

Team management by the coach in case of numerical inferiority from the point of view of the Jordanian Handball League players

Maen Ahmad Mahmoud Sha'lan^{1*}

¹ Faculty of Sports Science, Physical Education Department, Mu'tah University, Jordan.

*Correspondence: Maen Ahmad Mahmoud Sha'lan; mazarsport@mutah.edu.jo

ABSTRACT

The aim of this study was to identify the team coach management level in case of a numerical inferiority from the point of view of the Jordanian handball league players. The descriptive approach was used and the study sample consisted of 90 players participating in the Jordan Handball League (2020/2021). The coach management evaluation scale for suspensions was used as a tool for data collection, and the Statistical Program for the Social Sciences (SPSS) was used for data analysis. The results of the study showed that the level of the team coach management in case of numerical inferiority, from the point of view of first-class club players in Jordan, was low. There were no statistically significant differences ($p>0.05$) in the estimates of the study sample members of the team's coach management level in the case of numerical inferiority from the point of view of first-class club players in Jordan according to the study variables (court line and years of experience). There was also no statistically significant relationship ($p>0.05$) between the coach management level of the team in the case of numerical inferiority from the point of view of the first-class clubs' players in Jordan and the level of achievement (league ranking). We recommend conducting a study to identify the reasons of the poor level of Jordanian teams' coach management in case of numerical inferiority and conducting training courses for Jordanian coaches focusing on team management in case of numerical inferiority.

KEYWORDS

Coach; Numerical Inferiority; Handball

1. INTRODUCTION

The coach represents the main and important factor in the training process. Providing the team with the appropriate coach represents one of the main problems facing players, officials and clubs' management. The coach is the person who has the responsibility to plan, lead and organize the executive steps of the training process and guide the players during the competition and training. He is the team leader and provides the players with information and knowledge while leading them (Abdul-Aziz, 2012)

Mufti (2009) believes that the coach represents the main and important factor in the training process. A successful coach must give the team a future vision and know well how to turn this vision into a reality that allows each athlete to have the maximum opportunity to achieve success.

The coach is the educational figure who undertakes the process of raising, training the players and affects their level of sports directly as well as having an effective role in developing the players' personality in a comprehensive and balanced way. Therefore, it must be a role model in all its actions and information. The coach represents the main and important factor in the training process (Al-Fateh & Al-Sayed, 2002).

The coach is an educational figure who bears the responsibility of leading the team, as it directly affects the balanced development of the players and depends on the extent of the coach's ability to manage the training operations as well as the player's preparation, guidance and direction before, during and after sports competitions (Al-Kilani, 2007).

Reaching high sports levels is closely related to the extent of the coach's ability to manage the sports training process from planning, organizing, directing, making decisions, ability to prepare the player for sports competitions, management of these competitions, as well as the ability to guide and direct players during sports competitions (Ziyadi, 1996).

The modern handball is characterized by speed, strength and direct friction among competitors and the rapid changes that occur during the match require the coach to make quick decisions and read all these changes accurately and quickly in order to determine the optimal or most appropriate procedure as much as possible and a connection to the players to avoid making mistakes in receiving goals and losing the match (Noman, 2010).

In the events of handball matches, some urgent matters may happen that make the coach take a quick decision or change some previous decisions. These decisions may clearly affect the team or players positively or negatively. This is what Allawi (1997) pointed out, that some events during the

competitions make the coach motivated by the need to take decisions quickly or change previous decisions. This is what characterizes the events of handball matches.

Handball Law has a special feature, so the player may receive a temporary suspension penalty, which leads to a decrease of the number of team players during the actual time of the match for one or more players. This deficiency may be exploited by the opposing team to score as many goals as possible. We often see that one of the teams loses by one or two goals after winning by a large difference of goals, due to the suspension of one or more players during the minutes of the match (Al-Anzi, 2012).

The Numerical Inferiority is the decrease in the number of the team players in defending or attacking than the natural number which is (7 players). This inferiority can occur in two cases, the first case when one or more players from one of the two teams are punished with a suspension penalty.

