



Content analysis of Coaching Education Programs in Turkey

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Abstract

The way to achieve many goals in the field of sports, such as raising successful athletes, ensuring the representation of the country in the field of sports in the international arena, spreading sports awareness in the social dimension, is primarily through the training of trainers. In both the amateur and professional sports world, it is necessary to make participation in sports sustainable beyond ensuring it. In this context, coach education is of critical importance. In this study, it is aimed to reveal the coaching education system in Turkey in all aspects. In order to collect the data, the requirements for admission to coach education in Turkey, coaching levels, working areas of these levels and the requirements and processing steps towards obtaining a coaching certificate were revealed using a thematic compilation pattern within the framework of a detailed literature-based resource scanning method. As a result of the data obtained, the duties, authorities and responsibilities of coaches, the fields in which they operate, transitions between coaching levels, graduates of sports science faculties of universities and the rights and exemptions granted to successful athletes and coaches within the framework of the coaching training program were deciphered. This study is thought to contribute to the field of coaching education due to the lack of studies in the international literature on coach education in Turkey and the limited number of studies in the national literature.

Keywords: Coaching education, coaching education curriculum, levels of coaching

1. Introduction

Coaches, who play a major role in improving the performance of athletes and teams in participating in individual sporting events, guide children, athletes, sedentary individuals in accordance with nationally and internationally accepted sports rules (Duffy et al., 2013). The International Sports Coaching Framework Programme (ISCF) helps to map coaching roles, including defining minimum standards for the training, certification and evaluation of coaches and increasing the effectiveness of coaches in various contexts. The International Rugby board, the International Tennis Federation, the International Sailing Federation, the International Table Tennis Federation and the Badminton World Federation of athletics federations, including the international

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federations etc. are implementing such international mapping processes (Duffy et al., 2010). Teaching, training or advising people about sports, managing their processes in the implementation of events; planning, organizing, evaluating, research and self-reflection functions need to be defined and applied (Ziyagil and Sevimli, 2013).

The development of training science was discussed and studied with the development of Sports Sciences in Turkey, and the first university education in the field of sports began in 1932 with the Gazi University Department of Physical Education Teaching (Arun, 1990). In 1974, "Youth and Sports Academies" were established to provide training in areas such as coaching and sports management (Kesim, 2020). In 1982, "Specialty" and "Assistant Specialty" courses and "Coaching Training" started to be given (YOK, 2022). It has also given the authority to train "coaches" to universities for the first time with the "Physical Education and Sports Departments" in Turkey. Thus, Coach Education has come under the roof of the university.

The Coach Education Regulation was issued for the first time in 1987. The structure of three-stage coach education is explained in the relevant regulation as follows: "The purpose of this regulation is to determine the principles and procedures related to the training and classification of coaches who will take part in the training of athletes in sports branches". The coaching training levels are determined in three stages. 1. level Coach, 2. senior Coach" and 3. the level is classified as Head Coach (GSB, 2022). With the transformation of departments into colleges in 1992, Coaching Education departments were established in colleges in Turkey, as well as similar ones existing in Europe and the World. In 2001, the European Union was launched with the goal of creating a common curriculum in Bologna and Prague in recent decisions the student, and faculty development efforts to produce joint projects, in line with the common European sport sciences education curriculum (AEHESIS–Aligning a European Higher Education structure in Sport Science) have been established (Devecioglu et al., 2011). Due to the changes that took place in the European Union in 2002, there was also a change in the classification of coaches and a change was made from a three level classification to a five-level classification. The same practice has been adopted in Turkey and coaching education has been increased to 5 levels. According to this, coaches are classified into five levels in each sport and Level I -Assistant Coach, Level II- Coach, Level III-Senior Coach, Level IV.-Head Coach, Level V-Technical Director (GSB, 2022). Beginners in sports, those who do sports for health, performance athletes, long-term talent selection practices are within the working areas of the coach (Duffy et.al; 2010). Within all these areas, it is necessary to mention a wide range of individuals with different ages (child athletes, young athletes or adult athletes) and health conditions (sedentary individuals, individuals with metabolic diseases). At this point the coach must have the equipment and competence to follow the technical, tactical, physical or psychological development stages of the athletes and to plan and implement appropriate training programs. Only in this way can he help athletes achieve their goals and coach athletes in this way. It is at

this point that it becomes clear how critical the coach's education is. Coaching education should be designed for the coach to gain competence in all these areas.

