

Cognitive Flexibility of Football Coaches from the Standpoint of Iraqi Premier League Players

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Abstract

The purpose of this paper is to building a measure of cognitive flexibility for football coaches from the standpoint Iraqi Premier League players, and identifying the cognitive flexibility of football coaches from the standpoint of Iraqi Premier League players. The researchers used the descriptive approach using the survey method and the correlational relationships that are appropriate to the nature of the research objectives, as it is the most appropriate approach to the nature of the current research problem. The research community was determined by the players of the Iraqi Premier League, which numbered (598) players distributed over (20) clubs the research sample was chosen randomly, and the research sample was distributed as follows: The sample of the exploratory experiment included (30) players, with a percentage of (5.01%) of the research community; They were selected in a simple random way by lottery method, and it included (150) players, with a percentage of (25.08), and it included (100) players, with a percentage of (16.72) from the research community. One of the most important results reached by the researcher is that: The scale that was built proved its importance and achieved positive results, football coaches have the capacity for cognitive flexibility, and football coaches have the ability to make informed decisions in the field of their profession, and the coaches take responsibility for their actions and decisions within the club. One of the most important recommendations recommended by the researchers is that: Work to remove all obstacles that prevent the development of the level of cognitive football coaches, and adopting the cognitive flexibility scale as objective tools for the cognitive flexibility of football coaches.

Keywords: cognitive flexibility, coaches, football.

Introduction:

A coach who has difficulty with cognitive flexibility tends to stumble or persevere in a certain task or a certain way of dealing with the task, so when the coach performs a task, whether in the training process or in competitions, the coach's behavior needs to adapt to the environmental conditions surrounding him because this will facilitate The process of communicating information in a flexible and free of complexity, and these conditions continue to change with the development of the task, and here the coach needs to restructure his Cognitive in order to effectively interpret the new situation and the requirements of the new task towards the players in delivering information in a simpler way, and that it is necessary and necessary for the coach to provide Cognitive Players have different interpretations and multiple mental standpoint , and presenting them in a different way is better than presenting them in one way.

The behavior of the coach and his ability to have full cognitive flexibility in dealing with the players and not in a specific situation, and we notice the change in behavior as a result of the situation, as it is directly related to the cognitive awareness and the coach's perseverance in seeking Cognitive did not occur to many workers in the field of sports training for football The size and speed of development taking place in the tactical aspects of the players' movements and the extent to which the player applies the coach's philosophy and ideas. And that not taking responsibility in the event of loss or failures that occur may be a result of the pressure that the coach is exposed to, or perhaps the cognitive and cultural aspect of the coach; As well as the decline in the technical level stemming from the pressure of the tactical side or reliance on the classic tactical methods, which have become one of the alphabets of modern football, which is due to the ability of the coach to adapt the players to the tactical aspects and how to integrate the players as well, as well as the weak link

at any moment that excludes the coach; After examining the researcher about the Premier League in football and the failures that occurred and discussing some coaches and federation officials and expressing their opinion as well as interviewing some Iraqi club players, it was found that there are some failures of club coaches in their lack of cognitive flexibility of the results reached by the teams in terms of level and failures within the same team. Consequently, the Cognitive and awareness of the coach and the flexibility of this Cognitive affected the relationship of those results to the coach towards the team and the results he reached at the level of all clubs.

Research objective:

- Building a measure of cognitive flexibility for football coaches from the Iraqi Premier League players' standpoint
- Identifying the cognitive flexibility of football coaches from the standpoint of Iraqi Premier League players.

Research methodology and field procedures:

Research Methodology:

The researchers used the descriptive approach using the survey method and the correlational relationships that are appropriate to the nature of the research objectives, as it is the most appropriate approach to the nature of the current research problem.