Numerical inferiority case is a natural and permanent condition in the handball. This case gives the opposing team an opportunity for numerical superiority (the numerical superiority of players), which can contribute to scoring goals and win. Therefore, in the event of a numerical inferiority, the team must try to fill the gap by increasing the movement of the remaining players within the court in attacking and defending (Dahdouh, 2018).

Abd (2002) pointed out that the numerical inferiority excludes a player from the team as a result of a committed mistake or unsportsmanlike behavior. The team is not completed until the time of suspension ends (two minutes).

The researcher thinks that we often see coaches who changed the result of the match and were the reason for their team win in the last seconds of the match after they are about to lose and vice versa. We have seen coaches who missed winning chances for their teams in the last minutes because of a wrong substitution, taking a time-out at the wrong time, hasty wrong directions, or playing with a defensive formation that does not fit the opposing team's attack technique.

Here is the role of the coach who leads the team from the outside and is primarily responsible for managing the suspension time, whether this suspension is for the player from his team or from the opposing team. He must be conscious, intelligent and quick-witted, knowing how to manage this time for the benefit of the team, and highlighting his role as a successful coach.

The coach's ability to quickly notice and objectively judge situations of training or sports competition, as well as the ability to quickly make a decision to diversify or change tactical perceptions, or quickly identify the source of error in performance are important factors related to the ability to make decisions. The most important thing is not the maximum speed in making a decision, but rather it must be linked to making the right decision at the time (Al-Shazly, 2009).

The importance of making decisions by coaches in competitions increases because it may happen in competitions that the coach needs to make a decision in a very short time, and if this decision is not well thought out, can lead to negative results on the team (Fail, 2000).

Allawi (1994) stated that the coach who lacks this characteristic is reluctant to make decisions, takes decisions at inappropriate times without thinking or vision or finding him hesitates or slows down in implementing decisions because of the fear of taking responsibility of these decisions.

Decision-making is nothing but a choice among different alternatives or the most appropriate solution among several solutions in a particular situation (Salem & Shalaby, 2000).

Coaches differ among themselves in many characteristics, features and behaviors, as well as training techniques and matches management. The ideal coach is not only characterized by long experience, practice, general information, and educational or training certificate, but also goes beyond intelligence, acumen, creative thinking and quick action during competitions (matches). Through the researcher's follow-up to the Jordanian handball league competitions, the researcher notices that some teams are ahead with a comfortable difference of goals over the opposing team, but when the penalty for a two-minute suspension for a player or more of this team was imposed, the match result was modified or close to each other, especially if it is in the last minutes from the match and the difference is one or two goals. There are some teams draw or lose at the end of the match as a result of the numerical inferiority.

The researcher thinks that the coach's inability to manage this situation, which may occur frequently during the match, in items of setting the appropriate tactic, taking a timeout or switching some players, needs to study and know the level of the Jordanian coach in the team's affairs management in case of a numerical inferiority. On the other hand, we saw what happened in the Jordan Cup Final, when a team won by a goal difference and in the last 30 seconds, when the two teams were tied and a team played with four players against seven players for the other team and the numerically missing team won. This is an indication that there is a real problem with the Jordanian coach in the team management in case of a suspension penalty, whether the team is missing one or more players or has a numerical superiority over the opposing team. This is what prompted the researcher to conduct this study and identify the level of the coach's management of the team in case of a numerical inferiority from the point of view of the Jordanian Handball League Players.

This study aims to identify:

1. The level of the team coach management in case of a numerical inferiority from the point of view of the first-class clubs' players in Jordan.

2. The differences in the team coach management level in case of numerical team from the point of view of first-class club players in Jordan, according to the study variables (court line, years of experience).
3. The relationship between the level of the team coach management in case of a numerical inferiority from the point of view of the first-class clubs' players in Jordan and the level of achievement (league ranking).

