Managerial competencies required for table tennis coaches in Saudi sports clubs.

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Abstract

The study aims to identify the necessary administrative competencies for table tennis coaches in Saudi sport clubs as well as the relative importance of these competencies. The researcher used the descriptive approach for its suitability to the nature of the objectives of the study. The study was conducted on a sample of (59) table tennis coaches in (42) Saudi sport clubs. A structured questionnaire was used as the main instrument of data collection. It was revealed that the phrase 'Administrative competencies' appeared (40) times distributed on (6) axes: leadership skills competencies, communication skills competencies, motivation skills competencies, performance appraisal skills competencies, professional and personal skills competencies, and planning skills competencies. The results of the study showed a discrepancy in the relative importance of the axes of the administrative competencies of table tennis coaches in Saudi sport clubs. Thus, the performance appraisal skills competencies came on top of the scale of relative importance with (97.0%), whereas the axis of communication skills competencies came on the bottom of the scale with (89.10%). The study recommendations highlighted the necessity of relying on the defined administrative competencies when evaluating the performance of the coaches by the entities in charge.

Keywords (administrative competencies - coaches - table tennis)

Introduction and Research Problem:

Achieving the objectives of the training process requires the presence of a technical staff that efficiently manages the process and directs those in charge of it. One of the best examples is the coaches responsible for training the players and achieving a higher level of efficiency in planning and carrying out the training process.

This is consistent with what was indicated by (Abu Zam'a, Al-Haliq, Al-Moghaira, 2016), (Warners & Feltz, 2003). However, the main target of the efficient coach is to raise the players' different achievement levels, and to be aware of the players' needs during the training process.

The interest in preparing the trainer and his competencies in performing his duties is one of the important factors for achieving the objectives of the training process. There is a debate in defining the concept of competence resulting in several definitions of this concept. As defined by (Abdul Hamid, Mohamed 2005), competence "is the ability to do something efficiently and effectively at a certain level of performance."

(Al-Otaibi, 2013) also explains that competencies are acquired abilities that allow for behavior and working in a given context. Competencies then imply knowledge, skills, capabilities, and attitudes integrated altogether in a complex way. Those who acquired competencies normally raise, recruit, and employ them for the sake of identifying and solving any given problem.

As pointed out by (Taima, Rushdi, 1999), the precise identification of educational competencies in general is extremely important if we want to build programs for development and improvement in the various forms of performance, provided that this identification is based on a scientific basis.

Also, the administrative competencies of the training coaches can be determined by recognizing their competencies in the specialized activity. Such competencies are as important as the overall awareness of the training process in order to achieve integration and harmony between specialization and sport training.

Administrative competence is considered one of the important criteria that are applied when assessing the progress of any institution. The development of any institutional organization depends on the efficiency of its management and its ability to deal with input.

(Hajji, 2005) mentions that administrative competencies are a set of skills and requirements that the manager possesses along with the ability to perform well, in such a way that reflects the strength and ability to perform what is required of him/her effectively.

(Muhammad and Ali, 2012) assume that employing administrative competencies in sport institutions is considered the key to the success of any administrative process. This is due to the fact that management is considered the successful and effective means to achieve the desired goals, and its absence leads to randomness and failure. Management is also described as the art of leading and directing individuals towards the completion of business and achieving the required results with the highest possible efficiency. This entails that managers should have sufficient skills and experience to apply the science of

management for this goal to be achieved successfully, there should be a number of capabilities and willingness which are called administrative competencies that enable the managers to outline the current situation and identify and solve the problems.

Due to the significance of administrative competencies, many previous studies have been conducted, including a study by (Abdul Hamid, Samir, 2000) titled Administrative Competencies for Directors of Sport Bodies. The main results regarding self-administration implied (1) acting as a role model, (2) self-discipline, and (3) enduring work pressure. The study also has some results concerning dealing with others, e.g., personal relations, developing and training employees, providing advice and guidance. As for operation management, it lies in outlining the administrative structure, defining the roles of the employees, planning to achieve goals, seeking constant development, the ability to change, identifying the activities that should be carried out. Regarding information management, it came as the ability to collect information and information technology.

In a study titled The Administrative Competencies Required for Deans and Heads of Scientific Departments in the Technical Education Authority, (Mezal, Saadia, 2007) concluded that the administrative competencies required for deans were (116) competencies distributed in three fields: the field of functional (technical) competencies, which include competencies of (planning, organization, supervision and follow-up, decision-making, modernization and development, evaluation and oversight), the field of human relations competencies, and the field of the individual self-competencies. The results also showed that the administrative competencies required for heads of the scientific departments were 124 competencies distributed over the same previous fields.

In his study (Conover, 2009), Conover aimed to identify the necessary leadership competencies required for branch managers in American community colleges. The results demonstrated that such competencies included leadership competencies in the field of organizational strategies, communication, cooperation, and support of all sample individuals.

