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Training efficiency as a relationship to self-esteem and information awareness of basketball coaches in Iraq

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Abstract

This paper's objective is to build measures of training efficiency, self-worth and information awareness of basketball coaches in Iraq, know the training efficiency, self-worth and information awareness of basketball coaches in Iraq, and know the relationship between training efficiency, self-worth and information awareness of Iraqi basketball coaches. The descriptive method was employed by the researchers. using the survey method to measure training efficiency, self-worth, and information awareness, and using the correlation method to know the relationship between variables and predictive studies to predict training efficiency in terms of training efficiency, self-worth, and information awareness of basketball coaches in Iraq. Iraqi basketball coaches choose the research community for the upcoming season. (2023-2024), numbering (100) coaches. (90) coaches were selected, representing (90%) of the research community, to build measures of training efficiency, self-worth, and information awareness by following the scientific steps for building measures. After that, the measures were applied to (40) coaches, representing (40%) of the scientific community, in order to conducting appropriate statistical analyses. The data was processed using the statistical software (SPSS) twenty-fifth edition and appropriate statistical techniques. The following key conclusions were drawn from the current study's findings and the interpretations that followed: A significant direct relationship exists between training efficiency, self-worth and information awareness among basketball coaches in Iraq, There is a chance to forecast training efficiency Regarding self-worth and information awareness among basketball coaches in Iraq. According to the research In light of these findings, the researchers suggest the following crucial suggestions: Take advantage of the measures of training efficiency, self-worth and information awareness that the researchers built and applied to reveal training efficiency, self-worth and information awareness among basketball coaches in Iraq, and the need that coaches get high-quality lectures from a sports psychology and psychological counseling professional during workshops, courses, and seminars.

Keywords: Training efficiency, self-esteem, information awareness, basketball coaches

Introduction

Training competence is one of the important and basic aspects for coaches in general and basketball coaches in particular. All coaches must possess training competence because it works to develop the player spiritually, mentally, intellectually and physically in their daily and sporting lives and how to employ and deal with it to build a player with correct scientific specifications and foundations. From acquiring this information, coaches must learn a sufficient and appropriate amount of training competence, because this competence is one of the necessary requirements for the player to learn and it is a complementary and important part of the educational aspects that the player receives in training, which is the basic starting point for learning training competence.

The coach's ideas are formed, which determine his experiences, tendencies and reactions that represent him, due to the knowledge he carries about himself and through the merit he has set for himself. Some coaches act based on emotions and positive or negative thoughts, and many of them are prone to psychological problems such as fear of deciding and not challenging. This leads to his ineffectiveness in society in general, feelings of despair and lack of self-confidence, and then failure in the sports aspect. Therefore, coaches in general, and basketball in particular, when they practice training, are given an educational goal, which is self-reliance and instilling confidence in the players' souls so that they can achieve the

desired and planned goal. Cognitive psychology encouraged interest in the information and knowledge that individuals in general and trainers in particular should acquire, especially in the aspect of modern information, as it is one of the basics of the trainer and he must possess it through his understanding of the aspects related to training matters and his following up on the latest ones, which will contribute to making accurate decisions during matches. Information is one of the most important requirements that indicate the sophistication and progress of trainers, as it is linked to various aspects of life and in light of these successive developments that we live today in the information age or what is called the information explosion age, especially with the presence of the Internet, which has made the sports world a global village that we can move through with the push of a button. This revolution was accompanied by a development in terms and concepts, as modern concepts appeared in sports training that were not previously known, including the concept of information awareness, which combined information technology and skills to obtain information in the hands of the trainer by using the available information well in order to contribute to developing players to make accurate and important decisions during matches or sports competitions. Therefore, the topic of information awareness is one of the important topics that seek to verify the skills and abilities that trainers possess in order to feel the need for information, search for it and retrieve it. Therefore, the importance of the research came in knowing the training efficiency, self-worth and information awareness of basketball coaches in Iraq, and knowing the relationship between them, and also predicting the training efficiency in terms of self-worth and information awareness of basketball coaches in Iraq.

Research problem

Training in general is one of the difficult and arduous matters in sports because it contains many methods and approaches that work to develop and grow players in general and basketball players in particular, and the training efficiency must be possessed by the coach because it works to continue to accept the coach's experiences to the players as it requires a lot of continuous training work, but it is the basic link in learning the player and providing him with the knowledge and information that he acquires during training and which helps him develop his skill side, and through the experience of the researchers who practiced as players, teachers and basketball specialists, they noticed a difference among some coaches in basketball, and this matter is related to the coach's efficiency and competence and the amount of information he possesses on the one hand and on the other hand the lack of accurate scientific studies that concern the variables of the ongoing research and the characteristics of the relationship between these variables, so the researchers decided to provide tools to measure these variables (training competence, self-worth and information awareness on basketball coaches in Iraq) and to know the relationship between them and derive an equation to predict training competence in terms of self-worth and information awareness on basketball coaches in Iraq in order to advance the reality of coaches in a scientific manner that works On the development of basketball. The research The following queries can also be used to identify the issue:

- To what extent do basketball coaches possess training competence, self-worth and information awareness.

- What is the relationship between training competence, self-worth and information awareness of basketball coaches in Iraq.
- Can an equation be derived to predict training competence in terms of self-worth and information awareness of basketball coaches in Iraq.

Research objectives

- Build measures of training efficiency, self-worth and information awareness of basketball coaches in Iraq.
- Know the training efficiency, self-worth and information awareness of basketball coaches in Iraq.
- Know the relationship between training efficiency, self-worth and information awareness of basketball coaches in Iraq.
- Predict training efficiency in terms of self-worth and information awareness of basketball coaches in Iraq.

Research hypotheses

- There is a relationship between training efficiency, self-worth and information awareness of basketball coaches in Iraq.
- It is possible to forecast training effectiveness based on self-worth and information awareness of basketball coaches in Iraq.

Research fields

- **Human field:** Basketball coaches in Iraq for the 2023–2024 season in sports.
- **Time frame:** October 5, 2023, to July 25, 2024
- **The spatial domain:** Sports halls and locations of basketball coaches in Iraq.

Definition of terms

- **Training competence:** A set of skills that the coach must possess in order to try to ensure that his players maintain good performance as much as possible. It is all the individual possesses of intrinsic capabilities that enable him to practice standard control or criteria for abilities and ideas that come from scientific experiences and practices. It represents the frame of reference for the behaviors that he issues according to the training determinants that he possesses.
- **The operational definition of training competence:** It is the sum of the coach's scores. as a result of his answer to the paragraphs of the training competence scale.
- **Self-competence:** It is a set of knowledge available to the trainer and is linked to the performance of behaviors and is characterized by effectiveness and orientation towards the future (Crocker, J). It is also known as "the trainer's endeavor to be able to create use his skills and experiences to work efficiently and consistently toward achievement and self-realization in a variety of contextual circumstances." (Ashraf Fadil Juma, 2011, p. 29)
- **The operational definition of self-competence:** It is the sum of the trainer's scores. as a result of his answer to the paragraphs of the self-competence scale.
- **Information awareness:** It is defined as "all the capabilities related to searching for information, collecting it, evaluating it and using it independently in

order to satisfy specific needs." (Muntadhar Arabi Jassim, 2016, p. 24)

- **The operational definition of information awareness:** It is the sum of the trainer's scores. as a result of his answer to the paragraphs of the information awareness scale.