The study questions were:

1. What is the level of the team coach management in case of a numerical inferiority from the point of view of the first-class clubs' players in Jordan?
2. Are there statistically significant differences at a level ($\alpha \leq 0.05$) in the level of coach management of the team in case of numerical inferiority from the point of view of first-class club players in Jordan, according to the study variables (court line, years of experience)?
3. Is there a statistically significant correlation at a level of ($\alpha \leq 0.05$) between the coach management level of suspensions from the point of view of first-class club players in Jordan and the level of achievement (league ranking)?

2. METHODS

2.1. Study Design and Participants

The researcher used the descriptive correlative approach in its survey form due to its relevance to the nature and objectives of this study.

The study community consisted of all players of the first-class handball clubs registered in the statements of the Jordanian Federation for the sports season (2020/2021), which are 112 players (according to the records of the Jordan Handball Federation). The study sample is selected in a complete census and consisted of 90 players of the first-class handball. The questionnaire was distributed to all members of the study sample, as shown in Table 1.

Table 1. Description of the sample according to its variables

Variable	Category	No.	Percentage
Club	Al-Arabi SC (Irbid)	12	13.3
	Al-Ahli SC	11	12.2
	Al-Hussein SC	13	14.4
	Kufranjah SC	14	15.6
	Kufrsoum SC	12	13.3
	Caucasian Club	14	15.6
	Al-Shona	14	15.6
	Total	14	100.0

Experience	Less than ten years	23	25.6
	Ten years and above	67	74.4
	Total	90	100.0
Position	Goalkeeper	10	11.1
	Frontline	38	42.2
	Back- line	42	46.7
	Total	90	100.0

2.2. Instrument

The coach management evaluation scale for suspensions developed by Al-Anazi (2012) is used. It consists of 44 items, including 26 positive items and 18 negative items. Table 2 shows the distribution of positive and negative items.

Table 2. Positive and negative items distribution of the study scale

Items No.	
Positive Items	1, 6, 8, 9, 10, 12, 14, 15, 18, 20, 23, 24, 25, 26, 27, 30, 31, 34, 35, 36, 37, 40, 43, 44
Negative Items	1, 2, 5, 7, 11, 13, 16, 17, 19, 21, 22, 28, 29, 32, 33, 38, 39, 42

The answer of the study scale is given according to three alternatives (always, sometimes, rarely) and the weights of the scores are given (3, 2, 1) respectively for positive items and vice versa for negative items (1, 2, 3).

In order to determine the level of achievement, the ranking of handball clubs is relied upon the end of the First Division League of the sports season 2020/2021 (Table 3).

Table 3. The first division handball ranking clubs of season 2020/2021

Team	Points	Rank
Al-Arabi	22	1
Al-Ahli	20	2
Al-Hussein	16	3
Kufranjah	10	4
Kufrsoum	9	5
Caucasian	5	6
Al-Shona	2	7

2.3. Scientific Transactions of the Instrument

2.3.1. Validity of the Instrument

The internal consistency validity is calculated by computing the correlation coefficient between the degree of each item and the total score of the scale on a sample of the study population of 20 players (Table 4).

Table 4. Correlation coefficients between the score of each statement and the total score of the scale (N = 20)

Item	a1	a2	a3	a4	a5	a6	a7	a8	a9	a10	a11
Correlation	.331*	.702*	.507*	.566*	.019	.622*	.645*	.158	.552*	.525*	.314*
Sig.	.001	<.001	<.001	<.001	.856	<.001	<.001	.136	<.001	<.001	.003
	a12	a13	a14	a15	a16	a17	a18	a19	a20	a21	a22
Correlation	.462*	.566*	.580*	.661*	-.049	-.041	.439*	.378*	.665*	.124	.511*
Sig.	<.001	<.001	<.001	<.001	.645	.703	<.001	<.001	<.001	.246	<.001
	a23	a24	a25	a26	a27	a28	a29	a30	a31	a32	a33
Correlation	.099	.483*	.403*	.498*	.689*	.616*	.570*	-.084	.787*	.220*	.654*
Sig.	.353	<.001	<.001	<.001	<.001	<.001	<.001	.433	<.001	.037	<.001
	a34	a35	a36	a37	a38	a39	a40	a41	a42	a43	a44
Correlation	.383*	.481*	.459*	.774*	.314*	.496*	.316*	.772*	.071	.513*	.637*
Sig.	<.001	<.001	<.001	<.001	.003	<.001	.002	<.001	.504	<.001	<.001

