

SELF-PERCEPTION OF NATIONAL TEAM COACHES IN VOLLEYBALL FOR THE DISABLED

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This study attempted to answer the basic questions concerning coaches of volleyball for the disabled: their self-perception, their perception of an ideal coach, and statistically significant differences among those two categories. The research sample consisted of 32 coaches of the national teams in volleyball for the disabled. Data was gathered during the European Championship in Sitting Volleyball for Women, the European Championship in Sitting Volleyball for Men and the World Cup in Standing Volleyball for Men, and were completed in 2003. The CSPL-TT94 List (Coach Self-Perception List, Tušak & Tušak, 1994) consists of 26 items about coaches' personal qualities important for successful coaching. A seven point scale from 0 to 6 was introduced to obtain coaches' level of self-perception and ideal coach characteristics. Coaches' self-perception shows us that the strong side of their personal characteristics important for coaching volleyball for the disabled lies in motivation, responsibility and self-confidence, while the lowest scores belong to anxiety, aggressiveness and individualism. An ideal coach is outstanding in motivation, responsibility and self-control with low scores in anxiety. In twenty out of twenty-six personal characteristics important for coaching volleyball for the disabled, we found statistically important differences. These findings have a particular relevance to those involved in coaching elite athletes in volleyball for the disabled. This paper also tries to promote better understanding of participation in sport for the disabled.

Keywords: Coaching, self-perception, competitive sport, volleyball for the disabled.

INTRODUCTION

The aims of sport encompass the same principles for disabled people as they do for the able-bodied. All over the globe, top athletes want to compete against the best athletes from other countries. At the international level, competitors are much more than just individuals having fun playing sports. As representatives of their nations, they carry extra responsibility for success. In team sports, teams are automatically associated with the country they represent (Beashel & Taylor, 1992). In volleyball for the disabled, most of the coaches, if not all, work on an amateur basis and are prepared to devote their own time to helping others to improve. The voluntary sector is by far the most developed, and without this sector it would be impossible to maintain sport in society.

Regardless of these facts all coaches need to understand their chosen sport thoroughly. They must be good at handling athletes with different personalities and abilities. It is very important that competitors have complete confidence in their coaches' ability to help them. Women have few senior coaching positions in volleyball for the disabled, which reflects the situation in sport and the coaching world in general, not only in sport for the disabled.

A top volleyball team requires a competent coach to train and develop players' abilities into perfection. Players should be coached according to their individual strengths and weaknesses including disability specifics. Coaching is not a mechanical process where a player goes to a coach who gives him or her the knowledge and the player takes it away with him or her and practices. Coaching involves the interaction of human beings with all the problems that this implies. From the information of coaches' self-evaluation, we could learn a great deal and help to make progress in various aspects of volleyball for the disabled and its protagonists – the players. A prominent coach of American football, Parcells, in 1995 pointed out some key factors which in his belief help coaches to be successful: integrity, flexibility, loyalty, confidence, accountability, preparedness, resourcefulness, self-discipline and patience.

Volleyball for the disabled and its typical forms, standing and sitting volleyball, is a type of sport characterised by close interactions, teamwork and deep cohesion. Co-operation exists in all parts of life and is an integral part of every success. The development of team cohesion is one of the most difficult tasks facing every coach. According to Tutko and Tosi (1976) before true team cohesion can exist, the following conditions should prevail: the players and the coach must appreciate the

value of each individual to the team, each team member must be willing to communicate and work towards understanding others, as well as helping others to understand him or her, the presence of the genuine feeling that the player is a member of the team and that his or her feelings are recognised, there should be a common belief in the team philosophy and the plans they must follow to achieve their goals, the need of every player to feel that he or she is being treated as fairly as possible and that he or she is being given an opportunity to display and develop his or her talents to the maximum. Top competitive sport is the most disputable part of the whole sport sphere regarding the disabled and their participation. The demonstration of power and abilities is common in sport generally and specifically in the sport for the disabled. When the intrinsic experience of sport is analysed, it is noted that the physically disabled also wish to prove themselves, they have an intense desire for achievement, they want to attract attention, etc. (Vute, 1992).

