



## Psychological Features of Preschool Successful Coaches Theory of Data Foundation

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### A B S T R A C T

The child is like a white sheet that holds whatever it is written on. The instructor of this course affects both the heart and the thoughts of children and is associated with the family of children and here, it should be noted that the coach's function is the actual reflection of preschool centers and work with children. In this study, we try to examine the psychological characteristics of successful preschool teachers. The method of this research is qualitative and has been used as the basis for the analysis of data. The data from this study have been carefully interviewed with eight successful coaches. A collection of data has been used for purposeful and theoretical sampling. The data has been analyzed using theoretical coding and foundation data methods. In general, according to the findings of this study, what is perceived as a teacher's experience points out that teachers must first understand students in terms of their age and then understand their language in order to succeed in their work?

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**Keywords:** Psychological Characteristics, Successful Trainer, Foundation Data Theory.

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## INTRODUCTION

Today, public view and the opinion of many thinkers about the necessity of forming preschool centers are not merely formal education and the longevity of the minds of young children with the taste and interests of the elderly or the transfer of their thoughts to them, and this period does not require the preparation of education. But this thinking, has become more general and legitimate, and communicating with these centers for social welfare, the development of society and the elimination of exclusion (Chase, 2003; Morse & Field, 1995).

There are a lot of evidences that show today pre-school centers have become a place of service and culture in order to establish social relationships with families and to meet the natural needs of children. However, all preschool centers can properly fulfill their mission and cultural and educational role, along with family and social education, and familiarize children with a changing and complex world and face them with the realities and people around them. They will learn a beautiful, reliable and happy world, and they will also mean humanity, freedom, justice, independence, peace and tranquility, legality and pride. In this regard, the role of managers and coaches of these centers is very valuable (Bird, 2006, 2013; Langellier & Peterson, 2004).

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The coach is a person who has his own professional qualities. The personality, type of education, and his experience affect the type of course and educational method that is appropriate for the children (Bazargan, 2008).

This is especially important in preschool years, the most important child's intellectual and personality foundations are developing. It is almost at this age that most of the foundations of human life are created (Webster & Mertova, 2007). The child is like a brilliant mirror that reflects whatever it sees, instantly. His personality is like a paste that forms in the hands of the instructor. In fact, what is taught to a child in childhood, it is like the plan that carved on the stone and its effect remains forever (Cortazzi, 2014).

Preschooler coach is one of the hardest things to do, because the behavior, the way of affection and expression, look, cover, walking and, in general, all the work of the trainer, immortalize in the novice and the slightest slip of the coach negatively affects the children. On the other hand, being a child's coach is the best thing to do, because he is the personality and spirit of the people who are passionate about the innocent passion and builds the foundation of society. Therefore, it is clear that the quality of training and programs of this course is determined by the coaches, and the special attention should be paid to the key element of the success of this course, the instructor (Herrman et al., 2011; Windle, 2011).

The best coaches and teachers of pre-school children have the features: warmth and goodness, ability to try and effort, sensitivity, sense of goodness, flexibility, honesty, self-confidence, and kindness (Bluestone et al., 1983). However, the effectiveness of the coach and the care and education of the children requires the development of personal skills of the coaches and the success of the children depends on the desirable characteristics, sufficient knowledge and experience, and the moral qualities of the coaches (Nikken & Schols, 2015).

Therefore, the Education Department enables children to acquire new perceptual experiences that are not likely to be possible in the family's usual environment through environmental enrichment. In numerous studies conducted in different cultures, it has been shown that the lack of environmental stimuli and the inability of sensory, motor, and mental experiences impair the child's psychosocial development. In addition, it has been shown that environmental enrichment, through increased social, perceptual and emotional stimuli, reduces the backwardness of environmental poverty.

Although most of the research is aimed at children who have grown in special environments such as orphanages, this is the reason why the pre-school education and formal education at this time is of particular importance. In many countries, much attention has been paid to its development, and has been trained by well-informed trainers.