Community and sample research:

The research community was determined by the players of the Iraqi Premier League, which numbered (598) players distributed over (20) clubs the research sample was chosen randomly, and the research sample was distributed as follows: The sample of the exploratory experiment included (30) players, with a percentage of (5.01%) of the research community; They were selected in a simple random way by lottery method, and it included (150) players, with a percentage of (25.08), and it included (100) players, with a percentage of (16.72) from the research community, as shown in Table (1).

Table (1) shows the distribution of the research sample

Clubs	Community	Exploratory sample	Building sample	Application sample
Al Shorta	32	7	8	5
Al-Zawra	31	7	8	5
Air Force	32	7	8	5
Talaba	28	5	7	5
Karkh	27	4	7	5
Electricity	29	-	7	5
Oil	31	-	8	5
Al-sinaa	33	-	8	5
Najaf	30	-	8	5
Al-Wasat Oil	28	-	7	5
Basra Oil	33	-	8	5
Missan Oil	30	-	7	5
Karbala	27	-	7	5
Diwanayah	28	-	7	5
Qassem	26	-	7	5
Zakho	30	-	7	5

Newroz	31	-	8	5
Erbil	32	-	8	5
Duhok	33	-	8	5
Alhudood	27	-	7	5
Total	598	30	150	100

Field research procedures:

Scale-building procedures for cognitive flexibility.

Whereas the research is interested in exploring the opinion of football players of the Iraqi Premier League about the cognitive flexibility of football coaches; It required the Building of two scales of cognitive flexibility and a sample to obtain a scale that has both psychometric characteristics; So the researcher followed the scientific steps to build the scale.

Determine the phenomenon to be measured

Through the problem of the current study, the researchers were able to identify the variables of the study, which were the cognitive flexibility of football coaches in the Iraqi Premier League.

Purpose of building the scale

Determining the purpose of building the scale depends on the goal for which it is indicated, and this step is one of the most important steps because it allows the researchers to collect the basic ideas on which it is based and that the objectives of the current research

was able to build a scale and cognitive flexibility among football coaches for the Iraqi Premier League.

Identifying scale fields

After defining the fields of the scale and after reviewing the scientific sources and references, studies related to the subject of the study, and personal interviews with some experts and specialists in the field of sports psychology; The researcher prepared a questionnaire that included (5) fields of cognitive flexibility; It was presented to a group of experts and specialists to determine the validity of the domains. After collecting the data, the (Chi-2) test was used to indicate the validity of the domains. The results resulted in the nomination of (3) domains of cognitive flexibility; As shown in Table (2), this type of validity is represented by the researcher presenting the items of his scale, its alternatives, and its instructions to a group of arbitrators who are characterized by experience that enables them to judge the validity of the items of the scale in measuring the variable to be measured (Al-Kubaisi .2010)

Table (2) shows the validity of the fields of the cognitive flexibility scale

Fields	Validity	Invalidity	(Chi-2) value calculated	Level Sig	Type Sig
love of Cognitive	4	11	1.084	0.359	Sig
Information analysis	15	Zero	15.000	0.000	Sig
Generating alternatives	15	Zero	15.000	0.000	Sig
Self-Cognitive	14	1	11,24	0.000	Sig
Cognitive interpretation	6	9	1.231	0.285	Sig

Identifying scale Paragraphs:

After defining the scale statements; the researchers looked at the scientific sources and references and conducted personal interviews with experts and

specialists in the field of sports psychology in order to obtain information that helps the researchers in formulating the scale statements and learn about the nature of the situations they contain and the way the phrases are formulated; The researchers formulated the expressions of the cognitive flexibility scale drafting The researchers took into account the clarity

and ease of the content of the paragraphs and the lack of differences between individuals in their interpretation. After that, it was presented to a linguistic expert (Dr. Huda Shamel); (30) phrases for the cognitive flexibility scale distributed over the scopes of the scale, as shown in Table (3).

Table (3) shows the number of phrases distributed on the domains of the cognitive flexibility scale

No.	Fields	Paragraphs
1	Information analysis	10
2	Generating alternatives	9
3	Self-Cognitive	11

The researchers used the five-point Likert method. It is one of the common methods in answering the scale phrases because it is characterized by the following:

- Ease of use
- It reduces the degree of guesswork
- It is considered one of the best methods for predicting the phenomenon (Al-Hilali 1997).