Fieldwork techniques and research methodology

Methods of research

The researchers employed the survey method in a descriptive manner to measure training efficiency, self-worth, and information awareness, and using the correlation method to know the relationship between variables and predictive studies to predict training efficiency in terms of training efficiency, self-worth, and information awareness of basketball coaches in Iraq.

Research community and its samples

Iraqi basketball coaches choose the research community for the upcoming season. (2023-2024), numbering (100) coaches.

- Sample of the exploratory experiment for training efficiency, self-worth, and information awareness measures: It included (10) coaches, representing (10%) of the research community.
- Sample of building training efficiency, self-worth, and information awareness measures: It included (90) coaches, representing (90%) of the research community.
- Sample application of the measures (training efficiency, self-worth and information awareness): It included (40) trainers representing (40%) of the research community, and the study tools were utilized in order to carry out relationships and extracting the regression equation.

Methods, tools and devices used in the research

- Among the research techniques are interviews (refer to Appendix 1).
- A survey.
- Arabic and international references and sources.
- Measurements.

Research instruments and apparatus

- The CLTON kind of electronic calculator.
- The number (1) of the personal calculator type (DELL).
- Office supplies, such as pencils and paper.
- Manual stopwatch number three (KENKO).

Methods used in field research

Procedures for constructing training efficiency, self-worth and information awareness scales: To achieve the first research objective in constructing a training efficiency, self-worth and information awareness scale, the scientific steps

were followed, which were summarized as follows: (Amer Saeed Al-Khaikani and Ayman Hani Al-Jabouri, 2016, p. 59)^[5]

- **Determining the objective of training efficiency, self-worth and information awareness scales:** The objective was determined for each measurement tool, as the training efficiency scale aimed to measure training efficiency, the self-worth scale aimed to measure self-worth and information awareness aimed to measure information awareness of basketball coaches in Iraq.
- **Determining the theoretical framework of training efficiency, self-worth and information awareness scales:** After determining the objective of the scales, the theoretical definition of training efficiency, self-worth and information awareness scales was relied upon and used in determining the wording of the paragraphs.
- **Developing the initial formula for the training efficiency, self-worth and information awareness scales:** The researchers used a number of scientific techniques to create the scales' original formula, which may be summed up as follows:
- **assembling and getting ready the paragraphs of the initial formula:** In order to collect the paragraphs of the scales, previous studies were reviewed and the researchers prepared some of the paragraphs, so the total number for each scale became (20) paragraphs, see Appendix (2, 3, 4).
- **Identifying the foundations and style of the first paragraphs:** The style of formulating the test and scale paragraphs was determined in the form of declarative phrases, and the first-person formula was used to unify the pattern of the paragraphs. When formulating their paragraphs, The researchers considered (that the paragraph should have one meaning, and that each paragraph should be independent from the others, and avoid using the method of negating the negation, and the phrases or paragraphs should be clear and not ambiguous).
- **Choosing answer alternatives:** The researchers chose answer alternatives from three alternatives (always, sometimes, rarely) for all the scales.
- **Assessing the paragraphs' validity in the training efficiency, self-worth, and information awareness scales:** After collecting and preparing the paragraphs and determining the answer alternatives, the scales were presented (see Appendix (2, 3, 4) to the specialists (To determine the paragraphs' validity, see Appendix (5).) determine the positive and negative paragraphs, delete the invalid ones, and indicate the possibility of modifying them. In light of that, they were approved with an agreement rate of (100%), and Table 1 displays that.

Table 1: Displays the passages of the training efficiency, self-worth, and information awareness scales when distributed to the experts.

No.	Scale	Number of approvers	Number of disagreements	Calculated value of (ka)2	Type of indication
1	Training efficiency	15	0	15	sig
2	Self-esteem	15	0	15	sig
3	Information awareness	15	0	15	sig

The tabular value (ka2) is (3.84) at a degree of freedom of 0.05 and a significance threshold of (1).

After verifying the scale paragraphs' authenticity, they were shown to M.M. Muhammad Hassan Aziz, an expert in

Arabic, to ensure that they were accurate and devoid of grammatical faults. The comments and amendments he

made were taken into account, and thus the scale paragraphs are free of linguistic errors.

Preparing instructions for the training efficiency, self-worth, and information awareness scales: Instructions for answering were provided, see Appendix (6, 7, 8). The researchers followed the list of phrases in presenting all paragraphs, containing a method in which the answer was placed with the phrases, and its advantage was to avoid errors in placing marks, as The real purpose of the scale was concealed, the research sample was told that their responses would be kept private and used only for scientific research, and the instructions were designed to make it easier for the respondent to provide the right response by emphasizing simplicity in language, clarity in meanings, and honesty and accuracy in the response.

Exploratory experiment

- **Date and time of the experiment:** Wednesday (13/12/2023), at exactly five o'clock in the afternoon.
- **Sample number:** (10) basketball coaches in Babylon Governorate.
- **Experiment location:** Sports hall affiliated to the Directorate of Youth and Sports of Babylon Governorate - Al-Karamah neighborhood.

Tools used

- Office supplies (papers, pens).
- Stopwatch number (2).

Objectives of the experiment

- Ensure the stability of the scales.
- It will be a practical instruction for the researcher to stand on the advantages and disadvantages he experiences during the main test.
- Determine how long it took to complete the scales.
- Identify the research sample's understanding and clarity of the scale instructions.
- Identify the requirements for using the scales and the challenges they provide.
- Identify understanding of assistant work team of the nature of the work, see Appendix (9).

The most important results

- The stability of the scales was identified.
- It took an average of six minutes to complete the training efficiency scale. for the self-worth scale (6.30) minutes, and for the information awareness scale (6.50) minutes.
- The instructions were clear to the research sample.
- The conditions for applying the scales were good.
- The efficiency of the support team and their understanding of the nature of the work, after which the scales in their initial form became ready for use with the building example.
- The primary test for the training efficiency, self-worth and information awareness scales: The scales were applied to the building sample, which amounted to (100) trainers from the building sample for the period from 20/1/2023 to 25/1/2023.
- Correcting the training efficiency, self-worth and information awareness scales: After applying the scales to the building sample and gathering the response

forms, the researchers' correction key was used to extract the total scores for each scale, as indicated in Table (2).

- **The answer options and their corrections are displayed in Table (2) for the training efficiency, self-worth and information awareness scales**

Measures of training efficiency, self-worth and information awareness	Answer alternatives	Correction
	Always	3
	Sometimes	2
	Rarely	1

Objectivity of response: (3) paragraphs were selected from each scale, then paragraphs similar to them in meaning and content but different in text were formulated, and the following procedures were taken: (Abdul Majeed Sayed Ahmed (and others), 2000, p. 77)

- Paragraphs (6-21), (14-22) and (16-23) were repeated from each scale.
- Extracting the absolute differences between the two scores (original - repeated) for similar paragraphs of each form.
- Extracting the absolute differences between these scores for every sample member.
- Calculating the standard deviation and arithmetic mean for the sums of these absolute differences.
- In order to determine the spoken score at which or without the responses of any trainer from the sample members are accepted, the arithmetic mean and standard deviation were gathered. After these forms were subjected to response objectivity and the previously mentioned procedures were used, no form was disqualified and all of them were valid for analysis.