In this study, it is aimed to reveal all aspects of the coaching education system in Turkey by considering the developments in the field of coaching, coach education and coaching education legislation in Turkey from a conceptual and structural point of view.

2. Method

In this study, which was examined based on the Coach Training Regulation in Turkey, thematic compilation pattern was used within the framework of detailed resource scanning method based on literature in order to collect data. For this purpose, research information The data obtained by examining the sources / documents related to the subject in various libraries, journals, books, Internet sites and sports institutions as primary sources were used in the study.

3. Results

The results of the study shows that coaching education programs are divided into two parts as basic training and practical training. Basic education and basic education exam are given by the ministry or an educational institution using the central system. Candidates who are successful in the basic training are taken to the practical training at the date and place determined by the relevant federations. The course and exam contents and procedures in the practical training are prepared in line with the criteria of the federations. Those who are successful in the exam held after the practical training are entitled to receive the related coaching certificate. If those who have a coaching certificate at any level request one of the disabled sports branches, they can only participate in the practical training within the framework of the principles determined by the disabled federation and become entitled to receive a coaching certificate in this field. The valid grade to be successful is at least 60 out of 100 for basic training and at least 70 out of 100 for practical training. Candidates who fail the basic training can retake the exam for the modules they failed within 2 years. On the other hand, candidates who fail the practice exam have to repeat the practice training. Coaching training programs are organized in 5 stages. The task areas of each level and the working time required to move to the next level vary according to the levels (GSB, 2022).

The further results are presented via tables as in the following:

Table 1. Acceptance Conditions to Coaching Education Programs

To carry the health condition determined by the related sports federation
Not to be imprisoned for 1 year or more for an intentional crime
To be at least 18 years old and to comply with the age limit determined by the federation
Those who have been punished for more than 6 months at a time and for more than 1 year in total in the last 3 years, in 6 months at a time, and those who have been punished for more than 3 years cannot participate in any way in the trainer training programs related to the sports branch in which the relevant penalty is given
Those who have been penalized in the last 3 years for anti-doping rule violations cannot participate in any coach training program in any sport

The procedures and principles of participation in coaching training programs are stated in Table 1. Table 2 illustrates the levels of coaching and other parameters.

Table 2. Levels of Coaching, Working Times and Mandate

	Coaching Level	Working Time	Number of seminars	Mandate
Assistant coach	Level 1	1 year		Assisting those participating in sports activities under the supervision of a senior coach
Coach	Level 2	2 years		U12-U16 categories
Senior coach	Level 3	2 years	2 seminars	All categories and national team
Head coach	Level 4	2 years	2 seminars	Mid-term planning for all age categories and national teams
Tecnical director	Level 5	2 years	2 seminars	Coordinator in all age categories and national teams, preparing reports to the ministry and the relevant federation

Candidates who meet the requirements for participation in coaching education must first participate in basic education and be successful in it. The basic training includes the e-certificate program, which is carried out online. Candidates are responsible for the courses within the scope of the e-certificate program. If they are successful in the exam held at the end of the basic education, they are entitled to participate in the practical training. Candidates who are successful as a result of the practical exam will have the coaching certificate at the level to which they are entitled. Coaching education start from the lowest Level1 and continue up to the highest Level 5 coaching education programs. Years of work and duties at each coaching level Table 2 is also shown. Under normal circumstances, the candidate starts his/her coaching career with the 1st Level coaching certificate, but this situation varies with some special conditions. For example, the exemption conditions change for people who have graduated from the Sports Sciences Faculties of universities or for successful athletes (Table 3).

