

Improvisational Behavior And Its Relationship To Achievement Motivation Among First-Class Football Coaches

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Abstract

The research dealt with the importance of finding the relationship of improvisational behavior with the motivation of achievement among coaches of first-class football clubs, due to the importance of developing educational, educational and sports goals. The research problem was represented by the researcher's sensitivity to the presence of improvised decisions made by the coach during the course of football matches, and this behavior requires boldness, strength and speed in making the appropriate decision based on the coach's intuition and without prior thinking. The research aims to: Build a measure of improvisational behavior for soccer coaches, And to identify the differences between the components of the improvisational behavior scale for football coaches, Recognizing the differences between the two components of the achievement motivation of football coaches. The human domain represented: first-class football players for the year 2021/22 for the period 12/1/2021 until 04/19/2022. The researcher used the descriptive approach in the style of correlational relations to suit the nature of the problem, and it was found through the results of the research that there are statistically significant differences between the component (Intuition), and between the components (creativity, innovation, cognitive awareness, and strategic vigilance), and in favor of the component (intuition), and this confirms its use by most trainers, the presence of statistically significant differences between each component of achievement motivation with components of improvisational behavior.

It was found that the motive for achieving success is the dominant method of achievement motive for the coaches of the first-class football clubs, in addition to the fact that (intuition) and (strategic vigilance) is the prevailing behavior in the training process of the coaches of the first-class football clubs.

Keywords: improvisation, coach, football.

1- Introduction to research:

1- Introduction and importance of the research:

Modern studies no longer focus on the physical, skill and tactical aspects only, but

the psychological aspect has taken a large part of it, considering that the athlete, after his physical, skill and tactical abilities are integrated, especially in high-level sports, the decisive role here is for the moral and psychological aspect in deciding the results

with the competitors, and this indicates that the role of this important psychological aspect in achieving achievement. Since football is one of the team sports that constitute a group activity, it has peculiarities that are lacking in other sports activities, the coach had to highlight the role of some of the phenomena inherent in the team's psychological and social life, because the collective activity requires self-support. Each individual bears responsibility towards others, as well as an awareness of the emotional, emotional and social aspects for the purpose of controlling and controlling them and then directing them in order to implant a psychosocial relationship that secures each individual to satisfy his psychological, social, physical, motor and mental needs. And the owner of the authority, command and direction for football players, whether training or competition, and this feature makes the coach It serves as a response towards achieving the set goals, influencing the players and coordinating their efforts in accordance with the requirements of the competition. Improvisational behavior is one of the most important psychological aspects that characterize the sports coach, and the motivation for achievement is one of the important features of the sports coach, as the team's impulsiveness and impulsiveness in the situations. And directing them towards goals with the least possible effort and in the shortest time, how can we imagine a sports coach who is not motivated towards sports achievement, and what is his position when comparing him to an actual coach? The coach of the first-class football clubs is one of the coaches who have an improvisational behavior, especially in competitions that require quick decisions that are sometimes innovative and do not require long thinking. For the football coach, it becomes more exciting and important to the players and team management, and this behavior can be a good model for achieving many of

the great goals that we seek in preparing players who have the improvised behavior required in the competition. Therefore, improvisational behavior is of paramount importance in crystallizing these ideas and plans into tangible results that will result from research and which in the future will help football club administrations focus on the important dimensions of improvisational behavior.

1- 2research problem:

Sports clubs and teams often look for competent coaches who lead their players and the team technically and administratively to win and achieve achievements in various sports tournaments and competitions. The required achievement, And the improvisational behavior followed by the football coach must affect, in one way or another, the development of the players physically, technically, tactically and psychologically, which increases their eagerness and motivation to perform as hard as possible to achieve victory. And that is when they analyze the coach's style and his way of exercising influence, giving orders to players, planning and implementing duties, and managing the team in competition, and therefore the team's success and achievement of its goals is related to the coach's motive behavior with the players. Football motivated by their achievement?

1- 3Research Objectives:

- Building a measure of improvisational behavior for first-class football coaches from the players' point of view.
- Recognizing the differences between the components of the Improvisational Behavior Scale: (intuition, innovation, adaptation, awareness of risks, and strategic vigilance) among coaches of first-class football clubs.
- Recognizing the differences between the two components of achievement motivation: achievement motivation, and motivation to avoid failure among coaches

of first-class football clubs from the players' point of view.