Another study was conducted by (Al-Haliq, Al-Tahaina, Al-Momani, 2010) with the objective of identifying the leadership competencies of the coaches of the Jordanian national teams from the point of view of the male and female players. The results revealed that the coaches of the Jordanian national teams of individual sports had average leadership competencies as believed by the study sample individuals. The coaches' leadership competencies in different fields were arranged as follows: motivation and motivation competencies, professional and personal competencies, training and technical competencies, communication and interaction competencies, and administrative competencies.

(Muhammad and Ali, 2012) tackled the administrative competencies of sport managers in governmental institutions in The Sudan. The results proved that the sport manager was not keen on applying the principle of work distribution at all levels within the organizational structure of the institution. The sport manager was also proved to be unaware of the significant role of modern technologies in management.

The study conducted by (Alawneh, 2013) aimed at identifying the availability of administrative competencies in fitness and health centers in Amman from the point of view of male and female trainers. The axe of guidance appeared in the results as the top among all other axes whereas the evaluation axe came at the last stage.

In their study titled the Administrative Competencies of the Scuba Diving Coaches in Jordan from the Workers' Point of View, (Raba'a, and Alawneh, 2019) concluded that, the administrative competencies of the scuba diving coaches in Jordan were at a high degree in all fields. It came as follows: professionalism and personality, motivation and stimulation, sports information and awareness, communication and interaction, administrative and planning competencies, and finally training and technical competencies.

Upon reviewing the literature, the significance of studying the administrative competencies of sport coaches becomes clear. of the researcher has also noticed this significance by reviewing the relevant scientific studies and being a table tennis player and accredited coach in the Table Tennis Sports Federation in the Kingdom of Saudi Arabia. The researcher has also participated in many table tennis local and international tournaments, and has worked as a coach and supervisor at Taibah University In addition to teaching the subject of racket games in Saudi universities. Thus, he has noticed that there is a discrepancy in the administrative competencies of coaches in terms of their plans during managing the matches or the training. Their competencies depend mainly on the experience of the coach, without any scientific guidance for the players during the training or the matches. Players are not given a hand to recognize the best techniques for managing the competition as one of the phases of the training process. It may negatively influence the training process either during training or competition. Since it is the coaches' responsibility to pursue professional growth and keep track of updates in their specialization, the administrative competencies have been referred to as a complementary aspect of the training process by the coach., which is specified in some scientific references and previous educational studies. Upon his observation while supervising the players and coaches, the researcher could state the problem of the study as identifying the administrative competencies required for table tennis coaches in Saudi sport clubs. The significance of the present study lies not only in identifying the administrative competencies but also in using these competencies to guide the coach's plans and management as well as improving the training process in general and the coach in particular.

The present study seeks to identify:
1. The necessary administrative competencies required for table tennis coaches in Saudi sport clubs.
2. The relative importance of administrative competencies for table tennis coaches in Saudi sport clubs as perceived by the coaches themselves.

The present study also seeks to answer the following questions:

1. What are the administrative competencies required for table tennis coaches in Saudi sport clubs?
2. 2. What is the relative importance of administrative competencies for table tennis coaches in Saudi sport clubs?

Terminology of the study:

Administrative competencies of coaches: The ability of the coach to possess the necessary skills to plan, organize and manage the various positions of the players and achieve effective communication with them while directing and coordinating their efforts and following up their performance considering the objectives of sport training and administrative supervision of sport activity.

Study procedures:

According to the objectives of the study, which seeks to identify the necessary administrative competencies for table tennis coaches in Saudi sport clubs, the researcher followed the following scientific procedures:

Study Approach

The researcher adopted the descriptive survey approach which is appropriate for the nature of the study objectives.

Study community

The research community represents table tennis coaches in sport clubs in the Kingdom of Saudi Arabia in 2022 AD.

Study Samples

The study was conducted on a sample of (59) table tennis coaches in (42) Saudi sport clubs. The following table shows the distribution of the research sample over the sport clubs in the Kingdom of Saudi Arabia.

Table (1)
Description of the study sample of table tennis coaches in Saudi sport clubs

sequence	Club name	number	sequence	Club name	Number
1	Al-Ethad	5	22	Al-Batin	1
2	Al Helal	3	23	AL-Hamada	1
3	Al Shabab	4	24	AL-thaqba	1
4	Uhud	2	25	Damak	1
5	Al-Ansar	2	26	Al-Hidaya	1
6	Riyadh	2	27	Al-Qarah	2
7	Al Tarf	2	28	Al-Noor	1
8	Al Faisaly	2	29	Al-Areen	1
9	Al-Ta'i	2	30	Al-Jil	1
10	Al Wehdah	1	31	Al-Nasr	1
11	Al-Qadisiyah	1	32	Al-Muhit	1
12	Al-Ahly	1	33	Al-Zulfi	1
13	Al Khaleg	1	34	Al-Arabi	1
14	Al-Itifaq	1	35	Al-Fayhaa	1
15	Al Washem	1	36	Al-Radwa	1
16	Al Watany	1	37	Al-Hakl	1
17	Hira	1	38	Al-Huda	1
18	Al-Ard elryadhy	1	39	Al-Mahmal	1
19	AL Salam	1	40	Sudair	1
20	Al Swary	1	41	Tuwaiq	1
21	Al Nahda	2	42	Najd	1
Total clubs		43	total coaches		59

Table (1) shows the distribution of the study sample of (59) table tennis coaches, belonging to (42) sports clubs in the Kingdom of Saudi Arabia.

