

**Coaches' Competencies in U10 Basketball Academies:  
The Pedagogical Aspect and Its Direct Effect on Parents'  
Satisfaction in Lebanon**

**كفاءات مدربي أكاديميات كرة السلة دون الـ 10 سنوات: الجانب  
التربوي وتأثيره المباشر على رضا الأهل في لبنان**

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**Abstract**

With an emphasis on finding the most significant component, this study sought to ascertain and examine the direct effects of the qualitative aspects of coach competences (pedagogical, technical, and administrative) on parents' satisfaction levels in private basketball academies in Lebanon. A crucial managerial necessity to comprehend client priorities in the context of juvenile services is addressed by this study. Using a descriptive-analytical methodology, the study administered a questionnaire to 200 parents in the governorates of Beirut and Mount Lebanon. The results of a multiple regression study showed that overall coach competency had a positive, direct, and statistically significant impact on parents' satisfaction ( $R^2=0.569$ ). Importantly, Pedagogical and Social Competency outperformed both technical and administrative abilities, which did not demonstrate a significant independent effect, as the most potent predictor of parental satisfaction ( $\beta=0.480$ ). To maintain client loyalty and company sustainability, the study advises academies to make significant investments in their coaches' non-technical competencies, especially in pedagogical leadership.

**Keywords:** Sports management, parents' satisfaction, direct impact, pedagogical dimension, and qualitative coach competencies.

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## الملخص

ودال إحصائيًا على رضا الأهل ( $R^2=0.569$ ). والأكثر أهمية من ذلك، أن الكفاءة التربوية والاجتماعية تفوقت على كل من الكفاءتين الفنية، والإدارية اللتين لم تُظهرا تأثيرًا مستقلًا ذا دلالة، بوصفهما أقوى مؤشر على رضا الأهل ( $\beta=0.480$ ).

توصي الدراسة الأكاديميات بالاستثمار بشكل كبير في تطوير الكفاءات غير الفنية لدى المدربين، وخاصة في مجال القيادة التربوية، من أجل الحفاظ على ولاء العملاء وضمان استدامة المؤسسة.

**الكلمات المفتاحية:** الإدارة الرياضية، رضا الأهل، التأثير المباشر، البعد التربوي، الكفاءات النوعية للمدربين.

سعت هذه الدراسة، مع التركيز على تحديد المكوّن الأكثر تأثيرًا، إلى تحديد وتحليل التأثيرات المباشرة للجوانب النوعية لكفاءات المدرب (التربوية، الفنية، والإدارية)، على مستويات رضا الأهل في الأكاديميات الخاصة بكرة السلة في لبنان. تُعالج هذه الدراسة حاجة إدارية أساسية لفهم أولويات العملاء في سياق الخدمات الموجهة للشباب. باستخدام المنهج الوصفي التحليلي، وُزّع استبيان على 200 من أولياء الأمور في محافظتي بيروت وجبل لبنان. أظهرت نتائج تحليل الانحدار المتعدد أن الكفاءة العامة للمدرب كان لها تأثير إيجابي ومباشر

The pressing requirement to efficiently direct managerial investment is what makes this research significant. Assuming that these elements influence pleasure, academy administrators frequently give priority to technical certifications or competitive accomplishments. Parents should give more weight to “pedagogy and relationship abilities” than “technique and skill” when assessing adolescent development programs, according to recent sports management research.

## 1. Chapter One: General Framework

### 1.1. Introduction and Theoretical Background

The sports industry is a very competitive service sector, especially for youth academies that function at the nexus of social education and athletic service. A crucial component of Lebanon's sports infrastructure, basketball academies serve as important educational and social resources for kids in addition to developing athletes. Since the coach serves as the primary “product” and service interface in this setting, their proficiency is the most reliable indicator of the overall caliber of the experience.

### 1.2. Problem Statement

Finding the precise qualitative aspect of coach skill that has the

biggest and most immediate influence on customer (parent) satisfaction is the main issue. Is the coach securing long-term client loyalty as an effective pedagogical leader, or does strong technical skill provide the highest return on satisfaction? In order to give Lebanese academy management a model to guide hiring and internal training goals, this study aims to quantitatively test the degree and importance of this direct influence.

The primary query is: **How directly and effectively can the educational, technical, and administrative qualitative aspects of basketball coach competences affect the degree of parental satisfaction in Lebanon?**

### 1.3. Research Objectives

1. To determine the perceived level of competencies among coaches, distinguishing between pedagogical, technical, and administrative dimensions, from the parents' perspective.
2. To assess how strongly each qualitative aspect of coach competence and parent satisfaction are directly causally related.
3. To use multiple regression analysis to identify the most important qualitative factor influencing the prediction of parents' satisfaction.

4. To offer academy management evidence-based suggestions on how to improve the skills required to maximize the impact on direct satisfaction.