Examination of the paragraphs of training efficiency, self-worth and information awareness scales

The two extreme groups (discrimination ability)

"Discrimination ability is the capacity to discern between people who score well and people who score poorly on the same scale (Qasim Hamid, 2003, p. 32), whereas the relationship between each paragraph's score and the scale's overall score indicates the extent of homogeneity of the paragraphs in measuring the trait, meaning that this method provides a homogeneous scale in its paragraphs, from this we find that paragraph analysis "means keeping the good paragraphs in the test" (Hoda Jalal Mohammed, 2004, p. 33)^[9], so the researchers used these two methods.

The researchers verified the paragraph's ability to distinguish Utilizing the two extreme groups based on the construction sample form findings, which totaled 90 trainers, the researchers computed the paragraphs' discriminating power by doing the following: Apply the test paragraphs to the construction sample and correct and return the total score obtained by each trainer.

- Arrange the scores obtained by the construction sample in descending order from the highest score to the lowest score.
- Since the sample size for each group reached thirty trainers, this proportion allows for the creation of two groups with the greatest size and distinction. Therefore, 33% of the best grades and 33% of the lowest grades were assigned for the questionnaires.

- The statistical package for social sciences (spss) is used to determine the discriminating ability of each scale paragraph by comparing the arithmetic means of the two extreme groups at each paragraph and testing the differences between the scores of the highest and lowest

groups using the t-test (t) for two independent samples, and Table (3, 4, 5) shows the discrimination coefficients for the training efficiency, self-worth and information awareness scales.

Table 3: Displays the training efficiency scale's computed t-value, statistical significance, and the arithmetic mean and standard deviation for the top and lowest groups.

Paragraph number Minimums 27% Mean -	Upper limits 27%		Calculated value (t)	significance level	Power of paragraph Distinction		
	Typical deviation	Mean- Typical deviation					
1	1.20	0.44	3.00	0.00	22.66	0.000	Featured
2	1.00	0.000	2.63	0.36	25.58	0.000	Featured
3	1.00	0.00	2.79	0.48	28.07	0.000	Featured
4	1.00	0.00	2.68	0.51	30.11	0.000	Featured
5	1.00	0.00	2.81	0.31	28.33	0.000	Featured
6	1.12	0.44	3.00	0.00	26.44	0.000	Featured
7	1.00	0.00	2.88	0.00	30.32	0.000	Featured
8	1.00	0.00	2.96	0.19	39.12	0.000	Featured
9	1.22	0.48	2.74	0.44	28.43	0.000	Featured
10	1.09	0.48	3.00	0.00	29.52	0.000	Featured
11	1.16	0.50	3.00	0.00	26.87	0.000	Featured
12	1.14	0.48	3.00	0.00	24.42	0.000	Featured
13	1.00	0.00	2.73	0.46	27.73	0.000	Featured
14	1.12	0.49	2.69	0.43	27.33	0.000	Featured
15	1.44	0.41	3.00	0.00	27.66	0.000	Featured
16	1.17	0.39	3.00	0.00	30.82	0.000	Featured
17	1.21	0.47	2.83	0.33	29.53	0.000	Featured
18	1.06	0.44	3.00	0.00	36.43	0.000	Featured
19	1.22	0.48	3.00	0.00	29.55	0.000	Featured
20	1.15	0.40	3.00	0.00	27.19	0.000	Featured

Table (3) shows that every training efficiency scale paragraph is unique (significant) since each paragraph's

value of (sig) is less than the degree of freedom and the significance threshold (0.05). (58).

Table 4: The higher and lower groups' arithmetic means and standard deviations, as well as the scale's computed t-value and statistical significance, are displayed in of self-worth scale

Paragraph	Minimums 27%		Upper limits 27%		Calculated value of (t)	significance level	Power of paragraph Distinction
	Mean-	Typical deviation	Mea-	Typical deviation			
1	1.12	0.31	2.66	0.00	26.09	0.000	Featured
2	1.18	0.44	3.00	0.00	32.28	0.000	Featured
3	1.25	0.44	2.78	0.39	27.23	0.000	Featured
4	1.14	0.37	3.00	0.00	28.58	0.000	Featured
5	1.22	0.35	3.00	0.00	33.44	0.000	Featured
6	1.09	0.44	2.59	0.51	26.17	0.000	Featured
7	1.00	0.00	2.77	0.42	31.80	0.000	Featured
8	1.00	0.00	2.70	0.46	29.02	0.000	Featured
9	1.00	0.00	2.81	0.39	33.82	0.000	Featured
10	1.03	0.44	3.00	0.00	47.45	0.000	Featured
11	1.22	0.39	2.86	0.00	29.28	0.000	Featured
12	1.17	0.43	2.63	0.00	28.20	0.000	Featured
13	1.15	0.44	3.00	0.00	32.25	0.000	Featured
14	1.24	0.38	2.73	0.56	27.43	0.000	Featured
15	1.45	0.44	3.00	0.00	31.77	0.000	Featured
16	1.21	0.49	2.67	0.42	27.18	0.000	Featured
17	1.07	0.36	3.00	0.00	35.58	0.000	Featured
18	1.21	0.31	3.00	0.00	28.43	0.000	Featured
19	1.26	0.43	2.88	0.55	28.38	0.000	Featured
20	1.18	0.44	3.00	0.00	29.69	0.000	Featured

Table (4) shows that every paragraph on the self-worth scale is unique (significant) since each paragraph's value of (sig)

is less than the degree of freedom and the significance threshold (0.05). (58).

Table 5: The information awareness scale's arithmetic mean, standard deviation, computed t-value, and statistical significance are displayed in for both the higher and lower groups.

Paragraph	Minimums 27%		Upper limits 27%		Calculated value of (t)	significance level	Power of paragraph Distinction
	Mean-	Typical deviation	Mean	Typical deviation			
1	1.16	0.36	3.00	0.00	39.98	0.000	Featured
2	1.11	0.40	2.76	0.49	29.14	0.000	Featured
3	1.00	0.00	2.79	0.29	33.89	0.000	Featured
4	1.37	0.44	2.78	0.54	29.32	0.000	Featured
5	1.19	0.34	3.00	0.00	26.32	0.000	Featured
6	1.22	0.39	3.00	0.00	35.17	0.000	Featured
7	1.24	0.39	2.89	0.32	29.31	0.000	Featured
8	1.22	0.39	3.00	0.00	27.52	0.000	Featured
9	1.00	0.00	2.75	0.38	32.64	0.000	Featured
10	1.00	0.00	2.88	0.32	35.64	0.000	Featured
11	1.00	0.00	2.96	0.19	41.00	0.000	Featured
12	1.06	0.32	3.00	0.00	25.18	0.000	Featured
13	1.31	0.44	3.00	0.00	37.49	0.000	Featured
14	1.12	0.44	2.66	0.00	28.43	0.000	Featured
15	1.25	0.44	3.00	0.00	25.76	0.000	Featured
16	1.18	0.44	3.00	0.00	28.25	0.000	Featured
17	1.32	0.42	3.00	0.00	26.87	0.000	Featured
18	1.28	0.33	2.68	0.00	28.12	0.000	Featured
19	1.20	0.48	3.00	0.00	27.54	0.000	Featured
20	1.35	0.34	3.00	0.00	26.11	0.000	Featured

Through Table (5) it is shown Because every paragraph on the information awareness scale is unique (significant) since each paragraph's value of (sig) is less than the degree of freedom and the significance threshold (0.05) [58].

