

A STRATEGY FOR BADMINTON TALENT IDENTIFICATION ACCORDING TO SCHOOL SPORT

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Abstract

The current research aims to: Inform physical education teachers and coaches with the important role of scientific principles in badminton talent identification and guidance in addition to improving school sport - Identify the type and current situation of badminton talent identification tests - Identify the effective levels of talented badminton players as a beginning for school sports competitions - Identify the role of physical education teacher in badminton talent identification. The researcher used the descriptive (survey) approach. Research community included (130) physical education teachers from (50) high schools and (12) badminton school coaches. Only (32) teachers were randomly chosen (25% of the research community) for the main sample in addition to (12) coaches . This makes (44) participants as a main sample. Questionnaires were distributed and retrieved after (10) days. Results indicated that:

- Badminton talent identification in Jordan is not science-based.
- School competitions play a major role in badminton talent identification and guidance.
- Talent guidance is very important for forming elite levels in badminton

Key words: talent identification – guidance – selection – badminton

INTRODUCTION

Increased interest in talent identification became normal in most educational institutes as they are the main base for every future sports achievement. (21)

This is not limited to educational institutes but it extended to some elite clubs and school sports unions to provide care for these talents. For example, establishing specialized sport schools in some developed countries like China, Germany and Russia reflects the fact that these countries try to achieve specific goals and seek advance and improvement. (11)

Elite sports in our country witnessed a giant leap during the 1970s and 1980s with a very promising future. Nevertheless, it did not achieve its objectives internationally as it deteriorated very fast. But, we can't blame elite sport alone. Instead. We should blame it primary provider; that is school sport, especially the third stage that derives students to explore and exploit their potentials and talents. (6) (5)

Any structure can never hold for long unless it is based on a solid base. Although scientific advances during recent years enriched physical education with modern evaluation methods for selecting talents in badminton, the researcher noticed through her field visits and review of related literature that talent identification and selection in badminton through school competitions reflects a major concern for educators, coaches and researchers. In addition, talent identification and selection in badminton is now based on personal experience of teachers and this hinders badminton from achieving the desired results. (2) (12)

This indicates the importance of tests to evaluate the abilities of talented badminton players through establishing and validating a set of tests used by teachers to motivate talents to improve their abilities. (1) (2)

School sport is a basic pillar for international sport movement as it is directed mainly to students in various stages to direct them to become distinguished athletes in the future. This helps establishing national teams that

represent their countries internationally. School sport is first step towards identifying talents in various sports in an early age and then support them through specific competitive training programs. This helps talented students to improve their performance and directs young athletes towards establishing their careers in specialized clubs. (7) (9)

Only through talent identification and selection, modern badminton managed to reach its current international level as a sport for all classes of the society. This is due to modern scientific methods and research efforts that led to major improvements in evaluating talents through school competitions. (13)

RESEARCH Problem

Badminton is a leading elite sport not only in Jordan but also all over the world. The number of participants in this sport is increasing and this increased participation among youth. This led sports authorities to develop specific programs according to scientific bases for improving talented individuals in this sport.

Youth are the core for establishing international champions. Due to the importance of this issue in Jordan, scientific debate arose among researchers and specialists.

These debates indicated that neglecting science-based talent identification had serious effects on badminton. Therefore, it is very important to set scientific standards for selecting talents through training programs initiated by physical education teachers and specialized coaches.

Therefore, it is important to select and guide talented students in badminton so as not to waste this very rare resource in Jordan. School sport is a basic pillar for sports movement and it deserves to take its normal position. Accordingly, the following problem appears:

- ❖ Are there standards for talent identification and guidance for badminton talents in Jordan that physical education and sports teachers follow?

This main question leads to other minor questions:

- Do teachers and coaches depend on scientific principles in badminton talent identification?
- Do school competitions play a role in badminton talent identification and guidance?
- Is badminton talent identification and guidance inside school sport necessary for elite formation?

