4	2.6	81.0	87.4	16.8	3
4	Conducting studies and scientific research and attending panel discussions, seminars and conferences.	15	51.7	10	34.5	4	13.8	2.4	69.0	79.3	6.3	5
5	Frequency to sports libraries in specialized colleges.	8	27.6	16	55.2	5	17.2	2.1	55.2	70.1	6.7	7
6	Attending seminars and lectures held by colleges and specialized centers	12	41.4	14	48.3	3	10.3	2.3	65.5	77.0	7.1	6
7	Advancement in the scientific and training degree by refining his abilities by joining trainers' refinement courses or postgraduate studies and obtaining a diploma or master's degree	21	72.4	6	20.7	2	6.9	2.7	82.8	88.5	20.8	2
	Total Component Average	16.7	57.6	9.9	34.0	2.4	8.4	17.4	74.6	83.1	12.9	

Table (9) demonstrates that regarding the component of competencies of methods and means of technical guidance, the responses regarding technical competencies were notably substantial. The approval rate spanned from 67.2% to 96.6%, accompanied by arithmetic means ranging from 2.3 to 2.9. The perceived relative importance was consistently high, ranging from 72.2 to 97.7.

Table (9) Frequency, Percentage, and Statistical Indications Competencies of Methods and Means of Technical Guidance Component.

Axes	Sequence	Phrases	Important		somewhat important		not important		mean	Approval percentage%.	Relative importance%.	Chi-Square	Arrangement
			R	%	R	%	R	%					
methods and means of		The coach should have the ability to:											
	1	Follow up the player on the field during the skillful and tactical performance.	27	93.1	2	6.9	0	0.0	2.9	96.6	97.7	21.6	1

2	Observing the player and correcting his mistakes after the end of the training unit.	25	86.2	4	13.8	0	0.0	2.9	93.1	95.4	15.2	2
3	Taking objective notes about the player in the player status registration forms.	21	72.4	7	24.1	1	3.4	2.7	84.5	89.7	21.8	5
4	Holding group meetings with the players for the purpose of exchanging experiences in acquiring the skillful and tactical performance of the game among them.	19	65.5	9	31.0	1	3.4	2.6	81.0	87.4	16.8	7
5	Holding an individual meeting with the player to discuss some of his training mistakes.	21	72.4	8	27.6	0	0.0	2.7	86.2	90.8	5.8	3
6	Dialogue and discussion with players in a democratic manner.	17	58.6	10	34.5	2	6.9	2.5	75.9	83.9	11.7	8
7	Writing periodic reports on the players.	18	62.1	11	37.9	0	0.0	2.6	81.0	87.4	1.7	6
8	Preparing guidance bulletins to follow up on training developments in the field of the game.	14	48.3	11	37.9	4	13.8	2.3	67.2	78.2	5.4	10
9	Holding seminars and conferences in cooperation with the competent sports institution to study the problems of the training process for players.	13	44.8	13	44.48	3	10.3	2.3	67.2	78.2	6.9	11
10	Addressing problems associated with the training process and developing alternative solutions.	22	75.9	6	20.7	1	3.4	2.7	86.2	90.8	24.9	4
11	Using various methods in guiding players such as	18	62.1	8	27.6	3	10.3	2.5	75.9	83.9	12.1	9

	(meetings, bulletins and scientific seminars										
	Average total axis	19.5	67.4	8.1	27.9	1.4	4.7	28.9	81.3	87.6	16.3	

As depicted in Table (10), when considering the approval percentage, relative importance, and arrangement of technical competency components for basketball coaches in the Kingdom of Saudi Arabia sports clubs, it is evident that all components received high ratings. Specifically, the relative importance of components of Scientific Qualification Competencies and Competencies for Enhancing Training Programs which ranged from 83.0 to 94.1.