Self-awareness is the first step towards being in better control of your own game. The coach is generally seen as an expert who prepares other people for special situations. Kozel (1993) from the German Coaches Academy in Cologne pointed out that in the sports sector we associate the term coach with the voluntary sports instructor, the physical education teacher, and the professional coach in competitive and top competitive sport. The diversity of the tasks to be performed by a coach in his capacity as the central reference person of the athlete becomes clear if you consider the great number of influences which the athlete is exposed to. The coach, therefore, is not only responsible for his player in technical terms but, due to his pedagogical, psychological and organisational capabilities, must also be capable of influencing players' development. Studies and experience indicate that successful coaches show a greater ability to communicate, to interpret individual sensations, experiences, intuitions, a more effective leadership style, a good ability to take the other's standpoint. A coach's high potential is also determined by creativity, ability to improvise, supported by a strong theoretical, methodological and statistical knowledge base. Madella, Mano, Beccarini, Carbonaro and Cei (1994) and Tušák (1994) find characteristic elements which have determined successful coaches in basketball. The coaches themselves named the importance of professionalism, discipline, pedagogical knowledge, consistency, authority, equitability, justice, honesty and diligence, with the ability to communicate well, and also to be strict, inventive and persistent. A coach's philosophy has always had a strong effect on players, irrespective of the type of sport.

THE MAIN AIM AND GOALS

The main aim of this investigation was to obtain basic information about coaches' self-perception of those personal characteristics which determine the coaching of top level volleyball for the disabled. The paper analyses responses of national teams' coaches in order to:

- present coaches' backgrounds linked to volleyball for the disabled,
- identify personal characteristics that coaches possess and value as a strong side of their coaching volleyball for the disabled,
- identify personal characteristics with low scores on each coach's self-perception list,
- find out how coaches in volleyball for the disabled experience an ideal coach, according to their personal characteristics,
- find out which personal characteristics, important for coaching volleyball for the disabled, of a real as well as an ideal coach, show statistically significant differences.

The findings about coaches' self-perception will help to in the creation of educational programmes for coaches and teachers involved with sport for the disabled and particularly make volleyball for the disabled more efficient and credible.

METHODS

The research sample consisted of 32 coaches of national teams in volleyball for the disabled, which included sitting volleyball teams for men, sitting volleyball teams for women and standing volleyball teams for men. Among the respondents were 5 women coaches. The authors of the survey believed that this sample represented typical top level volleyball for the disabled and was suitable for research purposes. Data was gathered during the European Championship in Sitting Volleyball for Women, the European Championship in Sitting Volleyball for Men and the World Cup in Standing Volleyball for Men, and were completed in 2003. National teams' head coaches and assistant head coaches included in the survey were from the Netherlands (NED, 4 coaches), Finland (FIN, 3), Poland (POL, 2), Slovenia (SLO, 2), Germany (GER, 4), Croatia (CRO, 2), the Ukraine (UKR, 2), Hungary (HUN, 1), Russia (RUS, 1), Norway (NOR, 1), Bosnia and Hercegovina (BIH, 2), Latvia (LAT, 2), Lithuania (LIT, 1), Cambodia (CAM, 1), the United States of America (U.S.A., 1), Australia (AUS, 1), Slovakia (SVK, 1) and Greece (GRE, 1).

The CSPL-TT94 List (Coach Self-perception List, Tušák & Tušák, 1994) consists of 26 items about coaches' personal qualities important for successful coach-

ing. A seven point scale from 0 to 6 was introduced to obtain coaches' levels of self-perception and ideal personal characteristics. Number six on the scale was the strongest. Participants were asked to judge themselves as a coach and also choose what their ideal coach would be like. Evaluated variables covered the following characteristics:

1) punctuality, 2) discipline, 3) self-control, 4) creativity, 5) motivation, 6) concentration, 7) self-confidence, 8) flexibility, 9) democracy, 10) individualism, 11) efficiency, 12) love of order, 13) self-improvement, 14) independence, 15) tendency to dominate, 16) Ability to admit mistakes, 17) consistency, 18) systematic thinking, 19) self-trust, 20) anxiety, 21) quietness, 22) self-respect, 23) emotional stability, 24) Aggressiveness, 25) authority, 26) responsibility.