AIMS

The current research aims to:

- Inform physical education teachers and coaches with the important role of scientific principles in badminton talent identification and guidance in addition to improving school sport.
- Identify the type and current situation of badminton talent identification tests
- Identify the effective levels of talented badminton players as a beginning for school sports competitions.
- Identify the role of physical education teacher in badminton talent identification.

HYPOTHESES

The major hypothesis of this research is: talent identification process initiated by physical education teachers and coaches for badminton talents is random and depends on personal experience. This leads to the following minor hypotheses:

- Badminton talent identification in Jordan is not science-based.
- School competitions play a major role in badminton talent identification and guidance.
- Talent guidance is very important for forming elite levels in badminton

METHODS

Approach:

The researcher used the descriptive (survey) approach.

Participants:

Research community included (130) physical education teachers from (50) high schools and (12) badminton school coaches. Only (32) teachers were randomly chosen (25% of the research community) for the main sample in addition to (12) coaches. This makes (44) participants as a main sample. Questionnaires were distributed and retrieved after (10) days.

Research instrument (questionnaire):

The researcher developed a questionnaire as a data collection instrument and distributed it to participants (n=44). The questionnaire was divided into two parts: (13) items for coaches and (17) items for teachers. The following are the axes of the questionnaire:

First axis: Scientific bases of badminton talent identification:

- Items (1-5) are directed to coaches
- Items (1-6) are directed to teachers

Second axis: Role of school competitions in of badminton talent identification:

- Items (6-8) are directed to coaches
- Items (7-12) are directed to teachers

Third axis: guidance for badminton talents:

- Items (9-13) are directed to coaches
- Items (13-17) are directed to teachers

Percentage of each question was calculated to derive data.

Pilot study:

The researcher performed a pilot study on a pilot sample of (80) physical education teachers and (40) coaches of badminton for validating the research instrument and to identify the clarity of questions. Results indicated that:

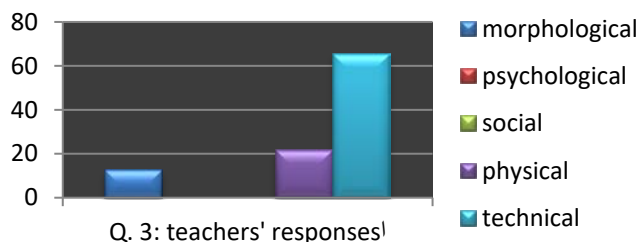
- The study is applicable
- Some questions are vague and need to be reformulated
- Some questions are repeated and need to be eliminated
- Some questions are not answered and this led the researcher to modify it.
- All hypotheses are testable

Results and Discussion:

The researcher will discuss the results of the questionnaire distributed to physical education teachers and school sports coaches concerned with badminton talent identification and guidance in Jordan.

Teachers' responses to (Q.3), concerning aspects of talent identification used by teachers, came as follows:

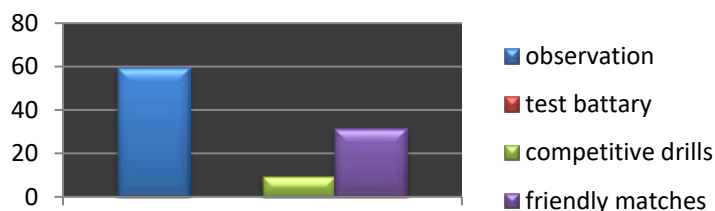
Q. 3	Responses					Sum
	Morphological aspect	Psychological aspect	Social aspect	Physical aspect	Technical aspect	
Frequency	4	00	00	7	21	32
Percentage	12.5%	00	00	21.87%	65.62%	100%



Results indicated that 65.62% of teachers use technical aspects for talent identification. This is not consistent with scientific bases as it ignores other physical, morphological, social and psychological aspects. These aspects integrate together and cannot be separated from each other due to its mutual effects.