The correlation coefficients between the degree of each item and the total score of the physical condition scale were statistically significant at the level of ($\alpha \leq 0.05$). This indicates the internal consistency validity of the scale for all items except for items 5, 8, 16, 17, 21, 23, 30, 42, which were deleted and thus the scale became composed of 36 items.

2.3.2. Reliability of the Instrument

The reliability coefficient is calculated using the Cronbach's alpha coefficient (Table 5).

Table 5. The reliability coefficient of the study scale (N = 20)

Reliability Statistics	
Cronbach's Alpha	N of Items
.927	36

It is evident from Table 5 that the reliability coefficient of the overall study scale is .927, which is a high significant coefficient of reliability.

2.4. Study Variables

2.4.1. Independent variables

The independent variables were: 1) Court line (three levels): Frontline, Back-line, Goalkeeper. 2) Years of experience (two levels): Less than ten years, 10 years and above.

2.4.2. Dependent Variables

The dependent variables were: 1) Response of the study sample on the coach's management scale to suspensions. 2) Achievement level (ranking teams at the end of the season).

2.5. Statistical Analysis

The Statistical Program for the Social Sciences (SPSS) was used for data analysis. We used the following statistical analysis: descriptive (mean and standard deviation), Cronbach's Alpha, correlation coefficients and two-way ANOVA. Statistical significance was $\alpha = 0.05$.

3. RESULTS AND DISCUSSION

In order to answer the first question of the study (what is the level of the team coach management in case of a numerical inferiority from the point of view of first-class clubs' players in Jordan?), descriptive analyses are calculated for the responses of the study participants on the study scale (Table 6).

Table 6. Descriptive analysis result of the team coach management level in case of numerical inferiority from the point of view of study participants

Paragraph No.	Item number	Item	Mean	Std. Deviation	Rank	Level
9	Following players and giving continuous advice	90	1.83	.375	1	Average

	and instructions during the time of suspension					
35	Trying to find the negatives that occurred during the match in the suspension times and trying to treat and train them	90	1.80	.479	2	Average
3	If there is a team timeout, taking it quickly to remedy the malfunction during the suspension	90	1.76	.481	3	Average
26	Characterization by insight and timely and appropriate decisions that directly affect the outcome for the benefit of our team	90	1.76	.432	4	Average
34	Evaluating the team's performance after the match in items of how to play in the suspended times	90	1.76	.432	5	Average
43	Characterization by good decisions and knowing the negatives and positives quickly after the match	90	1.73	.445	6	Average
32	Cannot read changing tactics and make appropriate adjustments	90	1.72	.450	7	Average
24	Having quick wit and field intelligence to act tactically during special times and situations in the match	90	1.70	.461	8	Average
25	Having a popular personality among the players and good leadership of the team in training and matches	90	1.69	.466	9	Average
36	Working to highlight the positives that occurred in the match and enhance them in the upcoming matches in the league	90	1.69	.512	10	Average
38	There is no evaluation of the performance of the players after the match, whether the match ends with a win or a loss	90	1.67	.474	11	Average
27	Knowing when and how to choose and apply the defensive technique and the appropriate defensive	90	1.64	.481	12	Low