### 1.4. Research Hypotheses

- **Main Hypothesis (H\_0):** There is a statistically significant direct relationship between overall coach competency and parents' satisfaction.
- **S u b - H y p o t h e s i s (H\_1):** Pedagogical Competency is the **strongest predictor** of parents' satisfaction, surpassing the influence of Technical and Administrative Competencies.

## 2. Chapter Two: Theoretical Framework and Previous Studies

### 2.1. Theoretical Framework and Key Concepts

#### A. Coach Competency:

#### Dimensions and Classification

The concept of competence is multifaceted. In their integrated model, Cote & Gilbert (2009) described it as a combination of interpersonal, professional, and personal abilities. Three main dimensions are the subject of this study:

1. **Pedagogical/Psychological Competency:** The coach's capacity to create a pleasant

learning atmosphere, offer encouragement, boost self-esteem, and communicate clearly.

This function as an instructor is frequently regarded as crucial for youth coaching.

2. Technical/Training Competency: Deep knowledge of the sport, ability to develop individual and team skills, and scientific session planning.
3. Administrative/Organizational Competency: Abilities pertaining to clear, regular institutional communication with parents, time management, and resource distribution (time and equipment).

### **B. Parents' Satisfaction: Concept and Measurement Factors**

Oliver (1980) defined satisfaction as the affective outcome of contrasting the actual performance of the service with previous expectations. In addition to competitive outcomes, parental happiness in sports is gauged by the following factors: loyalty intention (renewal choice and recommendations), process satisfaction (confidence in the coach as an educator), and outcome satisfaction (child's skill development and social integration). A key performance indicator (KPI) for the academy's long-term viability

and financial success is parental satisfaction.

### **2.2. Previous Studies**

The significance of coach competency as a primary determinant of service results is continuously emphasized by research. An integrated model was formed by the groundbreaking work of Cote & Gilbert (2009), who claimed that effective coaches must prioritize interactive/pedagogical skill over merely technical expertise, especially when working with youth. Research on leadership styles provides substantial evidence for this emphasis on the relational element. According to research on motivational climate by Weiss & Ferrer-Caja (2002) and Duda & Balaguer (2007), coaches that use a mastery-oriented and autonomy-supportive leadership style see an increase in psychological satisfaction and athlete motivation. Higher parental satisfaction with the entire experience is a direct result of this.

The Multidimensional Model of Leadership developed by Chelladurai (2007) in the field of sports management demonstrates the high correlation between athlete performance and satisfaction and the preferred leadership behaviors

of instruction, social support, and positive feedback. Additionally, because customers instantly link the quality of the service to the person providing it, service management literature—most notably Zeithaml & Bitner (2003)—argues that employee quality—the coach—is the main factor influencing customer loyalty. This provides compelling evidence for the direct causal link between customer evaluation and coach competency. According to Harrow & Rink (2006), good instruction and unambiguous feedback—two fundamental elements of pedagogical competency—are necessary for successful physical education instruction and, consequently, sports training. The current study attempts to offer quantitative proof of the relative importance of each competency dimension in the Lebanese setting in light of this substantial body of literature.

### 3. Chapter Three: Research Methodology and Procedures

#### 3.1. Research Methodology

In order to characterize the phenomenon of available competencies and ascertain the type, magnitude, and direction of the direct causal relationships between the qualitative aspects of

coach competency (independent variables) and parents' satisfaction (dependent variable), the study used a descriptive-analytical correlational approach.

#### 3.2. Research Population, Sample, and Sampling Procedures

**Study Population:** All parents of children enrolled in private basketball academies in Beirut and Mount Lebanon Governorates during the 2024/2025- sports season.

**Research Sample:** From ten prominent, accredited academies, 200 parents were chosen at random using a stratified random sampling technique. Following the conventional procedure of having at least 10 participants per independent variable, the sample size was established to provide enough statistical power for the selected analysis, particularly Multiple Regression.

#### 3.3. Research Instruments and Validation (Validity and Reliability)

The main instrument was a five-point Likert scale questionnaire:

1. **Coach Competency Scale:** assessing the three dimensions (Pedagogical, Technical, Administrative).
2. **Parents' Satisfaction Scale:** measuring overall satisfaction and loyalty intention.

### Validity and Reliability:

- **Validity:** Face Validity was ensured by consultation with experts in sports management and psychology. **Construct Validity** was supported through Exploratory Factor Analysis (EFA).
- **Reliability:** Measured using **Cronbach's Alpha ( $\alpha$ )**. The coefficient for the overall Competency scale was ( $\alpha = 0.89$ ), and for the Satisfaction scale, it was ( $\alpha = 0.91$ ). These high values indicate excellent internal consistency.

- Standard deviations and means are examples of descriptive statistics.
- Correlation analysis: To evaluate preliminary connections.
- The main method for evaluating hypotheses is multiple regression analysis. To predict parents' satisfaction, the three competency measures were simultaneously entered as independent variables. This allowed for the determination of each dimension's independent predictive power and the standardized Beta coefficient ( $\beta$ ).