Key to correcting scale statements

The researchers adopted the five-point scale as a key to correcting the expressions, as the calculation of the weights of the phrases was from (1-5) according to five alternatives, and thus the degree became between (30-150) and with a hypothetical mean of (90).

Exploratory experience

After the scale is ready for application; The two researchers conducted the exploratory experiment, which is a mini-experiment similar to the main experiment (Wajih 2001). This is to identify the clarity of the phrases in the research sample; In addition to knowing the effectiveness of the alternatives to the answer and identifying the efficiency of the supportive work team; As the researcher conducted his exploratory experiment for the two scales, with the help of the assistant work team, on a sample of (10) football players; On 6/11/2022 Sunday to 25/1/2023 Wednesday, the average response time was calculated as (15) minutes.

Apply the scale to the Building sample

The two researchers applied the scale in its initial form to the building sample in order to analyze the sample's

responses statistically for the period from 9/2/2023 Thursday to 3/4/2023 Monday; The two measures were applied to a sample of (150) football players in the Iraqi Premier League.

Statistical analysis of phrases:

First: discriminatory ability

The discriminatory ability has a role in recognizing the ability of the expressions of the scale to distinguish between the subjects, by distinguishing between the individuals who get high scores from the individuals who get low scores in the measured trait. In order to identify the discriminatory ability of the scale phrases, then arrange the results of the examinees' scores on each phrase in ascending order, and then two peripheral groups (27%) were chosen from the total sample that was measured. A senior group represented by individuals with the highest scores; and a lower group represented by individuals who obtained the lowest grades (-Emadi and Al-Darabea .2003) and after calculating this percentage from the building sample of (150) players, the number of members of the upper group became (27) players and the number of escapees in the lower group (27) players; The arithmetic mean and standard deviation were calculated for the scores of the two groups, and then the second test was applied for independent samples to identify the differences between the upper and lower groups, and the extent to which the expressions were distinguished between the upper and lower groups. As shown in Table (4)

Table (4) shows the discriminatory ability of the cognitive flexibility scale

No. Paragraphs	Lower group		Upper group		T value calculated	Level Sig	Type Sig
	Mean	standard deviation	Mean	standard deviation			
1	1.27	0.524	3.17	0.489	21.592	0.000	Sig
2	2.33	0.545	4.79	0.432	22.568	0.000	Sig
3	2.44	0.516	4.84	0.489	21.428	0.000	Sig
4	2.25	0.599	4.53	0.486	18.842	0.000	Sig
5	2.22	0.516	4.88	0.489	23.75	0.000	Sig
6	2.12	0.511	3.44	0.479	11.891	0.000	Sig
7	1.77	0.486	3.72	0.538	17.105	0.000	Sig
8	2.10	0.458	4.32	0.598	18.655	0.000	Sig
9	2.03	0.489	4.81	0.515	24.821	0.000	Sig
10	2.05	0.564	3.82	0.488	15.128	0.000	Sig
11	2.10	0.446	3.92	0.454	18.200	0.000	Sig
12	2.13	0.536	4.79	0.430	24.629	0.000	Sig
13	2.39	0.599	4.02	0.486	13.471	0.000	Sig
14	1.74	0.556	4.78	0.474	26.434	0.000	Sig
15	2.39	0.442	4.13	0.456	17.400	0.000	Sig
16	2.18	0.524	3.64	0.489	12.920	0.000	Sig
17	2.21	0.432	4.11	0.545	17.431	0.000	Sig
18	2.38	0.486	4.25	0.599	15.454	0.000	Sig
19	2.22	0.479	3.95	0.511	15.585	0.000	Sig
20	2.15	0.598	4.08	0.458	16.218	0.000	Sig
21	2.11	0.488	3.95	0.564	15.726	0.000	Sig
22	2.28	0.536	4.16	0.431	17.407	0.000	Sig
23	2.14	0.474	4.42	0.555	19.826	0.000	Sig

