



THE EFFECTIVENESS OF COACHES' LEADERSHIP COMPETENCE IN PROMOTING SOCIAL INTERACTION AMONG PLAYERS WITH SPECIAL NEEDS

Mustafa Ismail Yasin

University of Misan,
IRAQ

Corresponding Author: mustafa.ismaeel@uomisan.edu.iq

Jasim Ali Mohammed

University of Misan,
IRAQ

Recieved: September 19, 2025 **Accepted:** November 27, 2025

ABSTRACT

Background. Sports activities for people with special needs play a prominent role among the means that contribute to fostering social interaction among team members and within the community, as they create a social environment that facilitates cooperation, communication, acceptance, and the exchange of experiences between team members and the coach. **Objectives.** The study aimed to identify the effectiveness of coaches' leadership competence and its role in enhancing the social interaction of athletes with special needs, to determine the level of leadership they exhibit from their athletes' perspective, to identify their level of social interaction, and to determine whether there is a correlation between the two variables. **Method.** To achieve this, the researchers conducted their study on a sample of 60 athletes with special needs at the Paralympic Committee's office in Maysan Governorate, who represent the total research population. **Results.** The researchers concluded that coaches of athletes with special needs possess a high level of leadership competence from the athletes' perspective, which reflects their ability to plan effectively, make appropriate decisions, communicate effectively, and motivate athletes to participate in sports activities. Athletes with special needs exhibit a moderate to high level of social interaction, indicating that this group has the ability to interact with others, form social relationships, and communicate with their peers. **Conclusion.** The researchers also recommend the need to work on strengthening and developing the role of coaches and enhancing their leadership skills through training courses and workshops focused on planning, decision-making, communication, and motivation, thereby contributing to raising the team's overall performance level. It is necessary to implement activities and programs that contribute to creating a social environment that encourages communication among team members and the community at large, such as teamwork, friendly competitions, and joint activities outside of training hours, to reduce the gap between leadership competence and social interaction.

Keywords; coaches' leadership competence, promoting social interaction, players, special needs



A. INTRODUCTION

In light of the progress the world is witnessing in various fields of life, and the harnessing of the human mind to benefit from diverse sciences and knowledge, as well as the application of science, technology, and various techniques to provide the best services to society and meet its needs, The field of sports and the practice of athletic activities is no exception to this development; we observe rapid progress in improving physical fitness and skills, as well as a focus on psychological aspects that contribute to achieving the best results at the highest levels. In recent decades, the world has witnessed a clear shift in attention toward people with special needs, opening the door for them to enter the world of sports and changing the prevailing view that they are a segment of society requiring special care. Instead, they have become active members of society with abilities and potential that can be harnessed in various areas of life.

Today, sports activities for people with special needs play a prominent role among the means that contribute to fostering social interaction among team members and within the community, as they create a social environment that facilitates cooperation, communication, acceptance, and the exchange of experiences between team members and the coach (Balore et al., 2026; Ebrahim & Hussein, 2025; Sulaiman et al., 2025). Paralympic sports have thus emerged as one of the most important avenues for people with special needs to demonstrate their potential and abilities in achieving athletic success and to prove that they are no less capable or competent than their able-bodied peers. Furthermore, sports activities play a vital role in developing their social skills and boosting their self-confidence. None of this happened by chance; rather, it resulted from comprehensive organizational efforts to create a suitable environment for people with special needs to practice sports. Among these efforts is the role of the sports coach for this group, who bears the primary responsibility for determining whether these sports activities are competitive, therapeutic, or recreational in nature. Therefore, a coach specializing in this group must first and foremost be a leader who focuses on organizing and implementing training programs, as well as preparing the necessary equipment for these programs and ensuring the safety of the athletes, as are more vulnerable to injury than their able-bodied peers. Among the responsibilities of a coach that enhance his or her leadership skills is fostering mutual relationships among team members, as well as between the athlete and the community in which he or she lives. Individuals influence one another, and this influence can create a form of social interaction that reduces the stress experienced by a person with a disability due to a perceived deficiency in a part or a sense. Establishing these relationships between athletes and the community is among the highest forms of interactive relationships that contribute to creating a socially engaged environment (Abdulloh et al., 2026; Ali et al., 2026). Therefore, the coach is considered the person closest to this group by the nature of their work and their presence with them, whether during training sessions or sports competitions.