Table 3. The Rights and Exemptions of Undergraduate Graduates in Sports Sciences of Universities

		BASIC TRAINING	BASIC TRAINING EXAM	PRACTICAL TRAINING	PRACTICAL TRAINING EXAM	COACHING LEVEL
Graduate of Coaching Education Department	Specialization graduate	Exempt	Exempt	Compulsory	In case of success	Senior coach (Level 3)
	Those who take courses in the relevant sports branch for 1 semester except for specialization	Exempt	Exempt	Compulsory	In case of success	Assistant coach (Level 1)
Sports Sciences graduates excluding Coaching Education Department	Those who take courses in the relevant sports branch for 2 semesters except for specialization	Exempt	Exempt	Compulsory	In case of success	Coach (Level 2)
	Those who take courses in the relevant sports branch for 1 semester except for specialization	Exempt	Exempt	Compulsory	In case of success	Assistant coach (Level 1)
All sports science graduates		Exempt	Exempt	Compulsory	In case of success	
Double major graduates	has the right to obtain a separate coaching certificate for each major in accordance with the criteria					
Conservatory, modern dance, folk dance graduates					Coach (Level 2)	

Candidates studying abroad in the field of sports sciences, and those who submit education equivalence and expertise certificates are exempted from basic education and are entitled to receive a certificate if they pass the practical training and exam.

Table 4. The Rights and Exemptions Of Successful Athletes And Coaches

Olympic, Paralympic and Deaflympics games	First place	
Olympic, Paralympic and Deaflympics games	At least 2 medals	Qualify to participate in the coaching training program at the technical director level
Olympic, Paralympic and Deaflympics games	1 medal	
	First place in the world championship	
Olympic, Paralympic and Deaflympics games	2. or 3.	Qualify to participate in the coaching training program at the head coach level
Senior world championship (Olympic branches)	At least 2 medals	
Senior world championship (Olympic branches) and European championship	At least 1 medal for each	Qualify to participate in the coaching training program at the senior trainer level
Senior European Championships (Olympic branches)	Those who receive two medals with the condition of at least one first place	
European games	At least 2 medals	
Senior European Championships (Olympic branches)	At least 2 medals	Qualify to participate in the coaching training program at the basic trainer level
Mediterranean Universities games of	At least 2 medals	
To have received two medals in world champions from the branches recognized by the Paralympic, Deaflympics and international Olympic committee, provided that at least seven athletes from different countries in their weight or branch participate		

The exemption procedures according to the nationality numbers of the athletes competing in the A-class national athlete categories and their coaches are arranged with the approval of the Minister, on the proposal of the relevant federation. Athletes and their trainers who receive medals in Paralympic and deaflympic games are exempted only from coaching education programs to be opened in their own sports branches.

Table 5. E-Certificate Programs and Courses

PROGRAMS	MODULES (COURSES)
Level 1 Basic Education	Sports and Health Sciences I Movement and Training Sciences I Sports Management I Learning and Teaching in Sports I Psychosocial Areas in Sports I
Level 2 Basic Education	Sports and Health Sciences II Movement and Training Sciences II Sports Management II Learning and Teaching in Sports II Psychosocial Areas in Sports II
Level 3 Basic Education	Sports and Health Sciences III Movement and Training Sciences III Sports Management III Learning and Teaching in Sports III Psychosocial Areas in Sports III
Level 4 Basic Education	Sports and Health Sciences IV Movement and Training Sciences IV Sports Management IV Learning and Teaching in Sports IV Psychosocial Areas in Sports IV
Level 5 Basic Education	Sports and Health Sciences V Movement and Training Sciences V Sports Management V Learning and Teaching in Sports V Psychosocial Areas in Sports V

Each federation determines and implements the content of Practical Training courses and exams within the framework of the nature and requirements of its own program.