Table (10) The Arithmetic Mean, Standard Deviation, Relative Importance, and Arrangement of the Sum of the Technical Competency's Components. N = 29

Statistical indications \ Component		Mean	±SD	Chi-Square	Approval percentage	Relative importance	Order
technical competencies	Competencies for improving training programs	22.586	1.615	21.0	91.2	94.1	1
	Performance development competencies.	19.517	2.046	30.6	89.4	94.0	2
	Technological competencies	18.586	2.196	9.3	82.8	88.5	3
	Scientific qualification competencies	17.448	2.759	12.9	74.6	83.1	5
	Competencies of methods and means of technical guidance	28.897	3.848	16.3	81.3	87.6	4

Discussion

The study sought to identify essential technical competencies required by basketball coaches in Saudi Arabian sports clubs. This was done through a survey assessing coaches' opinions on various technical competency areas.

According to the sampled coaches, there was a notable consensus in their responses regarding these technical competencies. The study highlighted the significance of coaches utilizing these skills, as indicated by the five components outlined in the measurement tool.

Focusing on Table (7), it is evident that trainers highly valued competencies aimed at improving training programs. All phrase values received notably high ratings, underscoring unanimous agreement on the importance of enhancing these programs. The trainers' opinions on relative importance ranged from 89.7 to 96.6. Interestingly, Phrase No. (2) took the top spot, emphasizing players' role in achieving basketball training objectives. Conversely, Phrase No. (3) was ranked last, highlighting its role in providing guidance for the content of sports training planning elements.

The coaches' responses in Table (7) regarding performance development competencies indicated a strong emphasis on most of the phrases related to this component. The trainers' opinions on relative importance ranged from 89.7 to 96.6, with Phrase No. (2) being ranked the highest. This suggests a consistent familiarity with professional training

procedures. Conversely, Phrase No. (3) was ranked last, highlighting its importance in training players on self-evaluation to enhance performance.

Upon reviewing the coaches' responses and their arrangement, the researchers observed a consensus regarding the significance of this component, even though the order of the phrases varied in terms of relative importance.

The researchers attribute the unanimous agreement among respondents on the competencies for improving training programs and their terminology to its paramount importance for a basketball coach's effective and efficient performance in their coaching roles. Enhancing training programs involves defining goals and aiding players in achieving them. This aligns with the findings of previous studies (Dawy, Juma 2009), as well as with research by Frankel.J (1992) and Basalamah (2022). The researchers believe that this competency empowers trainers to inject creativity into the training process.

The trainers' responses regarding performance development competencies indicate a consensus on the importance of this aspect, even though there may be variations in the prioritization of specific phrases.

The researchers attribute the unanimous agreement among respondents on performance development competencies and their associated terminology to the critical role they play in enabling coaches to perform their duties effectively and efficiently. Development here refers to the enhancement of performance, a crucial aspect influenced by the evolution of the game. It underscores the coach's pivotal role in staying updated with emerging theories and ideas that contribute to performance and game development. Consequently, continuous development is deemed pivotal for the success and progress of the training process. These findings align with previous studies by Abdul Hamid and Samir (2001) and Basalamah (2022), emphasizing the necessity for ongoing development and training for both employees and coaches.

Turning to Table (8), it's evident that the trainers highly value technological competencies in relation to the training process. The relative importance of trainers' opinions ranged from 83.9 to 93.3, with Phrase No. (2) ranking the highest. This phrase stresses the importance of keeping abreast of new scientific and technological advancements, which significantly contribute to the development of the training process in basketball. Conversely, Phrase No. (5) was ranked the lowest, emphasizing the significance of understanding the global information network and its role in advancing the training process.

In Table (8), the trainers' responses regarding academic qualification competencies reveal the importance attributed to certain phrases within this component. The relative importance ratings provided by the trainers varied from 70.1 to 93.1. Notably, Phrase No. (1) held the top position, underscoring the significance of possessing professional competence, particularly in terms of knowledge, skills, and expertise related to their professional specialization. Conversely, Phrase No. (5) was ranked lowest, highlighting the perceived lesser importance of sports libraries in specialized colleges.

Despite variations in the expressions' relative importance, the researchers observed an overall consensus among trainers regarding the importance of this qualitative component.