It should be noted that the child is constantly influencing the environment and influencing it and learning, therefore, the richer environment, the more appropriate and the relationships between the people are sincerer, the child's perception of the environment is greater and observing this Principles for educators, and mentors, can have important outcomes.

The children of this age group are emotionally expressing their emotions clearly, and the sudden outbreak of anger in this age group is very common. Some psychologists believe that we

must allow children to express their feelings freely and recognize them with emotion. The child during the first few years of life and about the age of entry into the school, learns how to overcome his anger and takes control of it. The child, before the age of school, usually cries with sadness and anger, but after entering the school gradually learns to express his discomfort otherwise.

For this reason, in preschool centers, one of the first things that the instructor should be faced is the difference in the student's social background. A preschool teacher or trainer should be familiar with the child's environment with each child under his supervision and keep regular contact with the child's parents(Cameron, 1998).

In pre-school centers, in addition to coaches, peer groups play a very important role in the development of the child. He (the child) sees his mentor and his peers as a model and emulates them, the mentor after the father and mother is one of the best models for the child's identification.

The psychological capital reflects the person's personal perspective, or the sense of self-confidence of the individual. Hence, psychological capital can be regarded as a sense or individual's view of its ability to successfully use the financial, human and social capital that it possesses(Becher, 1987).

Seligman believes that psychological capital embraces the positive aspects of one's life. In his view, human and social capital is readily apparent and can be easily measured and controlled. While psychological capital is more potent and difficult to measure and develop(Cleaver, Unell, & Aldgate, 2011).

One of the most important functions of the concept of psychological capital is to improve the welfare of employees, so that it can be argued that the main objective of positive psychology is to understand and facilitate happiness and well-being(Bromley, 2007; Tileston, 2010).

The concept of psychological capital is one of the indicators of positivist psychology which is characterized by characteristics such as individual belief in his ability to succeed, perseverance in pursuit of goals, the creation of positive attributes about himself, and tolerance of problems(Tavakoli, Tajrobekar, & Tavakoli, 2015).

Having a psychological capital enables individuals to be more tense in addition to better coping with stressful situations, have high potential for problems, have a clear vision and are less affected by daily events. Therefore, these individuals also have higher psychological health. In the last decade, many researchers focused on strengths and prosperity instead of paying attention to workplace weaknesses. The psychological capital is a positive constructive construct that derives from positive organizational behavior. Positive organization behavior focuses on the aspects of organizational wisdom and the positive state of human personality that can be developed(Waldinger, Ward, & Aldrich, 1985). In many studies on this subject, the dimensions of psychological capital are divided into four dimensions based on the Lutans and colleague's model:

1. **Efficacy:** This aspect of the psychological capital is related to Bandura's social cognitive theory. Bandura introduces self-efficacy as a person's belief in his ability to succeed in

doing his job, by motivating himself, providing cognitive resources, and taking the necessary steps towards the goal(Lee & Nie, 2014).

2. **Optimism:** Peterson (2008) introduces optimism to expect positive outcomes, which are considered as constant, general, and internal factors(Grossmann, 2017).
3. **Hope:** Snyder et al. (2004) describe this component as a positive motivational state that derived from a sense of agency and planning success in achieving the goal. Agencies have the will to achieve the desired result, and includes planning that identifies goals and ways to achieve them. Hence, hope increases the effort to achieve goals. Hopeful people are more risk averse than other people(Kneebone & Fry, 2010).
4. **Resilience:** Resilience is the psychological ability of a person to continue to do more in confronting failures, calamities, and even positive changes, and to demonstrate responsibility for their success(Kielhofner, 2002).

Today's definitions of teaching are different. Smith (1988) believes that "attempts to define teaching, instead of focusing on providing explicit and explicit definitions of teaching, it has focused on exploring the different dimensions of this concept." Hence, there are different attitudes toward teaching. For example, Gage (1995) states: "I mean, teaching involves any activity performed by a person to facilitate another's learning." The second approach is based on the allegory Dewey has taught, and Eisner (1994) explained it.