Table (2)
shows the characteristics of the study sample

Sample characteristics	mean	Standard deviation	Skewness
Age	41.83	10.25	-0.12
Years of training experience	12.06	9.28	0.68

Table (2) points out that the characteristics of the study sample follow the moderate frequency distribution, where the Skewness coefficient ranged between -0.12 and 0.68, 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.

Study tools

Data collection tools

Collecting the data of the present study, the researcher relied on the questionnaire. For maintaining objectivity, the researcher reviewed the references that explained how to build a questionnaire. (Bahi, and Al-Azhari, 2006), (Shula, 2000), (Ibrahim, 2005), (Tamiya, 1999), (Al-Kirdani, 2002).

Reviewing the previous studies specialized in administrative competencies, the researcher reached a set of axes relevant to administrative competencies that were put in an opinion poll form, and the form was presented to (10) experts in the field of sport management. Table (3) presents the percentage of experts' approval on the questionnaire.

Table (3)
Percentage of expert approval on the axes of the study, n = 10 experts

Statistical indications / Axes	Agree		Disagree		Arrangement
	Frequency	Percentage %	Frequency	Percentage %	
Administrative competencies — Leadership skills competencies	10	100	0	0	1
Communication skills competencies	9	90	1	10	4
Motivation and stimulation skills competencies	10	100	0	0	2
Performance appraisal skills	10	100	0	0	3
Professional and personal skills competencies	9	90	1	10	5
Planning skills competencies	9	90	0	10	6

As presented in Table (3), the percentage of the respondents of the survey sample approving of the administrative competencies ranged between 90% to 100%, which form high percentages of approval.

Table (4)
Arrangement of administrative competencies axes according to their percentage

Arrangement	Axes	%
	Axes of administrative competencies	
1	Leadership skills competencies	100%
2	Motivation and stimulation skills competencies	100%
3	Performance appraisal skills	100%
4	Communication skills competencies	90%
5	Professional and personal skills competencies	90%
6	Planning skills competencies	90%

It is clear in Table (4) that the percentage of experts' agreement on the questionnaire axes and their arrangement ranged between 90% to 100%.

For the purpose of defining the phrases of each axis, the researcher relied on extracts from reference studies relevant to administrative competencies.

The questionnaire, as shown in Appendix (2), was presented with its axes and phrases in its initial form, including 52 phrases, during the period from 1/10 to 10/7/2022 AD, to 10 experts to provide their academic feedback on the suitability of the terms proposed for each axis regarding (forming phrases - adding other phrases - deleting inappropriate phrases), as well as the appropriateness of the proposed estimation scale (important - somewhat important - not important). The scores were (3), (2), (1) respectively to be used in the main application. The researcher was satisfied with (80%) as the sufficient degree for the relative importance. After submitting the initial questionnaire with its axes and phrases to the experts, the modifications were made and the phrases that obtained percentages less than (80%) were excluded. The following table shows the number of final phrases related to the administrative axes of table tennis coaches in sport clubs in Saudi Arabia:

Table (5)
shows the number of final statements relevant to each axis after deleting the statements that obtained an approval rate of less than (80%)

sequence	Axes	number of phrases
	Axes of administrative competencies	
1	Leadership skills competencies	7
2	Communication skills competencies	7
3	Motivation and stimulation skills competencies	7
4	Performance appraisal skills	6
5	Professional and personal skills competencies	7
6	Planning skills competencies	6
	the total	40

Table (5) states the number of phrases of the questionnaire axes after modification, deletion, and addition made by experts for each axis of the administrative competencies. The total amount was 40 phrases.

Scientific transactions of the data collection tool:

Validity of the questionnaire

To come up with a valid questionnaire, use both interrater validity and the internal consistency validity through the following steps:

A- The interrater validity

The questionnaire was submitted to 10 interraters and experts in the field of sport administration and physical education, Appendix (1).

b- The validity of the internal consistency

To establish evidence of the homogeneity of the axes and their relevant phrases, the researcher found internal consistency on a random sample of 10 table tennis coaches from outside the target samples shown in the following table:

Table (6)
internal consistency coefficient (the coefficient of correlation of the phrase with the total sum of its relevant axis after deleting the degree of the phrase) (administrative competencies) n = 10

