

# Controls Necessary to Activate the Role of Sports Academies in the Selection of Team Sports Players

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**Abstract** This study aimed to identify the necessary controls to activate the role of sports academies in the selection of players of team sports (volleyball, basketball, handball, and football) in the Kingdom of Saudi Arabia. The researchers used the descriptive approach in the style of survey studies, which was suitable to achieve the goal of the study; this approach describes an object, analyzes it, and extracts relevant facts. The study community comprises faculty members in the field of sports management and the training of team sports, coaches, and employees of the Saudi volleyball federations, basketball and handball, employees of private sports academies, and employees of the General Authority for Sports. The study sample was selected by the random class method and included (145) individuals. The primary tool for data collection was the analysis of documents, records, and questionnaires. One of the study's most important results was to identify the necessary controls to activate the role of sports academies in the selection of team sports players, including administrative controls, technical controls, legal and legislative controls, health and environmental controls, and other controls.

**Keywords** Digital Transformation, Productive Performance, Competitive Performance, Management

## 1. Introduction

The remarkable development in the field of sports has

set new horizons to keep pace with the rapid development in the field of games and various sports events. As in other fields, achieving reliable results requires closely following accurate, objective, and well-planned scientific methods, as well as applying new theories and methods to keep pace with modern trends. Such work supports competitiveness in international forums, confirming the national identity and strengthening desired values and good citizenship.

Team sports have been affected by the development of scientific theories and methods that have raised the level of performance of its players in regard to physical fitness, skill, and planning. These methods have helped players reach the highest levels of performance, which requires continuous and thoughtful scientific planning and a constant search for new approaches.

Given the continuous increase in the number of sports practitioners, government agencies have a great challenge in providing the necessary capabilities for sports. The Kingdom of Saudi Arabia has tended to use the private sector, and community participation has become an imperative necessity to face societal problems and set priorities, which of course include sports. This is the only way to mobilize all segments of society to support efforts to improve and develop sports in the Kingdom, increase the effectiveness of sports bodies, and enable them to better fulfill their function. Indeed, community participation represents a new formulation of the relationship between traditional sports bodies and society within the framework of private sports clubs and academies.

Sports are a national security concern, and the energy,

abilities, and creativity of young people must be utilized to promote Saudi sports and raise the flag of the homeland in all international forums. If we want to protect our national security, sports-and interest in sports-must return at the level of practice. Moreover, investors have shown great interest in sports and sports entrepreneurship as a business. This has led organizations and companies to identify new opportunities in the field of sports and to benefit from them to achieve long-term profitability and establish sports academies [1].

Sports academies, as civil society institutions working in the field of sports, play a key role in upgrading the sports system. In particular, they attract a wide base of practitioners from different social classes, which eventually qualifies them to become athletes at a high level and form the nucleus of national teams. In addition, academies play a social role by positively employing the energy of young people. Therefore, governments and private agencies are increasingly investing in the establishment of sports academies to promote sports training [2]. Categorisation is determined by factors such as training facilities, productivity of the academy, welfare and development provisions. Places are highly prized and competitive but difficult to retain with regular rounds of re-selection [3, 4] based on individual progression.

The selection of players in mathematical sciences consists mainly of two methods: natural selection and scientific selection [5]. Natural selection can be defined as the random selection of a person who is directed to a particular area of sports by their coach, family, or teacher without undergoing any talent test or scientific test. On the other hand, scientific selection can be defined as directing the sports candidate to a particular area of sports according to the results of a test that captures scientific data and is applied by experts to identify talented athletic candidates. Some studies confirm that physical, physiological, and motor traits are effective in guiding individuals to sports [6,7,8]. Others have reported that genetic factors and musculoskeletal, anthropometric, and psychological characteristics are effective in identifying athletes and guiding them to particular sports [9,10].

The performance of talented players in sports academies also attracts the attention of the general public, which increases sports participation [11,12]. As most athletes are interested in developing new procedures to improve athletic performance, sports science can play an essential role in achieving such improvements [13]. Elite players in team sports also have a large number of characteristics that synergize with each other; higher levels of development of individual characteristics are achieved through an integrated system of preparation of the athlete [14]. Naturally, the primary task of preparing players is to enable them to achieve the best performance in sports competitions. Examining data from different countries and leagues is vital to improve our understanding of various methods of physical development and Technician, which contributes to choosing the best Sports Elements [15].

## 1.1. Problem Statement

The concept of sports talent is multifaceted and should be examined further to better define it from a more global perspective. In this regard, viewing sports talent holistically enables us to identify and combine multiple methods and approaches that are conducive to assessing (and evaluating) its multiple components. Therefore, we define sports talent based on hypotheses from past research to the effect that sports success results from a combination of physical, technical, tactical and psychological assets [16,17,18].

In the past few years, it has been observed that the demand for the establishment of sports academies in all Saudi cities has increased as a result of the government's great interest in sports. In particular, the government has sought to encourage young people to practice sports because of their importance in the development of various capacities. This increase in the demand for the practice of team sports has led to a corresponding increase in people wishing to participate in sports clubs. As a result, the training times allocated to players of volleyball, basketball, handball, and football schools in sports clubs are insufficient for education and training. This caused the clubs to focus on selecting technically distinguished players rather than players who possess the capabilities and abilities that qualify them to reach a high technical level with continued training.

In this context, trainers have focused on training the planning aspects of sports and have dedicated less time to training individual skills. All these things have led to a decrease in the training time necessary to learn skills. As a result, the alternative solution to develop the level of performance is to resort to sports academies.

Researchers focusing on sports management and training in sports academies have observed that the academies face an urgent need to determine the controls necessary to activate their role in selecting team sports players in the Kingdom of Saudi Arabia. Realistic and practical controls will leverage the academies to select and promote the sports movement in order to prepare champions and talented athletes for the championship sector and national teams. The participation of the academies is required to achieve the best level of services and succeed in world and international championships.