From his point of view, teaching is similar to selling, just as without the buyer being able to sell something, the teacher is not able to teach, unless there are individuals or people to learn. For those who believe in this view, teaching is a kind of (achievement) nature and necessarily leads to the same achievement as learning(Amiri, Mohammadi, & Barari, 2015; Heidarzadeh, Esmaili, Farajelahi, & Safai, 2018).

In the third perspective, what is considered is the interaction between the teacher and the learner. Accordingly, "teaching is the interaction or behavior of the teacher and the learner on the basis of the teacher's regular and targeted design to change the inclusive behavior"(Tshube & Hanrahan, 2016).

All of these definitions have two features:

1. There is interaction or mutual interaction between teacher and learner and
2. The purposefulness of these activities is shared by the teacher.

Therefore, teaching in general can be defined as: Activities designed to change the behavior of the learner by the teacher, and these activities take place between the teacher and one or more learners in a mutual relationship(Hudson, 2009). Thus, teaching does not count if an activity does not include one of these two methods. For this reason, the type of learning that comes through movies, television, books, and so on is not taught(Shabani, 2000).

Investigating personality traits and scientific and professional competencies of successful consultants from the viewpoint of advisory community of Tehran province and neighboring

cities. The results show that: 1- There is a significant difference between the average rank of the advisors in the upper (successful) and the low (unsuccessful) groups on the personality trait scale. 2 - There is a significant difference between the average rankings of the senior (successful) and the low (unsuccessful) group of consultants on the level of academic and professional qualifications.

In other words, according to the findings of this research, successful consultants are not only well-received, flexible, modest, patient and self-assured, more well-known among people, their colleagues and their clients, and they also have the power of creativity and initiative.

It also has higher academic and professional qualifications, such as having basic knowledge of general psychology, learning, personality and variety of counseling and psychotherapy theories, full knowledge of counseling techniques and their mastery in their application, the ability to native information and learning Study periods are proportional to the references and the ability to behave on a real basis. Fred and colleagues conducted research in this regard in 2008.

Also Fallah, Ahmadi, and Rezazadeh Shiraz (2015), conducted a research entitled "Professional competence of preschool coaches, preschoolers". This research was conducted with the aim of examining the professional competencies of preschool coaches from the viewpoint of coaches and preschoolers or a descriptive survey method.

Lee and Nie (2014), conducted a research on the effect of coaching method on psychological empowerment of teachers. The purpose of this study was to investigate the effect of coaching method on psychological empowerment of teachers, Sidon district. The effect of the aforementioned quantitative approach, for the purpose of application and in terms of research design, it is a semi-experimental (pre-test and post-test with control group).

### **The main question:**

What are the psychological features that make successful preschoolers coaches?

### **Sub questions:**

1. What ethical factors make coaches successful?
2. What are the most important ethical causes of successful coaches?
3. What are the implications of ethical issues?
4. What are the characteristics of a successful trainer?

## **METHODOLOGY**

The data theory is the foundation of a general, inductive, and interpretive research methodology developed in 1967 by Barney Glazer and Anselm Strauss (Glazer and Strauss, 1967). However, the data theory of the Foundation is linked to previous patterns of research methods and has not been created suddenly without introduction.

A theory based on data (fundamental theory) is an inductive and exploratory research method that allows a researcher in a variety of thematic areas to take the theory and proposition instead of relying on existing and predefined theories. These theories and propositions are structured in a systematic way based on real data. The groundbreaking word in this topic indicates that any theory and proposition that is based on this method is based on a documented background of real data.

Indeed, grounded theory is a way of gaining an understanding of the subject under study, and of a topic or topics that have not been thoroughly investigated in the past, and our knowledge is limited in that context. In the methodology of research in fundamental theory, two issues of fundamental importance are:

What is the validity and reliability of research in fundamental theory as a scientific method?

What are the research stages of the fundamental theory?

The answers to these questions are detailed in terms of credibility and reliability of the research and coding steps in the research methodology?