Axes	phrase number	Phrases	correlation coefficient
		The coach should have the ability to:	
Leadership skills competencies	١	Study the needs and aspirations of each table tennis player.	٠,٥٩٤
	٢	Give clear instructions to the players that cannot denote more than one meaning.	٠,٦١١
	٣	Direct and follow up sport training programs for table tennis.	٠,٦٤٣
	٤	Raise the morale of the players by showing the positive aspects of the technical performance.	٠,٦٦٥
	٥	Assign tasks to players and observe their performance.	٠,٧٩٢
	٦	Give the players the opportunity to discuss all issues related to the training process.	٠,٨١١
	٧	Show commitment and good behavior because he is a role model to follow.	٠,٥٩٣
		The coach should have the ability to:	
Communication skills competencies	١	Hold seminars and meetings for the players to discuss the methods of training used and the means of evaluation.	٠,٨١٣
	٢	Track the constant updates for the improvement of the game.	٠,٦٦٥
	٣	Contact with and guide the players by explaining, describing, and giving examples.	٠,٦٩٣
	٤	Use official written instructions and orders as a primary means of communication with players.	٠,٨٤٧
	٥	Create an atmosphere of understanding, friendship and cooperation among the players and the team's supporting staff.	٠,٦١٣
	٦	Transfer and exchange of experiences among the players.	٠,٧٦٨
	٧	Facilitate channels of communication between the parties to the training process inside and outside the sport institution.	٠,٧١٨
Motivational and motivation		The coach should have the ability to:	
	١	Using the method of reward to motivate players to perform better.	٠,٦٠٨

skills competencies	٢	Be flexible in using the method of punishment for mistakes that prevent the player from participating in training or tournaments.	٠,٦٤٩
	٣	Motivate the players to willingly do their best for the public benefit of the sport institution.	٠,٧٤٨
	٤	Motivate the players morally and urge them to do their assigned tasks.	٠,٧١٢
	٥	Create a spirit of understanding and cohesion among the players	٠,٧٥٣
	٦	Help the player form a good view of himself and know his benefits and needs	٠,٦١٤
	٧	Build balanced human relations among the players.	٠,٥٩٧
Performance appraisal skills		The coach should have the ability to:	
	١	Follow up and observe the performance of the players in the training process.	٠,٥٨٩
	٢	Follow up the player's performance in the training process through the player's note card.	٠,٩٩٤
	٣	Discover the strengths and weaknesses in the player's performance.	٠,٧٤٥
	٤	Examine the potential material of equipment and the tools trying to bridge the deficit.	٠,٧٤٥
	٥	Evaluate the level of players' performance through evaluation methods or preparatory matches.	٠,٥٩٥
	٦	Help the player to evaluate effectively using various methods of evaluation.	٠,٦٤١
Professional and personal skills		The coach should have the ability to:	
	١	Have commitment to the instructions of the club to which he belongs and work on supporting it.	٠,٦٢٩
	٢	Exercise his power appropriately and moderately	٠,٧٤٣
	٣	Consider the personal aspects of the players (nutrition, health insurance)	٠,٦٠٥
	٤	Respect the opinions of others (players, coaches, club manager) and accept constructive criticism	٠,٨٢٦
	٥	Understand the psychological reactions of players and the positive response to them	٠,٨٢٦
	٦	Keep maturity and emotional balance in front of the players	٠,٦٣١
	٧	Adhere to the training dates	٠,٦٠٤
Planning skills competencies		The coach should have the ability to:	
	١	Involve the players in developing their training programs and working on their self-esteem	0.926
	٢	Use multiple types and tools of tests and standards to evaluate the training process	0.645
	٣	Clarify the goals that the player must achieve through the training program	0.768
	٤	Consider the individual differences of the players when developing the training program	0.645
	٥	Place players during training in competition-like conditions	0.631
	٦	Make use of all available potential in training to raise the technical level of table tennis players	0.724

* A function at the level (0.05) = 0.564

Stability of the questionnaire:

   To ensure the stability of the questionnaire measuring administrative competencies, the researcher used the stability coefficient (alpha-Cronbach), as shown in Table (7) below.

Table (7)

Stability coefficient (alpha - Cronbach) for the questionnaire measuring administrative competencies n = 10

sequence	Axes	number of phrases	Alpha stability coefficient	significance level
1	Leadership skills competencies	7	0.725	*Significant
2	Communication skills competencies	7	0.777	*Significant
3	Motivation and stimulation skills competencies	7	0.741	*Significant
4	Performance appraisal skills	6	0.804	*Significant
5	Professional and personal skills	7	0.718	*Significant
6	Planning skills competencies	6	0.778	*Significant
Total alpha stability coefficient		22	0.873	

As presented in Table (7) the stability coefficient for each axis of the questionnaire for administrative competencies ranged between (0.718: 0.804). This consequently proves the stability of the whole questionnaire. The total number of phrases in the questionnaire for administrative competencies was (40) phrases.

Questionnaire application:
The questionnaire was applied by placing the form online through the Google Form application, https://docs.google.com/forms/d/e/1FAIpQLSdu79zV0y_vlABAh3e0mwIxLvhKhUndbpX20a_aetdDQO8Ivw/viewform
The link to the questionnaire was distributed to table tennis coaches in Saudi sport clubs from 10/10 to 10/25/2022 AD.