- Determining the relationship between the two components of achievement motivation (success achievement motivation, failure avoidance motivation (with components of improvisational behavior): intuition, innovation, adaptation, risk awareness, and strategic alertness) among first-class football coaches.

1- 4Research Hypotheses:

There are statistically significant differences between the components of achievement motivation (the motivation to achieve success, and the motivation to avoid failure) among the coaches of first-class football clubs.

There are statistically significant differences between the components of improvisational behavior among the coaches of first-class football clubs.

There is no correlation between the components of improvisational behavior and components of achievement motivation under investigation.

1- 5Research Areas:

The human field: some of the coaches and players of the first-class football league for the year 2021-2022, and their number is (30) coaches and (150) players.

Time range: the period from 12/1/2021 to 4/19/2022.

Spatial field: the stadiums on which the players conduct their training and competitions.

1- 6Define the terms:

Improvisational behavior: "It is a real-time learning process that senior managers spontaneously and creatively adopt to respond to and implement unexpected threats and opportunities using available resources under time pressure" (12:3).

Achievement Motivation: It is the athlete's readiness to face situations of sports competition and try to excel and excel in light of one of the standards or levels of excellence and excellence by showing a great deal of activity, effectiveness and perseverance as an expression of the desire to struggle and struggle for excellence in sports competition situations (6:53).

2- Research Methodology:

The descriptive approach was used in both survey and correlational methods because it is the most appropriate to the nature of the research problem.

1-2Research Population and Sample:

The research community was represented by first-class football players for the year 2021-2022, whose total number is (484) players for the improvisational behavior scale. With (150) players for a measure of improvisation behavior, they were randomly selected from the players participating in the first-class football league, with a percentage of (31%). As for the achievement motivation scale sample, it was represented by (32) coaches and assistant coaches who were chosen randomly, with a percentage of (72.91%) from the research community.

Table (1) Distribution of research sample members (the basic experiment) to first-class clubs

T	Improvisational Behavior Scale Sample		achievement motivation scale sample	
		Number of Players	club	number of coaches
1	Diyala	15th	Diyala	2
2	sleikh	12	sleikh	2

3	the traffic	12	the traffic	2
4	the border	13	Civil Defense	2
5	Civil Defense	11	the border	2
6	Babylon	9	ELHussein	2
7	ELHussein	11	Nationality	2
8	Nationality	10	South Refineries	2
9	Dohuk	8	North gas	2
10	Nasiriyah	8	marine	2
11	Karbala	7	electrical industries	2
12	marine	9	Babylon	2
13	Kufa	7	Gray	2
14	electrical industries	5	Sharqat	2
15th	Sharqat	6	Science	2
16	Science	7	Kufa	2
the total		150	150	32

2- 2Research tools and means of collecting information:

- A form for collecting information and data.
- data dump form
- Electronic calculator (PENTIOM 4).
- Building a measure of improvisational behavior for coaches of first-class football clubs.
- Sports achievement motivation scale.

2- 3Building a measure of improvisational behavior for coaches of first-class football clubs:

2-3- 1Preparing the components of the scale:

In light of the theoretical definition of improvisational behavior in the sports field, nine basic components of the scale were

developed, and these components are (intuition, creativity, cognitive patterns, innovation, adaptation, cognitive awareness, risk awareness, strategic vigilance, awareness of the environment), and the proposed components were presented to (15)) from experts and specialists in sports psychology and specialists in the teaching and training of football, to solicit the opinion of experts on determining the validity of the components of improvisational behavior among coaches of first-class clubs. Accordingly, the components of the scale that fit the concept and exclude the invalid as shown in Table (2) have been preserved.