Based on the foregoing, this study highlights the importance of investigating the nature of the relationship between coaches' leadership competencies and the promotion of social interaction among athletes with special needs, which may help direct attention toward developing the capabilities and potential of this group. This study can also help draw the attention of decision-makers at the Paralympic Committee to this group and encourage the

development of awareness programs and the enhancement of coaches' competencies, given their critical role in creating a more socially inclusive environment characterized by mutual interaction and in reducing the difficulties that individuals with special needs may face.

Some may believe that the integration of individuals with special needs, their interaction with society, and their ability to form relationships and communicate with others is an easy process, and that an average person can influence their behavior. On the contrary, this is considered one of the most complex issues, as this segment of society has physical and sensory differences due to their disabilities, which affect their movement, behavior, and psychological aspects. Therefore, working with this group is more difficult and requires special attention. Consequently, the coach supervising the training of this group must be sufficiently responsible to shoulder the burdens of this task with leadership competence, pay attention to psychological, physical, and social aspects, and work to make them more interactive with one another and with others. From this perspective, the research problem becomes clear: to understand the role the coach plays in creating an environment characterized by social interaction between the coach and team members, as well as among individuals with special needs, and to help them integrate more fully into the community in which they live, creating opportunities for communication, building social relationships, and fostering a sense of belonging and self-confidence. This requires leadership competence characterized by a high level of responsibility, systematic planning, on-site supervision, and greater efforts to achieve social interaction and enhance the role of individuals with special needs in society. Based on the above, the research problem can be articulated in the following question: How effective is the leadership competence of coaches for athletes with special needs in promoting social interaction among their players?

Research Objectives

1. To identify the level of leadership competence among coaches of athletes with special needs from the athletes' perspective.
2. To identify the level of social interaction among players with special needs in Maysan Governorate from the players' perspective.
3. To determine whether there is a statistically significant correlation between the leadership competence of coaches and the social interaction of players with special needs.

B. METHOD

Research Approach

In their study, the researchers adopted a descriptive approach using both cross-sectional and longitudinal designs. "This methodological integration is considered the optimal choice for addressing the research problem and achieving its objectives of description, analysis, and prediction." (Muhammad & Farhat, 1998; Mahjoub, 2002). The descriptive approach is considered one of the most important methodologies in educational, social, and sports fields, focusing on collecting accurate scientific descriptions of the phenomena under study, describing and interpreting the current situation, as well as identifying common practices and recognizing the opinions, beliefs, and attitudes of

individuals and groups, and their patterns of growth and development. It also aims to study the relationships between various phenomena (Al-Obaidi, 2015,15).

Population and Sample

The population is “the entire range of values that a variable can take” (Al-Obaidi, 2015; Al-Shouk & Al-Kubaisi, 2004). On this basis, the population consists of athletes with special needs participating in the Paralympic Games in Maysan Governorate, numbering 60. The research sample is “that part of the population selected according to scientific rules and methods so that it accurately represents the population” (Alawi & Ratib 1999). To achieve the study’s objective, the researchers selected the entire population for their study, as the population is small and cannot be divided into parts. Thus, the research sample consisted of the entire original population of 60 athletes distributed across the sports represented by the Maysan Governorate branch of the Paralympic Committee, as shown in Table 1 below.

Table 1. Shows the population and sample for the exploratory and main studies, as recorded by the Maysan Branch of the Paralympic Committee

No	Sports	Population	Pilot Application	Main Application
1	Deaf Football	15	1	4
2	Table Tennis	6	1 5	
3	Basketball	7	1 6	
4	Shooting	4	1 3	
5	Volleyball	8	1 7	
6	Archery	4	1 3	
7	Boccia	6	1	5
8	Weightlifting	10	1 9	
	Mean Total	60	8	52

Methods of Data Collection and Equipment/Tools Used: Arabic and foreign sources and references, Personal interviews, The Internet, and Data collection and transcription forms. Equipment and tools used: DELL computer and Electronic calculate.