Our field of study consists of all successful primary school teachers in Yazd province in the academic year of 2017 - 2018.

In this research, a sampling was conducted based on the purpose of the research, which has been used through a theoretical and purposeful sampling method of the type available. Targeted sampling is used to select the interviewed individuals and use theoretical sampling to identify the number of people, determine the location of the required data and find the route of research (Pacheco, 2012).

To begin the executive, I first provided a semi-structured interview, my professors from the study identified the bugs of that interview, and again, with the guidance of the professors, a 4-part interview was prepared, after which the interview was followed by a coach, the results were well-established and decided That same interview was the basis for the work, and since the questions were openly raised, during the interview, more inquiries were requested wherever needed.

One of the important steps in the process of data collection is to identify individuals or situations studied, achieve and communicate with them. So that appropriate data can be gathered from them (Brenneman, 2011).

Since they were the basis for the selection of successful coaches who were currently engaged in professional activities, they were referred to pre-school and school centers for interviews.

At first, the confidence building process was carried out in this field, which is just a student research activity and has no relationship with an institution or organization, and then the coach accepted to spend about 30 minutes. After describing the title of the research and its purpose and explaining the secrecy of the coach's name, he was asked if he would allow his voice to be recorded. In case of disagreement with the items that were stated, the note was taken. As many as five were interviewed, new categories were obtained, but from the sixth to the next, a new category was not found, but to ensure that the results were saturated, the process continued until the eighth.

The interviews used in the present study were at least 30 minutes and a maximum of 70 minutes.

One of the most common ways of collecting data in qualitative research is to conduct semi-structured interviews. Since the qualitative researcher seeks for semantic perception, which people view from their point of view to life and current events, interviewing as a common method for data collection is completely natural.

In this way of interviewing, by discussing the subject of conversation, the company encourages the audience to talk about the subject, and, based on what the interviewee poses during the interview, forms their next questions. This type of interview is interactive and requires the interviewer to have interviewing skills in a conversational way.

In this study, a semi-structured interview containing 4 questions was used. In the first question I was asked, "What ethics do you follow in your work as an instructor?" The second question was, "What is the reason you follow any of these ethical issues?" The third question was asked. What would you consider to be the consequences of following these ethical issues? "And the last question was, " What features are there that make you successful? "

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In this way, the interviewer followed the responses of the interviewees to obtain more information and clarify ambiguous concepts that it is not possible to access these findings through other methods.

In qualitative research, the data collection and analysis processes are not separate, and these two activities are simultaneously taking place. But in the early days of work, more time spent collecting information and less time spent analyzing, and in the next steps, the more data is added, the more time spent analyzing.

In qualitative analysis of information analysis, it is an innovative process rather than a

purely mechanical process. This process is not intended to mean all the meanings in the research notes or the text of the interview and the documents available, it is, on the other hand, the duty of the researcher to originally create meaning from raw material. Analysis is done by extracting the themes or generalizations of evidence and organizing data to create a coherent image.

Data analysis is the process of compiling, arranging, basing and defining a concept or a large amount of data collected. In this research, field theory is used to analyze data. The three main elements of field theory are: concepts, categories, propositions.

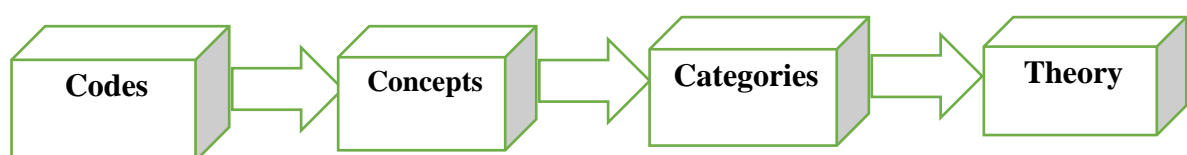
Concepts constitute the main units of analysis. Reaching the theory is the result of the conceptualization of data. The second element is the field theory of categories. Categories are the result of grouping concepts. The third element of the basic theory of propositions is that Glaser and Strauss consider propositions as a hypothesis. When the researcher collects and analyzes qualitative data, he arrives at new concepts, defines definitions for the main structures and examines the relationships between them.