Sports academies are currently one of the most important bodies in civil society, serving a large base of different segments of society at all levels. They provide integrated sports, social, and recreational services to all segments of society, reducing pressure on the state in providing sports and social services. In addition, they play an important role in preparing star athletes in various sports. However, these sports academies lack legitimacy in the practice of their work within the Kingdom, and they do not have the right to participate in competitions organized by sports federations. Therefore, we identified a need to determine the necessary controls to activate the role of

sports academies in the selection of team sports players.

### 1.2. Significance of the Research

This study aims to consider global developments in the establishment of specialized sports academies to identify a set of controls that activate the role of sports academies in the selection of team sports players.

### 1.3. Objectives

This research aims to identify the necessary controls to activate the role of sports academies in the selection of team sports players.

### 1.4. Research Questions

In light of the research objective, we pose the following research question:

- What controls are needed to activate the role of sports academies in the selection of team sports players?

### 1.5. Exposition of Key Terminology

**Sports Academies:** Sports institutions that conduct scientific evaluations of participants to identify their physical level and skills, determine their strengths and weaknesses, and work to address the weaknesses and improve the strengths.

**Talented athlete:** An athlete with a variety of functional abilities who can employ these abilities quickly and accurately in different situations, create appropriate combinations, learn quickly, and apply new patterns and movement groups [19].

**Talent Selection:** The selection of athletes with the ability to participate and succeed in future events [20].

### 1.6. Literature Review

This research is informed by previous studies on the current topic.

Thompson, et al. [21] investigated the effects of sports schools on athletes' overall development. They explained that the development of athletes requires a holistic approach. The authors aimed to identify the characteristics of sports schools, identify the methods used to assess their effects, and assess the overall positive and negative effects of the development of athletes associated with participation in sports school programs. The results showed that athletes in sports schools received significant support in terms of academic and sports services, as well as more intensive training and competition plans; however, they regularly miss school. The study also found that there are many immediate, short-term, and long-term positive and negative effects associated with the academic/professional, athletic/physical, psychological, social, and psychological development of sports school students. The authors

recommended that practitioners design an appropriate learning environment that balances multi-skill training with the academic, psychological, and social factors that can pose a challenge for young athletes. Therefore, the current study focuses on the skill set that should be included in the training content, assessing the extent to which skills should be included in the training curricula of sports academies.

Hem M. et al. [22] aimed to gain insight into talented Norwegian football players who transferred to an English football academy. The authors investigated the players' choice of academy, their main challenges upon arrival, how they settled in (both athletically and socially), and their day-to-day life in the academy. Eight Norwegian players who were registered in an English professional football academy between the ages of 16 and 18 years were interviewed in retrospect. The challenges that the players faced were mostly related to their efforts to develop as players, such as going into an extremely high-performance environment that they perceived as quite different from their original club. Even though the transfer to an English professional club seemed like the natural choice to make, the players experienced a culture shock, both athletically and socially and emotionally in their everyday life with a host family.

Okoti D. et al. [23] examined the structure and content of the sports training curriculum and its association with athletes' achievement in sports academies in Kenya. The study employed a cross-sectional mixed-methods design to generate both qualitative and quantitative data. Based on the study, this paper presents and discusses the findings on the structure and content of sports training curricula and their relationship with athletes' achievement in sports academies in Kenya. The study found that some sports academies lacked a curriculum document, and each sports academy had its own way of training its athletes. Training involved both theory and practical drills, but most did not have a clear sequence. Finally, there was a strong, positive correlation between the nature of sports training content and athletes' achievement, which was statistically significant ( $\gamma = 0.815$ ,  $p < 0.05$ ) at  $\alpha = 0.05$ .

Kolesov I. [24] aimed to analyze the practices of organizing youth academies in football and hockey clubs in Europe. The study includes four main directions to enhance the effectiveness of ideological sports clubs, including goals, infrastructure, organizational issues and training of players, and interaction with parents. The results from a report on youth academies in Europe were used for statistical analysis and demonstrated that sports managers can help develop sports academies for young people in Russia.

Ringereide R. and Sæther S. [25] focused primarily on individual development and how external factors affect athletic performance. In this article, the authors sought to describe the characteristics of the developmental environment in the youth department of the elite

Norwegian club Rosenborg BK. The results showed that Rosenborg offers an environment that focuses on aspects highlighted by the athletic talent development environment (ATDE) model. The club appears to focus on giving players tools and resources both on and off the field, using a holistic and systematic methodology. However, the club has a weak relationship between the youth department and its own senior team, even indicating a competitive relationship; this is also found in other elite academies. Furthermore, the importance of developing players with local ties appears to be downgraded because of the club's need for short-term success.

## 2. Materials and Methods

### 2.1. Research Sample

The study population is represented by the faculty members in the field of sports management and training of team sports, coaches, employees of the Saudi Federation of Group Sports Ball (volleyball, basketball, handball, and football). It also includes employees of private sports academies and of the General Authority for Sports. The sample of the study was selected by the random class method. It includes 145 individuals from the Eastern Province, where the questionnaire was applied in the period from 18/7/2022 to 17/8/2022.

### 2.2. Research Instruments

1) Analysis of content, records, and documents: we inventoried and analyzed the studies and reached a theoretical frame of reference appropriate to the nature of the study in order to achieve its objectives. We also analyzed the records of the study sample to identify the size of the study population and determine the sample size.

2) **Questionnaire:** We designed a questionnaire to identify the controls necessary to activate the role of sports academies in the selection of team sports players. Five axes were identified, and we developed a set of phrases for each of the axes of the questionnaire. Forty-one phrases were distributed on the questionnaire's axes and then presented to the experts. The phrases that fewer than 70% of the

experts agreed upon were deleted; three phrases were deleted in total. Therefore, 38 phrases were included in the final version (see Appendix B). To correct the questionnaire, the researchers developed a three-point rating scale as follows: "agree" (3), "some what agree" (2), and "disagree" (1).