Field Research Procedures

The procedures for developing a questionnaire on the leadership competence of trainers and the social interaction of individuals with special needs involve following specific steps to create an instrument that meets the scientific criteria for a questionnaire, with the aim of collecting data and facts regarding the research variables.

First: Developing a questionnaire for the study variables.

After reviewing the theoretical framework and previous literature related to the study topic, conducting interviews with a group of administrators and officials in the sports field, and consulting experts specializing in sports management and coaching, the researchers identified the two study variables, which are: coaches’ leadership competence and players’

social interaction, in line with the research problem and objectives. Based on this, the researchers proceeded to carry out the necessary fieldwork to prepare the study questionnaire accurately, so that it would reflect the reality of the variables in a manner suitable for statistical analysis.

Identification of the Questionnaire Dimensions

After reviewing previous scales and studies, the researcher identified five dimensions for the study based on the concepts of leadership competence and social interaction, as shown in Table 2.

Table 2. Shows the dimensions of the Leadership Competence Questionnaire for coaches and the Social Interaction Questionnaire for players

NO	Leadership Competency Domains for Coaches	NO	Social Interaction Domains for Players
1	Communication	1	Social Acceptance
2	Motivation	2	Social Relationships
3	Interpersonal Skills	3	Cooperation and Mutual Assistance
4	Decision-Making and Problem Solving	4	Social Participation
5	Planning and Organization	5	Social Integration and Adaptation

Formulation of the Questionnaire Items

After identifying, formulating, and defining the questionnaire themes, the researcher formulated a set of items based on the literature and studies addressing the topics of leadership competence and social interaction. The number of items for leadership competence totaled 30, distributed across the questionnaire themes. As for social interaction, there were 30 items distributed across the questionnaire’s themes. After completing the drafting, the researchers distributed a special form to a group of 10 experts to solicit their opinions on the validity of the themes and items. The researchers then applied the percentage criterion, based on Bloom’s view that dimensions and items scoring 70% or higher are valid for the questionnaire (Bloom et al., 1956, p. 34). In light of this, all dimensions and items for both scales were accepted, as shown in Table 3.

Table 3. Shows the experts’ agreement on the items of the questionnaire assessing the leadership competence of coaches and the social interaction of players with special needs

The content and paragraphs of leadership competence		It works	no It works	Agreement rate	Social interaction themes and sections		It works	no It works	Agreement rate
Paragraph sequence	Planning and organizing	10	0	100%	Paragraph sequence	Social acceptance	10	0	100%
1	1	10	0	100%	1	1	9	1	90%
2	2	8	2	89%	2	2	10	0	100%

3	3	10	0	100%	3	3	10	0	100%
4	4	9	1	90%	4	4	10	0	100%
5	5	8	0	80%	5	5	10	0	100%
6	6	10	0	100%	6	6	8	2	80%
Paragraf sequence	Communication Hub	10	0	100%	Paragraf sequence	Social Relationships	10	0	100%
1	1	10	0	100%	1	1	10	0	100%
2	2	10	0	100%	2	2	10	0	100%
3	3	10	0	100%	3	3	8	2	80%
4	4	10	0	100%	4	4	10	0	100%
5	5	10	0	100%	5	5	9	1	90%
6	6	10	0	100%	6	6	9	1	90%
Paragraf sequence	Motivation	10	0	100%	Paragraf sequence	Cooperation and Assistance	10	0	100%
1	1	10	0	100%	1	1	9	1	90%
2	2	10	0	100%	2	2	10	0	100%
3	3	10	0	100%	3	3	10	0	100%
4	4	10	0	100%	4	4	10	0	100%
5	5	8	2	80%	5	5	10	0	100%
6	6	10	0	90%	6	6	8	2	80%
Paragraf sequence	Handling	10	0	100%	Paragraf sequence	Social Participation	10	0	100%
1	1	9	1	90%	1	1	10	0	100%
2	2	10	0	100%	2	2	10	0	100%
3	3	9	1	90%	3	3	10	0	100%
4	4	9	1	90%	4	4	10	0	100%
5	5	10	0	100%	5	5	10	0	100%
6	6	9	1	90%	6	6	10	0	100%
Paragraf sequence	Decision-making process	10	0	100%	Paragraf sequence	Decision making Social Integration and Adaptation	10	0	100%
1	1	10	0	100%	1	1	8	2	80%
2	2	8	2	80%	2	2	10	0	100%
3	3	9	1	90%	3	3	8	2	80%
4	4	9	1	90%	4	4	8	2	80%
5	5	8	2	80%	5	5	10	0	100%