24	2.31	0.489	4.36	0.516	18.303	0.000	Sig
25	1.95	0.486	3.68	0.538	15.175	0.000	Sig
26	2.17	0.515	4.29	0.489	18.928	0.000	Sig
27	2.35	0.454	3.88	0.446	15.300	0.000	Sig
28	2.29	0.599	4.14	0.486	15.289	0.000	Sig
29	2.32	0.456	4.07	0.442	17.500	0.000	Sig
30	2.02	0.479	4.22	0.511	19.819	0.000	Sig

Second: internal consistency

According to this, the two researchers calculated the consistency coefficient by using the simple correlation between the degree of the expression and the degree of the axis as a whole on the statistical analysis sample (the building sample); And calculating the correlation

coefficient between the score of the axis and the score of the scale as a whole and calculating the correlation coefficient between the score of each phrase and the total score of the scale; When comparing the values of (sig) with the level of significance 0.05, it was found that all values were statistically significant as shown in table (5)

Table (5) shows the values of the correlation coefficient between the score of the axis and the total score of the cognitive flexibility scale

Fields	Correlation coefficient	Level Sig	Type Sig
Information analysis	0.757	0.000	Sig
Generating alternatives	0.821	0.000	Sig
Self-Cognitive	0.806	0.000	Sig

Significant when the significance value < 0.05

Table (6) shows the values of the correlation coefficients between the phrases and the total score of the scale

No. Paragraphs	Correlation coefficient	Level Sig	Type Sig	No. Paragraphs	Correlation coefficient	Level Sig	Type Sig
1	0.723	0.000	Sig	16	0.832	0.000	Sig
2	0.777	0.000	Sig	17	0.841	0.000	Sig
3	0.895	0.000	Sig	18	0.855	0.000	Sig
4	0.821	0.000	Sig	19	0.880	0.000	Sig
5	0.792	0.000	Sig	20	0.862	0.000	Sig

6	0.712	0.000	Sig	21	0.817	0.000	Sig
7	0.866	0.000	Sig	22	0.839	0.000	Sig
8	0.705	0.000	Sig	23	0.853	0.000	Sig
9	0.816	0.000	Sig	24	0.701	0.000	Sig
10	0.804	0.000	Sig	25	0.724	0.000	Sig
11	0.815	0.000	Sig	26	0.736	0.000	Sig
12	0.747	0.000	Sig	27	0.822	0.000	Sig
13	0.872	0.000	Sig	28	0.751	0.000	Sig
14	0.743	0.000	Sig	29	0.703	0.000	Sig
15	0.811	0.000	Sig	30	0.819	0.000	Sig

Table (7) shows the correlation of the total score of the paragraph with the axis

No. Paragraphs	Correlation coefficient	Level Sig	Type Sig	No. Paragraphs	Correlation coefficient	Level Sig	Type Sig
1	0.795	0.000	Sig	16	0.805	0.000	Sig
2	0.871	0.000	Sig	17	0.842	0.000	Sig
3	0.911	0.000	Sig	18	0.813	0.000	Sig
4	0.828	0.000	Sig	19	0.876	0.000	Sig
5	0.783	0.000	Sig	20	0.852	0.000	Sig
6	0.842	0.000	Sig	21	0.843	0.000	Sig
7	0.818	0.000	Sig	22	0.881	0.000	Sig
8	0.864	0.000	Sig	23	0.823	0.000	Sig
9	0.822	0.000	Sig	24	0.799	0.000	Sig
10	0.795	0.000	Sig	25	0.807	0.000	Sig
11	0.914	0.000	Sig	26	0.811	0.000	Sig
12	0.892	0.000	Sig	27	0.759	0.000	Sig
13	0.858	0.000	Sig	28	0.737	0.000	Sig