The researchers attribute the unanimous agreement among sample members on technological competencies and their associated expressions to their crucial role in enabling coaches to excel in the technical and digital aspects of basketball. Embracing modern training tools aids in enhancing the training process through in-depth match analysis, which helps coaches understand players' strengths, weaknesses, and opponents' strategies. Technological competencies also encompass the ability to visualize the training process using modern technologies and foster creativity in developing technologies that enhance training. Leveraging modern technologies and information technology in sports training simplifies the coach's role in elevating players' performance and the overall

game. These findings are consistent with Castillo (2016) and Tomsharb (1997), who highlighted that utilizing technological means improves accuracy in evaluating physical education, speeds up the identification of deficiencies, and provides alternatives for overcoming shortcomings while identifying optimal methods.

Furthermore, regarding scientific qualification competencies, the researchers noted a consensus on their importance among trainers, even though there were differences in the prioritization of specific phrases based on their relative importance.

The researchers highlight that the agreement among the sample members regarding scientific qualification competencies and their associated terminology underscores its crucial role in enabling trainers to perform their tasks effectively. They emphasize that creativity in the training process taps into the trainer's scientific capabilities, empowering them to lead training sessions comprehensively. This involves mastering the game, skill execution, and proficiency in various aspects of the training process. Scientific qualification also involves staying updated with the latest developments in sports training. The study's findings align with previous research by Al-Haliq, Al-Tahaina, and Al-Momani (2010), emphasizing trainers' proficiency in training and technical competencies, communication, administration, and sports knowledge.

Regarding Table (9), which presents trainers' responses to technical competencies, it's clear that the competencies for methods and means of technical guidance are highly valued. The trainers' opinions on relative importance range from 78.2 to 97.7. Phrase No. (1) is ranked highest, emphasizing the importance of closely monitoring players during skill execution. Conversely, Phrase No. (9) is ranked lowest, emphasizing the significance of organizing seminars and conferences with specialized sports institutions to address training process challenges.

The researchers attribute the unanimous agreement among sample members regarding technical guidance methods and means competencies to their pivotal role in enabling coaches to effectively fulfill their training roles. The choice of technical means and skills is seen as an expression of the coach's ability to harness players' technical capabilities, aligning with modern training concepts. Employing modern training methods and techniques in the training process contributes to achieving training objectives, in line with the findings of Ismail and Nahed (2005), which emphasize diverse methods of guidance including classroom visits, mutual visits, model lessons, readings, and guides.

Table (10) showcases the high approval percentages, relative importance, and ranking of technical competency axes for basketball coaches in Saudi Arabian sports clubs. The researchers affirm that these competencies are vital in elevating trainers' professional and training proficiency. They also contribute to creating a conducive work environment for the training process and enhance the trainer's capabilities, ultimately raising the overall standard of trainers in the sports field, particularly in basketball.

Conclusion

In light of the study's findings and the consensus reached on defining technical competencies for basketball coaches in Saudi sports clubs, several conclusions emerged:

1.   Trainers' assessments of the effectiveness of enhancing training programs and their associated phrases exhibited variability, with relative importance scores ranging from 89.7 to 96.6.

2.   A similar degree of variability was observed in coaches' evaluations of the adequacy of performance development and its expressions, with relative importance scores ranging from 89.7 to 96.6.

3.   Trainers held diverse perspectives on technological proficiency and its related terms, as indicated by relative importance scores falling between 83.9 to 93.3.

4.   Notable discrepancies were noted in trainers' opinions regarding the sufficiency of academic qualification and its expressions, determined with relative importance scores ranging from 70.1 to 93.1.

5.   Trainers also displayed varying assessments of the adequacy of training methods and means and their related expressions, with relative importance scores ranging from 78.2 to 97.7.

6.   Distinctions were identified in the relative importance assigned to technical competency axes for basketball coaches in Saudi sports clubs. The axis emphasizing the sufficiency of improving training programs ranked highest with a relative importance score of 94.1, while scientific qualification competencies were rated lowest with a relative importance score of 83.1.

Recommendations

Based on the study's findings, the following suggestions are proposed:

1.   Establishing clear benchmarks for technical competencies when assessing the performance of basketball coaches in Saudi sports clubs.

2.   Implementing technical competency criteria for basketball coaches through collaboration between the Basketball Federation and sports clubs.

3.   Initiating rehabilitation programs aimed at enhancing the technical competencies of basketball coaches in Saudi sports clubs.

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