6	6	9	1	90%	6	6	8	0	80%
---	---	---	---	-----	---	---	---	---	-----

Second: Preparation of the questionnaire scoring instructions

The researchers used a five-point Likert scale to score the questionnaire on coaches' leadership competence and players' social interaction, in order to determine the research sample's response to each questionnaire item. Five response options were identified for each questionnaire, representing the research sample's responses to each individual item. These responses are (Strongly Agree, Agree, Sometimes, Disagree, Strongly Disagree), with scores ranging from 1 to 5. Thus, the highest possible score for the questionnaire is 150 points, and the lowest is 30 points.

Pilot Study of the Research

The pilot study of the research instruments was conducted on December 10, 2025, with a sample of eight players with special needs who were excluded from the main study. The objective of this pilot study was to assess the clarity of the questionnaire items, the method of answering them, and the time required to complete them, as well as to evaluate the readiness of the support team, identify potential difficulties they might face, and work to overcome them.

Scientific Properties of the Questionnaire

Scientific characteristics are an important step in the development of scales and questionnaires, as they ensure that the scale or questionnaire is capable of measuring what it was designed to measure. Logical analysis alone is insufficient to verify the validity of the items, as it relies on a superficial examination of the items; the validity and reliability of the scale are determined through an analysis of its items.

Item analysis refers to a study that relies on statistical and empirical analysis of test items to determine their characteristics, and involves deleting, modifying, substituting, adding, or rearranging these items in order to develop a reliable, valid test that is appropriate in terms of length and difficulty (Abdelsalam, 1981, 200) To accurately identify these characteristics, content validity and reliability coefficients were employed.

First, validity: This refers to a test that is suitable for use in light of the objectives for which it was designed. It also means a test designed to measure a specific behavior or set of behaviors. In other words, it is the precision with which the examiner measures what is intended to be measured (Abdelhadi & Al-Azzawi 2007).

Face validity: This refers to the quality of the sample of items included in the measurement instrument and the extent to which they represent the instructional material or curriculum of interest (Sobhi, 2006, 20). The face validity of the test can be calculated through a preliminary analysis of its items by a number of expert reviewers to determine whether these items relate to the aspect they are intended to measure. The researcher then compiles the responses from this group of reviewers and selects the items agreed upon by the largest number of reviewers. The researchers verified the face validity of the research instruments by presenting their items to a group of experts and specialists in sports

management and sociology to ensure the validity and appropriateness of the items, as shown in Table (3).

Second: Reliability Coefficient: Test reliability refers to the instrument’s accuracy in observation, its lack of internal inconsistency, and the consistency of the information it provides regarding an individual’s behavior. Reliability is assessed through various methods, including test-retest, split-half, equivalent forms, the Fakronbach equation, and the Hewitt equation for variance analysis (=Abu Hatab et al., 1987, 101). To verify the reliability of the scale, the researchers used the Fakronbach method.