Statistical processors
The researcher used the statistical packages of the SPSS20 program (Statistical Software Package for Social Sciences). The program is one of the most widely used packages in data analysis, and the researcher used the following statistical treatments:
- Arithmetic means.
- percentage.
- Repetition.
- Relative importance.
- Standard deviation.
- Simple correlation coefficient.
- Skewness.
- Approval percentage.

Presentation and discussion of results:

Table (8)
Frequency, percentage, and statistical indications of the trainers' responses to the phrases (administrative competencies) on the axes of leadership skills competencies and communication skills competencies

Axes	sequence	Phrases	important		somewhat important		not important		mean	Approval percentage%.	Relative importance%.	Arrangement
			R	%	R	%	R	%				
		The coach must have the ability to:										
Leadership skills competencies	1	Studying the needs and aspirations of each table tennis player.	53	90.0	5	8.0	1	2.0	2.88	94.0	96.0	5
	2	Give clear instructions to the players that cannot denote more than one meaning.	54	92.0	4	7.0	1	2.0	2.90	96.0	96.6	3
	3	Directing and following up sports training programs for table tennis.	51	86.0	8	14.0	0	0.0	2.86	93.0	95.5	6
	4	Raise the morale of the players by showing the positive aspects of the technical performance.	57	97.0	2	3.0	0	0.0	2.97	99.0	98.9	1
	5	Distributing tasks to players and observing their performance.	53	90.0	6	10.0	0	0.0	2.90	95.0	96.6	4
	6	Give the players the opportunity to discuss all issues related to the training process.	31	53.0	23	39.0	5	8.0	2.44	73.0	81.4	7
	7	Show commitment and good behavior because he is a role model to follow	56	95.0	2	3.0	1	2.0	2.93	97.0	97.7	2

		The coach must have the ability to:									
Communication skills competencies	1	Hold seminars and meetings for the players to discuss the methods of training used and the means of evaluation.	30	51.0	25	42.0	4	7.0	2.44	72.0	81.4	6
	2	Track the constant updates for the improvement of the game.	50	85.0	8	14.0	1	2.0	2.83	92.0	94.4	2
	3	Contacting, guiding and guiding players by explaining, describing, and giving examples.	48	81.0	11	19.0	0	0.0	2.81	91.0	93.8	3
	4	Use official written instructions and orders as a primary means of communication with players.	20	34.0	28	47.0	11	19.0	2.15	58.0	71.8	7
	5	Create an atmosphere of understanding, friendship and cooperation among the players and the team's supporting staff.	57	97.0	2	3.0	0	0.0	2.97	99.0	98.9	1
	6	Transfer and exchange of experiences among the players.	44	75.0	14	24.0	1	2.0	2.73	87.0	91.0	5
	7	Facilitate channels of communication between the parties to the training process inside and outside the sports institution.	47	80.0	10	17.0	2	3.0	2.76	89.0	92.1	4

It Table (8) shows that the responses to administrative competencies towards the axis of leadership skills competencies were (significant) in most of the statements, as the approval rate ranged between (73% to 99%), with an arithmetic mean that ranged between (2.44 to 2.97). The relative importance appeared high and ranged between (81.4 to 98.9). The trainers' responses towards the competency of communication skills axis indicated the importance of most vocabulary, as the approval rate ranged between (58% to 99%), with an arithmetic mean that ranged between (2.15 to 2.97). The relative importance of the axis was also high, ranging between (71.8 to 98.9).

Table (9)
Frequency, percentage, and statistical indications of the trainers' responses to the phrases (administrative competencies) in the axes of motivation and stimulation competencies and performance evaluation competencies

Axes	seque nce	phrases	important		somewhat important		not important		Me an	Approv al percent age%.	Relati ve import ance. %	Arrang ement
			R	%	R	R	%	R				
Motivational and motivation skills competencies		The coach should have the ability to:										
	1	Using the method of reward to motivate players to perform better.	46	78.0	13	22.0	0	0.0	2.78	89.0	92.7	6
	2	Be flexible in using the method of punishment for mistakes that prevent the player from participating in training or tournaments.	33	56.0	21	36.0	5	8.0	2.47	74.0	82.5	7

			R	%	R	%	R	%	mean	Approval %	Relative importance %	Arrangement
	3	Motivate the players to willingly do their best for the public benefit of the sport institution.	55	93.0	3	5.0	1	2.0	2.92	96.0	97.2	2
	4	Motivate the players morally and urge them to do their assigned tasks.	55	93.0	3	5.0	1	2.0	2.92	96.0	97.2	3
	5	Create a spirit of understanding and cohesion among the players	56	95.0	3	5.0	0	0.0	2.95	98.0	98.3	1
	6	Help the player form a good view of himself and know his interests and needs	53	90.0	6	10.0	0	0.0	2.90	95.0	96.6	5
	7	Build balanced human relations with the players.	55	93.0	3	5.0	1	0.0	2.92	96.0	97.2	4
Performance appraisal skills		The coach should have the ability to:										
	1	Follow up and observe the performance of the players in the training process.	58	98.0	1	2.0	0	0.0	2.98	99.0	99.4	1
	2	Follow up the player's performance in the training process through the player's note card.	51	86.0	7	12.0	1	2.0	2.85	92.0	94.4	5
	3	Discover the strengths and weaknesses of the player's performance.	56	95.0	3	5.0	1	0.0	2.95	98.0	98.8	2
	4	Examin the material potential of equipment and the tools trying to bridge the deficit.	53	90.0	5	8.0	1	2.0	2.88	94.0	96.0	4
	5	Evaluate the level of players' performance through evaluation methods or preparatory matches.	56	95.0	3	5.0	0	0.0	2.95	98.0	98.3	3
	6	Help the player to evaluate effectively using various methods of evaluation.	51	86.0	7	12.0	1	2.0	2.85	92.0	94.9	6