#### Appendix A:

Appendix A contains a questionnaire of the necessary controls to activate the role of sports academies in the selection of team sports players in its initial form

#### Appendix B:

Appendix B contains a questionnaire of controls necessary to activate the role of sports academies in the selection of team sports players in its final form

#### Appendix C:

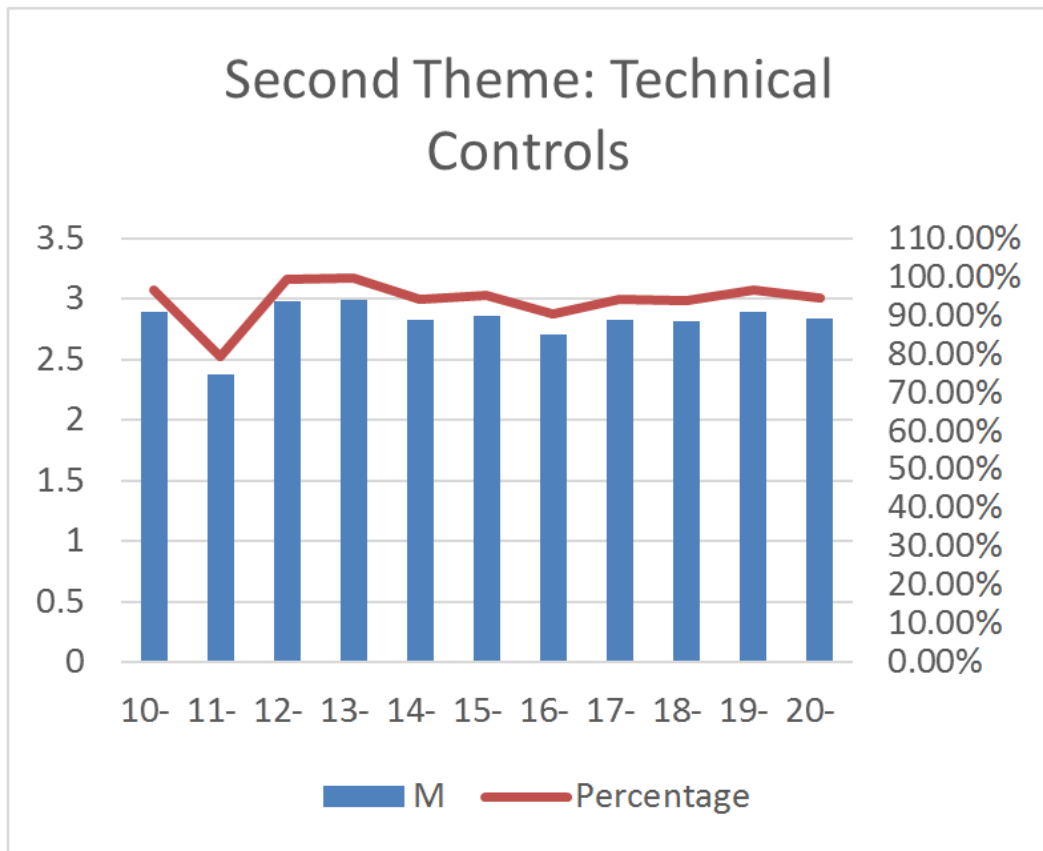
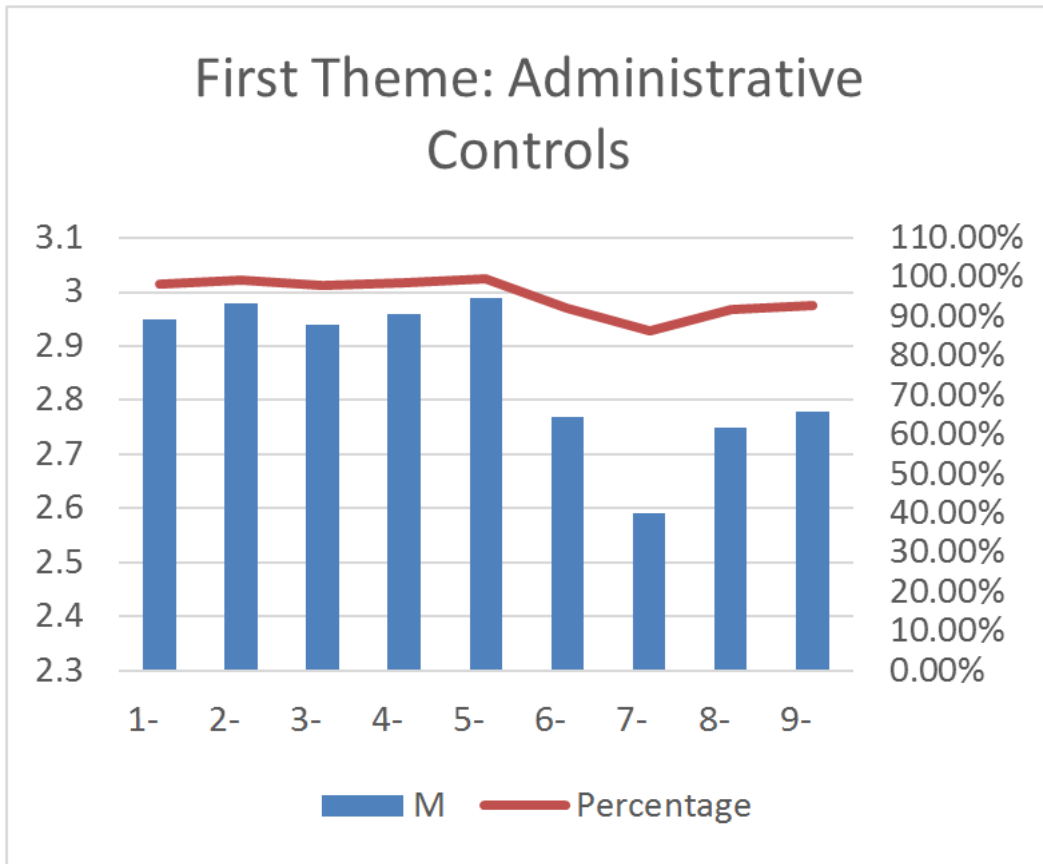
Appendix C contains the necessary controls to activate the role of sports academies in the selection of team sports players