Factor-Loading Stability: This equation refers to the internal property of the scale that arises from the statistical relationship between items; it also indicates that the scale is homogeneous, meaning that all items measure a general variable (Abu Alam, 2007, 304). To determine the reliability coefficient for the questionnaire assessing coaches’ leadership competence and players’ social interaction, the researchers relied on a pilot study conducted on a sample of 8 players with special needs. The reliability coefficient for the coaches’ leadership competence questionnaire was 0.84, a high value indicating that the items are sufficiently correlated with one another, making the questionnaire valid for its intended purpose. As for the players’ social interaction questionnaire, the reliability coefficient was 0.85. This value is considered good, indicating that the questionnaire is reliable and its items are sufficiently interrelated, thus making it valid for its intended purpose.

Third: Objectivity: Following the researchers’ presentation of the items pertaining to the research instruments to a group of experts and specialists, and after transcribing and analyzing them, it became evident that the items pertaining to the research instruments are characterized by clarity, that they feature multiple-choice options, and that responses to them allow for the selection of only one option, with no open-ended answers. This prevents experts from differing in their scoring based on the multiple-choice options, in accordance with the Likert scale. Thus, the items are considered objective, requiring no elaboration or explanation when answering.

Statistical Methods

The researchers conducted the main application of their research on December 16, 2025, with a sample of 52 athletes with special needs who represent the Paralympic Committee in Maysan Governorate. The study concluded on December 19, 2025, after collecting the questionnaires regarding the coaches’ leadership competence and the athletes’ social interaction. The research data were processed automatically using the JASP statistical software package, and the results were analyzed using a scientific approach to achieve the research objectives.

C. RESULTS AND DISCUSSION

Table 4. Shows The Level Of Leadership Competence Among Coaches And The Level Of Social Interaction Among Players With Special Needs

Research Variables	Research Sample	Arithmetic Mean	Standard Deviation	Hypothetical Mean	Level
Coaches' Leadership Competence	52	116.15	15.32	90	High

Players' Social Interaction	52	104.55	17.65	90	Moderate
-----------------------------	----	--------	-------	----	----------

The table above shows the results for the research variables applied to a sample of 52 players with special needs (52). After collecting and statistically analyzing the questionnaire forms for the research variables, the results showed that for the variable of leadership competence among coaches of athletes with special needs, the mean was (116.15), while the standard deviation was (15.32) and the hypothesized mean was (90). The level of leadership competence was found to be high when comparing the arithmetic mean to the hypothesized level of the questionnaire. As for the social interaction variable, based on the data obtained from the corresponding questionnaire, the results showed that the arithmetic mean for social interaction was (104.55) The standard deviation was (17.65) and the hypothetical mean was (90). As for the level of social interaction, upon comparing it to the hypothetical mean, it became clear that the players exhibit a hypothetical mean level that tends toward high.

The results presented in Table 4 show that Paralympic sports coaches possess a high level of leadership competence from the athletes' perspective, which reflects the coaches' ability to work with athletes with special needs by guiding their behavior and helping them become more effective and capable of overcoming challenges. A competent coach is one who effectively plans the training process, possesses a forward-looking vision in decision-making, and assigns tasks to others in a systematic manner that does not negatively impact the training process. A successful coach is one who maintains a level of communication with their players and understands what they are feeling or what they need to succeed and achieve athletic accomplishments. This aligns with studies confirming that effective coaching leadership plays a fundamental role in improving athletic performance and developing players' skills, and it also contributes to creating a motivating training environment. This was emphasized by Bashir Al-Alaq, who stated, "Leadership is the guidance of others' behavior toward a specific goal, and the leader is responsible for coordinating all the efforts and activities of the members of the team or group they lead to achieve common goals." (Al-Alaq, 1998, 21). As for Helmi Mohamed and Laila Al-Sayed, they believe that "the sports coach and sports specialist for people with disabilities must be a leader above all else, and the secret lies in the fact that the effectiveness of sports and the recreational aspect for people with disabilities depend on the disabled individual's conviction of their importance in life." (Al-Alawi, 1998; Al-Alawi & Ratib, 1999). Therefore, the coach must first and foremost be a leader who influences the athletes and has the ability to guide them and make them more confident in their role in life, understanding that they are part of society, have their place, and have the right to live their lives freely. A successful coach possesses a vision for the future and the determination to achieve its goals.