Table (2) Represents the number of experts, percentages of components, and the relative importance of each component

T	the ingredients	number of experts	Agrees	disapproves	Calculated Ca2 value	Table value of Ca2	Indication level
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1	Realizing the risks	15th	5	10	1.72	3.84	not significant
2	intuition	15th	14	1	11.26		D
3	creativity	15th	13	2	8.06		D
4	innovation	15th	7	8	0.06		D
5	Cognitive perception	15th	13	2	8.06		D
6	strategic vigilance	15th	12	3	5.4		D
7	Perception of the ocean	15th	7	8	0.06		not significant
8	Adaptation	15th	7	8	0.06		not significant
9	Cognitive patterns	15th	5	10	1.72		not significant

*The value of $K_A 2 = (3.84)$ below the degree of freedom (1) and the level of significance (0.05)

From the table (2) of the (K_{a2}) values calculated for the components of improvisational behavior, we note that there are (5) components that were significant at the level of significance (0.05), and the tabular value of (K_{a2}) reached (3.84) and these components are (intuition, creativity, innovation, cognitive awareness). strategic vigilance).

2- 2-3Preparing the scale statements:

After reviewing the literature and studies related to the concept of improvisational behavior, the scale was prepared in its initial form, consisting of (30) phrases, for each component (6) phrases.

2-3- 3Logical analysis of statements:

To find out the validity of the statements, they were presented to a group of experts and arbitrators for the purpose of expressing their opinion on each statement

in terms of its validity to the scale (improvisational behavior) and to ensure the integrity of its formulation and its validity to the level of the sample. The validity of the alternatives (strongly agreed, agreed, neutral, disagree, Strongly disagree), and all experts agreed on the validity of all the proposed phrases with a percentage ranging between (80 - 100%) for the proposed phrases after amending and drafting some of the phrases.

2-3- 4Scale correction:

The five-point correction key was adopted after obtaining the approval of the experts, because this method gives high stability and accurately shows the degree of individuals' tendency towards the concept, and Table (3) shows the weights of the answer to the positive and negative statements.

Table (3) It shows the weights of the answers to the positive and negative statements of the improvisational behavior scale

T	alternatives	The degree of positive expressions	The degree of negative phrases
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1	Strongly agree	5	1
2	I agree	4	2
3	neutral	3	3
4	I do not agree	2	4
5	Strongly disagree	1	5

Note that the highest score possible for the respondent player on the scale is (150) and the lowest score is (30). The following table

shows the sequence of positive and negative phrases and their components:

Table (4) It shows the components of the Improvisational Behavior Scale and the number of statements for each component

T	component	number of phrases	positive phrases	negative phrases
1	intuition	6	30 ,21 ,1	28 ,13 ,7
2	creativity	6	18 ,14 ,3	29 ,26 ,10
3	innovation	6	23 ,19 ,15	9 ,6 ,2
4	Cognitive perception	6	22 ,17 ,12 ,4	27 ,25
5	strategic vigilance	6	11 ,8 ,5	24 ,20 ,16

2-3- 5Experimental Experiment:

The researcher conducted the exploratory experiment on a random sample of (15) players from first-class clubs, and they were excluded when applying the main

experiment of the scale as shown in Table (5). The time taken to answer the scale was calculated and ranged between (15-20) minutes and an average of (15) minutes.

Table (5) It shows the distribution of the sample to whom the exploratory experiment was applied

T	the team	Number of Players
1	Diyala	3
2	electrical industries	3
3	the traffic	3
4	Science	3
5	Karbala	3

2-3- 6scale application:

The scale was applied to the research sample of (150) players for the period from (25/1/2022) until (15/3/2022), and after collecting the forms and unloading the

answers, (25) forms were excluded because they were not complete in answer.

2-3- 7Statistical analysis of the scale:

Honesty: the internal consistency coefficient (the relationship of the statement to the total score of the scale):

This discrimination coefficient was extracted using the Pearson Product-Moment Correlation coefficient between the scores of the sample members on each phrase and their total scores on the scale to extract the correlation between the scores

of the phrases with the total score of the scale based on the sample data that was used in calculating the discriminatory power of the phrases. As shown in the following table (6):

table (6) It shows the correlation coefficient of the expression with the total score of the scale

Ferry number	correlation coefficient	Ferry number	correlation coefficient
1	0.233	16	0.239
2	0.351	17	0.197
3	0.219	18	0.219
4	0.191	19	0.298
5	0.201	20	0.325
6	0.335	21	0.251
7	0.199	22	0.267
8	0.387	23	0.287
9	0.261	24	0.218
10	0.304	25	0.272
11	0.224	26	0.361
12	0.259	27	0.194
13	0.263	28	0.257
14	0.203	29	0.315
15th	0.275	30	0.238

* Tabular value (R) (0.174) at a degree of freedom (123) and at a level of significance (0.055)

Table (6) shows the results of the correlation coefficient, which ranged between (0.191-0.387), and when referring to the tabular value (t) of (0.174) at the degree of freedom (123) at the level (0.05), and in light of that, we find that all the expressions were distinct Because its correlation coefficient values were higher than the tabular (t) value.