- The scale's discriminating power and the paragraph's discriminating power are comparable the capacity to draw attention to the relationship between the scale's paragraphs.

Coefficient of internal consistency

The degree of homogeneity of the paragraphs in assessing the observed behavioral phenomena is ascertained using the internal consistency coefficient. This approach has been employed by researchers to differentiate it in the following ways: (Amer Saeed Al-Khaikani and Ayman Hani Al-Jabouri, 2017, p. 69) [10]

- In order for each paragraph to assess the same behavioral dimension that measures the scale overall, it gives us a homogenous scale across all of its paragraphs.

Relationship between the scale's overall score and the paragraph score: Because the value of (sig) was less than the significance level (0.05) at a degree of freedom (88), the correlation coefficient (Pearson) between the paragraph score and the total score of the scales was used to determine this indicator. The correlation coefficients between the paragraph score and the total score for each scale are displayed in Table (6, 7, 8). The construction sample of (90) trainers was used to allocate the significance of all correlation coefficients and all scales.

Table 6: The correlation coefficients between each paragraph's score and the training efficiency scale's overall score are displayed in

Paragraph number	R value	Sig value	Significance	Paragraph number	R value	Sig value	Significance	Paragraph number	R value	Sig value	Significance
1	0.54	0.000	Sig	8	0.42	0.000	Sig	15	0.52	0.000	Sig
2	0.58	0.000	Sig	9	0.63	0.000	Sig	16	0.49	0.000	Sig
3	0.57	0.000	Sig	10	0.68	0.000	Sig	17	0.57	0.000	Sig
4	0.53	0.000	Sig	11	0.63	0.000	Sig	18	0.61	0.000	Sig
5	0.48	0.000	Sig	12	0.48	0.000	Sig	19	0.57	0.000	Sig
6	0.69	0.000	Sig	13	0.58	0.000	Sig	20	0.61	0.000	Sig
7	0.44	0.000	Sig	14	0.52	0.000	Sig				

Table 7: The correlation coefficients between each paragraph's score and the self-worth scale's overall score are displayed in

Paragraph number	R value	Sig value	Significance	Paragraph number	R value	Sig value	Significance	Paragraph number	R value	Sig value	Significance
1	0.42	0.000	Sig	8	0.61	0.000	Sig	15	0.42	0.000	Sig
2	0.63	0.000	Sig	9	0.24	0.000	Sig	16	0.63	0.000	Sig
3	0.68	0.000	Sig	10	0.42	0.000	Sig	17	0.68	0.000	Sig
4	0.63	0.000	Sig	11	0.63	0.000	Sig	18	0.63	0.000	Sig
5	0.57	0.000	Sig	12	0.68	0.000	Sig	19	0.63	0.000	Sig
6	0.61	0.000	Sig	13	0.63	0.000	Sig	20	0.68	0.000	Sig
7	0.59	0.000	Sig	14	0.65	0.000	Sig				

Table 8: The correlation coefficients between each paragraph's score and the information awareness scale's overall score are displayed in

Paragraph number	R value	Sig value	Significance	Paragraph number	R value	Sig value	Significance	Paragraph number	R value	Sig value	Significance
1	0.42	0.000	Sig	8	0.57	0.000	Sig	15	0.59	0.000	Sig
2	0.63	0.000	Sig	9	0.61	0.000	Sig	16	0.61	0.000	Sig
3	0.68	0.000	Sig	10	0.57	0.000	Sig	17	0.49	0.000	Sig
4	0.63	0.000	Sig	11	0.48	0.000	Sig	18	0.57	0.000	Sig
5	0.42	0.000	Sig	12	0.42	0.000	Sig	19	0.62	0.000	Sig
6	0.63	0.000	Sig	13	0.46	0.000	Sig	20	0.68	0.000	Sig
7	0.68	0.000	Sig	14	0.56	0.000	Sig				

Psychometric properties of training efficiency, self-worth and information awareness scales

Validity of scales

The most crucial element for the scales' quality criterion is their degree of validity. According to Mustafa Mahmoud Al-Imam, a genuine scale is one that precisely measures the phenomena it was intended to measure and does not measure anything in addition to or instead of it. (and others), (n.d.), p. 102). The researchers used content validity when the three scales were presented to (15) experts and specialists to confirm their validity. See Appendix (5). The experts unanimously agreed in their opinions on the reliability of each scale paragraph, and the validity of the hypothetical structure. The researchers verified the validity of the hypothetical structure or construction using the following methods:

- Finding discrimination coefficients by the two extreme groups. This was relied upon to keep the paragraphs with high distinction as shown in Tables (3, 4, 5).
- Internal consistency: As indicated in Tables, the researchers employed this technique to determine correlation coefficients for every paragraph with the scale's overall score. (6, 7, 8).

Stability of scales: To verify stability, The following techniques were employed by the researchers

First: Test and retest Method: Since the test was administered on Wednesday, which corresponds to 13/12/2023, and again on Monday, 12/25/2023, the test stability coefficient was determined by testing and retesting the test. The researchers determined that the scales have a high degree of stability after extracting the value (r) after the data had been emptied., as the stability coefficient for the training efficiency scale reached (0.87), for the self-worth scale (0.90), and for the information awareness scale (0.89).

Applying the training efficiency, self-worth and information awareness scales to the application sample:

After completing the construction and preparation of the measurement tools for the research variables, they were applied on the date of 10-17/3/2024 to the application sample, which consisted of 60 trainers. The data were then gathered in order to perform correlations, extract the regression equation, and accomplish the goals of the study.

Statistical techniques

The researchers extracted the following techniques using the seventeenth edition of the Statistical Package for Social Sciences (SPSS):

Chi-squared analysis (Chi2).

The arithmetic mean.

- Normal deviation.
- Mode.
- The coefficient of skewness.
- Pearson's simple correlation coefficient.
- For independent samples, use the t-test.
- Theoretical average.

Results presentation, analysis, and debate: Chapter Four includes presenting the results that were reached, analyzing and discussing them according to the sequence of the main research objectives.