Teachers responses to (Q.4) concerning methods used by teachers for badminton talent identification, came as follows:

Q. 4	Responses				Sum
	Observation	Test battery	Competitive drills	Friendly matches	
Frequency	19	00	3	10	32
Percentage	59.37%	00	9.37%	31.25%	100%



Results indicated that 59.37% of teachers use observation in badminton talent identification. This particular method is less effective as it is not fully objective and relatively spontaneous. This indicates the lack of experience in talent identification.

Coaches' responses to (Q. 5) concerning individual differences in badminton talent identification came as follows:

Q. 5	Responses				Sum
	Always	Sometimes	Rarely	Never	
Frequency	3	3	4	2	12
Percentage	25%	25%	33.33%	16.66%	100%

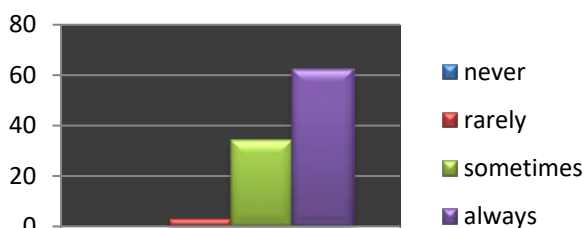


Q. 5: coaches' responses

Results indicated that 33.33% of coaches rarely consider individual differences in talent identification for badminton. This is not consistent with standards of sports talents identification. This also proves the first minor hypothesis as badminton talent identification in Jordan is not science-based.

Teachers' responses to (Q. 7) concerning holding in-school competitions for badminton came as follow:

Q. 7	Responses				Sum
	Always	Sometimes	Rarely	Never	
Frequency	20	11	1	00	32
Percentage	62.5%	34.37%	3.12%	00	100%

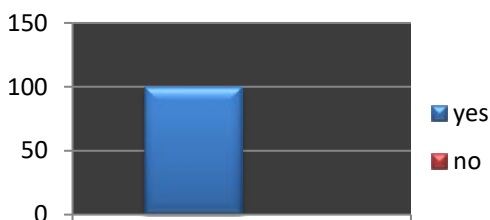


Q.7: teachers responses

Results indicated that 62.5% of teachers hold competitions in badminton among students. This creates an excellent opportunity for scientific talent identification and guidance in badminton.

Teachers' responses to (Q. 10) concerning the effect of internal and external matches in talent identification and guidance in badminton came as follows:

Q. 10	Responses			Sum
	Yes	No		
Frequency	32	00		32
Percentage	100%	00		100%

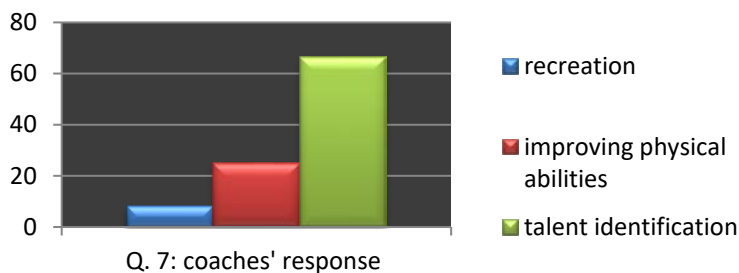


Q. 7: teachers' responses

Results indicated that 100% of teachers acknowledge the important role of competitions in badminton talent identification as it can help forming a team capable of participating in competitions.

Coaches' responses to (Q. 7) concerning the objectives of holding school competitions came as follows:

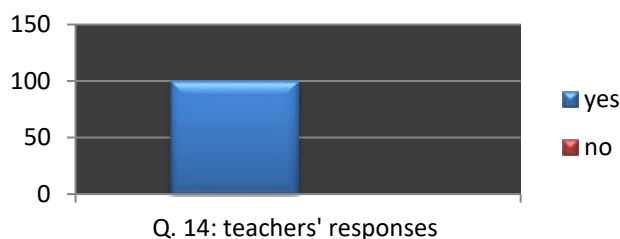
Q. 7	Responses			Sum
	Recreation	Improving physical abilities	Talent identification	
Frequency	1	3	8	12
Percentage	8.33	25%	66.66%	100%



Results indicated that 66.66% of coaches hold competitions for talent identification. This proves the second minor hypothesis concerning the major role of school competitions in badminton talent identification.