Descriptive statistics were conducted to examine aspects of coaches' backgrounds important for their involvement in volleyball for the disabled: gender, age groups, coaching experience with national teams, professional background, greatest coaching success, and previous experiences with coaching able-bodied teams. Five female respondents were also considered as coaches. Mean scores and standard deviations for each item on each coach's self-perception list were calculated for the total sample of coaches. The T-test procedure was used to determine differences in personal characteristics between the questioned coaches for volleyball for the disabled and an ideal coach. Statistically significant differences were reported according to mean rank scores. For statistical interpretation we used the SPSS 9.0 for Windows programme.

RESULTS AND DISCUSSION

Coaches' backgrounds in volleyball for the disabled

A short overview shows us that the total of 32 participating coaches come from 18 countries, which are all members of the World Organisation of Volleyball for the Disabled. This organisation is, among others, responsible for running international championships. Countries like Germany, the Netherlands, Finland, Poland and Slovenia have national teams in various forms of volleyball for the disabled. Sitting volleyball for men, sitting volleyball for women and standing volleyball for men are considered to be volleyball for the disabled. The gender distribution of coaches of national teams (15.6% women, 84.4% men) help us identify the fact that men predominate in elite volleyball for the disabled. With sitting volleyball for women entering the international scene, which includes a first appearance at the Athens 2004 paralympic tournament, we may get new opportunities for female coaches. One major problem for female

coaches is that it is seen from the male point of view. Successful women coaches are likely to be those who adopt male styles of coaching. There are some indications that a more democratic style, which is favoured by many women, produces equally good results, if such a style is not rejected. Age groups of coaches included in the research project were: up to 25 years (1 coach, 3.1%), 26–35 years (9 coaches, 28.1%), 36–45 years (11 coaches, 34.4%), 46–55 years (5 coaches, 15.6%) and 56 or more years (6 coaches, 18.8%). Most coaches belong to the 26–35 years age group and the 36–45 years age group, which represents in total 62.5% of all coaches. The number of coaches in the last age group confirms that age is not a serious obstacle for coaching top volleyball for the disabled teams. In a competitive sport, a successful coach is determined primarily by results, regardless of his or her age. Previous coaching experiences with volleyball for the disabled national teams were divided into six categories: up to 1 year experience (4 coaches, 12.5%), 1–2 years (10 coaches, 31.3%), 3–4 years (6 coaches, 18.8%), 5–6 years (2 coaches, 6.3%), 7–8 years (2 coaches, 6.3%) and more than 9 years of experiences (8 coaches, 25%). The possibility of gaining experience in coaching national teams in volleyball for the disabled depends on a number of circumstances. Sport for the disabled has increased in popularity in the last decade, particularly with its positioning within the regular Olympic movement. Coaches are challenged by an attractive sport option and by the possibility of fulfilling their own personal ambitions as well. Nomination for the National team's head coach depends also on the acceptance of conditions between National Federations responsible for volleyball for the disabled and candidates for the head coach position who are, in principle, volunteers.

Coaches' professional backgrounds were designated within three groups: physical education teachers (17 coaches, 53.1%), other teaching professions (2 coaches, 6.3%) and all other professions (13 coaches, 40.6%). Physical education teachers dominate as a professional group among coaches in elite volleyball for the disabled. The respected John Wooden, former UCLA basketball coach (Wooden, 1988), expressed his view on the teaching – coaching subject: "When I was coaching I always considered myself a teacher. Teachers tend to follow the laws of learning better than coaches who do not have any teaching background. A coach is nothing more than a teacher. I used to encourage anyone who wanted to coach to get a degree in teaching so they could apply those principles to athletics."

As coaches' greatest success, we recognise medals won in three major sport events: paralympic games (6 coaches, 18.8%), world championships (4 coaches, 12.5%) and continental championships (6 coaches, 18.8%), in the fourth category were coaches without

any of these medals (16 coaches, 50.0%). Half of the coaches of national teams possess medals from some of those major competitions, while the other half of them are still looking for the opportunity to win them.