### 3.4. Statistical Treatment

Using the SPSS software, the following steps were taken:

## 4. Chapter Four: Presentation and Analysis of Results

### 4.1. Descriptive Statistics and Ranking of Competency Importance

Table: Means and Standard Deviations for Coach Competency Dimensions

Dimension	Mean	Standard Deviation	Level of Practice	Rank
Pedagogical and Social Competency	4.25	0.55	Very High	1
Technical and Training Competency	3.98	0.62	High	2
Administrative and Organizational Competency	3.65	0.71	Moderate - High	3
Overall Parents' Satisfaction	3.95	0.65	High	-

**Analysis:** Pedagogical Competency had the highest mean score and was ranked first, suggesting that parents see the coach's social and interactive elements as the most significant and best-executed.

### 4.2. Results of Direct Impact Testing (Multiple Regression Analysis)

Multiple Regression analysis was performed to test the predictive power of the three coach competency dimensions on parents' satisfaction:

Table: Multiple Regression Analysis Results on the Impact of Competency Dimensions on Parents' Satisfaction

Independent Variable	Unstandardized Coefficient (B)	Standard Error	Standardized Coefficient (\beta)	(T) Value	Significance (Sig.)
Constant	0.45	0.11	-	4.09	0.000
Pedagogical and Social Competency	0.590	0.100	0.480	5.90	0.000
Technical and Training Competency	0.250	0.090	0.220	2.75	0.007
Administrative and Organizational Competency	0.100	0.071	0.115	1.40	0.165

- **Adjusted R<sup>2</sup>:** 0.569
- **F-value for the Model:** 84.22  
(Significant at  $P < 0.000$ )

### Analysis

1. Total Effect ( $H_0$ ): The three independent variables account for roughly 56.9% of the variance in parents' satisfaction, according to the Adjusted R<sup>2</sup> value, indicating a strong and statistically significant direct influence of overall competency (supporting  $H_0$ ).
2. Effect on Quality ( $H_1$ ):
  - The Pedagogical Competency standardized coefficient ( $\beta$ ) was the most significant ( $P < 0.000$ ) and the highest (0.480). This supports the Sub-Hypothesis ( $H_1$ ) by demonstrating that Pedagogical Competency is the most significant and reliable predictor of satisfaction.
  - Technical Competency had a smaller effect ( $\beta=0.220$ ), but it was statistically significant.
  - The observed weakness of administrative competency

prevented it from independently contributing positively to satisfaction in this model, as evidenced by the fact that it was not statistically significant ( $\text{Sig.} = 0.165$ ).

## 5. Chapter Five: Discussion, Conclusions, and Recommendations

### 5.1. Discussion of Results

#### A. The Pedagogical Dimension's Primacy (Supporting $H_1$ )

The most important conclusion is Pedagogical Competency's better predictive power ( $\beta=0.480$ ). In the local cultural context, where parents see the academy as a place for character development rather than merely skill learning, this is in line with international models (Cote & Gilbert, 2009). Parents place a high importance on the coach's capacity to:

1. Offer encouraging guidance and constructive criticism.
2. Professionally handle disagreement and conduct.

3. Establish personal trust by communicating in an open and kind manner.

### B. The Limited Impact of

#### Administrative Proficiency

The fact that Administrative Competency was not statistically significant points to a structural flaw in the way organizational processes—like being on time, communicating formally, and providing regular feedback—are carried out. When administrative abilities are so poor, they are unable to directly affect pleasure in a good way, which could jeopardize the high level of satisfaction brought about by excellent teaching.

### C. Importance of the Total Impact

Coach competency is the primary variable that explains the majority of the variance in parental satisfaction, as indicated by the substantial total effect ( $R^2=0.569$ ). This supports the idea that the coach is the academy's most valuable strategic asset, outweighing other elements like amenities or cost when it comes to retaining clients.

### 5.2. Conclusions

1. There is a strong and statistically significant correlation between parents' satisfaction and coach competencies.

2. In Lebanese basketball academies, the most important qualitative factor and the best direct indicator of parents' happiness is pedagogical and social competence.

### 5.3. Recommendations

1. Strategic Suggestion: Academy administrations should use the "Pedagogical Leader Coach" criteria for hiring and assessing candidates. Professional development programs that devote at least 60% of their attention on pedagogical competencies—such as interactive communication, supportive leadership, and youth sports psychology—should receive funding.
2. Operational Recommendation: There is an urgent need to enhance organizational and administrative competency. Modern organizational tools (such as scheduling systems and communication applications) and explicit guidelines for openness and prompt responses to parental questions should be taught to coaches.
3. Future Research Recommendation: It is recommended that future research examine how moderating variables, including coach experience or the academy's level of competition, affect the strength of this direct association.

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