	and attack formation for all game variables					
40	Informing players of all tactical training developments and try to apply them in matches	90	1.63	.485	13	Low
14	Doing different types of defense and attack exercises during numerical superiority and inferiority	90	1.59	.495	14	Low
4	Giving directions and advice of how to run out of time (stopping time) when playing under scaling	90	1.59	.495	15	Low
44	Watching the team's previous matches for the purpose of displaying individual and team mistakes	90	1.59	.495	16	Low
41	Increasing our ability and self-confidence before every match with elaborate tactical exercises	90	1.58	.497	17	Low
39	Following only one tactical training approach in all stages of the league and for all matches	90	1.54	.584	18	Low
37	Finding more than one solutions for each negative that occurred and the team trains on them extensively for the purpose of getting rid of them	90	1.53	.502	19	Low
31	Our coach is characterized by speed of reaching tactical solutions and the speed of delivering them to players on the field	90	1.52	.502	20	Low
29	Cannot dare to modify the lineup of the team on the field and how to distribute players in defense and attack for fear of failure	90	1.52	.502	21	Low
22	When a suspended player goes out, the coach does not try to find solution as soon as possible	90	1.49	.503	22	Low
10	Giving orders to the advanced player to retreat to the defense in the (6) m area when playing while	90	1.48	.502	23	Low

missing one player						
33	I think that as players we can play without a coach and we can manage the game well	90	1.47	.520	24	Low
6	Having many plans that will be made, although they have been agreed upon during training, when special cases occur during matches	90	1.47	.502	25	Low
1	It doesn't bring anything new to the team, defensive or attack tactics	90	1.46	.501	26	Low
13	There was no agreement between us on how to defend or attack in case of decrease or increase in numbers during training	90	1.44	.500	27	Low
18	Exploiting the opponent's coach's mistakes well during suspension times, whether for us or against us	90	1.43	.498	28	Low
7	Intentionally making more than one change in the positions of the players on the field, which negatively affects the overall performance of the team	90	1.41	.495	29	Low
15	Our team makes good use of the time-outs when we have a numerical inferiority	90	1.41	.495	30	Low
20	Our level as players is very good in applying the coach's ideas on the field during matches	90	1.40	.493	31	Low
2	It does not change the technique of defense, but only changes the technique of attack when the suspension occurs	90	1.32	.470	32	Low
28	It depends heavily on the advice of the players and the assistant coach before modifying the defensive or attack plan	90	1.29	.456	33	Low
12	Deliberately removes players with offensive advantages and engages players with defensive advantages in the event of	90	1.24	.432	34	Low

a numerical inferiority						
11	Keeping the team playing the same formation and defensive plan that the team played before the suspension	90	1.22	.418	35	Low
19	Our team needs more understanding and agreement on how to play in special times	90	1.17	.375	36	Low
Total		90	1.5429	.23166		Low
Level scale 1- 1.66 low						
1.67- 2.32 average						
2.33-2.00 high						

Table 6 showed the arithmetic means of the team coach management level in case of a numerical inferiority from the point of view of the first-class clubs' players in Jordan. At the overall level, it comes in a low degree, with an arithmetic mean of 1.5429. At the item level, item 9 which states: "following up the players and gives advice and continuous instructions during the time of suspension" ranks first with an arithmetic mean of 1.83 and a medium degree. In the last place comes item 19 which states: "our team needs more understanding and agreement on how to play in special times," with an arithmetic mean 1.17 and a low score.

This result can be explained by the fact that the Jordanian clubs appoint coaches to manage the training of their teams without relying on specific criteria and conditions such as training courses and the technical level of the coach in order to lead and train the team. Coaches are often chosen from retired players who are close to club management, and this result in coaches who are not highly qualified to lead the team, whether during training or competitions.

The researcher thinks that the technique of training for all teams is similar. The coaches rely only on the development of the physical, technical aspects without allocating training units dedicated to developing the team's level in cases specific to the team's performance such as the case of numerical inferiority or superiority or in cases where the outcome of the match is decided as the last minute or 30 seconds, and the team's application of one form to play all the time period of the match, whether in the attack or defensive form, meaning that the team does not change its performance based on the match data and the way the opposite team plays.

This result can also be explained by the fact that the training courses offered by the Jordan Handball Federation to coaches in preparing the players and the team do not focus on team management in specific cases of the handball game or match, such as the case of numerical inferiority.