The first step for players and their coaches is to qualify for such an event. Qualification for major events, where paralympic qualifications are the most selective and demanding, end many athletes' and coaches' dreams of glory. Positive answers about coaching experiences

with able-bodied teams come from 23 coaches (71.9%), while 9 of them (28.1%) do not have such experiences. Experiences with coaching able-bodied volleyball teams by many of today's coaches of volleyball for the disabled indicate where they have learned and mastered their skills. Volleyball for the disabled enjoys the benefits of such coaches' experiences. Additional knowledge about disability specifics and sport adaptations is necessary for safe and successful coaching of volleyball for the disabled.

TABLE 1

Coaches' self-perception and their perception of an ideal coach (a = real coach, b = ideal coach)

Item	Personal characteristics	Minimum	Maximum	Mean	Std. deviation
1a	Punctuality	3	6	4.34	.827
1b		3	6	5.34	.787
2a	Discipline	2	6	4.56	.982
2b		3	6	5.37	.871
3a	Self-control	3	6	4.53	.983
3b		4	6	5.75	.508
4a	Creativity	2	6	4.41	1.214
4b		4	6	5.62	.751
5a	Motivation	3	6	5.13	.942
5b		5	6	5.78	.420
6a	Concentration	3	6	4.53	.983
6b		4	6	5.69	.535
7a	Self-confidence	3	6	4.91	.893
7b		4	6	5.59	.560
8a	Flexibility	3	6	4.69	1.091
8b		4	6	5.53	.671
9a	Democracy	3	6	4.56	1.076
9b		2	6	4.78	1.408
10a	Individualism	1	6	3.87	1.362
10b		1	6	4.47	1.414
11a	Efficiency	2	6	4.56	1.105
11b		3	6	5.31	.780
12a	Love of order	1	6	4.38	1.408
12b		1	6	4.94	1.343
13a	Self-improvement	1	6	4.34	1.153
13b		1	6	5.16	1.273
14a	Independence	2	6	4.66	1.125
14b		3	6	5.13	1.040
15a	Tendency to dominate	2	6	4.13	1.129
15b		2	6	4.84	1.139
16a	Ability to admit to having made mistakes	2	6	4.63	1.129
16b		2	6	5.50	.880
17a	Consistency	2	6	4.53	1.164
17b		3	6	5.63	.751
18a	Systematic thinking	3	6	4.50	.916
18b		2	6	5.47	.842
19a	Self-trust	3	6	4.75	1.107
19b		2	6	5.53	.842

20a	Anxiety	1	6	3.22	1.755
20b		0	6	2.84	1.919
21a	Quietness	2	6	4.00	1.295
21b		2	6	4.87	1.289
22a	Self-respect	3	6	4.91	.928
22b		3	6	5.59	.756
23a	Emotional stability	2	6	4.53	1.107
23b		2	6	5.34	.937
24a	Aggressiveness	0	6	3.22	1.385
24b		0	6	3.34	1.619
25a	Authority	1	6	4.28	1.301
25b		1	6	5.19	1.378
26a	Responsibility	3	6	5.12	.976
26b		4	6	5.75	.508

Coaches' self-perceptions shows us that the strong side of their personal characteristics important for coaching volleyball for the disabled, expressed by the highest mean scores, lies in motivation (mean score 5.13), responsibility (5.13) and self-confidence (4.91). The lowest mean scores in coaches' self-perceptions belong to the personal characteristic of anxiety (3.22), aggressiveness (3.22) and individualism (3.88). Items with the highest mean scores, according to coaches' perceptions of an ideal coach, were identified as motivation (5.78), responsibility (5.75) and self-control (5.75). The ideal coach gets the lowest scores in anxiety (2.84), aggressiveness (3.34) and individualism (4.47). Differences were always expressed in the direction towards the higher value of an ideal coach. The reverse situation was only noted in the anxiety item. Practical experience show us that successful coaches are generally persons lacking fear and who have an expressed lower level of anxiety.