Contrasted Groups:

To reveal the discriminatory power of the scale expressions, the researcher unloaded the answers of the construction sample of (125) female students, and the total score

for each of the testers' forms was determined, and the forms were arranged in descending order from the highest score to the lowest score, then the highest percentage (27%) and (27%) were chosen. The lowest group, as the number of members in the upper group reached (36) players, and (36) players for the lower group. And the exclusion of (46%) or (53) forms is the middle group, and for the purpose of calculating the discrimination coefficient for each of the scale's phrases amounting to (30). The t-test was used for two independent samples by means of the Statistical Package for Social Sciences (SPSS), and the T-value was considered a statistically significant indicator to

distinguish the expressions, and Table (7) shows us the calculated T-values at the level of significance (0.05)

Table (7) It shows the calculated (T) values for the expressions of the (improvisational behavior) scale using the two extreme groups method

Ferry number	Calculated (t) value	Ferry number	Calculated (t) value
1	1.759	16	3.222
2	1.851	17	2.417
3	1.181	18	2.379
4	2.219	19	3.174
5	2.111	20	2.523
6	1.838	21	3.209
7	3.411	22	3.024
8	2.009	23	2.101
9	3.245	24	2.219
10	1.995	25	2.175
11	1.982	26	2.561
12	2.019	27	2.242
13	2,642	28	2,652
14	2.151	29	2.266
15th	2.812	30	2.166

It is clear to us from Table (7) that the tabular value of (T) at the degree of (123) and the level of significance (0.05) equals (1.658). And the t-values of the expressions of the scale (improvisational behavior) ranged between (1.759 - 3.411) at the level of significance (0.05) and the degree of freedom (123), which indicates that the calculated values of the scale expressions are highly discriminatory and greater than the tabular (T). (improved behavior) in its final form consists of (30) phrases. Thus, the total score of the scale is between (30-150) degrees, and the trainers are classified into (positive improvisational behavior) and (negative improvisational behavior), and through (the hypothetical average) of (90) degrees.

Scale stability: Cronbach's alpha coefficient of internal consistency:

To calculate the stability with Cronbach's alpha coefficient of the improvisational behavior scale, the researcher relied on the data of the experiment sample (the exploratory) which amounted to (15) players.

4-2 Achievement Motivation Scale (Mohamed Hassan, 1998: 181-185):

The researcher used the achievement motivation scale, which is represented in the list of mathematical trends, which was developed by (G. Willis, 1982) and Muhammad Hassan Allawi translated the list into its Arabic form (9: 56), and this scale contains 20 phrases as follows:

Motivation to achieve success: This dimension contains (10) statements, (7)

positive statements (2-6-10-12-16-18-20). and (3) negative statements (4-8-14).

Motivation to avoid failure: This dimension contains (10) statements, (7) positive

statements (1-3-5-7-9-13-15). and (3) negative statements (11-17-19).

Table (8) shows the alternatives and the degree of answers to the positive and negative statements.

Table (8) It shows the weights of the answers to the positive and negative statements of the achievement motivation scale

T	alternatives	The degree of positive expressions	The degree of negative phrases
1	very much	5	1
2	To a great extent	4	2
3	Medium	3	3
4	to a small degree	2	4
5	very little	1	5

2-4- 1Honesty of the Achievement Motivation Scale:

The scale statements were presented to a group of experts, specialized in sports psychology, and there was no required modification, which achieved the apparent validity of the scale.

2-4- 2Stability of the achievement motivation scale: (Alfakronbach:(

The researcher adopted the data of the exploratory experiment sample, which amounted to (15) players, as it was used and when calculating the value of the stability coefficient, it turned out that it reached (0.89), so this measure can be relied upon due to its high stability.

