



Evaluating the performance of the coaches of the Iraqi Gymnastics Federation from the point of view of players and experts

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Abstract

This study focuses on evaluating the performance of coaches of the Iraqi Gymnastics Federation from the perspectives of both athletes and experts, emphasizing the critical role of gymnastics as a foundation for many other sports. The significance of the research lies in improving evaluation mechanisms for gymnastics coaches through the use of validated questionnaires and scientific models, thereby enhancing coaches' effectiveness and consequently the athletes' performance. The study employed a descriptive–survey method and included a statistical population of 340 participants, comprising athletes and experts from the Iraqi Gymnastics Federation. Data collection was conducted using the Performance Evaluation Questionnaire developed by Rouhani et al. (2012), which demonstrated high reliability with a Cronbach's alpha of 0.943. The findings revealed that the average performance evaluation of coaches from both athletes ($M = 4.23$) and experts ($M = 4.24$) was significantly higher than the theoretical mean (3), indicating satisfactory coaching performance. Among the evaluated dimensions, the “technical-educational factor” emerged as the most important, followed by team and individual management, team retention, experience, and behavioral-educational aspects. Furthermore, results indicated no significant differences between athletes' and experts' evaluations. In conclusion, the overall performance of Iraqi Gymnastics Federation coaches was found to be within the expected standards, with technical-educational factors playing the most critical role in performance evaluation. The study recommends prioritizing the enhancement of coaches' technical and educational competencies, alongside strengthening behavioral and managerial skills, to ensure comprehensive improvement in both coaching practices and athletes' achievements.

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Keyword: Performance Evaluation, Gymnastics Coaches, Athletes' Perspectives, Experts Perspectives.

Introduction

Gymnastics is one of the most attractive and dynamic sports, presented by experts as the mother and foundation of other sports, so effective gymnastics coaches are able and willing to meet the individual needs of their athletes and realize that they can make a difference in their athletic achievements through the behaviors and training methods they adopt. Coaches must be able to prepare for a wide range of situations and set an example for athletes (Abdulgussain et al., 2025; Abdulkareem & Ali Hassan, 2025). They have to build functional relationships with athletes, encourage them to be assertive, enhance their potential in sports, and for a coach to be effective in their role, a very diverse range of appropriate coaching jobs are needed. Gymnastics coaches can adopt beneficial behaviors to achieve the best psychosocial and performance improvements with athletes (Waleed Abdulkareem & Sattar Jabbar, 2025).

The importance of gymnastics justifies the need for more attention and precision in the selection of gymnastics federation officials and national team coaches respectively, in order to better select and evaluate the performance of national team coaches and players (Abdulkareem et al., 2025). However, coaches and players are always evaluated and judged by club managers, athletes, the media, board officials and other coaches during the season, and not only their job performance is evaluated but also their behaviors are evaluated; If a coach and player discover how others think about their behaviors, decisions, communication styles, and how they evaluate them, they can measure their opinions through their performance and plan for their improvement (Abdulghani et al., 2025; Zureigat et al., 2023).

The importance of the research lies in improving the process of evaluating the performance of gymnastics coaches, through the use of scales, models and studies to evaluate their performance, and it is necessary to point out that their model must take into account the amount of weight that should be assigned to each category in the sport of gymnastics and determine it, in this case it is necessary to evaluate the performance of the coaches of the Gymnastics Federation according to the criteria we reach in this research in order to improve their performance as well as the performance of their players (Ghanim, 2025).

The evaluation and review of performance in different parts of the sports industry is an important issue that has attracted the attention of many researchers (Muttib et al., 2024). Coaches are important human resources that play a prominent role in the success of sports institutions, especially team coaches whose decisions affect the performance of their players on the one hand,



as well as their institutions related to them, so coaches should be selected and evaluated on the basis of specific and normative factors. Coaches also have to select and evaluate athletes based on a set of predetermined conditions.

In order to make a thorough and good evaluation of the performance of gymnastics coaches, the opinions of all people related to their careers should be used, such as coaches, experts, and even athletes. Therefore, the present study was conducted with the aim of evaluating the performance of the coaches of the Iraqi Gymnastics Federation from the point of view of athletes and experts.

Research Objectives

- 1- Evaluating the performance of the coaches of the Iraqi Gymnastics Federation from the point of view of players and experts
2. Comparing the level of performance evaluation of Iraqi Gymnastics Federation coaches from the point of view of players and experts.