Motivation, responsibility and self-confidence show the highest mean scores of personal characteristics evaluated by coaches. Maximising performance of the many specific skills of volleyball for the disabled is the unique role of the coach. To do so, motivational efforts are essential and, according to the questioned coaches, they possess such capabilities. Group dynamics has been proven as a very efficient tool in the hands of an experienced and motivated coach. A motivated coach provides better chances for success for both athletes and coaches. Responsibility seems to grow together with the coach in the position of the national team coach. Confidence is built through success in competitions and in their recognition. Coaches' confidence is enhanced when they know they are performing well and this depends on players' efforts and accomplishments. Confidence is a belief in one's own ability, and means accepting challenges that test limits. All three highly scored characteristics play an important role in each coach's performance and have direct influence on play-

ers' achievements. They also express expectations that an ideal coach should be very strong in motivation as well as a highly responsible person and be able to control himself in complex top sport conditions. Existing qualities should be upgraded in ideal circumstances into perfection. Fear and anxiety get low scores as a result of the fact that the mentioned personal characteristics do not determine successful coaching. The lack of fear and anxiety in a coach brings his or her team more chances to win the game or tournament, but also risks. Anxiety can hamper development and affect the coach's overall attitude towards the game, and make players stop trying. A posture of aggressiveness shows us that a winning at all costs philosophy, in volleyball for the disabled, is not yet predominant. Individualism is considered to be less exposed, but strong enough that we should be aware of its presence in volleyball for the disabled.

Although these personal characteristics are important contributors to coaching success, other aspects of coach and player relations must also be taken into consideration. Coaches participating in the actual research expressed that self-perception and the perception of an ideal coach are very much on the same perception line with expected differences favouring an ideal coach. Results indicated that the coaches of national teams in volleyball for the disabled fully believed in their competence. The way that coaches see their own qualities and expectations in ideal circumstances, there is no need for reorganisation aspirations of their personal characteristics, just the need to be upgraded toward the imagined ideal level.

Statistically important differences between a real and an ideal coach

With the help of the T-test procedure, we identified statistically important differences between marks of coaches' self-perception and marks of their perception of an ideal coach. A higher value of the mean scores

also determine a higher level of the expressed personal characteristics. In twenty out of twenty-six personal characteristics important for coaching volleyball for the disabled, we found statistically important differences (on the significant level of 0.05). Those personal characteris-

tics were: punctuality, discipline, self-control, creativity, motivation, concentration, self-confidence, flexibility, efficiency, self-improvement, tendency to dominate, ability to admit to mistakes, persistence, systematic thinking, self-trust, quietness, self-respect, emotional stability, authority and responsibility.