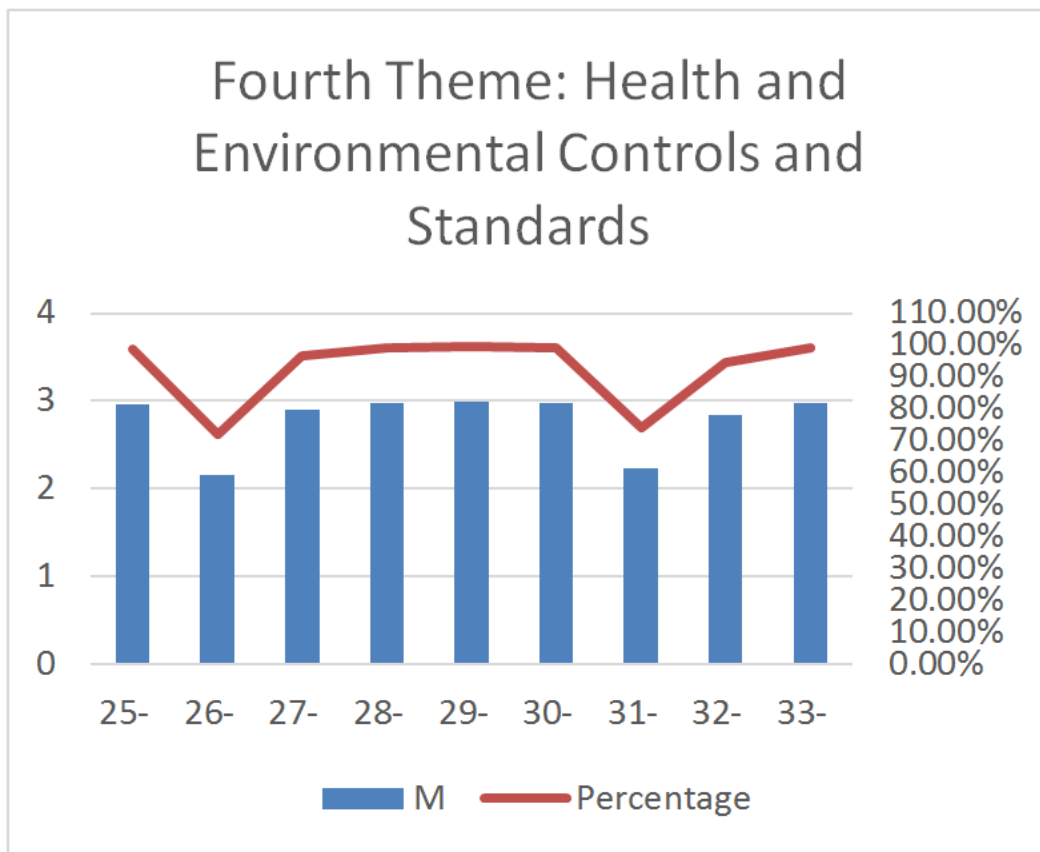
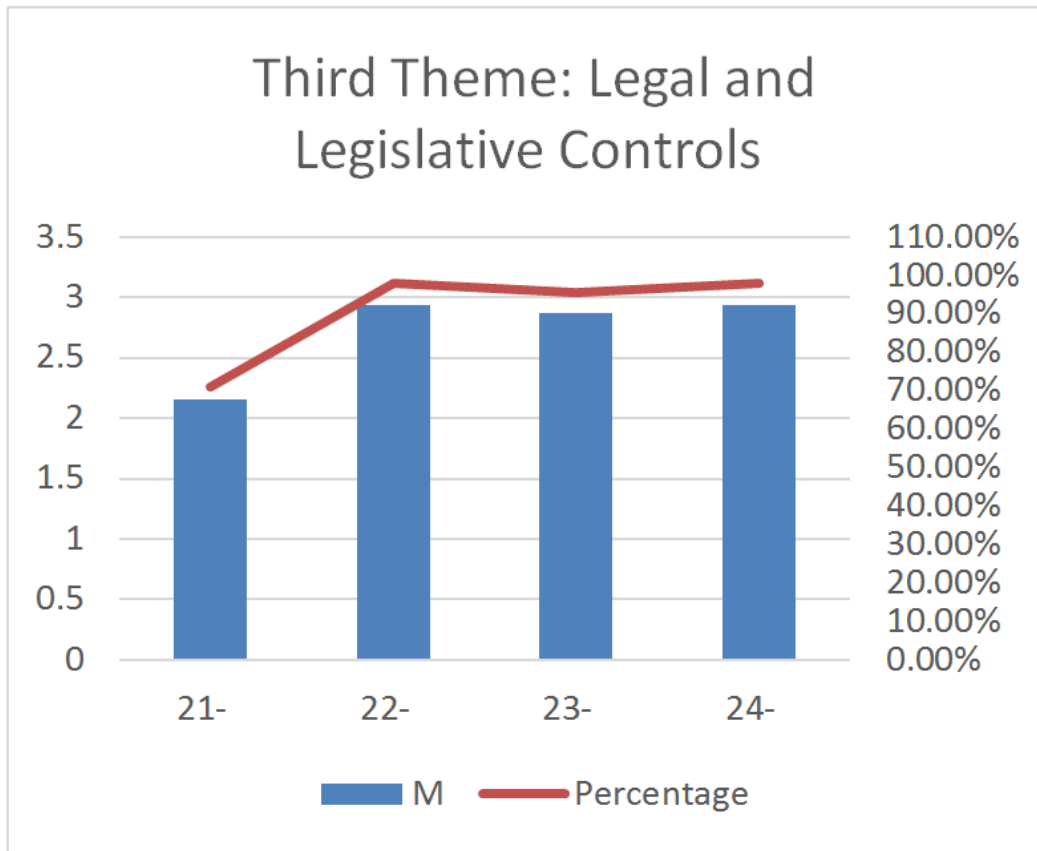
### 2.3. Statistical Analysis