The researcher thinks that the Jordanian coach does not have the technical and leadership skills that help him to provide applicable information in a relatively short time, and the absence of a field leader in each team capable of implementing the coach's instructions. This is consistent with what Ghoneim & Salem (2014) referred to. In order to the coach to carry out the training process, he must possess many characteristics, abilities, knowledge and skills that help him to succeed in his job. The coach must have the ability of good conduct, understanding and solving problems, having self-confident, having the ability to instill the principles of fair play and honesty in the hearts of the players, and adopt a leadership technique appropriate to the situations he is going through during his work.

Table 7 shows the results of the descriptive analysis of the second question which states: "are there statistically significant differences at the level of ($\alpha \leq 0.05$) in the team coach's management level in case of numerical inferiority from the point of view of first-class club players in Jordan according to the study variables (court line, years of experience)?"

Table 7. Descriptive analysis result of the level of team coach management according to the study variables (court line and years of experience)

Variable		No.	Mean	Std. Deviation
Experience	Less Than Ten Years	23	1.5423	.26244
	Ten Years and Above	67	1.5431	.22229
	Total	90	1.5429	.23166
Position	Goalkeeper	10	1.5667	.25700
	Front Line	38	1.5431	.20804
	Back-Line	42	1.5370	.25054
	Total	90	1.5429	.23166

Table 7 indicates that there are apparent differences in the arithmetic means of the team coach management level in case of a numerical inferiority from the point of view of first-class club players in Jordan, according to the study variables (court line and years of experience). To detect whether these differences are statistically significant, two-way Anova is used (Table 8).

Table 8 indicates that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the estimates of the study sample members of the team coach management level in case of a numerical inferiority from the point of view of first-class club players in Jordan, according to the variables (court line and years of experience). This result can be explained by the similarity of the players with the technical and leadership characteristics and the ability to evaluate, because of which the evaluation rate of the coach and his abilities to manage the team may be equal in case of a numerical inferiority. Other than, most of the club players in different positions are from

specific regions and have undergone a unified education and training and a unified cultural level that may affect giving the same evaluation of the coach's performance as they lack technical experience in how the coach evaluates the team in the event of a numerical inferiority and the extent of his ability to act in appropriate situations.

Table 8. The differences in the assessments of the members of the study sample of the team management level according to the study variables (court line and years of experience)

Tests of Between-Subjects Effects					
Dependent Variable: total					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Experience	1.558E-6	1	1.558E-6	.000	.996
Position	.007	2	.004	.064	.938
Error	4.769	86	.055		
Total	219.025	90			
Corrected Total	4.776	89			

a. R Squared = .001 (Adjusted R Squared = -.033)

*D at the level of ($\alpha \leq 0.05$)

In order to answer the third question of the study ("is there a statistically significant correlation at the level of ($\alpha \leq 0.05$) between the coach's management level of suspensions from the point of view of first-class club players in Jordan and achievement level (league ranking)", linear regression analysis is used (Tables 9 and 10).

Table 9. The relationship between the team coach management level and the achievement level (league ranking)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.185a	.034	.023	.22895

a. Predictors: (Constant), league_standing

The results of tables 9 and 10 of the regression analysis, indicate that there is no statistically significant relationship at the level of ($\alpha \leq 0.05$) between the level of the team coach management of the in case of a numerical inferiority from the point of view of the first-class clubs' players in Jordan and the achievement level (league arrangement). This result can be explained by the lack of coaches using new tactics in case of a numerical inferiority, such as removing the goalkeeper and introducing

a player to replace him to cause the numerical superiority. It happened when there is a repetition in this case that the team received a suspension penalty as a result of the wrong switch, and the tactical solutions offered by the coach in case of a numerical inferiority may not serve their purpose to win.

Table 10. Regression analysis results

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
1	.164	1	.164	3.124	.081b
	Residual	88	.052		
	Total	89			

a. Dependent Variable: total
b. Predictors: (Constant), league_standing

* *D* at ($\alpha \leq 0.05$) level

The low level of the coach's abilities may not generate confidence on the part of the players in the coach's ability to find solutions, which may lead to behavior of one of the distinguished players to take the decision to end the attack through his technical ability, such as shooting, for example, because of his belief in the possibility of playing the role of the savior, the owner of the solution and the star of the team, who may immortalize his action in the event of winning. This leads to individual action that often ends in failure, as the opposing team focuses on observing the distinguished player.