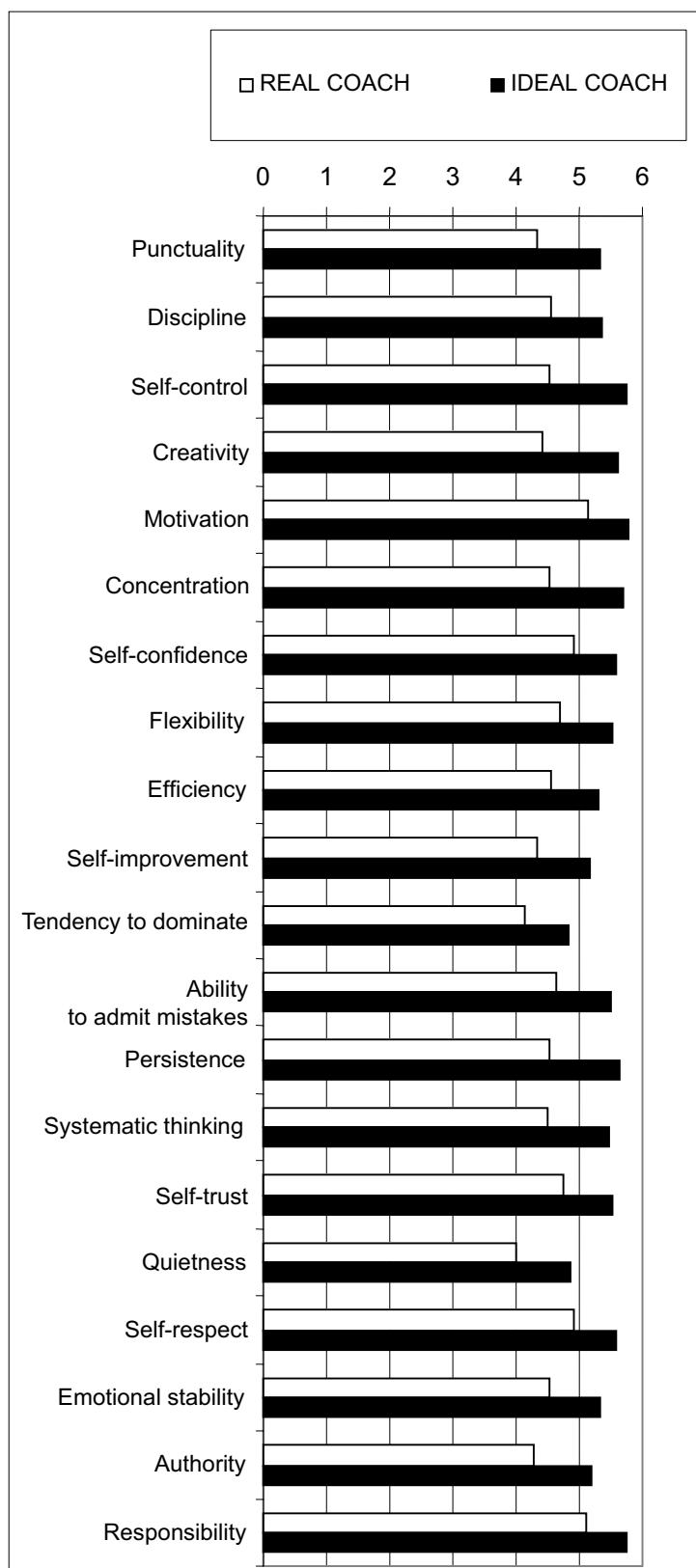
TABLE 2

Statistically significant differences between a real and an ideal coach (a = real coach, b = ideal coach)

Paired Differences									
Pair	Personal characteristics	95% Confidence interval of the difference					T- value	Df	Sig. (2-tailed)
		Mean	Std. deviation	Std. error mean	Lower	Upper			
Pair 1	1a-1b	-1.00	.842	.149	-1.30	-.70	-6.715	31	.000
Pair 2	2a-2b	-.81	.821	.145	-1.11	-.52	-5.601	31	.000
Pair 3	3a-3b	-1.22	1.008	.178	-1.58	-.86	-6.843	31	.000
Pair 4	4a-4b	-1.22	1.157	.204	-1.64	-.80	-5.961	31	.000
Pair 5	5a-5b	-.66	.865	.153	-.97	-.34	-4.289	31	.000
Pair 6	6a-6b	-1.16	.954	.169	-1.50	-.81	-6.855	31	.000
Pair 7	7a-7b	-.69	.780	.138	-.97	-.41	-4.984	31	.000
Pair 8	8a-8b	-.84	.987	.175	-1.20	-.49	-4.834	31	.000
Pair 9	9a-9b	-.22	1.039	.184	-.59	.16	-1.191	31	.243
Pair 10	10a-10b	-.59	1.214	.215	-1.03	-.16	-2.766	31	.009
Pair 11	11a-11b	-.75	1.016	.180	-1.12	-.38	-4.176	31	.000
Pair 12	12a-12b	-.56	1.366	.242	-1.06	-.07	-2.329	31	.027
Pair 13	13a-13b	-.81	1.061	.188	-1.19	-.43	-4.333	31	.000
Pair 14	14a-14b	-.47	1.164	.206	-.89	-.05	-2.279	31	.030
Pair 15	15a-15b	-.72	1.114	.197	-1.12	-.32	-3.650	31	.001
Pair 16	16a-16b	-.88	1.008	.178	-1.24	-.51	-4.910	31	.000
Pair 17	17a-17b	-1.09	.995	.176	-1.45	-.73	-6.215	31	.000
Pair 18	18a-18b	-.97	1.332	.235	-1.45	-.49	-4.115	31	.000
Pair 19	19a-19b	-.78	1.039	.184	-1.16	-.41	-4.253	31	.000
Pair 20	20a-20b	.38	1.289	.228	-.09	.84	1.646	31	.110
Pair 21	21a-21b	-.88	1.100	.194	-1.27	-.48	-4.500	31	.000
Pair 22	22a-22b	-.69	.780	.138	-.97	-.41	-4.984	31	.000
Pair 23	23a-23b	-.81	1.120	.198	-1.22	-.41	-4.104	31	.000
Pair 24	24a-24b	-.13	1.362	.241	-.62	.37	-.519	31	.607
Pair 25	25a-25b	-.91	1.118	.198	-1.31	-.50	-4.587	31	.000
Pair 26	26a-26b	-.63	.793	.140	-.91	-.34	-4.458	31	.000