Table (9) shows that the responses to administrative competencies towards the axis of motivation and stimulation skills competencies were (important) in most of the statements, as the percentage of approval ranged between (74% to 98%), with an arithmetic mean that ranged between (2.47 to 2.95). The relative importance of the competencies of motivation and stimulation skills was high, ranging between (82.5 to 98.3), while the trainers' responses towards the competencies of performance evaluation skills indicated the importance of most of the vocabulary, as the approval rate ranged between (92% to 99%), with an arithmetic mean ranging between (2.85 to 2.98). The relative importance of the axis was also high, ranging between (94.9 to 99.4).

Table (10)
Frequency, percentage, and statistical indications of the trainers' responses to the phrases (administrative competencies) in the axes of professional and personal competencies and planning competencies

Axes	sequence	Phrases	important		somewhat important		not important		mean	Approval percentage. %	Relative importance%.	Arrangement
			R	%	R	R	%	R				

Professional and personal skills		The coach should have the ability to:										
	1	Have commitment to the instructions of the club to which he belongs and work on supporting it.	54	92.0	5	8.0	0	0.0	2.92	96.0	97.2	3
	2	Exercise his power appropriately and moderately	53	90.0	5	8.0	1	2.0	2.88	94.0	96.0	4
	3	Consider the personal aspects of the players (nutrition, health insurance)	49	83.0	10	17.0	0	0.0	2.83	92.0	94.4	6
	4	Respect the opinions of others (players, coaches, club manager) and accept constructive criticism	52	88.0	7	12.0	0	0.0	2.88	94.0	96.0	5
	5	Understand the psychological reactions of players and the positive response to them	36	61.0	14	24.0	9	15.0	2.46	73.0	81.9	7
	6	Keep maturity and emotional balance in front of the players	56	95.0	3	5.0	0	0.0	2.95	98.0	98.3	1
	7	Adhere to the training dates	56	95.0	2	3.0	1	2.0	2.93	97.0	97.7	2
Planning skills competencies		The coach should have the ability to:										
	1	Involve the players in developing their training programs and working on their self-esteem	33	56.0	21	36.0	5	8.0	2.47	74.0	82.5	6
	2	Use multiple types and tools of tests and standards to evaluate the training process	46	78.0	10	17.0	6	10.0	2.73	87.0	92.7	5
	3	Clarify the goals that the player must achieve through the training program	53	90.0	5	8.0	1	2.0	2.88	94.0	96.0	2
	4	Consider the individual differences of the players when developing the training program	53	90.0	4	7.0	2	3.0	2.86	94.0	95.5	3
	5	Place players during training in competition-like conditions	51	86.0	8	14.0	0	0.0	2.68	93.0	95.5	4
	6	Make use of all available potential in training to raise the technical level of table tennis players	56	95.0	3	5.0	0	0.0	2.95	98.0	98.3	1

As clear in Table (10), the responses to administrative competencies towards the axis of professional and personal skills competencies were (important) in most of the statements, as the approval rate ranged between (73% to 98%), with an arithmetic mean that ranged between (2.46 to 2.95). The relative importance was high as it ranged between (81.9 to 98.30). The trainers' responses towards planning skills competencies indicated the importance of most of the vocabulary, as the approval rate ranged between (74% to 98%), with an arithmetic mean ranging from (2.47 to 2.95). The relative importance of the axis was also high, ranging between (82.5 to 98.3).

Table (11)
The arithmetic mean, standard deviation, relative importance, and arrangement of the sum of the administrative competency's skills axes. N = 59

Statistical indications \\ Axes		Mean	±SD	Approval percentage	Relative importance	Axes arrangement
Administrative competencies	Leadership skills competencies	19.88	1.37	92.4	94.7	2
	Communication skills competencies	18.69	1.98	84.0	89.10	6
	Motivation and stimulation skills competencies	19.85	1.45	92.0	94.53	3
	Performance appraisal skills	17.46	1.01	95.5	97.0	1
	Professional and personal skills competencies	19.85	1.42	92.0	94.50	4
	Planning skills competencies	16.76	1.59	90.0	93.40	5

As shown in Table (11), regarding the percentage of approval, relative importance, and arrangement of administrative competencies axes for table tennis coaches in sport clubs in the Kingdom of Saudi Arabia, that all axes of administrative competencies were high, as the relative importance of axes ranged between (89.10 to 97.00) in the axes of competencies of communication skills and competencies performance appraisal skills.