Research Areas

Human Field: Iraqi Gymnastics Coaches and Athletes

Time Zone: 2024 Season

Spatial Field: Iraqi Sports Institutions

Methodology

The survey-descriptive method was used in terms of its purpose, applied nature, and research method.

Research Sample and Society

The statistical community for this study was formed by all the athletes and experts of the Iraqi Gymnastics Federation. The number of (340) athletes and experts from the Iraqi Gymnastics Federation

Measuring Instruments

In this research, the following tools were used to collect data:

Questionnaire

The Rouhani et al. (2012) Performance Evaluation Questionnaire includes 57 items and 5 subscales of technical-pedagogical factors (questions 32-46), behavioral and educational factors (questions 1-13), and group and individual management (questions 57-47).), team retention and promotion (questions 14-23) and experience factor (questions 24-31) on the Likert 5 scale. Rouhani (2013) reported that the validity and reliability of this questionnaire were favorable and the value of Cronbach's alpha coefficient was 0.89 in the research of Rouhani et al. (2013).

The questionnaire was prepared online and sent to the athletes and experts of the Iraqi Gymnastics Federation in virtual groups (WhatsApp, Telegram), the purpose and method of answering the questions were explained. After providing preliminary explanations and reassuring the subjects about the confidentiality of the information.

Data Analysis

In this research, descriptive and inferential statistics were used to analyze the data.

The internal consistency of the questionnaire was examined by Cronbach's alpha test (Table 1) As can be seen from Table (1), the internal reliability of the entire questionnaire was equal to 0.943, the reliability of the behavioral and educational components, team retention, background and experience, instructional technology and team and individual management and improvement respectively were 0.866, 0.832, 0.854, 0.849, and 0.822.

Table 1: Cronbach's Alpha Values for the Trainers Performance Evaluation Questionnaire and Related Components

Item	Number	Alpha Kornbach
Behavioral and Educational	13	866/0
Maintaining and improving the team	10	832/0
Background & Experience	8	854/0
Educational Technology	15	849/0
Team and individual management	11	822/0
Total	57	943/0

Table (2): Shows the distribution of the mean, standard deviation, twisting, convolution, and openness related to the research variables

Variable	boomer	Viewpoint	Number	Average	S.D.	Deviation	Symmetry and blooming
Performance Evaluation	Behavioral and Educational	player	241	20/4	62/0	19/1-	27/1
		Expert	99	22/4	45/0	12/1-	15/1
	Maintaining and improving the team	player	241	22/4	56/0	90/0-	40/0
		Expert	99	20/4	43/0	26/1-	74/1
	Expertise and Experience	player	241	20/4	60/0	06/1-	17/1
		Expert	99	19/4	49/0	80/1-	62/1
	Educational Technology	player	241	25/4	54/0	92/0-	35/0
		Expert	99	24/4	43/0	20/1-	66/1
	Team and individual management	player	241	26/4	56/0	06/1-	51/0
		Expert	99	26/4	43/0	59/1-	87/1
	Coaches Performance Evaluation Clients	player	241	23/4	53/0	05/1-	48/0
		Expert	99	24/4	41/0	57/1-	64/1

It can be seen from Table (2) that the data deviation and deviation are between -2 and -2, so the research variables have a normal distribution.

Table 3: Cronbach's Alpha Values of the Trainers Performance Evaluation Questionnaire and Related Components

Item	Number	Alpha Kornbach
Behavioral and Educational	13	866/0
Maintaining and improving the team	10	832/0
Background & Experience	8	854/0
Educational Technology	15	849/0
Team and individual management	11	822/0
Total	57	943/0

Table (4): Repeated Distribution of Participants' Sex

Sex	Repetitions	Percentage
female	113	2/33
remembrance	227	8/66
Total	340	100

It is clear from Table (4) that the gender of 113 persons (33.2 percent) of the participants is female. The gender of 227 participants (66.8%) is male

Table (5) shows the mean and standard deviation of the values related to the components of performance evaluation of Iraqi Gymnastics Federation coaches from the point of view of athletes and experts. Also, in this table, the deviation and elongation of the research variables are presented to check the natural state of the data distribution.