2- 5The main experience of the two scales:

The main experiment of the Improvisational Behavior Scale was applied to a sample of (150) firstst-class football players for the year 2021/2022, and the achievement motivation scale was applied to a sample of (30) coaches and

assistant coaches for first-class football clubs.

2- 6Statistical means:

The statistical program (SPSS) was used to analyze the data.

Presentation, analysis and discussion of the results:

The results that have been reached are presented in accordance with its objectives that were presented in the first, and the interpretation of these results in the light of the theoretical framework and previous studies.

3- 1First Objective:

The Improvisational Behavior Scale was built for first-class club coaches from the players' point of view.

3- 2Second Objective:

The differences were found using the analysis of variance in terms of differences to extract the value of (LSD) between the components of extemporaneous behavior, as shown in Table (9).

Table (9) The analysis of variance shows the components of the improvisational behavior scale

Contrast source	sum of squares	degree of freedom	mean squares	q calculated
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between groups	4.17	4	1.43	6.905
within groups	3.77	25	0.151	

*The tabular value of (q) is (2.75) and at the level of significance (0.05) and the degree of freedom (4) and (25).

Table (9) shows that there are significant differences between the components of the improvisational behavior scale, as the calculated (F) value reached (6.905), which is greater than the tabular (F) value of (2.75) at the degrees of freedom (4, 25) and at the level of significance (0.05). This

indicates the significant differences between the five components of improvisational behavior.

Since the (p) test does not show differences in favor of any component of improvisational behavior, the researcher resorted to the least significant difference (LSD) test, as shown in the following table (10):

Table (10) It shows the significance of the differences between the components of the improvisational behavior scale using (LSD)

T	intuition	creativity	innovation	Cognitive perception	strategic vigilance
1		688. 0*	873. 0*	108. 0*	468. 0*
2			185. 0	400. 0	2200. 0
3				215. 0	405. 0
4					620. 0*

*(LSD) tabular value (0.462).

From Table (10) it becomes clear to us the significance of the differences between intuition and the four axes (creativity, innovation, cognitive awareness, and strategic vigilance) and in favor of the intuition axis. The coach is in the stages of preparing for sports tournaments and the duration of competitions between clubs continues, as the coach has a special intuition that informs him if the team is on the right path if it loses its vitality during the competition, and what should he do to restore this vitality to the team players technically and tactically. Intuition shows the successful coach who is able to bring the team to an ideal performance state and achieve a high level of team performance. Also, a coach who has high intuition is more skilled in identifying strengths or weaknesses in the performance of his team or the opposing team (7:60). Muhammad Allawi points out that the coach "identifies

the duties and tasks of each player and the method for developing the players' sporting capabilities and taking care of the planning process for sports training and sports competitions" (9:394), and here the focus is on qualitative and personal goals rather than on personal gains, which increases the feeling The player has confidence in the coach and his training capabilities. And we must know that field experience gives the coach the freedom to absorb the tactical situation that depends on psychological intuition that takes place in quick episodes that quickly reach the final results of the thinking process for any of the decisions taken, and here psychological intuition should not be viewed as a special ability that some coaches have, Rather, it is the result of long-term preparation and training and a regular and permanent concentration of thought (3: 120). As for the creativity component, we notice that there is a random difference between it and

the components (innovation, cognitive awareness, and strategic vigilance), which indicates that this component is not preferred as an improvisational method over the rest. The components, and this is due to the ability to be creative and use many modern and innovative means during sports training, as well as the diverse formation of training programs and the ability to highlight renewable and innovative types in the field of sports training process are among the most important factors that show the ability of the sports coach to be creative. While the routine in issuing directives or in the formation of types of motor or tactical performance does not help in the development and development of the players' performance. The successful sports coach is creative and innovative, and the unsuccessful sports coach is routine and traditional. One of the most important things that strengthen the coach's personality among the trainees is to be innovative in new methods of training. Training, as the role of the coach is the most important role for the player, which is how to help him develop his performance through a training methodology that positively affects his skill performance, individually and collectively. A new technique in performance, developing his technical skills, developing his physical qualities, how to psychologically deal with match conditions, or mental abilities in making his decisions about different playing situations, so the coach must be innovative, curious and researching in everything that is new in the field of football. He possesses the skill of good thinking and creative thinking and uses it in