(Knowledge of training competence, self-worth and information awareness among basketball coaches in Iraq): In order to achieve this objective, the research sample of forty coaches was subjected to the three measures, and the outcomes were as follows: -

First: Knowledge of the training competence of basketball coaches in Iraq:

Table 9: Provides a statistical explanation of the findings of the training competence scale among basketball coaches in Iraq

Number of paragraphs	Unit of measure	Arithmetic mean	Standard deviation	Hypothetical average	Coefficient of skewness	Calculated value of (t)	Sig value	Type of indication
20	Degree	45.89	0.94	40	0.68	44.38	0.000	Sig

The training effectiveness scale's degrees are displayed in Table (9). for basketball coaches in Iraq, as the arithmetic mean for all the efficiency was (45.89), with a standard deviation of (0.94), and the skewness coefficient was (0.68), which shows that the degrees of the research sample members are distributed moderately on this efficiency. It was also possible to determine the statistical significance of the differences by using the t-test for one sample, as the calculated value (t) was (44.38), which is significant because the value of (sig) of (0.000) is smaller than the significance level (0.05), and the degree of freedom is (39). Comparing the average degrees of the research sample with

its hypothetical average of (40) degrees revealed that the average degrees of training efficiency are higher than its hypothetical average, indicating that the sample enjoys training efficiency performance. The researchers ascribe the reason for these results to the importance of the coach's training competence and the necessity of possessing it in order to behave well in training and competitions and in difficult situations that make the coach a person capable of leading the team and achieving victory and sporting achievement. All of the above is a difficult task for the coach, and it is not easy. Rather, it requires a degree of responsibility, focus, study, continuing training, and

progressing through the age groups in order to learn the experiences that will serve the interest of the process. Consequently, all of these matters serve the interest of the basketball player and make him skilled and tactical and make him a player who can rely on himself and behave correctly in difficult situations. There is no doubt that this deepens the player's personality and instills in him many educational qualities, as they are among the tasks that the coach must instill in his players, not just exercises. Sports are used to develop the body and senses, refine morals, and reveal the players' tendencies and abilities, for the purpose of refining them, supervision, guidance, and providing opportunities for them to do their duty and self-denial to acquire the spirit of competition and innovation in a manner consistent with the goals of the sports community. The researchers also attribute this to the fact that basketball coaches in Iraq have training competence, which undoubtedly contributed to the correct perception of the

course of the training process for them, and continuing the training process is important for any successful coach, as repetition and practice are an educational method with an effective and positive impact on the learning process and the development of the training aspects of the players, and "practice is a basic condition for learning, as learning does not happen without practice that achieves the acquisition of the skill in its initial form, then improves and consolidates the compatibility, in addition to the desire and motivation of the coaches, Since there are "many ways to stimulate the learner's motivation towards efficacy or skill, including providing opportunities for motor learning, establishing a clear objective for learning and skill development, and striking a balance in meeting the learner's needs,"" (Nahida Abdul Zaid Al-Dulaimi, 2011, p. 29) ^[12].

Second: Knowing the self-worth of basketball coaches in Iraq

Table 10: Displays the statistical explanation of the self-worth scale's findings. for basketball coaches in Iraq

Number of paragraphs	Unit of measure	Arithmetic mean	Standard deviation	Hypothetical average	Coefficient of skewness	Calculated value of (t)	Sig value	Type of indication
20	Degree	43.60	0.97	40	0.11	39.12	0.000	Sig

The self-worth scale findings are displayed in Table (10) as the arithmetic mean. was (43.60), with a standard deviation of (0.97), and the skewness coefficient was (0.11), This suggests that the research sample's members' scores fall into a moderate range on the scale. It was evident by comparing the research sample's average scores with the hypothetical average of (40) degrees that the sample had self-worth since the self-worth scale's average scores were greater than its hypothetical average. The t-test was applied for one sample to ascertain the statistical significance of the differences between the two averages; the resulting (t) value was (39.12), It is noteworthy since the degree of freedom is (39), and the (sig) value of (0.000) is less than the significance threshold (0.05). According to the researchers, this is because the participants in the study behave logically and systematically in a variety of scenarios and circumstances, as well as in accordance with the training that is necessary, which eventually results in implementing its requirements. It also leads the trainer to make the right decisions and ease in implementing choices based on the settings and situations the trainer encounters. Self-worth is considered one of the important psychological factors in achieving good results and reaching good results that have a great impact on learning everything new within the requirements of modern training, especially those that require great and continuous focus during performance. Accordingly, the psychological factor has a significant part in the trainer's performance style. The statement that "the trainer must focus before and

during the competition and prepare and get ready for it and prevent the interference of defeatist thoughts because they can cause an increase in the level of excitement or direct thinking to what is happening inside the body at an early time that is not in the coach's favor" is in line with this. and thus transfer his ideas to the player. The player must enter a positive emotional state and appropriate physical activity (psychological and physical charging) that also leads him to focus on performing the requirements of the exercise while he is fully prepared." (Tiris Odisho Anuya, 2002, p. 108) The researchers also attribute this to the importance of sports training and its important requirements, including developing bonds Social and behavioral refinement of the player during his commitment to the training units, and this was made clear through the results which showed the great positive role of the coach and his contribution in creating new trends among the players, which enhance the requirements of the training according to these trends that are transmitted to the players and work to change the behavior, and this confirms the importance of the variable of self-worth which is known as knowledge and experiences and means of refinement and encouragement in activity and service and expanding awareness and acquiring experiences that help in creating behavior that elevates individuals and distances them from laziness and self-love.

Knowledge of the information awareness of basketball coaches in Iraq

Table 11: Provides a statistical explanation of the findings of the information awareness scale among basketball coaches in Iraq

Number of paragraphs	Unit of measure	Arithmetic mean	Standard deviation	Hypothetical average	Coefficient of skewness	Calculated value of (t)	Sig value	Type of significance
20	Degree	43.15	0.95	40	0.34	38.20	0.000	Sig

The information awareness scale findings are displayed in Table 11 as the arithmetic mean. was (43.15), with a standard deviation of (0.95), and the skewness coefficient was (0.34), This suggests that the research sample's members' scores fall into a moderate range on the scale. It was evident by comparing the study sample's average scores

with the hypothetical average of (40) degrees that the sample had information awareness since the information awareness scale's average scores are greater than its hypothetical average. The calculated (t) value was (38.20), which is significant because the (sig) value of (0.000) is smaller than the significance level (0.05), and the degree of

freedom is (39). The t-test was used for one sample to ascertain the statistical significance of the differences between the two averages. Information awareness is crucial since it improves one's capacity to solve problems facing individuals by being familiar with the various basic factors that help them build objective judgments when they face issues and problems in dealing with information due to the increasing amounts of information available in various aspects. However, the quality and validity of this information vary, which justifies the importance of information awareness skills that enable us to use this information effectively and distinguish between them in terms of their quality. (Dalal Abdul Karim Thamer Al-Qaisi, 2021, p. 60)

Information awareness refers to a comprehensive understanding of data and statistics related to sports performance, and is used to make strategic decisions that analyze strengths and weaknesses and improve the

performance of the team or players in various contexts. (Karar Mustafa Kamal, 2024, p. 116)

Researchers see the importance of information awareness for the coach through his ability to deal with data and analyze it with high accuracy, which contributes to improving their decisions during training and competition based on strong evidence to communicate effectively with players and the coaching staff, which contributes to achievement and good reading of the match. Not only that, but information awareness contributes to following developments and updates in the world of basketball training, and thus they are constantly informed of changes in the game at various levels.

(Knowing the relationship between training efficiency, self-worth, and information awareness of basketball coaches in Iraq): Researchers employed the Pearson simple correlation coefficient in the following manner to accomplish this goal:

Table 12: The nature of the correlations between the variables under consideration is displayed in study

Variables	Training efficiency	Self-worth	Information awareness
Training efficiency	-	0.91	0.89
Self-efficacy	0.91	-	0.88
Information awareness	0.89	0.88	-

Table (12) shows that all simple correlation coefficients (Pearson) between training efficiency, self-worth and information awareness are significant, i.e. there is a direct relationship between training efficiency, self-worth and information awareness. The more self-worth and information awareness of the coach increase, the more his training efficiency increases.