Table (5): Distribution of mean, standard deviation, twisting, convolution, and openness related to the research variables

Variable	boomer	Viewpoint	Number	Average	S.D.	Deviation	Symmetry and blooming
Performance Evaluation	Behavioral and Educational	player	241	20/4	62/0	19/1-	27/1
		Expert	99	22/4	45/0	12/1-	15/1
	Maintaining and improving the team	player	241	22/4	56/0	90/0-	40/0
		Expert	99	20/4	43/0	26/1-	74/1
	Expertise and Experience	player	241	20/4	60/0	06/1-	17/1
		Expert	99	19/4	49/0	80/1-	62/1
	Educational Technology	player	241	25/4	54/0	92/0-	35/0
		Expert	99	24/4	43/0	20/1-	66/1
	Team and individual management	player	241	26/4	56/0	06/1-	51/0
		Expert	99	26/4	43/0	59/1-	87/1
	Coaches Performance Evaluation Clients	player	241	23/4	53/0	05/1-	48/0
		Expert	99	24/4	41/0	57/1-	64/1

It is clear from Table 5 that the data deviation and deviation are between -2 and -2, so the research variables have a normal distribution.

Statistical Methods

- Model t-test, Friedman test, and multivariate analysis of variance (MANOVA) to examine research questions.
- Cronbach's alpha to check for internal consistency
- SPSS statistical software version 26 was used to analyze the data.
- The default alpha was made at the significance level of 0.05.

Results

Evaluation of Trainers and Related Components

Table 6: Results of the T-Test Model to Evaluate the Performance of Coaches from the Players' Point of View

worker	Average	Standard Deviation	Test value	Writing Degree	Value t	Significance Level
Behavioral and Educational	20/4	62/0	3	240	69/29	001/0
Maintaining and improving the team	22/4	56/0	3	240	83/33	001/0
Background & Experience	20/4	60/0	3	240	06/31	001/0
Technical & Educational	25/4	54/0	3	240	93/35	001/0
Team and individual management	26/4	56/0	3	240	85/34	001/0
Performance Evaluation	23/4	53/0	3	240	95/35	001/0

It is clear from Table (6) that the average performance evaluation of the Iraqi Gymnastics Federation's coaches from the players' point of view (4.23) is higher and important than the average theoretical value (3). Therefore, the performance of the Iraqi Gymnastics Federation's coaches is expected from the players' point of view. The average components of "behavioral and educational, team retention, history and experience, technical and educational, and collective and individual management and improvement" are respectively equal to 4.20, 4.22, 4.20, 4.25, and 26.4 higher and statistically significant than the average theoretical value (3). Therefore, the behavioral and educational components, team preservation, history and experience, technical and educational, collective and individual management and improvement of Iraqi Gymnastics Federation coaches are within the expected range from the athletes' point of view.

Table 7: Results of the T-Test Model to Verify the Performance of Trainers from the Expert Perspective

worker	Average	Standard Deviation	Test value	Writing Degree	Value t	Significance Level
Behavioral and Educational	22/4	45/0	3	98	44/31	001/0
Maintaining and improving the team	20/4	43/0	3	98	68/32	001/0
Background & Experience	19/4	49/0	3	98	55/27	001/0
Technical & Educational	24/4	43/0	3	98	16/33	001/0
Team and individual management	26/4	43/0	3	98	86/33	001/0
Performance Evaluation	24/4	41/0	3	98	22/34	001/0

It is clear from Table (7) that the average performance of the Iraqi Gymnastics Federation's coaches from the point of view of experts (4.24) is higher and significant than the average theoretical value (3). Therefore, the performance of the coaches of the Iraqi Gymnastics Federation is expected from the point of view of experts. Also, the average components of "behavioral and

educational, team maintenance, background and experience, technical and educational, and group and individual management and improvement" respectively are equal to 4.22, 4.20, 4.19, 4.24 and 26.4 higher and statistically significant than the average theoretical value (3). Therefore, the behavioral and educational components, team preservation, history and experience, technical and educational, and collective and individual management of the Iraqi Gymnastics Federation's coaches, are within the expected range from the point of view of experts.