On the other hand, regarding the players' social interaction, the results showed that players with special needs exhibit a moderate to high level of social interaction. This is a natural reflection of the diversity within the sample and the variation in abilities among them, This is common in environments for individuals with special needs, where individual abilities and needs vary. The researchers attribute the moderate level of social interaction to the fact that individuals with special needs sometimes face barriers in communicating with

others or forming social relationships, due to their disability, which may impair their physical abilities and even affect their psychological well-being, potentially hindering the creation of an environment characterized by social interaction. In other cases, players may need a long time to adapt to their surroundings and build trust with peers and the surrounding community. Social interaction typically occurs between individuals with similar behaviors, which fosters a sense of comfort and reassurance due to shared traits, opinions, or even the specific condition the person with a disability is experiencing. This is confirmed by (Newcomb): “Social interaction is based on the principle of behavioral similarity and balance, which leads to social integration. Those involved in social relationships feel comfortable with those who share their traits, behaviors, or opinions, and this naturally facilitates the process of social interaction.” (Ahmed, 2004, 156). On the other hand, regarding the players’ social interaction, the results showed that players with special needs exhibit a moderate to high level of social interaction. This is a natural reflection of the diversity within the sample and the variation in abilities among them, This is common in environments for individuals with special needs, where individual abilities and needs vary. The researchers attribute the moderate level of social interaction to the fact that individuals with special needs sometimes face barriers in communicating with others or forming social relationships, due to their disability, which may impair their physical abilities and even affect their psychological well-being, potentially hindering the creation of an environment characterized by social interaction. In other cases, players may need a long time to adapt to their surroundings and build trust with peers and the surrounding community. Social interaction typically occurs between individuals with similar behaviors, which fosters a sense of comfort and reassurance due to shared traits, opinions, or even the specific condition the person with a disability is experiencing. This is confirmed by (Newcomb): “Social interaction is based on the principle of behavioral similarity and balance, which leads to social integration. Those involved in social relationships feel comfortable with those who share their traits, behaviors, or opinions, and this naturally facilitates the process of social interaction.” (Ahmed, 2004, 156). On the other hand, regarding the players’ social interaction, the results showed that players with special needs exhibit a moderate to high level of social interaction. This is a natural reflection of the diversity within the sample and the variation in abilities among them, This is common in environments for individuals with special needs, where individual abilities and needs vary. The researchers attribute the moderate level of social interaction to the fact that individuals with special needs sometimes face barriers in communicating with others or forming social relationships, due to their disability, which may impair their physical abilities and even affect their psychological well-being, potentially hindering the creation of an environment characterized by social interaction. In other cases, players may need a long time to adapt to their surroundings and build trust with peers and the surrounding community. Social interaction typically occurs between individuals with similar behaviors, which fosters a sense of comfort and reassurance due to shared traits, opinions, or even the specific condition the person with a disability is experiencing. This is confirmed by (Newcomb): “Social interaction is based on the principle of behavioral similarity and balance, which leads to social integration. Those involved in social relationships feel comfortable with those who share their traits, behaviors,

or opinions, and this naturally facilitates the process of social interaction.” (Ahmed, 2004, 156).

Table 5. Shows The Correlation Coefficient Between Coaches’ Leadership Competence And Social Interaction Among Players With Special Needs

Research Variables	Arithmetic Mean	Standard Deviation	Correlation Coefficient	Critical Value	Level of Significance
Coaches' Leadership Competence	116.15	15.32	0.63	0.273	Sig
Players' Social Interaction	104.55	17.65			

Table (5) presents the statistical values for the research variables. It shows that the mean score for the leadership competence of the instructors was (116.15) with a standard deviation of (15.32), indicating that the leadership competence of instructors of students with special needs is at a relatively good level. Regarding social interaction, the results showed that the mean value was 104.55, while the standard deviation was 17.65, indicating an acceptable level of social interaction among Paralympic athletes in Maysan Governorate. Regarding Spearman’s correlation coefficient, the results showed a value of (0.63) between the coaches’ leadership competence and the athletes’ social interaction. This value is greater than the critical value of (0.273) at a significance level of (0.05), and thus the correlation values indicate a statistically significant relationship between the two variables.