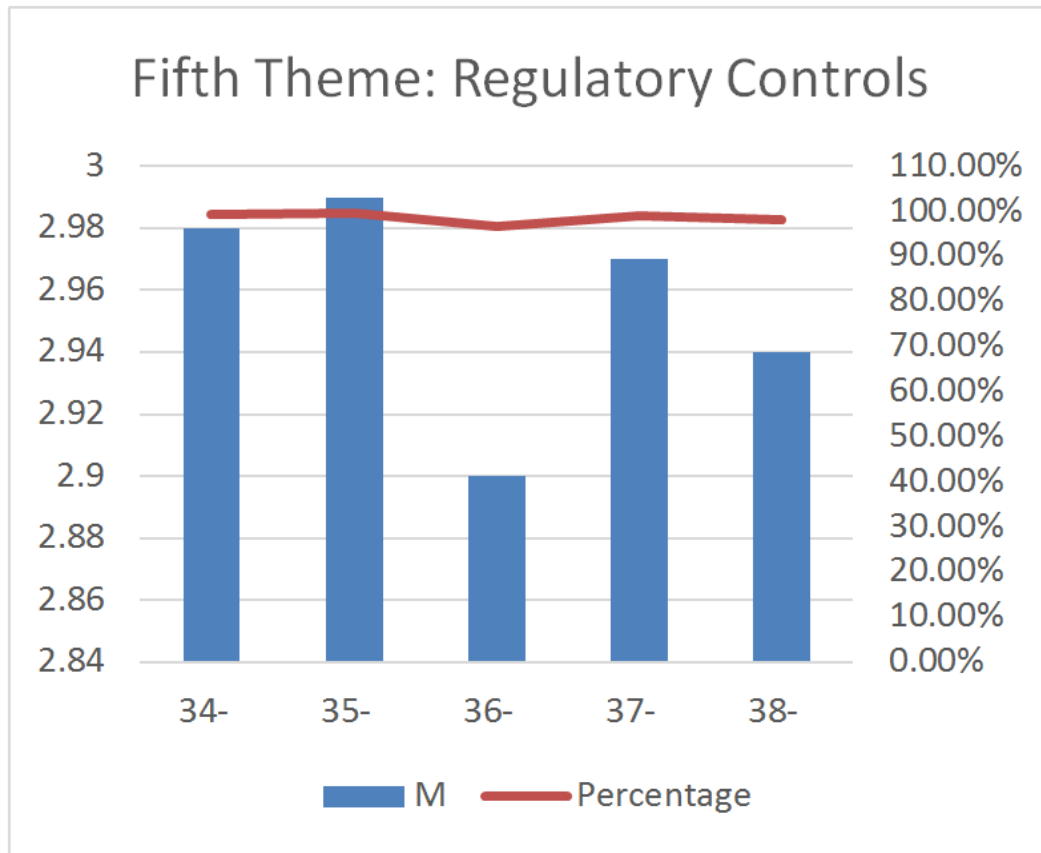
The data were analyzed using percentage, relative weight, average response, and confidence intervals. SPSS26 was used to calculate the statistical coefficients and to determine the significance level (0.05).

## 3. Results

Figure 1 shows that the percentage of all data on the controls necessary to activate the role of sports academies in selecting players for sports teams. The first axis: administrative controls ranged between 86% and 99.7%. While Second Theme: Technical Controls ranged between 79.3% - 99.7%, Third Theme: Legal and Legislative Controls ranged between 71%-98%, Fourth Theme: Health and Environmental Controls and Standards ranged between 72%-99%, and Fifth Theme: Regulatory Controls Between 96.7-99.7%.







**Figure 1.** Percentages of the necessary controls questionnaire to activate the role of sports academies in selecting players for sports teams

What controls are needed to activate the role of sports academies in the selection of team sports players?

**Table 1.** Significance of the differences between the responses to the questionnaire of controls necessary to activate the role of sports academies in the selection of team sports players (n = 145)

M	Phrases	Response			M	SD.	T	Percentage
		Agree	somewhat agree	disagree				
<b>First Theme: Administrative Controls:</b>								
1-	Preparation of feasibility studies for the establishment of sports academies	140	3	2	2.95	0.29	39.44	98.3%
2-	Availability of records including data and information on players and employees	142	3	0	2.98	0.13	90.76	99.3%
3-	The Board of Directors of the Academy shall be independent	138	5	2	2.94	0.27	41.92	98.0%
4-	Conclusion of contracts between the Academy and the staff and determine their number and accreditation from the Union	139	6	0	2.96	0.18	64.21	98.7%
5-	Providing specialists in the implementation of the establishment of academies within the Union	144	1	0	2.99	0.16	74.50	99.7%
6-	Provide specialists in the selection of players in team sports	122	12	11	2.77	0.56	16.56	92.3%
7-	Selection is made through a specific system supervised by the federations	105	21	19	2.59	0.72	9.87	86.3%
8-	Providing a special website for the Academy on the Internet	118	18	9	2.75	0.57	15.84	91.7%
9-	The academy management has a high ability to respond to the wishes of the players	120	18	7	2.78	0.52	18.06	92.7%