TABLE 3

Graphic presentation of statistically significant differences of coaches' self-perception and perception of an ideal coach



Mean scores:

- punctuality: coach (4.34) – ideal coach (5.34),
- discipline: coach (4.56) – ideal coach (5.37),
- self-control: coach (4.53) – ideal coach (5.75),
- creativity: coach (4.41) – ideal coach (5.62),
- motivation: coach (5.13) – ideal coach (5.78),
- concentration: coach (4.53) – ideal coach (5.69),
- self-confidence: coach (4.91) – ideal coach (5.59),
- flexibility: coach (4.69) – ideal coach (5.53),
- efficiency: coach (4.56) – ideal coach (5.31),
- self-improvement: coach (4.34) – ideal coach (5.16),
- tendency to dominate: coach (4.13) – ideal coach (4.84),
- ability to admit mistakes: coach (4.63) – ideal coach (5.50),
- persistence: coach (4.53) – ideal coach (5.63),
- systematic thinking: coach (4.50) – ideal coach (5.47),
- self-trust: coach (4.75) – ideal coach (5.53),
- quietness: coach (4.00) – ideal coach (4.87),
- self-respect: coach (4.91) – ideal coach (5.59),
- emotional stability: coach (4.53) – ideal coach (5.34),
- authority: coach (4.28) – ideal coach (5.19),
- responsibility: coach (5.12) – ideal coach (5.75).

A coach's philosophy will have a strong effect on players of volleyball for the disabled. Sport gives participants an opportunity to learn, to co-operate, to become more independent, etc. Pedagogical and psychological aspects of coaching should be part of any systematic training programme. A healthy philosophy of winning is, for many, the most important factor to look for in a coach for disabled athletes. Top volleyball for the disabled demands qualified and experienced coaches to be ready to deal with all the complexity of disability specifics. The safety of athletes should always be a priority. Enthusiastic leaders generate an atmosphere which motivates players to train harder and play better. Communication skills are known to increase coaching effectiveness, especially if coaches are prepared to listen to their athletes. Ruling with authority does not necessarily assure a team's success and is not very popular among the top level players. A coach who shows self-control is likely to be more effective, while a coach who loses his temper and screams at players and officials also loses his or her own authority. An inside view into coaches' self-perception and their perception of an ideal coach enable us to better understand the coaching process of volleyball for the disabled. It could also inspire coaches to look more closely at themselves and their coaching of volleyball for the disabled.