Based on the presented results, this can be explained by the nature of the primary role that falls on the coach regarding the team he supervises, and that his work is not limited to training players to improve their physical and technical aspects alone, but extends to another dimension: addressing the psychological and social aspects of the players, organizing the team, and working to bring about behavioral changes in line with the life requirements of individuals with special needs. This was emphasized by Al-Rubaie, emphasized that the coach is the leader who works to help the group to which he belongs achieve its goals efficiently and with the least possible effort, and he must be aware of the needs and requirements of each member of the team (Al-Rabia, 2010, 160). Therefore, a coach with strong leadership skills is able to create a positive training environment characterized by cooperation and interaction among team members to achieve the goals the sports organization seeks to attain. This, in turn, helps players with special needs communicate better with one another, thereby strengthening team spirit. As noted and emphasized by Muhammad Hassan Alawi, “effective coaching leadership is a key factor in building social relationships within the team, as it helps foster trust among players and encourages them to cooperate and work together.” (Muhammad Hassan Alawi, 1998, 141) We can also explain this correlational relationship through the characteristics of sports activities, which provide the conditions that foster social interaction among players during group training, sports competitions, and joint efforts to achieve team goals. Consequently, this is reflected in the player’s behavior and interaction with the surrounding community. A coach who is able to manage these activities with high effectiveness and balanced competence contributes to enhancing social interaction among players, fostering a spirit of camaraderie, strengthening

communication, and improving their relationships with one another and with society at large, which positively impacts the alleviation of the suffering experienced by individuals with special needs. This was emphasized by Ratib, who stated, “A coach capable of employing positive leadership styles contributes to raising the level of social harmony among team members, because leadership style influences the nature of the relationships that develop among players within the sports environment.” (Ratib, 2000).

D. CONCLUSION AND RECOMMENDATIONS

The study’s results indicate that coaches of athletes with special needs possess a high level of leadership competence from the players’ perspective. This reflects their ability to plan effectively, make appropriate decisions, communicate effectively, and motivate players to participate in sports activities. Players with special needs exhibit a moderate to high level of social interaction, indicating that this group has the ability to interact with others, form social relationships, and communicate with their teammates. The study revealed a statistically significant correlation between coaches’ leadership competence and players’ social interaction. This confirms that effective leadership enhances social interaction among players and with the community, thereby creating a suitable training environment and achieving optimal results. The researchers also concluded that leadership competence alone is not sufficient to fully promote social cohesion; rather, players need additional programs and activities that support and develop their abilities and potential. Recommendations: Work to strengthen and develop the role of coaches and enhance their leadership skills through training courses and workshops focused on planning, decision-making, communication, and motivation, thereby contributing to improving the team’s overall performance. It is necessary to implement activities and programs that contribute to creating a social environment that encourages communication between team members and the community at large, such as teamwork, friendly competitions, and joint activities outside of training hours, to bridge the gap between leadership competence and social interaction. The need to conduct a continuous evaluation of coaches and their training curricula, as well as to understand the implementation of the plans developed to achieve the goals the Paralympic Committee seeks to achieve, identify strengths and weaknesses, and work to address and improve them. The need to address the individual needs of each athlete with special needs and provide them with dedicated support, particularly those who face difficulties in social interaction with others. The researchers recommend cooperation between coaches, administrative bodies, and sports specialists to develop practical strategies based on established plans that promote social interaction among this segment of society.

E. ACKNOWLEDGMENT

The author extends sincere appreciation to all those who contributed to the success of this research.

F. AUTHOR CONTRIBUTION STATEMENT

All authors are responsible for the completed manuscript.