Table 1 Continued

<b>Second Theme: Technical Controls:</b>								
10-	Pass the medical examination and other examinations approved by the Academy	135	5	5	2.90	0.38	28.52	96.7%
11-	Provide a team of specialized trainers to train employees	77	46	22	2.38	0.73	6.27	79.3%
12-	Having short and long-term training plans for different categories	143	1	1	2.98	0.17	69.41	99.3%
13-	Adhere to the specified training dates and provide the necessary equipment and tools	144	0	1	2.99	0.07	170.28	99.7%
14-	Ensure minimum quality standards for playing the game	128	9	8	2.83	0.49	20.39	94.3%
15-	Conducting anthropometric tests within sports academies	125	19	1	2.86	0.33	31.38	95.3%
16-	Conducting physical, skill and psychological tests for team sports players	113	22	10	2.71	0.59	14.49	90.3%
17-	Circulating Battery Test for Selection of Team Sports Players	127	11	7	2.83	0.48	20.82	94.3%
18-	Conduct an introductory assessment of players during the selection phase	124	16	5	2.82	0.47	21.01	94.0%
19-	Coordination between the relevant bodies in order to ensure ways to nurture talent	133	9	3	2.90	0.34	31.87	96.7%
20-	Supporting trainers with an approved standards guide in team games	129	9	7	2.84	0.49	20.64	94.7%
<b>Third Theme: Legal and Legislative Controls:</b>								
21-	All academies for team sports are subject to the federation in terms of licenses	61	47	37	2.16	0.82	2.34	71.0%
22-	The existence of a legal system for the rights and duties of employees within the academies	137	7	1	2.94	0.25	46.10	98.0%
23-	Accreditation of facilities from the Federation in accordance with the activities listed in the Academy	131	10	4	2.87	0.45	23.48	95.7%
24-	Availability of knowledge of the regulations through which the work of academies is managed	137	7	1	2.94	0.25	84.36	98.0%
<b>Fourth Theme: Health and Environmental Controls and Standards</b>								
25-	Providing medical care in cases of injury resulting from training at the Academy	139	6	0	2.96	0.18	64.90	98.7%
26-	Provide recreational places for the family other than sports activity	62	44	39	2.16	0.82	2.35	72.00%
27-	Provision of well-ventilated locker rooms	135	5	5	2.90	0.38	28.68	96.7%
28-	Provide a dedicated first aid space	142	3	0	2.98	0.13	87.95	99.3%
29-	Attention to aesthetic aspects and the emergence of the Academy in a distinctive way	143	2	0	2.99	0.09	125.64	99.7%
30-	Lighting means are sufficient and ventilation is appropriate	140	5	0	2.97	0.08	142.33	99.0%
31-	Availability of places for viewers	66	47	32	2.23	0.80	3.45	74.3%
32-	There are parking spaces for cars and bicycles	128	11	6	2.84	0.47	21.29	94.7%
33-	Availability of transportation to and from the Academy	142	2	1	2.97	0.24	49.64	99.0%
<b>Fifth Theme: Regulatory Controls:</b>								
34-	The existence of a committee within the federation to supervise sports academies	142	3	0	2.98	0.37	92.52	99.3%
35-	Improving performance and quality through the control of administrative work by the Union	144	1	0	2.99	2.24	74.51	99.7%
36-	Evaluating the employees of the Union in proportion to the requirements of their work	135	5	5	2.90	0.38	28.68	96.7%
37-	Annual Calendar of Academies within the Union from an Investment Standpoint	141	4	0	2.97	0.13	87.05	99.0%
38-	Identify the negatives of academies and try to avoid and treat them	137	7	1	2.94	0.09	92.52	98.0%

Tabular value "T" at a significance level (0.05) = 1.984



Table 1 shows that the calculated t-values are greater than the tabular t-value at the level of significance (0.05) for all the statements of the questionnaire of controls necessary to activate the role of sports academies in the selection of team sports players. Therefore, there are statistically significant differences between the responses of the members of the research sample in favor of the larger frequencies of all statements, which is represented by responses indicating agreement. The percentage concerning all the statements about the controls necessary to activate the role of sports academies in the selection of team sports players ranged between 71.0% and 99.7%.

#### 4. Discussion

We attribute these results to the fact that many controls must be taken into account when activating sports academies. These include providing a suitable environment for sports activities for as many social groups as possible. This is among the first objectives of establishing any sports academy, and it is the reason why customers are attracted to join such academies in the first place. Therefore, it is necessary to focus on adapting the academy to one or more sports activities and providing distinctive, high-quality service. In addition, the emergence and expansion of sports academies has led to an increase and spread in sports facilities and their diversity. Sports academies provide sport specific options for youth athletes to develop performance in the transition to elite athletes [26, 27]. sports academies play key roles for general skills development [28, 29], sport specific excellence [30], and elite development [31]. Therefore, we consider the provision of sports facilities to be one of the most important goals achieved by academies at the level of the development and advancement of sports. This is consistent with what Tadesse T. [32] explained, as he proposed a systemic vision for the Sports Academy to create broader insights into the main components of quality.

We also attribute this result to the fact that there is a set of controls that must be taken into account when determining the administrative conditions and standards of sports academies. In particular, the management of the sports federation should seek to provide specialists in the implementation of the establishment of academies within the federation. It should also implement administrative supervision to determine what these academies offer. As part of this supervision, the academies should commit to providing records about players and employees, comply with all the terms of employee contracts, prepare feasibility studies of the academies, and ensure the independence of the academies' board of directors. Finally, academies must respond to the wishes of the players; comply with the rules, regulations and instructions issued by the academy and the federation; and provide specialists in the selection process for players.