14	0.816	0.000	Sig	29	0.744	0.000	Sig
15	0.882	0.000	Sig	30	0.827	0.000	Sig

Stability scale:

The stability of the test refers to the scores obtained by the same individuals at the different times of the procedure. The stability of the test means stability; In other words, if the measurements of one individual were repeated to show his degree of stability, and to verify the stability of the scale, the researcher adopted the following method:

First - split half method

For the purpose of verifying this method, the researchers adopted the Building sample data; As the paragraphs of the scale were divided into two parts, the first includes the degrees of the phrases that carry even numbers, and the second includes the degrees of the phrases that carry odd numbers. And then extracting the stability coefficient between the two parts of the scale using the simple correlation coefficient, and this is a stability coefficient for the validity of the scale; Then the researchers proceeded to modify the value of the stability coefficient by the (Spearman's) equation, and Table (8) shows that

Table (8) shows the stability coefficient of the cognitive flexibility scale

Fields	Stability coefficient	stability coefficient after correction
Information analysis	0.861	0.925
Generating alternatives	0.839	0.912
Self-Cognitive	0.886	0.939

Second: Cronbach's alpha coefficient:

For the purpose of calculating the stability coefficient by using the Cronbach's alpha coefficient for the cognitive flexibility scale, this coefficient is an indicator of equivalence, i.e. it gives good estimated values for the equivalence coefficient, along with internal consistency or homogeneity. (Allam, 2000). The researchers relied on the data of the building sample. As the coefficient was (0.892) for the cognitive flexibility scale; It is a good, acceptable and reliable stability coefficient.

Final measure:

After completing the Building procedures, the scale is ready in its final form *; As the cognitive flexibility scale consisted of (30) phrases distributed over (3) domains and with five alternatives, and the scale score ranged (30-150), and the hypothetical mean for the scale was (90).

Main experience:

After completing the procedures for building the scale, the two researchers conducted the main experiment on a sample of (100) players, distributed among the clubs, as he applied the scale on part of the sample in person, and on the other part electronically and with the help of the assistant work team, and the time period lasted from 8/3/2023 Wednesday Until 30/3/2023 Thursday, and after collecting and reviewing the forms and emptying the data into special forms that were prepared for statistical processing

Statistical methods: The search data was processed through the Statistical Package for the Social Sciences (SPSS).

Results and discussion:

Presenting and discussing the statistical data of the specifications of the application sample and the results of their levels of cognitive flexibility:

The statistical description of the application sample was extracted, for the values of the arithmetic mean, the standard deviation, and the torsion coefficient, in

order to identify the distribution of the application sample, as it was found that the application sample was distributed normally through the degree of the

torsion coefficient, which amounted to (0.686), and this percentage falls within the normal limits. between (± 1). As shown in Table (7).

Table (9) shows the results of the application sample of the cognitive flexibility scale

Field	Mean	Std. Deviations	Skewness	Median
cognitive flexibility	120.34	14.597	0.686	14.597

Presentation and discussion of the statistical description of the cognitive flexibility scale and the hypothetical mean:

The two researchers present in Table (10) the statistical description of the data of the application sample of the cognitive flexibility scale, verifying the significance of the scale and identifying the sample level through the hypothetical mean.

Table (10) shows the arithmetic mean, standard deviation, skew coefficient, the calculated (t) value, and the significance value

Field	Mean	Std. Deviations	T value calculated	Level Sig	Type Sig
cognitive flexibility	120.34	14.597	20.795	0.000	Sig
hypothetical mean of the field			90		

significance value is significant if it is < 0.05

Through Table (10), statistically significant differences appear in favor of the arithmetic mean of the sample, because the significance value of (0.000) is smaller than the significance level of (0.05), in addition to that the achieved arithmetic mean (120.34) is greater than the hypothetical mean of (90), as The researcher believes that cognitive flexibility is one of the important topics in psychology that attracts the attention of trainers, and that it is the main tool for the success of the training unit.