Table (8): The results of the Friedman test to prioritize the evaluation of coaches' performance from the players' point of view

worker	Medium Grade	Priority	Number	Writing Degree	brother square	Significance Level
Behavioral and Educational	86/2	5	241	4	29/9	048/0
Maintaining and improving the team	95/2	3				
Background & Experience	90/2	4				
Technical & Educational	16/3	1				
Team and individual management	13/3	2				

It is clear from Table (8) that the "technical and educational" factor with an average rating of 3.16 is the most important factor in evaluating the performance of the Iraqi Gymnastics Federation's coaches from the players' point of view. After this factor, respectively, factors of team management, personnel, team preservation, background, experience, behavioral and educational factors play a role in evaluating the performance of Iraqi Gymnastics Federation coaches from the player's point of view.

Discussion

The average performance rating of the Iraqi Gymnastics Federation's coaches from the point of view of the players (4.23) is higher than the average theoretical value (3) and is significant.

Therefore, the performance of the Iraqi Gymnastics Federation's coaches is expected from the players' point of view. The average components of "behavioral and educational, team retention, history and experience, technical and educational, and collective and individual management and improvement" are respectively equal to 4.20, 4.22, 4.20, 4.25, and 26.4 higher and statistically significant than the average theoretical value (3).

Therefore, the behavioral and educational components, team preservation, history and experience, technical and educational, collective and individual management and improvement of Iraqi Gymnastics Federation coaches are within the expected range from the athletes' point of view.

The average performance of the Iraqi Gymnastics Federation's coaches from the experts' point of view (4.24) is higher and significant than the theoretical average (3). Therefore, the performance of the coaches of the Iraqi Gymnastics Federation is expected from the point of view of experts. Also, the average components of "behavioral and educational, team maintenance, background and experience, technical and educational, and group and individual management and improvement" respectively are equal to 4.22, 4.20, 4.19, 4.24 and 26.4 higher and statistically significant than the average theoretical value (3). Therefore, the behavioral and educational components, team preservation, history and experience, technical and educational, and collective and individual management of the Iraqi Gymnastics Federation's coaches, are within the expected range from the point of view of experts (Abdulkareem et al., 2024).

The "technical and educational" factor with an average rating of 3.16 is the most important factor in evaluating the performance of the Iraqi Gymnastics Federation's coaches from the players' point of view. After this factor, respectively, factors of team management, personnel, team preservation, background, experience, behavioral and educational factors play a role in evaluating the performance of Iraqi Gymnastics Federation coaches from the player's point of view.

The "technical and educational" factor with an average rating of 3.05 is considered the most important factor in evaluating the performance of the Iraqi Gymnastics Federation's coaches from the point of view of experts. After this factor, respectively, team and personnel management factors, team retention, background and experience, behavioral and educational factors play a role in evaluating the performance of Iraqi Gymnastics Federation coaches from the point of view of experts (Adnan et al., 2024).

There is no significant difference between the performance evaluation of the Iraqi Gymnastics Federation's coaches from the point of view of athletes and experts ($\eta^2 = 0.001$, $sage = 0.83$, $F = 0.21$).



Conclusions

1. Behavioral and educational factors, team retention, background, technical and educational experience, and individual and team management played a role in evaluating the performance of gymnastics federation coaches.
2. The educational technical factor was the most important factor in evaluating the performance of gymnastics coaches
3. The behavioral and educational components and their maintenance, team improvement, background, technical and educational expertise, and the collective and individual management of the Iraqi Gymnastics Federation's coaches are within the expected range from the experts' point of view.
4. The performance of the Iraqi Gymnastics Federation's coaches is within the expected limits and the behavioral and educational components are maintained and improved.
5. The educational technical factor plays a role in evaluating the performance of the coaches of the Gymnastics Federation from the point of view of experts and players.
6. Having confidence, self-belief, face-to-face verbal communication with athletes, and the use of mathematical knowledge and psychological principles are important issues in the form of work and the technical behaviors of the coach.

Recommendations

1. The Federation and the relevant authorities. Councils that each pays special attention to these factors in order to improve the performance of trainers.
2. Hold relevant seminars and workshops to advance and improve these skills.
3. Taking steps towards upgrading the technical promotion of trainers and their recent experience and knowledge in this field.
4. Use new approaches to performance evaluation in future research such as a multi-level multi-source feedback system (360-degree feedback)
5. Results-based evaluation or goal-based management (MBO) and evaluation based on behavior-based rating measures compared the results with traditional methods.
6. In future research, the perspectives of managers and coaches themselves should be examined.
7. "Coaches need to be aware that their influence on athletes can be exerted through athletes' perceptions.



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