Second: Discussion of the results:

The study seeks to identify the necessary administrative competencies required for table tennis coaches in sport clubs in the Kingdom of Saudi Arabia through surveying the coaches and the extent of agreement and disagreement of their opinions on the axes of administrative competencies.

According to the samples, it has been proved that there is an agreement in the responses to the phrases of the axes in the administrative competencies. The importance of benefiting from the trainers' competencies has also been proved, according to the six axes reflected the measurement tool. The following few lines present a discussion of the axes of administrative competencies:

The results in Table (8), regarding the trainers' responses to the administrative competencies in the two axes of leadership skills competencies and communication skills competencies, show that most of the phrases were high in the leadership skills competencies axis. They also agreed on the importance of the leadership skills axis. The relative importance of the trainers' opinions ranged between (81.4 to 98.9).Phrase No. (4) came in the first place, which explains raising the morale of the players by showing the positive aspects of the technical performance. On the other hand, phrase No. (6) came in the last order, which explains the opportunity for players to discuss all topics relevant to the training process.

The trainers' responses towards the axis of communication skills competencies (Table8), indicate the importance of most of the vocabulary, as the approval rate ranged between (58% to 99%), with an arithmetic mean that ranged between (2.15 to 2.97). The relative importance of the axis was also high, as it ranged between (71.8 to 98.9), and phrase No. (5) came in the first place, which illustrates the creation of an atmosphere of understanding, friendliness, and cooperation among the players, and between some players and the assisting staff of the team. Phrase No. (4) came in the last order, which explains the use of official written instructions and orders as a primary means of communication with players.

The researcher attributes the agreement of the sample members on the competencies of leadership skills and their vocabulary to their importance for the coach so that he can perform his leadership work within the team effectively. Training is also a leadership interaction process between two parties whose poles are the coach and the player. This process aims to identify the nature of the situation and help the player understand his abilities and preparations. The trainer is considered a leader who performs his administrative tasks to improve the training process. So, the trainer should be integrally well prepared and characterized by leadership qualities. Leadership is the ability to influence the group to cooperate in achieving a desired goal. It can also be defined as the ability to influence the thoughts, emotions, and behaviour of other people so as to guide their efforts systematically towards achieving their common goals. The results of this axis are consistent with the study of Conover (Conover, 2009), which shows that the necessary leadership competencies should be provided to branch managers, including leadership competencies in the field of organizational strategies and communication, cooperation, encouragement, and support for all members of the sample. the results also agree with the study by (Al-Haliq, Al-Tahaina, Al-Momani 2010), which highlights the importance of leadership and the extent to which coaches of the Jordanian national teams of individual games possess leadership competencies. Another study (deFreitas1, Carvalho2, da Costa3, Fonseca, 2016) also proved the importance of leadership and its significant role.

The researcher also attributes the agreement of the sample members on the competencies of communication skills and their vocabulary to their importance to the coach, as the process of communication and cooperation is one of the most important vital processes in the field of public relations between coaches and players. Communication skills are the transfer of information, an idea, or a message from one person to another through various communication channels.

The results of this axis agree with the results of the study (Al-Haliq, Al-Tahaina, Al-Momani 2010) on the fact that the trainers possess training competencies, communication

and interaction competencies, administrative competencies, information competencies and sports knowledge.

The results in Table (9) presenting the trainers' responses to the administrative competencies show that the axis of the motivation competencies, where most of the values of the phrases were high. They agreed on the importance of the motivation competencies relevant to the training process, as the percentage of approval ranged between (74% to 98%), with an arithmetic mean that ranged between (2.47 to 2.95). The relative importance of the competencies of motivation and stimulation skills was high, ranging between (82.5 to 98.3), and phrase No. (5) came in the first place, which urges the creation of a spirit of understanding between the players and cohesion among them. Phrase No. (2) came in the last order, which shows flexibility in the use of the method of punishment for mistakes that causes the player to be deprived of participation in training or tournaments.