G. REFERENCE

- Abdulloh, F. M. T., Rahayu, A., Kushartanti, B. M. W., Ivanov, D., & Jurek, J. M. (2026). Effectiveness of circulo massage on fatigue recovery of boarding school students. *Tanjungpura Journal of Coaching Research*, 4(1), 32–40. <https://doi.org/10.26418/tajor.v4i1.92920>
- Ali, A. M., Mohammed, D. A., & Hasan, M. A. (2026). Aggressive behavior and its relationship to skill performance efficiency of Kirkuk youth football players. *Tanjungpura Journal of Coaching Research*, 4(1), 20–31. <https://doi.org/10.26418/tajor.v4i1.94234>
- Al-Alaq, B. A. (1998). *Principles of management*. Amman: Dar Al-Bazouri for Printing and Publishing.
- Al-Alawi, M. H. (1998). *Encyclopedia of psychological tests for athletes*. Cairo: Dar Al-Kitab Publishing House.
- Al-Alawi, M. H., & Ratib, O. K. (1999). *Scientific research in physical education and psychology*. Cairo: Dar Al-Fikr Printing House.
- Al-Obaidi, A. A. H. (2015). *Scientific research in physical education: Methods and procedures*. Baghdad: Dar Al-Kutub wal-Wathaiq.
- Al-Rubaie, M. D. (2010). *Administrative organization in sports* (2nd ed.). Babylon: Babylon University Press.
- Al-Shouk, N. I., & Al-Kubaisi, R. S. (2004). *The researcher's guide to writing research papers in physical education*. Baghdad: Dar Al-Kutub Printing House.
- Alawi, M. H., & Ratib, O. K. (1999). *Scientific research in physical education and psychology*. Cairo: Dar Al-Fikr Printing House. (Catatan: duplikasi, sebaiknya pilih salah satu)
- Abdelhadi, N., & Al-Azzawi, T. (2007). *Methods of measurement and educational evaluation*. Amman: Dar Al-Masira for Publishing and Distribution.
- Abu Allam, R. M. (2007). *Research methods in psychology and education*. Cairo: Dar al-Nashr li-l-Jami'at.
- Abu Hatab, F., et al. (1987). *Psychological assessment* (3rd ed.). Cairo: Anglo Library.
- Abdelsalam, M. (1981). *Psychological and educational measurement* (2nd ed.). Cairo: Al-Nahda Library for Egypt.
- Ahmed, J. (2004). *Social psychology*. Amman: Dar Al-Thaqafa for Publishing.
- Balore, J. J. N., Fueyo, J., Rubio, A., & Hernández, A. M. (2026). Analysis of coaches' perception of the impact of their stress on the coach-athlete relationship. *Tanjungpura Journal of Coaching Research*, 4(1), 1–19. <https://doi.org/10.26418/tajor.v4i1.95617>
- Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals*. New York, NY: Longmans, Green.
- Ebrahim, T. Y., & Hussein, S. A.-H. J. A. (2025). The effectiveness of experiential learning strategy to developing some fixed-case football plans for students. *Tanjungpura Journal of Coaching Research*, 3(2), 133–143. <https://doi.org/10.26418/tajor.v3i2.90311>
- Mahjoub, W. (2002). *Scientific research and its methods*. Baghdad: Dar Al-Kutub Printing and Publishing House.
- Muhammad, H., & Farhat, L. A.-S. (1998). *Physical education and recreation for people with disabilities*. Cairo: Dar al-Fikr al-Arabi.

- Sobhi, M. (2004). *Psychological measurement and educational assessment*. Cairo: Anglo Library.
- Ratib, O. K. (2000). *Sports psychology: Concepts and applications*. Cairo: Dar al-Fikr for Printing and Publishing.
- Sulaiman, S. R., Zeebaree, M. R. Y., & Ramadhan, B. M. (2025). Effective VAR management and its impact on refereeing governance: A study of Kurdistan region fans in the Iraq Stars League. *Tanjungpura Journal of Coaching Research*, 3(2), 155–174. <https://doi.org/10.26418/tajor.v3i2.92816>