planning and application during his work with the team. Ahmed Al-Ali (1997) stresses the importance of the trainers' cognitive awareness in the training process by saying: "The trainers are the architects of modernization and renewal of the sports mind. Any individual has to deal with him in order to give the best results, but he needs those who have the knowledge and experience skills to reach the minds of the players, and the coaches are the main factors for the organizational change of the players due to the need for effective management, self-strength and innovation to maintain the atmosphere of competition within the team. The coaches contribute to creating a model environment to help the players participate and take responsibility, which results in increased productivity and outstanding quality in sports performance (1: 120).

According to Hamed Suleiman (2012), it is noticeable in the sports field that there are many stressful stimuli that the sports coach encounters due to the diversity of demands that he must have strategic vigilance to fulfill, such as high achievement, acquiring motor skills, tactical abilities, psychological readiness for competition, emotional control, and remembering the responsibilities entrusted to him. On himself and good interaction with others and the associated fear or failure and stress that are associated with sports competition (4:542).

3- 3The third objective:

Presentation, analysis and discussion of the results of the value of (T) between the motivation to achieve success and the motivation to avoid failure:

Table (11) It shows the arithmetic mean, standard deviation, and the value (t) between the motivation to achieve success and the motivation to avoid failure

Variables	Arithmetic mean	standard deviation	Calculated (t) value
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Motivation to achieve success	3.72	0.34	2.68
Motivation to avoid failure	3.23	0.32	

*

Tabular (T) value (2.10) at a confidence level (0.05) and a degree of freedom (18) We note in Table (11) that there are statistically significant differences between the two components (motivation to achieve success, and avoid failure). The calculated (T) value reached (2.68), which is greater than the tabular (T) value of (2.10), which indicates that the motivation of players The clubs of the first degree towards success are greater than their motivation towards avoiding failure with clear moral and statistical differences. This is due to the fact that the motivation for achieving success expresses competition in achieving the best level of sports achievement, and these differences are a natural indicator of the level of challenge and ability to perform. This study agrees with A study (Ahmed and Maysa, 1992) that the motivation to achieve success is a motivation generated by the coach and urges him to compete in situations that include levels of excellence

and superiority, and this includes different components and areas of improvisational behavior and the challenge element intervenes in it (2: 169). This result also agrees with What he said (Nayef, 1994) quoting from McClell and Atkinson (McClell and Atkinson, 1974) in their theory between them in terms of their pursuit of achievement, some of them are oriented towards the motive of success and they are the ones who develop the motive of achievement more than others, so we see them making Maximum effort in order to reach the goals, a What individuals are directed towards avoiding failure, so their achievement motivation decreases and leaves negative effects on them, so they are prone to failure (11:9).

4-3Fourth Objective:

Presentation, analysis and discussion of the results of the correlation coefficient between achievement motivation and improvisational behavior components:

Table (11) It shows the arithmetic mean, standard deviation, and the value (t) between the motivation to achieve success and the motivation to avoid failure

T	achieve success	Avoid failure	intuition	creativity	innovation	Cognitive perception	strategic vigilance
1		487. 0 *	267. 0*	471. 0*	607. 0*	495. 0*	569. 0*
2			558. 0*	487 -. 0	447. 0*	664. 0*	221. 0
3				039. 0	035. 0	216 -. 0	571. 0*
4					005. 0	037. 0	654. 0*
5						738 -. 0*	374 -. 0
6							541-. 0*

*Tabular value (t) at confidence level (0.095) and degree of freedom (28) = (0.361)

From Table (11) which shows the correlation between the components of achievement motivation and components of improvisational behavior, we note the following:

- There is a statistically significant correlation between the motivation to achieve success and the components (the motivation to avoid failure, creativity, innovation, cognitive awareness, and strategic vigilance).
- There is a statistically significant relationship between the motivation to avoid failure and the components (the motivation to achieve success, intuition, innovation, and cognitive awareness).
- There is a statistically significant relationship between intuition and the components (failure avoidance motivation and strategic vigilance).
- There is a statistically significant relationship between creativity and the components (the motivation to achieve success, and strategic vigilance).
- There is a statistically significant relationship between innovation and the components (the motivation to achieve success, the motivation to avoid failure, and cognitive awareness).
- There is a statistically significant relationship between cognitive awareness and the components (the motivation to achieve success, the motivation to avoid failure, innovation, and cognitive awareness).
- There is a statistically significant relationship between strategic vigilance and the components (motivation to achieve success, intuition, creativity, and cognitive awareness).
- The researcher attributes the reason for the significant inverse correlation between the components (the motivation to achieve success, the motivation to avoid failure, creativity, and cognitive awareness) to that the higher the achievement motivation of the football coach, the lower his motivation to avoid failure, creativity, and cognitive

awareness, and this is due to the possibility of coaches In directing the attention of their players to try to make the greatest possible effort to achieve achievement and success in the specified time and in a way that helps the players to make more effort, perseverance and continuity until winning (8: 82). This reinforces what came in the relationship between the motivation to achieve success, innovation and strategic vigilance, as the relationship was direct, that is, it goes in the same direction, which confirms that achieving victory contributes to a sense and a sense of satisfaction, self-confidence, effectiveness and positive trends, which is reflected in the ability to innovate and alertness to playing situations pressure, especially if small interim goals are set that contribute to achieving the final goals, the achievement of which depends on the skill, physical, planning and psychological level (8: 321). To that the higher the motivation to avoid failure, the lower the level of intuition and innovation, and this is due to the higher the motivation for fear of failure, the lower the motivation to achieve success. The motivation for sports achievement (5: 34). This reinforces the direct statistical relationship between the rise in the motivation to avoid failure simultaneous with the cognitive awareness of the coaches, which was shown by the results of the research, that is, they are moving in the same direction. b The statistical correlation between strategic vigilance and the components (intuition, creativity). Which he believes in and which leads to the best achievement for all (10:53). As for the reason for the inverse statistical correlation between cognitive awareness and the components (innovation, and strategic vigilance), it is due to the fact that using this method makes the coach perform all the processes of thinking, planning and organizing, and the players only have to implement, and this confirms his use of strategic vigilance (8: 31).

Conclusions

- There are statistically significant differences between the components of achievement motivation (the motivation to achieve success, and the motivation to avoid failure).
- There are statistically significant differences between the (intuition) component and between the components (creativity, innovation, cognitive awareness, and strategic vigilance), and in favor of the (intuition) component, and this confirms its use by most trainers.
- There are statistically significant differences between the component (strategic vigilance) and the component (cognitive awareness), and in favor of strategic vigilance, and this confirms that it is the second most commonly used component of football coaches.
- There is a statistically significant relationship between the motivation to achieve success and the components (the motivation to avoid failure, creativity, innovation, cognitive awareness, and strategic vigilance).
- There is a statistically significant relationship between the motivation to avoid failure and the components (the motivation to achieve success, intuition, innovation, and cognitive awareness).
- There is a statistically significant correlation between the component (intuition) and the components (motivation to avoid failure, innovation, and cognitive awareness).
- There is a statistically significant relationship between the creativity component and the components (the motivation to achieve success, and strategic vigilance).
- There is a statistically significant relationship between the component (innovation) and the components (the motive for achieving success, the motive for avoiding failure, and the cognitive awareness).
- There is a statistically significant correlation between the component (cognitive awareness) and the components (the motive to achieve success, the motive to avoid failure, innovation, and strategic vigilance).
- There is a statistically significant relationship between the component (strategic vigilance) and the components (the motivation to achieve success, intuition, creativity, and cognitive awareness).

Recommendations

- Confirming that the motive for achieving success is the dominant method of achievement motive for the coaches of first-class football clubs.
- Confirmation that (intuition) and (strategic vigilance) is the dominant behavior in the training process for first-class football coaches.
- The necessity of improving and developing the cognitive awareness of the coaches of the first-class football clubs, because it obtained the lowest averages in the other components.
- Developing the creative and innovative capabilities of the coach of first-class clubs because of their effective role in controlling competition pressures and achieving the desired goals during competition.
- The possibility of using the two scales (improvisational behavior and achievement motivation) for other samples of coaches in other sporting events.

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