(Deriving a predictive equation to predict training efficiency in terms of self-worth and information awareness of basketball coaches in Iraq)

To accomplish the study's primary goal, which entails (developing a prediction equation to predict training efficiency in terms of self-worth and information awareness of basketball coaches in Iraq), and in order to obtain a predictive value, the researchers sought to use multiple linear regression equations through which this relationship can be predicted. The researchers shed light on the following

Table 13: Extracting the linear regression equation model's quality indicators. The linear regression equation model's quality indicators are displayed in

Variables	Link value	Nature of the association	Contribution rate	Adjusted ratio	Calculated f value	Sig value	Type of indication
Training efficiency + self-worth + information awareness	0.89	Multiple	0.79	0.85	36.44	0.000	Sig

The multiple correlation coefficient's value reached 0.89, as seen in Table 13. indicates that the variables (training efficiency + self-worth + information awareness) among basketball coaches in Iraq explain (0.79%) of the changes that occur in the values of the variable represented by (training efficiency), and the same table shows that the multiple linear regression model is significant, meaning it best captures the relationship between the variables under study. The value of the (F) test, which is computed for the multiple correlation coefficient, reached (36.44), which is significant at a significance level of (0.05).

Regression equation coefficient values are extracted

As indicated in Table, the researchers provided insight into the linear regression's structure and the values of the linear regression coefficients between the variables [14].

The estimated values for prediction are displayed in

It is clear from Table (14) for the values of the regression equation (training competence, self-worth and information awareness among basketball coaches in Iraq), a predictive equation can be derived or an expected value can be derived for each coach as follows: -

Table 14: Training efficiency, self-worth and information awareness among basketball coaches in Iraq

Variables	The factor's nature	Factor value	Calculated standard error	Value of (t)	Significance level	Type of indication
Constant	A	5.11				
Self-worthiness	B1	0.48	0.52	12.20	0.000	Sig
Information awareness	B2	0.46	0.39	9.65	0.000	Sig

Predictive value (for training competence) = constant (a) + (b1 × self-worth) + (b2 × information awareness).

For example, the coach (Nasr Hussein Abdul Amir) obtained the following ratings:

Variables	Degree
Self-worthiness scale	43.60
Information awareness scale	43.15

When applying the above equation

Predictive value (training efficiency) = 5.11 + (0.48 × 43.60) + (0.46 × 43.15) = 45.89

While the arithmetic mean of training efficiency for the sample reached (45.89), which indicates that the coach has a good level of training efficiency, and this confirms that we can expect to achieve a higher level than the arithmetic mean for training efficiency.

Consequently, the primary goal of the study has been accomplished. by developing a predictive equation to predict training efficiency in terms of self-worth and information awareness among basketball coaches in Iraq.

Conclusions and recommendations

Conclusions

- The ability of the training efficiency scale with (20) paragraphs, the self-worth scale with (20) paragraphs, and the information awareness scale with (20) paragraphs, which were built to measure training efficiency, self-worth, and information awareness among basketball coaches in Iraq.
- Basketball coaches in Iraq enjoy training efficiency, self-worth, and information awareness.
- There is a strong, direct correlation between training efficiency, self-worth, and information awareness among basketball coaches in Iraq.
- There is a possibility of predicting training efficiency in terms of self-worth and information awareness among basketball coaches in Iraq.

Recommendations

- Benefit from the measures of training efficiency, self-worth and information awareness, which the researchers built and applied to reveal training efficiency, self-worth and information awareness among basketball coaches in Iraq.
- Use psychological counseling to develop training efficiency, self-worth and information awareness among basketball coaches in Iraq.
- A professional in psychological counseling and sports psychology must provide coaches with high-quality lectures at workshops, courses, and seminars.
- Benefit from these measures and apply them to coaches in other games.

- Give the Iraqi Central Basketball Association the measurements for the variables of the present study. Federation, specialists and researchers to test and select their samples accurately.

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Appendix 1: Shows the names of the experts and specialists with whom the researchers conducted personal interviews.

No.	The name	Specialization	Workplace	Interview date	Purpose of the interview
1	Prof. Dr. Amer saeed al-khaikani	Sports psychology	University of babylon - college of physical education and sports sciences	16/10/2023	Regarding the measures of training efficiency, self-worth and information awareness
2	Prof. Dr. Amna fadel mahmoud	Test and measurement	University of babylon	16/10/2023	Regarding the measures of training efficiency, self-worth and information awareness
3	Prof. Dr. Naima zidane khalaf	Test and measurement	University of baghdad	17/10/2023	Regarding the measures of training efficiency, self-worth and information awareness
4	Assistant professor dr. Ahmed kazem abdul karim	Test and measurement	University of kufa - college of education for girls - department of physical education and sports sciences	17/10/2023	Regarding the measures of training efficiency, self-worth and information awareness

Appendix (2) shows a questionnaire to survey the opinions of experts and specialists in determining the validity of the paragraphs of the training efficiency scale

Dear Professor

Greetings: - The researchers aim to conduct their research entitled (Training efficiency in terms of self-worth and information awareness of basketball coaches in Iraq) and in view of your scientific and practical experience in your field of specialization, I would be grateful to you if you could provide possible assistance regarding the validity of (the paragraphs of the training efficiency scale), by placing a mark (√) in the check box that you see as the most appropriate to measure what it was designed for, and you can also make any observation that the specialist finds important and that was not included in the form at the end of the form, and all thanks and appreciation to you. Note that the alternative answers are (always, sometimes, rarely). Training competence is defined as: - A set of skills that the coach must possess in order to try to keep his players performing as well as possible. It is all the individual possesses of personal capabilities that enable him to practice standard control or criteria for abilities and ideas that come from scientific experiences and practices. It represents the frame of reference for the behaviors that he issues according to the training determinants that he possesses.

Name of the expert: -

Title, academic degree and date of obtaining: -

Specialization: -

Place of work: -

Signature: - Researchers

Date: -

No.	Paragraph	Suitable	write off	Need to be modified
1	I have the ability to perform basketball training tasks well			
2	I plan new things that I want to apply in basketball training			
3	I like to do new things when training basketball			
4	I am not affected by the opposing team's progress over my team			
5	I am calm when I have a problem during basketball games.			
7	I have the ability to lead the team in difficult confrontations			
9	I work on changing my plans when I see a team starting to decline			
10	I have self-expectations in how I perform tasks and my work when training and competing			
11	I have the ability to deal with player injuries			
12	I excel in being serious during basketball training sessions			
13	I have ambition to achieve accomplishment in basketball			
14	My accomplishment in basketball allows me to perform and continue training with high confidence			
15	I have the ability to compete with my fellow coaches in training efficiency			
16	Other coaches do not influence me in achieving my goals			
17	I understand all the difficulties that occur during the performance of training tasks			
18	I deal with new situations in matches with ease			
19	I use my free time to repeat what I have learned in modern training methods and employ them for the players			
20	I have the ability to adapt to the difficult circumstances that my team goes through			

Appendix (3) shows a questionnaire to survey the opinions of experts and specialists in determining the validity of the self-worth scale items

Dear Professor

Greetings: -

The researchers aim to conduct their research entitled (Training Efficiency as Indicated by Self-worth and Information Awareness of Basketball Coaches in Iraq) and given your scientific and practical experience in your field of specialization, I would be grateful to you if you could provide possible assistance regarding the validity of (Self-worth Scale Items), by placing

a check mark (√) in the check box that you see as the most appropriate to measure what it was designed for, and you can also make any observation that the specialist finds important and was not included in the form at the end of the form, and all thanks and appreciation to you. Note that the alternatives to answer are (always, sometimes, rarely).