CONCLUSION

This study attempted to answer the basic questions concerning coaches of volleyball for the disabled: their self-perception, their perception of an ideal coach, and statistically significant differences among the mentioned categories. The backgrounds of coaches explain some details of their patterns of involvement with volleyball for the disabled. Gender distribution of coaches of national teams (15.6% women, 84.4% men) identify that men predominate in elite volleyball for the disabled. Most coaches belong to the 26–35 years age group and the 36–45 years age group, which means in total 62.5% of all coaches. In competitive sport, a successful coach is determined primarily by results, irrespective of his or her age. A nomination for National team head coach depends on various conditions, where coaches are, in principle, volunteers. Physical education teachers dominate as a professional group among coaches in elite volleyball for the disabled. Half of the coaches of National teams possess medals from major competitions, while the other half of them still are looking for the opportunity to win paralympic, world or continental championship medals. Experiences with coaching able-bodied volleyball teams by many of today coaches of volleyball for the disabled indicate their coaching background. Coaches' self-perception shows us that the strong side of their personal characteristics important for coaching volleyball for the disabled lies in motivation (mean score 5.13), responsibility (5.13) and self-confidence (4.91), while the lowest scores belong to anxiety (3.22), aggressiveness (3.22) and individualism (3.88). An ideal coach is outstanding in motivation (5.78), responsibility (5.75) and self-control (5.75) with low scores in anxiety (2.84). Practical experience indicates that successful coaches are generally persons lacking fear who have an expressed lower level of anxiety. In twenty out of twenty-six personal characteristics important for coaching volleyball for the disabled, we found statistically important differences (significant level = 0.05): punctuality, discipline, self-control, creativity, motivation, concentration, self-confidence, flexibility, efficiency, self-improvement, tendency to dominate, ability to admit mistakes, persistence, systematic thinking, self-trust, quietness, self-respect, emotional stability, authority and responsibility.

Coaches in volleyball for the disabled do a fine job and have the well-being of their disabled athletes as their primary goal. Some programmes of volleyball for the disabled are possible only because of devoted volunteers in the position of coaches. Although many do not have optimal conditions for their coaching, they compensate it with efforts to do the best for volleyball for the disabled teams. To provide extensive feedback to coaches on their interactions with situations arising in connection with volleyball for the disabled, based on data collected during top level competitions, we intend to encourage

coaches to learn more about themselves and their coaching performance. Coaches' self-evaluation results could provide useful guidance for their self-teaching corrections. Athletes with disabilities, including disabled volleyball players, will benefit from better qualified coaches. The World Organisation of Volleyball for the Disabled intends to put more effort into encouraging national volleyball for the disabled organisations and other interested parties to join coaching education programmes. Even top level coaches, through refresher courses, can become more confident and more enthusiastic in their training seasons. The present evaluation is a small step towards better understanding of coaches and the coaching process of volleyball for the disabled.

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SEBEPERCEPCE TRENÉRŮ NÁRODNÍHO VOLEJBALOVÉHO TÝMU POSTIŽENÝCH (Souhrn anglického textu)

Príspevek se pokúsí odpovedať na základné otázky týkajúce sa trenérů volejbalu pro postižené: jejich sebe-

percepce, jejich vnímání ideálního trenéra, a statisticky zachytit významnost rozdílů mezi těmito dvěma kategoriemi.

Výzkumný vzorek se skládal ze 32 trenérů národních volejbalových týmů tělesně postižených. Data byla shromážděna během Mistrovství Evropy žen ve volejbalu v sedě, Mistrovství Evropy mužů ve volejbalu v sedě a Světového poháru mužů ve volejbalu vstoje. Sběr dat byl dokončen v roce 2003. Inventář CSPL-TT94 (Seznam sebepercepce trenérů) se skládá z 26 položek, týkajících se osobních kvalit trenérů, které jsou důležité pro úspěšné trénování týmů. Sedmibodová stupnice od 0 do 6 umožňuje získat informace o úrovni sebepercepce trenérů a jejich ideální charakteristiky. Sebepercepce trenérů ukazuje, že silná stránka jejich osobních charakteristik důležitých pro trénování volejbalu pro postižené je v jejich motivaci, zodpovědnosti a sebedůvěře, zatímco charakteristiky jako úzkost, starost, agresivita a individualismus měly nižší bodové hodnocení. Ideální trenér je vynikající v motivaci, zodpovědnosti a sebeovládání s malou úzkostí.

Mezi 20 z 26 osobních charakteristik důležitých pro trénování volejbalu pro postižené jsme našli statisticky významné rozdíly.

Prezentované poznatky jsou významné pro ty, kteří jsou zapojeni v tréninku vrcholových volejbalistů s postižením a pokouší se vytvořit lepší klima sportujícím osobám s postižením.

Klíčová slova: trénování, sebepercepce, soutěživý sport, volejbal pro postižené.

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