In fact, he connects the concepts and structures to reach theoretical relations. In qualitative research, conceptualization often takes shape in the form of data. For analysis, through which the data is conceptualized and textured, to form the theory. In this approach, there are three types of coding: 1. open coding, 2. axial coding, and 3. selective coding.

Open coding is an open method of crushing, comparing, conceptualizing and categorizing. The axial coding of the series is the procedures that associate the information in a new way, after encoding, by interconnecting categories. This is done with a paradigm that the components of this paradigm include the pivotal phenomenon (the term that answers the question of the current), the conditions (a set of events that create situations and issues related to the phenomenon) The action / interaction (actions that result from the pivotal phenomenon) and the results (which are the results of the strategies taken by the participants of the study).

The selective codification of the process of selecting the main category is systematically and its relation to other categories, linking relationships, and filling empty spaces or categories that need to be reformed and developed(Cooney, 2011). The main category is the main theme of the research. Categories, concepts covered. The path to this main category should be in a way that others will go through, approximate it and find it.

In open encryption, firstly, proper codes are assigned to different data sectors, and these ciphers are categorized into categories. Then, the researcher starts thinking about the different dimensions of these categories and finding the links between them for the axis of encryption. In the course of these coding, the researcher, considering the implications of the data flow, collects data about individuals, events and situations that provide a richer image of the resulting concepts and categories.