Self-worthiness is defined as a set of knowledge, competence, values and attitudes that the player possesses, which are determined together to form a specific behavior required to perform a set of different tasks efficiently and effectively.

Expert Name:

Title, Academic Degree and Date Obtained:

Specialization:

Place of Work:

Signature: Researchers

Date:

No.	Paragraph	Suitable	Write off	Need to be modified
1	My confidence in success is high			
2	I do my best to get the best results in basketball			
3	I aspire to develop myself			
4	My self-esteem increases when i know that i am better than other coaches			
5	I have positive traits such as extroversion and self-consistency			
6	My behavior in front of the players makes me a role model			
7	I am satisfied with myself and accept myself and my feelings in the scouting lesson			
8	I take responsibility for my tasks and work in basketball			
9	I trust the players in difficult tasks			
10	I accept unexpected situations in basketball			
11	I control my fears in sports competitions			
12	Basketball has made me an individual who cares about people and sympathizes with them			
13	I do not get angry when i suffer a loss and try to compensate for it			
14	I get sad when a player is injured even if he is from the opposing team			
15	I maintain my balance in critical situations in basketball			
16	I feel optimistic when i train any basketball team			
17	I do not feel nervous when i am late in the result			
18	I do not feel pain and jealousy if i see a better coach from me			
19	I can face my problems calmly in training sessions and sports competitions			
20	When i am criticized, i am calm and balanced			

Appendix (3) shows a questionnaire to survey the opinions of experts and specialists in determining the validity of the self-worth scale items

Dear Professor

Greetings: -

The researchers aim to conduct their research entitled (Training Efficiency as Indicated by Self-worth and Information Awareness of Basketball Coaches in Iraq) and given your scientific and practical experience in your field of specialization, I would be grateful to you if you could provide possible assistance regarding the validity of (Self-worth Scale Items), by placing a check mark (√) in the check box that you see as the most appropriate to measure what it was designed for, and you can also make any observation that the specialist finds important and was not included in the form at the end of the form, and all thanks and appreciation to you. Note that the alternatives to answer are (always, sometimes, rarely).

Self-worthiness is defined as a set of knowledge, competence, values and attitudes that the player possesses, which are determined together to form a specific behavior required to perform a set of different tasks efficiently and effectively.

Expert Name:

Title, Academic Degree and Date Obtained:-

Specialization:

Place of Work:

Signature:- Researchers

Date:

No.	Paragraph	Suitable	Write off	Need to be modified
1	My confidence in success is high			
2	I do my best to get the best results in basketball			
3	I aspire to develop myself			
4	My self-esteem increases when I know that I am better than other coaches			
5	I have positive traits such as extroversion and self-consistency			
6	My behavior in front of the players makes me a role model			
7	I am satisfied with myself and accept myself and my feelings in the scouting lesson			
8	I take responsibility for my tasks and work in basketball			
9	I trust the players in difficult tasks			
10	I accept unexpected situations in basketball			
11	I control my fears in sports competitions			
12	Basketball has made me an individual who cares about people and sympathizes with them			

13	I do not get angry when I suffer a loss and try to compensate for it			
14	I get sad when a player is injured even if he is from the opposing team			
15	I maintain my balance in critical situations in basketball			
16	I feel optimistic when I train any basketball team			
17	I do not feel nervous when I am late in the result			
18	I do not feel pain and jealousy if I see a better coach From me			
19	I can face my problems calmly in training sessions and sports competitions			
20	When I am criticized, I am calm and balanced			

Appendix (4) Questionnaire to survey the opinions of experts and specialists in determining the validity of the paragraphs of the information awareness scale

Dear Professor

Greetings: - The researchers aim to conduct their research entitled (Training efficiency in terms of self-worth and information awareness of basketball coaches in Iraq) and given your scientific and practical experience in your field of specialization, I would be grateful if you could provide possible assistance regarding the validity of (the paragraphs of the information awareness scale), by placing a check mark (√) in the check box that you see as the most appropriate to measure what it was designed for, and you can also make any observation that the specialist finds important and was not included in the form at the end of the form, and all thanks and appreciation to you. Note that the alternatives to answer are (always, sometimes, rarely).

Information awareness is defined as "the trainer's ability to access information and understand various sources of information".

Signature:

Expert's name:

Scientific title and date of obtaining: -

Specialization:

Place of work:

Date: - Researchers

No.	Paragraph	Suitable	Write off	amendment
1	I identify the information I need precisely when coaching basketball.			
2	I use basketball resources such as books, websites, and the Internet when I need information.			
3	Keep up to date with my basketball knowledge			
4	Sign up for courses and workshops that keep up with the latest developments in basketball.			
5	Make sure to meet with international coaches to get some insight into how to improve my team's performance.			
6	I am constantly researching information about basketball coaches.			
7	I have reliable sources for basketball information.			
8	I can appreciate the quality and up-to-dateness of the information as I follow the latest developments.			
9	I have both printed and electronic catalogs of basketball related information.			
10	I have the ability to organize and retrieve information important for decision making.			
11	Identify appropriate words and use symbols to convey information to players during the competition.			
12	I can keep up to date with my basketball skills development knowledge.			
13	I have the ability to follow sources to ensure I have access to the latest information regarding basketball.			
14	I can call on experts for additional guidance when a problem occurs in a sports competition.			
15	I have the ability to pivot the information I gather from multiple sources to address my team's weaknesses.			
16	I work efficiently on developing my own information continuously by reviewing all electronic programs.			
17	Analyze the information you obtain accurately and apply it effectively in matches.			
18	I have the ability to use modern technology in the world of training to address different playing situations.			
19	Use the latest basketball information and transfer it to players easily and efficiently.			
20	I review information using smart devices during matches to avoid distraction, improve focus and make the right decisions.			

Appendix 5: A table showing the names of the experts who were relied upon by the researchers in the validity of the training efficiency, self-worth, and information awareness scales.