4. Discussion

Coach education in Turkey is organized by the Federations and the Sports Education Department of the Ministry of Youth and Sports within the framework of the relevant regulations (SEDB, 2022). As of 2021, it has been observed that there are 97 “Coaching Education” departments affiliated to higher education institutions (YÖK, 2022). At the 2021 Tokyo Olympic Games, Turkey finished the tournament by taking 2 gold, 2 silver and 9 bronze medals while achieving the 35th place in the gold medal ranking. In order to be among the top ranked countries, it is considered important to train and employ coaches decked out with knowledge, skills, experience and ethical values in accordance

with the changes and developments in sports sciences and technology and to be employed in the field.

Coaching education does not have the same structure in every country. However, AEHESIS (Aligning a European Higher Education Structure in Sport Science) is recognized by many European countries. The aim here is to train coaches who have ethical principles, master basic skills, and can use various training strategies. (Côté, 2009; Cropley, 2012; Nash, 2012). European Sports Science, Education and Training Network Employment (European body covering all EU countries to harmonize labor legislation, competency framework and coaching training) defines the levels of coaching and compares the applied coaching training programs. Accordingly, the coaching and certification levels were determined as Assistant Coach, Coach, Senior Coach and Master Coach (ENSSEE, 2007).

In the case of Turkey, the coach ranks consist of 5 levels. Level 1, (Assistant Coach), Level II (Coach), Level III (Senior Coach), Level IV (Head Coach), Level V (Technical Director) (SGM, 2022). Rui et. al (2014) Lui and his colleagues examined the volleyball coaching training programs of different countries in the world. According to the study findings, the training levels of coaching and the training times of the levels have changed and the training times for assistant coaching are 40 hours for Brazil, 34 hours for Italy, 60 hours for France and 20 hours for Spain, respectively. In Turkey, basic education lasts for 2 months and 10 days, provided that it is common for everyone, while the content and duration of application training vary depending on the federation.

As the level of coaching education increases, the age group and level of coaching also increases. In this case, infrastructures and beginners are coached by coaches with a lower level of training. When the coach training regulation is examined, it is the highest level of coaching (Level 5) in Turkey with a level has the rights to work in national teams, teams in the top league category, as well as in all age groups in accordance with the legislation, as well as to report to the federation and ministries. However, the general trend is that lower-level coaches work in infrastructure and higher-level coaches work in professional teams. However, in order to strengthen the infrastructure in the country and raise successful athletes, there is a need for more experienced coaches to work in younger age groups. For this reason, it is considered important to consider the economic balance according to the levels and to motivate experienced coaches in this regard. In addition to working as a coach for certain periods of time during each transition to the upper level, it is necessary to participate in a certain number of training seminars. It is important to increase the number and quality of seminars and to provide international information and experience sharing in order to further improve the current situation and to keep coaches updated in the field of training information.

Considering the application principles of coaching training programs, people who meet the application requirements listed in Table 1 can participate in the coaching training

program. However, graduates of sports science faculties, graduates of the coaching education department of the faculty, successful athletes and coaches have certain privileges and protections. People with this condition are exempt from special education, but they must participate in practical training and be successful. At this point, the important element is to combine the academic equipment with the field experience of the relevant sports branch. In addition, it is believed that the coach's constant updating of himself/herself, following all the developments related to the sports branch and training science and integrating them into his own training program is important on the way to achieving success.

The courses in the basic education conducted within the scope of e-certificate in coaching education programs are included in the same modules, and as the coaching level increases, the course content deepens and the lesson time increases. At the upper levels, the application of scientific studies that can contribute to the field and can be combined with field applications is also included.

The knowledge, skills, experience and goals of performance and recreational coaches and the coaching of beginners in sports and conditioning differ. In this context, the field experiences of the coaches and their academic achievements should be combined and the in-service training of the coaches should be given importance.

5. Conclusions

This study is thought to contribute to the field of coaching education due to the lack of studies in the international literature on coach education in Turkey and the limited number of studies in the national literature.

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