In addition, providing sophisticated infrastructure with

the devices and tools necessary for the training process is one of the most important controls and technical standards that academies can apply. Such infrastructure can have a strong positive impact on the activation of sports academies. In particular, academies should provide programs and plans for training that are commensurate with the requirements of the application, using the latest modern technologies for training plans. Academies should also conduct the necessary medical examinations and provide a database containing all the data and areas for further work. Moreover, they should conduct anthropometric, physical, skill and psychological tests for team sports players within sports academies while supporting coaches with a guide to the appropriate standards. Finally, it is necessary to approve and circulate a test battery for the selection of team sports players in sports academies with coordination between the concerned bodies in order to ensure ways to nurture talent [33,34].

Therefore, those in charge of managing sports academies must increase their efforts to achieve their objectives and carry out their duties and specializations. In addition, it is necessary to increase the availability of foundations and programs that support the activities of sports academies, develop training systems in line with the academies' missions, and rely on multiple sources to provide specialized technical competencies by benefitting from the available databases. Sports academies have been very successful in developing the required mental skills and athletic talents, and in producing excellent athletes. For example, physical activity programs and fitness promotion strategies have been found to contribute to the development of athletic talent among young people at different levels of education [35, 36].

The researchers attribute this result to the fact that there are many legal and legislative controls for sports academies. These include the existence of a legal system for the rights and duties of academy employees, the accreditation of facilities from the federation in accordance with the activities offered by the academy, controls to maintain the relationship between players and academies, and the availability of knowledge of the regulations managing the work of academies, with all private academies subject to the federation of team sports.

We also attribute the result to the fact that there are many controls and health and environmental standards for sports academies, the most important of which is the attention to aesthetics and the emergence of the academy as a distinctive institution. Academies must provide a first-aid station for players, appropriate lighting, and a well-ventilated place for training. They must also provide medical care in cases of injury resulting from training at the academy, as well as well-ventilated dressing rooms. Overall, academies should seek to create a healthy environment and a suitable climate for work to encourage creativity and innovation. Academy officials should pay attention to external factors related to environmental developments and the factors that affect whether the

impact is negative or positive. Moreover, they should study and analyze everything related to the health and environmental conditions and standards of sports academies.

The results also reflect the importance of improving performance and quality through the control of administrative work by the Federation. This administrative work includes control and follow-up by the General Authority for Sports and the relevant authorities, a committee within the Federation to supervise sports academies and evaluate their results, and the annual evaluation of the academies within the Federation from an investment point of view. It also includes identifying the negatives of the academies and trying to address and avoid them [27], as well as evaluating the employees of the Union in proportion to the requirements of their work.

One of the objectives of the establishment of sports academies and the selection of team sports players is to improve sports performance and the level of the physical condition of all academy participants. This will not be achieved without qualified professional cadres, and the success or failure of the project depends on its success in achieving that goal. A person who does not notice a continuous improvement in their performance will likely be reluctant to continue in a sports academy. This is

consistent with the studies of Hem M. [22], Okoti D. [23], and Kolesov I. [24]. Thus, sports academies provide opportunities for young athletes to develop professional aspects of sports in accordance with national and international standards, and at the same time provide opportunities to develop motivation, cooperation and social relations between individuals [37,38,39].

## 5. Conclusions

A set of controls have been identified to activate the role of sports academies in the selection of team sports players, namely administrative controls, technical controls, legal and legislative controls, health and environmental controls, and other controls (see Appendix C).

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## Appendix (A)

Questionnaire of the necessary controls to activate the role of sports academies in the selection of team sports players in its initial form

M	Phrases	Response			Reviews
		Agree	Kind of	disagree	
<b>First Theme: Administrative Controls:</b>					
1-	Preparation of feasibility studies for the establishment of sports academies				
2-	Availability of records including data and information on players and employees				
3-	The Board of Directors of the Academy shall be independent				
4-	Conclusion of contracts between the Academy and the staff and determine their number and accreditation from the Union				
5-	Providing specialists in the implementation of the establishment of academies within the Union				
6-	Provide specialists in the selection of players in team sports				
7-	Selection is made through a specific system supervised by the federations				
8-	Providing a special website for the Academy on the Internet				
9-	The academy management has a high ability to respond to the wishes of the players				
<b>Second Theme: Technical Controls:</b>					
10-	Pass the medical examination and other examinations approved by the Academy				
11-	Provide a team of specialized trainers to train employees				
12-	Having short and long-term training plans for different categories				
13-	Ensure minimum quality standards for playing the game				
14-	Adhere to the specified training dates and provide the necessary equipment and tools				
15-	Ensure minimum quality standards for playing the game				
16-	Conducting anthropometric tests within sports academies				

17-	Conducting physical, skill and psychological tests for team sports players				
18-	Circulating Battery Test for Selection of Team Sports Players				
19-	Conduct an introductory assessment of players during the selection phase				
20-	Coordination between the relevant bodies in order to ensure ways to nurture talent				
21-	Supporting trainers with an approved standards guide in team games				
<b>Third Theme: Legal and Legislative Controls:</b>					
22-	All academies for team sports are subject to the federation in terms of licenses				
23-	The existence of a legal system for the rights and duties of employees within the academies				
24-	Academia must participate in competitions and festivals as a condition for renewing the license.				
25-	Accreditation of facilities from the Federation in accordance with the activities listed in the Academy				
26-	Availability of knowledge of the regulations through which the work of academies is managed				
27-	Provide a regulation related to occupational health and safety				
<b>Fourth Theme: Health and Environmental Controls and Standards</b>					
28-	Providing medical care in cases of injury resulting from training at the Academy				
29-	Provide recreational places for the family other than sports activity				
30-	Provision of well-ventilated locker rooms				
31-	Provide a dedicated first aid space				
32-	Attention to aesthetic aspects and the emergence of the Academy in a distinctive way				
33-	Lighting means are sufficient and ventilation is appropriate				
34-	Availability of places for viewers				
35-	There are parking spaces for cars and bicycles				
36-	Availability of transportation to and from the Academy				
<b>Fifth Theme: Regulatory Controls:</b>					
37-	The existence of a committee within the federation to supervise sports academies				
38-	Improving performance and quality through the control of administrative work by the Union				
39-	Evaluating the employees of the Union in proportion to the requirements of their work				
40-	Annual Calendar of Academies within the Union from an Investment Standpoint				
41-	Identify the negatives of academies and try to avoid and treat them				

**Do you think of adding other topics to the questionnaire?**

Yes..... No.....