No.	The name	Specialization	Workplace
1	Prof. Dr. Amer Saeed Jassim Al-Khaikani	Sports Psychology	College of Physical Education and Sports Sciences / University of Babylon
2	Prof. Dr. Yassin Alwan Al-Tamimi	Sports Psychology	Hilla University College - Department of Physical Education and Sports Sciences
3	Prof. Dr. Shaima Ali Khamis	Sports Psychology	College of Physical Education and Sports Sciences / University of Babylon
4	Prof. Dr. Nizar Hussein Al-Nafakh	Testing and Measurement	College of Education for Girls - Department of Physical Education and Sports Sciences / University of Kufa
5	Prof. Dr. Fadhel Kurdi Shalaka	Sports Psychology	College of Physical Education and Sports Sciences / University of Kufa
6	Prof. Dr. Haitham Hussein Al-Jabouri	Sports Psychology	College of Physical Education and Sports Sciences / University of Babylon
7	Asst. Prof. Dr. Nabil Kazim Haribid	Testing and Measurement	College of Physical Education and Sports Sciences / Al-Qasim Green University
8	Asst. Prof. Dr. Mohsen Mohammed	Sports Psychology	College of Physical Education and Sports Sciences / University of Kufa

Al-Wazzan			
9	Asst. Prof. Dr. Ali Bakhit Hassan	Sports Psychology	College of Physical Education and Sports Sciences / University of Kufa
10	Asst. Prof. Dr. Hala Razzaq Madloul	Test and Measurement	College of Physical Education and Sports Sciences / University of Kufa
11	Asst. Prof. Dr. Mohammed Hamza	Sports Psychology	College of Physical Education and Sports Sciences / University of Baghdad
12	Asst. Prof. Dr. Qahtan Fadhel Al-Azzawi	Test and Measurement	College of Physical Education and Sports Sciences / University of Diyala
13	Asst. Prof. Dr. Marwa Ali Hamza	Sports Psychology	College of Physical Education and Sports Sciences / University of Karbala
14	Asst. Prof. Dr. Ghaith Mohammed Karim	Test and Measure	College of Physical Education and Sports Sciences / University of Kufa
15	Asst. Prof. Dr. Mohammed Hassan Shaalan	Test and Measure	College of Physical Education and Sports Sciences / University of the Future

Appendix (6)**The training efficiency scale that was distributed to the construction and application sample in its final form**

Self-esteem scale

Dear trainer:

Greetings:

You have a list of phrases in your hands. Please answer them, taking into account the following notes:

- Read each phrase and after understanding its meaning, answer directly with what applies to you personally, noting that there is no right or wrong answer.
- Put a check mark (✓) in front of the phrase and below the word if the phrase applies to you even to a small degree.
- Be sure that your answer will be confidential and for scientific research purposes only, so please answer all phrases accurately and honestly and do not leave any phrase unanswered.

Researchers

No.	Paragraph	Always	Sometimes	Rarely
1	I have the ability to perform basketball training tasks well.			
2	I plan new things i want to do with basketball practice.			
3	I like to do modern things when coaching basketball.			
4	I don't get affected when the opposing team is ahead of my team.			
5	I'm calm when i have a problem during basketball games.			
6	I have the ability to lead the team in difficult confrontations.			
7	I change my plans when i see a team starting to decline.			
8	I find solutions to any problem i encounter during training and competition.			
9	I diligently follow up on the implementation of my decisions with the training staff.			
10	I have self-expectations about how i perform tasks and my work when training and competing.			
11	I have the ability to deal with players' injuries.			
12	He was very serious during basketball training sessions.			
13	I have ambition to achieve success in basketball.			
14	My achievement in basketball allows me to perform and continue training with high confidence.			
15	I have the ability to compete with my fellow trainers in training efficiency.			
16	Other coaches do not influence me in achieving my goals.			
17	I understand all the difficulties that go into performing training tasks.			
18	I simply deal with new situations in matches.			
19	I use my free time to bring back what i have learned to modern training methods and apply them to the players.			
20	I have the ability to adapt to the difficult circumstances that my team goes through.			

Appendix 7: Information Competency Scale distributed to the construction and application sample in its final form

Self-Esteem Scale

Dear Trainer:

Greetings:

You have a list of statements, please answer them taking into account the following notes:

- Read each statement and after understanding its meaning, answer directly what applies to you personally, noting that there is no right or wrong answer.
- Put a check mark (✓) in front of the statement and below the word if the statement applies to you even to a small degree.
- Be sure that your answer will be confidential and for scientific research purposes only, so please answer all statements accurately and honestly and do not leave any statement unanswered.

Researchers

No.	Paragraph	Always	Sometimes	Rarely
	My confidence in success is high			
1	I do my best to get the best results in basketball			
2	I aspire to develop myself			
3	My self-esteem increases when I know that I am better than other coaches			
4	I have positive traits such as extroversion and self-concordance			
5	My behavior in front of the players makes me a role model			

6	I am satisfied with myself and accept myself and my feelings in the scouting lesson			
7	I take responsibility for my tasks and work in basketball			
8	I trust the players in difficult tasks			
9	I accept unexpected situations in basketball			
10	I control my fears in sports competitions			
11	Basketball has made me a person who cares about people and empathizes with them.			
13	I don't get angry when I suffer a loss and try to make up for it.			
14	I maintain my balance in critical situations in basketball			
15	I feel optimistic when I coach any basketball team			
16	I do not feel stressed when I fall behind in the result			
17	I do not feel pain and jealousy if I see a better coach than me			
18	I can face my problems calmly in training sessions and sports competitions			
19	When I am criticized, I am calm and balanced			

Appendix 8: Information awareness scale distributed to the construction and application sample in its final form

Self-esteem scale

Dear trainer:

Greetings:

- You have a list of phrases in your hands. Please answer them, taking into account the following notes:
- Read each phrase and after understanding its meaning, answer directly with what applies to you personally, noting that there is no right or wrong answer.
- Put a check mark (✓) in front of the phrase and below the word if the phrase applies to you even to a small degree.
- Be sure that your answer will be confidential and for scientific research purposes only, so please answer all phrases accurately and honestly and do not leave any phrase unanswered.

Researchers

No.	Paragraph	Always	Sometimes	Rarely
1-				
2-	I identify the information I need precisely when training basketball.			
3-	I use basketball resources such as books, websites and the Internet when I need information.			
4-	I keep my basketball knowledge up to date.			
5-	Participate in educational courses and workshops that keep up with the latest developments in basketball.			
7-	Be sure to meet with international coaches to determine some information related to improving my team's performance.			
8-	I have reliable sources for basketball information.			
9-	I can appreciate the quality and up-to-dateness of the information as I follow the latest developments.			
10-	I have both printed and electronic catalogs of basketball related information.			
11-	I have the ability to organize and retrieve information important for decision making.			
12-	Identify appropriate words and use symbols to convey information to players during the competition.			
13-	I can constantly update my knowledge about basketball skills development.			
14-	I have the ability to follow sources to ensure I have access to the latest information regarding basketball.			
15-	I can call on experts for additional guidance when a problem arises in a sports competition.			
16-	I have the ability to adapt the information I gather from multiple sources to address my team's weaknesses.			
17-	I work efficiently on developing my own information continuously by reviewing all electronic programs.			
18-	Analyze the information you obtain accurately and apply it effectively in matches.			
19-	I have the ability to use modern technology in the world of training to address different playing situations.			
20-	Use the latest basketball information and transfer it to players easily and efficiently.			
1-	I review information using smart devices during matches to avoid distraction, improve focus and make the right decisions.			

Appendix 9: Names of the assistant work team, their specializations and addresses

No.	Name	Specialization	Title
1.	Dr. Hassanein Jumaa Asri	PhD in Physical Education and Sports Sciences - Basketball Coach	Babylon Governorate
2.	Dr. Ali Bakhit Hassan	PhD in Physical Education and Sports Sciences - Testing and Measurement	Babylon Governorate
3.	Dr. Mohamed Hassan Shaalan	PhD in Physical Education and Sports Sciences - International Basketball Referee	Babylon Governorate
4.	Assist. Lec. Ghaith Mohamed Al-Lawza	Master's - Physical Education and Sports Sciences	Babylon Governorate