It is based on compatibility with the change in concepts and ideas, and it also includes perseverance in acquiring new patterns in behavior and leaving other old and fixed patterns. By analyzing its difficulty into factors that can be understood and used in finding solutions, thus, it is considered a constructive theory of learning and teaching to address the problems associated with the acquisition of advanced cognitive, where cognitive and content are presented to the learner in the preliminary stage in a way that helps him to remember it and in the advanced stage of cognitive acquisition (Jumaa, 2020).

The acquisition of flexible thinking for the coach came through the time spent in the training experience that the coach goes through in training the team, as the sample is from the coaches who have sufficient information through which they can develop their cognitive flexibility. For the habits of the mind to become a habit for the trainers, they must direct it several times during the years of training and at all stages. Cognitive flexibility is the real reason behind the intelligence and superiority of the exceptional individuals among us, because it is considered the actual generator of solutions, ideas, alternatives, creativity and opportunities, as it is not available to individuals with thinking Unidirectional, whose visions do not have multiple angles because he did not recognize the value of dimensions, as well as the development of the ability to adapt to change. Flexibility means the ability to use non-traditional methods in solving problems and confronting them. Cognitive flexibility represents the ability of individuals to change the way they deal with situations, so that they can control situations (K.S., 1996), and see (Ratib. 2000) that psychological skills are organized educational programs designed to help

the coach and the athletes. The higher the level of management, the higher the level of sports, and the management becomes a professional and a

specialization without which success cannot be achieved. (Al-Zayyat .2014).

Table (11) shows the arithmetic mean, standard deviation, the calculated (T) value, and the significance value and the type of difference for the field of generating alternatives

Field	Mean	Std. Deviations	T value calculated	Level Sig	Type Sig
generating alternatives	34.28	4.151	17.542	0.000	Sig
hypothetical mean of the field			27		

Through table (11), it is clear that there are statistically significant differences between the arithmetic mean and the hypothetical mean for the field of generating substitutions, in addition to that the arithmetic mean of (34.28) is greater than the hypothetical mean of (27). Several problems, so if we look closely at the football coach, we see that he needs several alternatives during the match and the training unit, so he had to adapt to the changes that occur and give them the appropriate

alternative in order to achieve his goal during the match.

Presenting and discussing the results of the field of satisfaction with the nature and conditions of work.

The researchers present the results of the sample to measure the level of application of the field of self-cognitive, through the values of the arithmetic mean, the hypothetical mean, the calculated (T) value, and the true significance, as shown in Table (12).

Table (12) shows the arithmetic mean, standard deviation, the calculated (T) value, and the significance value and the difference type for the field of self- cognitive

Field	Mean	Std. Deviations	T value calculated	Level Sig	Type Sig
self- cognitive	46.95	7.278	19.188	0.000	Sig
hypothetical mean of the field			33		

Through table (12), it is clear that there are statistically significant differences between the arithmetic mean and the hypothetical mean for the field of self-cognitive, in addition to that the arithmetic mean of (46.95) is greater than the hypothetical mean of (33), and this can be explained to the fact that the football coach has self-cognitive and his abilities Because he is considered the educational figure who undertakes the process of educating and training the players and affects their level of sports directly, and has an effective role in developing the personality of the player in a comprehensive and balanced development, so the coach must be a role model in all his actions and information, and the sports coach represents the main and important factor in the process Training The many hours the coach spends with the player suggests the potential impact on the player's development, and the player's development is greatly affected by his feelings towards a female coach, such as loyalty and

admiration. The player is affected by his sensory perceptions (negative or positive), which are his desires and attitudes towards his coach his method to reach a goal, and if the player loves and respects his coach, then the coach's suggestions and the goals he seeks to reach will be achieved, and it is not the other way around in their opinions mutual respect arises; A successful coach must be compatible intellectually and skillfully with the players, and he must improve his relationship with them, whether inside or outside the field, and this stems from his self-cognitive.