Paradigm model design

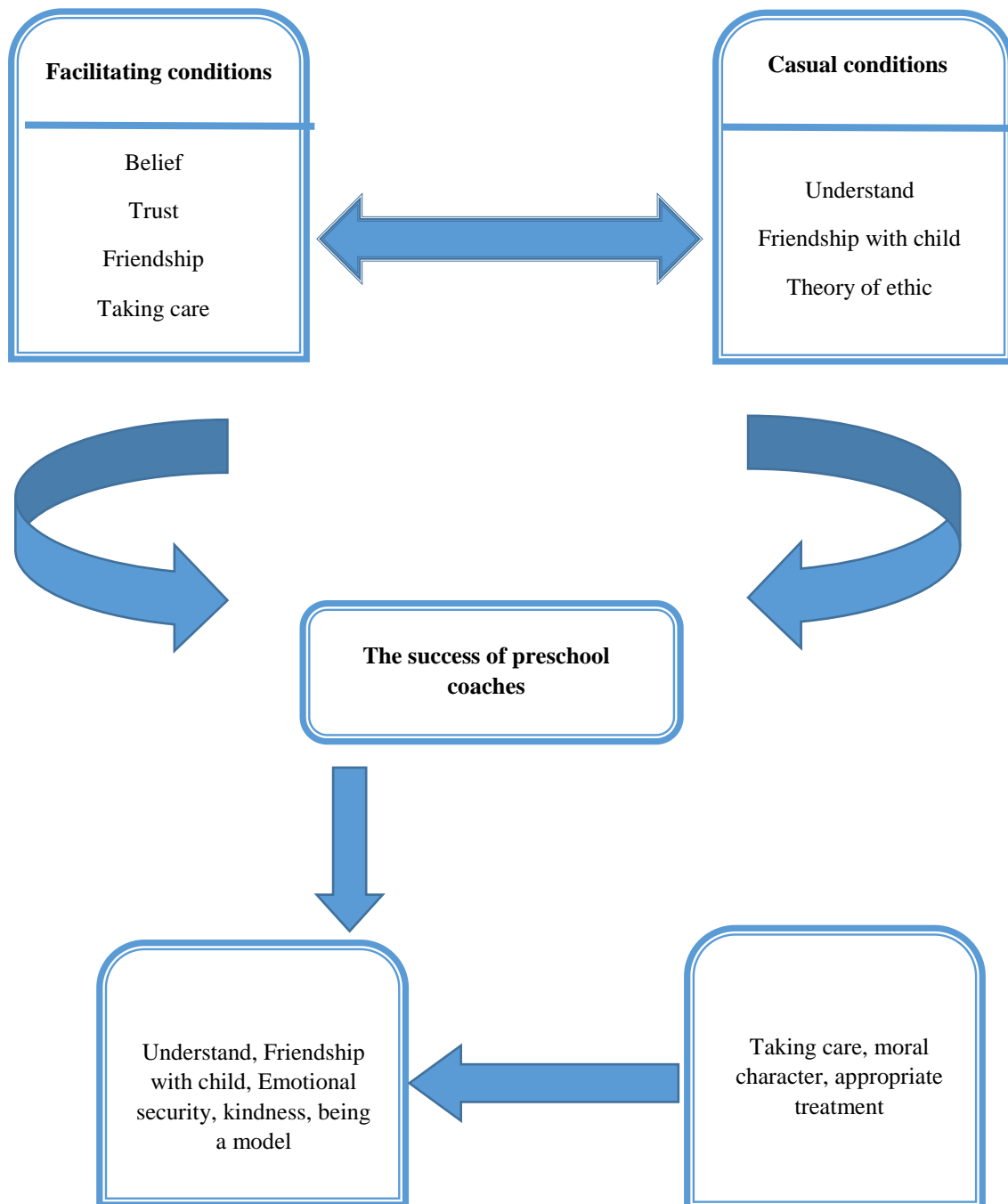


Chart 2. The paradigm model of the causes of a successful preschool teacher

RESULTS

To answer this question, after the interviews, all interview topics were written on the paper, and the writings were written in sentences with the meanings of teachers' experiences in the classroom. The results of the study were organized into 268 theories of teachers'

testimonials about their experiences and ultimately classified into 6 main themes.

The main themes and sub-themes of this research include: positive behavioral actions in relation to the child's behavior (kindness), the effect of the coach's social behavior on the child (social interactions), behavioral actions of the coach (care), moral behavior of the coach (moral character), Coaching emotional encounters (childhood friendship), proper action of the coach with the child (emotional security), behavioral actions and reactions of the child (interaction with the child), the reactions given to the teacher by the child (being a model), in the table below all main themes Come.

Table 1. Main themes and code concepts

| CODE CONCEPTS  | Main Themes   |
|--|---|
| The effect of the coach's social behavior on the child (social interactions) | Teacher's social encounters such as work commitment and discrimination can affect the child   |
| Behavioral actions of the coach (care)                                       | Behavioral behaviors such as respect, commitment can affect the child   |
| Moral behavior of the coach (moral character)                                | Given that the teacher is the first person and the most effective person in the child's life, behaviors such as commitment, patience, and etc., can have a positive effect on the individual. |
| Behavioral actions and reactions of the child                                | Moral practices such as patience, the kindness of the teacher can affect the child  |
| Coaching emotional encounters (childhood friendship)                         | Coaching emotional encounters such as child perception, understanding child language  |
| Proper action of the coach with the child (emotional security)               | Appropriate treatment with the child, such as respecting the child, can have an effect on the satisfaction of the family  |
| Behavioral actions and reactions of the child (interaction with the child)   | The child can react to the behaviors of the instructor. Positive reaction to positive behaviors and negative reaction to negative behaviors.  |
| The reactions given to the teacher by the child (being a model)              | Behaviors that the child shows  |

According to the findings of this study, what is perceived as a teacher's experience points to the need for teachers to succeed at this level of education first, they understand the age of these students and understand the language of these children in order to be successful in their work? Teachers must deal with these students with honesty, kindness and trust because these students make their behavior patterns a teacher and after the family, they have a great deal of teacher influence. A teacher, by his or her behavior, can put a student on the path to development and behavior, and has gained the satisfaction of God, the family and the school.