The trainers' responses towards the axis of performance evaluation competencies in Table No. (9) indicate the importance of most of the phrases, where the approval rate ranged between (92% to 99%), with an arithmetic mean that ranged between (2.85 to 2.98). The relative importance of the axis was also high, ranging between (94.9 to 99.4). The phrase No. (1) came in the first place, which describes the follow-up and observation of the performance of the players in the training process. Phrase No. (2) came in the last order, which explains the follow-up of the performance of the player in the training process through the player's note card. The researcher attributes the samples' agreement on motivation competencies and their vocabulary to their importance for the coach. through satisfying human needs and considering individual differences and justice among the players. Motivation also creates a psychological and material environment that motivates the players to perform their assigned tasks very well. Through the coaches' responses to the axis of evaluation skills competencies, the researcher believes that there is a rise in the values of these responses, which indicates that there is agreement on the importance of evaluation competencies in the training process. The agreement among the samples on the performance evaluation competencies and their vocabulary can be attributed to the vital role of such competencies. The coach can then follow the current situation of the training and how far it is successful. The coach should perform his work and training roles effectively and adequately. Evaluation is also essential for the coach since it is a kind of measurement that is accompanied and followed by reward. Performance evaluation is a systematic process of collecting information and judging the value and effectiveness of everything by adopting specific criteria in order to examine the degree of conformity with the collected information to make the right decision.   In addition to motivating them towards making the best achievement by developing their volitional qualities and spreading enthusiasm among them through motivation competencies. Similarly, the study of (Muhammad and Ali, 2012) and the study of (Abdul Hamid, Samir 2001) prove that stimulating and motivating others require the development and training of employees and the pursuit of continuous development.

The results of this competency are consistent with the results of (Ismail, Nahed, 2005) that the methods of guidance should be applied through class visits, meetings, mutual visits, model lessons, reading and guidance leaflets. The results in Table (10), related to the responses to administrative competencies towards the axis of professional and personal skills competencies, also showed that they were (important) in most of the statements, as the approval rate ranged between (73% to 98%), with an arithmetic mean that ranged between (2.46 to 2.95). The relative importance was also high, ranging between (81.9 to 98.30). Phrase No. (6) came in the first place, which illustrates maturity and emotional balance in front of the players, while phrase No. (5) Came in the last order, which explains the understanding of the psychological reactions of the players and the positive response to them.

The trainers' responses towards planning skills competencies indicated the importance of most of the vocabulary, as the percentage of approval ranged between (74% to 98%), with an arithmetic mean ranging from (2.47 to 2.95). The relative importance of the axis was also high, ranging between (82.5 to 98.3). Phrase No. (6) came in the first place, which illustrates the exploitation of all available capabilities in training to raise the technical level of table tennis players, while phrase No. (1) came in the last order, which explains the involvement of players in setting up their training programs and working on their self-esteem.

The researcher attributes this to the fact that one of the basics of the work of a table tennis coach before the competition is to meet with all the players to present a summary and a comprehensive outline of the plan that the player is required to carry out, in addition to clarifying the most important goals that he seeks to achieve through this training. The results hence are consistent with the results of the study (Al-Haliq et al., 2010).

The researcher also attributes this to the extent to which the table tennis coaches are keen to deal with the players in a highly professional manner in terms of adherence to instructions and understanding the needs and capabilities of the players.)

Table (11) presenting the percentage of approval, relative importance, and arrangement of administrative competencies axes for table tennis coaches in sport clubs in the Kingdom of Saudi Arabia shows that all axes of administrative competencies were high, as the relative importance of axes ranged between (89.10 to 97.00) in the two axes of communication skills competencies, and competencies of performance appraisal skills, respectively. The researcher attributes the agreement of the sample members on the administrative competencies to the fact that it is one of the important competencies to help the trainers increase their professional experience. It also allows the trainers to create a working environment appropriate for the training process. Administrative competencies also raise the players' motivation to work willingly as well as improving the administrative skills of the trainer, which are not less important than the training process itself. It is a complementary process to upgrade the professional skills of the coaches in the sport field in general and in table tennis.

Conclusions:

According to the results of the study and what was agreed upon regarding the definition of administrative competencies for table tennis coaches in Saudi sport clubs, the following was concluded:

1- The leadership skills competency and its phrases were determined with a relative importance that ranged between (81.4 to 98.9).
2- The communication skills competency and its phrases were identified with relative importance, as they ranged between (71.8 to 98.9).
3- Motivation and Stimulation skills competencies and their expressions were identified with relative importance, as they ranged between (82.5 to 98.3).
4- The competencies of performance appraisal skills and their expressions were identified with relative importance, as they ranged between (94.9 to 99.4).
5- Professional and personal skills competencies and their expressions were identified with a relative importance that ranged between (81.9 to 98.30).
6- - The competencies of planning skills and their expressions were identified with a relative importance that ranged between (82.5 to 98.3).
7- The arrangement of the axes of administrative competencies is as follows:
    1- Performance appraisal skills competencies with relative importance (97.0%)

2- Leadership skills competencies with relative importance (94.70%).
3- The competencies of motivation and stimulation skills are of relative importance (94.53%).
4- Professional and personal skills competencies with relative importance (94.50%)
5- Competencies of planning skills with relative importance (93.40%).
6- Communication skills competencies with relative importance (89.10%)

Second: Recommendations:

According to the results of the study, the following recommendations can be made:

1. It is quite important to implement the administrative competencies list through the Table Tennis Federation, sport clubs and the sectors in charge.
2. The responsible stakeholders need to rely on the identified administrative competencies when evaluating the performance of trainers.
3. Rehabilitation programs should be developed to improve the administrative competencies of table tennis coaches.
4. Conducting research and scientific studies dealing with the administrative competencies of coaches in other sports.

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