Conclusions and Recommendations:

Conclusions:

- The scale that was built proved its importance and achieved positive results
- Football coaches have the capacity for cognitive flexibility.

- Football coaches have the ability to make informed decisions in the field of their profession, and the coaches take responsibility for their actions and decisions within the club.
- Football coaches have a commitment to human ethics and concern for them on a personal and collective level
- Football coaches have the ability to analyze scientific information and follow different methods to reach the required goals based on that information.

Recommendations:

- Work to remove all obstacles that prevent the development of the level of cognitive football coaches.
- Adopting the cognitive flexibility scale as objective tools for the cognitive flexibility of football coaches.
- Conducting a study to evaluate the level of cognitive flexibility of football coaches
- Carrying out similar studies on coaches of other categories in football.
- Supporting football coaches by providing material and moral support to encourage them to develop their level of performance.
- Holding training courses and seminars to raise the level of technical and training trainers.

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Appendix (1)

The scale is finalized

Baghdad University

College of Physical Education and Sport Sciences

Postgraduate studies / Masters

fellow player Respected

Club name.....

Good greeting:

The researcher intends to conduct the research tagged (Cognitive flexibility of football coaches from the standpoint of Iraqi Premier League players) Thus, we put in your hands a list of phrases that represent (a measure of cognitive flexibility), please answer them carefully, taking into account the following notes.

First - Read each statement and after you understand its meaning, answer it directly, knowing that there is no right or wrong answer.

Second- Put a tick (√) for the phrase of your choice.

Third - the need to answer honestly and accurately for all statements.

Fourth - not to leave out any of the phrases of the scale.

Fifth - Not writing the name of the respected player.

Sixth: Writing the name of the club.

You have all the love and respect

No.	Paragraphs	Never	Rarely	often	Sometimes	Always
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No.	Paragraphs	always apply to me	often	Sometimes	Rarely	never apply
1	The trainer adopts various and new solutions to training problems and situations					
2	The trainer uses the Internet to create multiple solutions					
3	The coach has the ability to separate the mental distractions in order to reach the best solutions					
4	The coach believes that the difference in opinion and ideas is a good thing and does not affect my relationship with the players					
5	The coach looks at many sources when he faces a problem that needs a solution					
6	The coach seeks to find modern, non-traditional methods of training					
7	The coach believes that the multiplicity of means to reach the goal is the best way to solve problems					
8	The coach often faces his problems by raising them to his fellow coaches					

9	The coach often resorts to more than one solution to the problem facing him					
10	The coach finds it difficult to find alternative solutions to the professional and academic problems facing him					
11	The coach always puts previous solutions based on his training experience					
12	The trainer implements the instructions that adopt solutions in the training situations he encounters in the academic life					
13	The coach changes his problem-solving approach, which is not effective enough					
14	The coach often focuses on understanding the problem before starting to find a solution.					
15	The coach tries to come up with new solutions, even if they are strange or tiring					
16	The coach's enthusiasm and determination increases when facing problems in training situations					
17	The trainer understands the multiple solutions to problems and does not depend on the point of view of others					
18	The coach can find solutions to the problems he faces in academic and training life					
19	The trainer connects the elements of the problem in a new way that allows for a successful solution					
20	He predicts in advance the occurrence of problems facing players					
21	The coach uses training methods to achieve good results					
22	The trainer formulates the problem in different ways					

23	The trainer classifies the problems according to their importance in order to reach the best results and solutions					
24	The coach has the ability to perceive problems in a different and varied manner					
25	The coach acquaints the players with different cultures in order to contribute to achieving good results					
26	The trainer tries to divide the problem into several levels and components and the reasons for its occurrence in and outside the training units					
27	The coach relies on his other experiences and has a different picture of the problems he faces in the future					
28	The coach benefits from the failed experiences in the coaching profession					
29	The trainer believes that the best way to build and modify knowledge to solve the problems it faces is to think deeply					
30	The coach accepts criticism and players' standpoint and uses them to solve problems					