**If yes, what are these axes?**

.....

**With many thanks and appreciation.**

**Appendix (B)**

Questionnaire of the necessary controls to activate the role of sports academies in the selection of team sports players in its final form

M	Phrases	Response		
		Agree	Kind of	disagree
<b>First Theme: Administrative Controls:</b>				
1-	Preparation of feasibility studies for the establishment of sports academies			
2-	Availability of records including data and information on players and employees			
3-	The Board of Directors of the Academy shall be independent			
4-	Conclusion of contracts between the Academy and the staff and determine their number and accreditation from the Union			
5-	Providing specialists in the implementation of the establishment of academies within the Union			
6-	Provide specialists in the selection of players in team sports			
7-	Selection is made through a specific system supervised by the federations			
8-	Providing a special website for the Academy on the Internet			
9-	The academy management has a high ability to respond to the wishes of the players			
<b>Second Theme: Technical Controls:</b>				
10-	Pass the medical examination and other examinations approved by the Academy			
11-	Provide a team of specialized trainers to train employees			
12-	Having short and long-term training plans for different categories			
13-	Adhere to the specified training dates and provide the necessary equipment and tools			
14-	Ensure minimum quality standards for playing the game			
15-	Conducting anthropometric tests within sports academies			
16-	Conducting physical, skill and psychological tests for team sports players			
17-	Circulating Battery Test for Selection of Team Sports Players			
18-	Conduct an introductory assessment of players during the selection phase			
19-	Coordination between the relevant bodies in order to ensure ways to nurture talent			
20-	Supporting trainers with an approved standards guide in team games			
<b>Third Theme: Legal and Legislative Controls:</b>				
21-	All academies for team sports are subject to the federation in terms of licenses			
22-	The existence of a legal system for the rights and duties of employees within the academies			
23-	Accreditation of facilities from the Federation in accordance with the activities listed in the Academy			
24-	Availability of knowledge of the regulations through which the work of academies is managed			
<b>Fourth Theme: Health and Environmental Controls and Standards</b>				
25-	Providing medical care in cases of injury resulting from training at the Academy			
26-	Provide recreational places for the family other than sports activity			
27-	Provision of well-ventilated locker rooms			
28-	Provide a dedicated first aid space			
29-	Attention to aesthetic aspects and the emergence of the Academy in a distinctive way			
30-	Lighting means are sufficient and ventilation is appropriate			
31-	Availability of places for viewers			
32-	There are parking spaces for cars and bicycles			
33-	Availability of transportation to and from the Academy			
34-	The existence of a committee within the federation to supervise sports academies			
35-	Improving performance and quality through the control of administrative work by the Union			
36-	Evaluating the employees of the Union in proportion to the requirements of their work			
37-	Annual Calendar of Academies within the Union from an Investment Standpoint			
38-	Identify the negatives of academies and try to avoid and treat them			

## Appendix (C)

### Controls Necessary to Activate the Role of Sports Academies in the Selection of Team Sports Players

#### First Theme: Administrative Controls:

- Provide specialists in the implementation of the establishment of academies within the Union
- Preparation of feasibility studies for the establishment of sports academies
- Availability of records including data and information about players and employees
- The Board of Directors of the Academy shall be independent
- The administration of the academy has a high ability to respond to the wishes of the players.
- Conclusion of contracts between the Academy and the employees and determine their number and approval by the Union
- Provide specialists to select players in team sports.

#### Second Theme: Technical Controls:

- Commitment to the specified training dates and the provision of the necessary devices and tools
- Having short and long-term training plans for different categories
- Passing the medical examination and other examinations approved by the Academy
- Conducting anthropometric, physical, skill and psychological tests for team sports players within the academies
- Circulating a test battery for the selection of team sports players.
- Support trainers with a guide to provide a team of specialized trainers to train employees
- Conduct an introductory evaluation of the players during the selection stage.

#### Third Theme: Legal and Legislative Controls:

- The existence of a legal system for the rights and duties of employees within the academies
- All academies for team sports are subject to the Federation in terms of licenses and supervision
- Availability of knowledge of the regulations through which the work of academies is managed
- Accreditation of the Establishment of the Union in accordance with the activities listed in the Academy

#### Fourth Theme: Health and Environmental Controls:

- Attention to aesthetics and the appearance of the Academy in a distinctive way
- Provide a dedicated place for first aid
- Availability of suitable and ventilated means of lighting.
- Providing medical care in cases of injury resulting from training at the Academy
- Provide well-ventilated locker rooms
- Provision of parking spaces for cars and bicycles

- Availability of places for viewers
- Provide recreational places for the family other than sports activity

#### Fifth Theme: Regulatory Controls:

- Improving performance and quality through the control of administrative work by the Union
- The existence of a committee within the federation to supervise sports academies
- Annual calendar of academies within the Union from the investment point of view
- Identify the negatives of academies and try to avoid and treat them
- Evaluation of employees in the Union in proportion to the requirements of their work

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