## CONCLUSION

Here, we will discuss each of the explored themes and, finally, we will conclude the following general conclusion:

### *Positive behavioral actions in relation to the child's behavior (kindness)*

One of the topics learned from deep interviews with teachers and one of the most important reasons teachers have suggested is behavioral action of the teacher, Given the conversations with preschool teachers, the behavioral motivations that can be shown to them

as a successful teacher, the beliefs of a mentor, and the respect given by the teacher to students, are well-behaved, as well as the beliefs of a teacher. In sum, these can be described as behavioral actions of the teacher.

As the respectable teachers have said, the child learns to be kind to a coach, trust in others and control anger and a trainer should observe ethical issues such as honesty, promiscuity, and respect for the child, expressing feelings, restraint and kindness. The reason for this is as follows: To not treat the child with honesty, the child does not learn to be honest, and the child can be confident with respect.

In this regard, the research results Graziano, Reavis, Keane, and Calkins (2007), showed that the adjustment of the emotions and quality of teacher-child relationship by facilitating cognitive processes and creating a positive relationship between teacher-student increases motivation and academic achievement. It is consistent with the results of the research.

### *Moral behavior of the coach (moral character)*

The next issue of the ethical actions of the coach (moral character) has been examined: Regarding the age of knowledge of affairs at this point, it can be stated that whatever the student sees from his teacher as a model and performs and positive and negative effects of teacher's and student's knowledge can be gained from their success.

In this regard, dear teacher's state: any kind of anger or kindness of the teacher's behavior in the child's mind remains and plays a role and he may see his work even in adolescence or grown-ups. Also, since the teacher is the base for beginner education, the teacher's behavior and ethics are of higher importance to coaches and teachers, and if they are properly trained, one of their child's teachers may be in the future and it's not like I expect to teach my child.

Another teacher said: "The child is a model teacher, and the teacher also helps the child with behavioral considerations to recognize and execute the right behavior patterns."

Another honorable coach observes ethical considerations that affect the behavior of the coach to the child, so that the child learns from the coach, the trust of others and the control of anger.

In this regard, Kaiser's (6222) research has shown that teacher behavior has a great impact on student behavior. Reliable cohabitation can compensate for insecure relationships with parents in dependent children. Even the teacher-child relationship can improve student's poor academic performance as a supporting factor.

Most children who are referred to special educational centers have conflicting relationships with their teachers. Hence, improving teachers' capabilities can prevent school drop-outs. The results of Chang and Davis (2009), show that teachers who have direct control of behavior are responsible for provoking anger and anxiety among students who are motivated. This, in turn, will undermine academic engagement and reduce student performance.

Zimbabwe's research shows that negative emotional reactions of teachers, by reducing the understanding between the teacher-child student's anxiety and reduction of academic achievement have a direct relationship. These results are consistent with the results of the

research.

*The effect of the coach's social behavior on the child (social interactions)*

The case that comes from the results of teacher interviews is the effect of social behaviors on the child, the child learns many behaviors and encounters with his mentor and teacher. A coach with positive social behaviors can help the child and ensure the child's future, behaviors such as commitment to work as a social behavior that compliance by the coach can help the child.

*Positive behavioral actions in relation to the child's behavior*

The case from the results of teacher interviews is a positive behavioral action that is being taken against the child. Behaviors such as kindness, honesty, respect, etc., as well as understanding the learner and understanding the child's language, are positive behaviors that are performed in relation to the child.

*Appropriate encounters coach with the child (Emotional security)*

A case that comes from the results of teacher interviews, appropriate coach-child encounters (emotional security), a mentor with behaviors that they are doing towards the children, are waiting for the positive reaction of these children. Overall, according to the findings of this research, what is perceived as a teacher's experience points out that teachers need to understand them first and foremost on the basis of their age, and the language of this understand children to be successful in their work.

Teachers should be trusted with honesty, kindness, and honesty, as they put the teacher's behavior as a model. A teacher, by his or her behavior, can put a student on the path to development and behavior, and has gained the satisfaction of God, the family and the school.

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