4. CONCLUSIONS

The level of the team coach management in case of a numerical inferiority from the point of view of the first-class clubs' players in Jordan is low. There are no differences in the estimates of the members of the study sample of the team coach management level in case of a numerical inferiority from the point of view of first-class club players in Jordan, according to the variables: court line and years of experience. There is no relationship between the level of the team coach management in case of a numerical inferiority from the point of view of the first-class clubs' players in Jordan and the achievement level (league ranking).

In light of the results, it is recommended to conduct a study to identify the reasons for the weak level of the Jordanian teams' coach management in the event of a numerical inferiority. Also, it

would be recommendable to carry out training courses for Jordanian trainers focusing on team management in case of a numerical inferiority.

5. REFERENCES

1. Abd, A. (2002). *Analysis and comparison of the reality of the application of offensive and defensive formations before and during the numerical shortage*. [Master's Thesis, University of Basra].
2. Abdul-aziz, G. (2012). The psychology of handball players' rebellion and the coach's approach to confronting it. *Sports Science and Arts*, 43, 281-311.
3. Al-Anazi, A. (2012). Building a coach's management evaluation scale for suspensions from the point of view of the players participating in the Iraqi Elite Handball League. *Journal of Research of the College of Basic Education*, 12(2), 639-660.
4. Al-Fateh, W., & Alsayidu, M. (2002). *Scientific foundations of sports training for player and coach, first edition*. Minya: Dar Al-Huda for Publishing and Distribution.
5. Allawi, M. (1994). *The Science of Sports Training*. Dar Al Maaref for Publishing and Distribution.
6. Al-Kilani, A. (2007). *The effectiveness of a counseling program to reduce anger among a sample of adolescents*. [Master's Thesis, Ain Shams University].
7. Allawi, M. (1997). *Coach Psychology and Sports Training*. Dar Al Maaref.
8. Al-Shazly, A. (2009). *Building a scale of decision-making ability for some coaches of selected sports activities*. [Master's Thesis, Assiut University].
9. Dahdouh, A. (2018). *The effect of suggested training units with numerical deficiency on some offensive skills (dribbling and shooting) for handball players*. [Master's Thesis, University of M'sila].
10. Fail, M. (2000). Building and standardizing the decision-making scale for volleyball coaches in Basra Governorate. *Journal of Physical Education Sciences*, 6(3), 49-67.
11. Ghoneim, S., & Salem, A. (2014). The decision-making ability of some judo coaches. *The Scientific Journal of Physical Education and Sports Science*, 72, 263-296.
12. Mufti, A. (2009). *Sports training for juniors and the successful coach*. Dar Al-Kitab Al-Hadith.
13. Noman, H. (2010). Analytical study of the effect of the penalty of temporary suspension on the outcome of the handball match, proceedings of the Seventeenth Scientific Conference of the Faculties and Departments of Physical Education in Iraq. *Journal of Sports Culture*, 2.

14. Salem, M., & Shalaby, H. (2000). *The role of self-concept in supporting the decision-making of basketball coaches, the third scientific conference (investment and human development in the Arab world from a sports perspective)*. Faculty of Physical Education, Zagazig University.
15. Ziyadi, S. (1996). *The activities of administrative leaders for high-level sports in the State of Bahrain*. [Master's thesis at Helwan University].
16. Zaki, M. (1997). *The Sports Coach Foundations of Work in the Training Profession*. Manshaat Al Maaref, Alexandria.

AUTHOR CONTRIBUTIONS

All authors listed have made a substantial, direct and intellectual contribution to the work, and approved it for publication.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

FUNDING

This research received no external funding.

COPYRIGHT

© Copyright 2022: Publication Service of the University of Murcia, Murcia, Spain.