Teachers' responses to (Q. 14) concerning the importance of talent guidance in badminton came as follows:

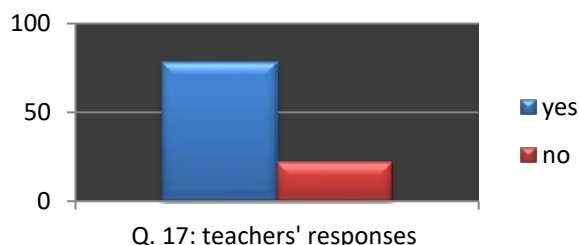
Q. 14	Responses		
	Yes	No	Sum
Frequency	32	00	32
Percentage	100%	00	100%



Results indicated that 100% of teachers acknowledge the important role of guidance in forming elite levels of badminton players.

Teachers' responses to (Q. 17) concerning the effect of talent guidance in badminton came as follows:

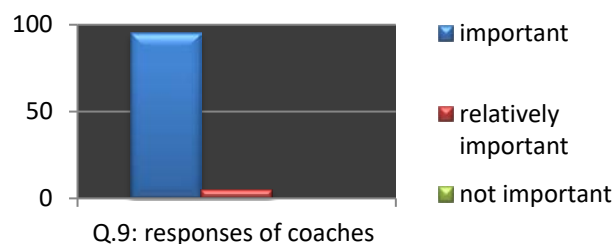
Q. 17	Responses		
	Yes	No	Sum
Frequency	25	7	32
Percentage	78.12%	21.87%	100%



Results indicated that 78.12% of teachers acknowledge the important role of guidance in encouraging future career of students as badminton players.

Coaches' responses to (Q. 9) concerning the importance of talent guidance in badminton came as follows:

Q. 9	Responses			
	Important	Relatively important	Not important	Sum
Frequency	10	2	00	12
Percentage	95%	5%	00	100%



95% of coaches are convinced with the importance of guidance in encouraging players to practice badminton and this proves the third minor hypothesis indicating that guidance is very important for improving badminton as an elite sport.

GENERAL CONCLUSION

Badminton talent identification in Jordan is a very sensitive process due to its direct effects on competition scores locally and internationally. To achieve good results, best capabilities should be provided and this can't be done without science-based talent identification. This reflects the current situation of talent identification in Jordan as such practices are done by teachers and coaches through mere observation and personal experience although the availability of talents, especially in female athletes. This proves our first hypothesis.

Concerning school sport, school competitions play a major role in scientific talent identification and guidance in badminton as it provides athletes with the chance to reveal their potentials and abilities.

We can also conclude that sports guidance plays a major role in badminton talent care through school sport as it affects the future career of players during school competitions and elite clubs as well.

Recommendations:

According to these results we can recommend the following:

1. Choosing well-qualified physical education teachers for talent selection and identification for badminton who are required to consider:
 - Talented player's characteristics
 - Talented player's motor and psychological desires and requirements
2. During talent identification, physical education teachers should depend on pedagogical and physiological observation in addition to physical and mental tests.
3. Performing medical examination for students before participation with specific consideration of physical and morphological structure of talented players.
4. Talent identification programs should be announced before the beginning of school season through internal and external competitions
5. Designing a specific training program for badminton talents according to their characteristics
6. Talent identification should be initiated through a well-designed program including how to use suitable tests and measurements and sufficient duration for identification
7. Pedagogical and training aids should be provided for badminton talents.

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