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IDENTIFICATION OF THE ELEMENTS OF RISK MANAGEMENT PRACTICES SPORTS AT TEACHER EDUCATION INSTITUTE

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ABSTRACT
Risk management is important in the sports industry to provide and ensure a safe environment for all sports programs. Sports risk management aims to control, prevent and minimize the risk of accidents and injuries. Developed countries such as Australia and the United Kingdom have adopted a standard model of risk management. It indicates that an organization that offers or implements programs or sports activities, needs a coach or instructor with basic theoretical knowledge and a clear philosophy, is skilled and has the characteristics of a proper attitude to handle the program. This study was conducted to determine the Elements of Identification of Risk Management Practices for Sport (EIRMPS) Coach Institute of Teacher Education (ITE) of the perception of athletes. This study focuses on th e dominant EIRMPS. This review had a total of 120 ITE athlete respondents who are students at the Institute of Teacher Education, comprising 67 male athletes and 53 female athletes. The instrument was a questionnaire and a pilot study data analysis was conducted using the Rasch measurement model for the purposes of carrying out four diagnosis functionality check items. The findings of the pilot analysis indicated the Cronbach alpha reliability and trustworthiness of individuals is 0.92 (very good) and the reliability is 0.72, indicating a good level. The results showed EIRMPS ITE coach at a high level and is the dominant element of liability and tort; equipment and facilities; and demographic coach.
Keywords: Practice Manager, Risk Management and Sport, and the Rasch model.

1.0 INTRODUCTION

Developed countries have adopted a standard model of risk management. Among them, since 1999 Australia has established a standard model of risk management, i.e. Guidelines for the Safe Conduct of Sport and Physical Activity in Schools (Sobski, 1999). The United Kingdom has also a special standard of risk management, including Safety in Sport: Guidance for UK National Governing Bodies adopted since 1999 (Fuller, 1999), The Management of Safety in Physical Education an d Outdoor Activities adopted since April 2005, and the Risk Management Guide for Community Sport Organization adopted since 2010 (Laroche and Corbett, 2010). It shows an organization that offers or implement program or sports activities using a risk management model. They found that the model is very important and should be in a standard form.

In educational institutions in Malaysia, there is no identification of skeletal elements of risk management practices sports (EIRMPS), the standard to be used by tea chers, coaches and sports administrators to create a zero risk in sport, in addition to increasing community involvement in sports. The Ministry of Education should have implemented risk management practices to ensure the safety of all tools and equipment is met as well as the needs of sports activities (Utusan, 2011). Educational institutions in Malaysia and the Institute of Special Education are guided by professional circulars that are issued should the need arise (KPM, 2012; Sang, 2008; Abdul Rahim, 2004). Therefore, coaches only develop a risk management model based on the experiences of their creativity, knowledge and skills, and professional circulars stress safety regulations in the field, on the court and in the pool (Sang, 2011; Abdul Razak, Ismail and Panting, 2009; SPI, 2000, 1988).

In addition, some general aspects of security such as security, safety and partners and security tools and regions (Aaron, 2004;Nord and Moore, 2008), are important issues that need to be addressed to ensure a safe work enviroment and sports activities organized in order to prevent accidents resulting in injury (Daroji and

Chia, 2012; Che Lah, 2007; Teng, 2005). Since there is no model of standard risk management practices, the researchers will conduct research and work to produce an EIRMPS framework.

Background

A coach is a significant factor in influencing athletic performance (Harter, 1981; Horn, 1985; and Weiss, Ebbeck, McAuley and Weise, 1990). Harter developed a theory in 1981 to explain that the practice of coaches identifying significant risk is an element of performance athlete development behaviour. Athletes who receive consistent and positive training from coaches will develop competence and personal ability and improve athletic performance (Harter 1981). This means that a coach who can competently perform EIRMPS will improve athletic performance. This is supported by Smith, Smoll and Hunt (1989), Sander (1981) and Weiss (1987), who state that the behaviour of the coach affects cognitive perception and attitude towards competition of athletes in sports competitions.

According to Tie (2002), taking legal action against a teacher has seeped into the field of education in Malaysia. As there is no risk management model, parents or student teachers often claim in court for their negligence and failure to carry out precautionary measures. One example is the case of failure of teachers' supervision or teacher negligence causing students to take effective action under its purview blind left eye while playing hockey (Malaysia, 2010). In addition, a student drowned while participating in an outdoor activities program (Malaysia, 2011). The next case is due to the negligence of coaches who failed to adequately examine the rope during an abseiling activity, which caused an athlete's foot fracture (IPGKPM, 2011). According to Mustaffa and Esa (2013), and Esa and Mustaffa (2014), the community, including teachers, still lack clarity about aspects of risk management; security is extremely important and should always come first.

According to Rothe (2009), designing a risk management model is one of the ways to prevent the problem and can be used to serve as a guideline in the present and the future. The design focuses on the aspects of prevention, protection and security of schools that are free from negative elements (Abdul Razak, Ismail and Panting, 2009; Che Lan, 2012) such as injury during sports programs. Most risk management models relate to risk management of buildings, transport, the environment and business (KPM, 2012; Nurman, 2011; Bakhtiar, 2008; HIRARC, 2008; MIROS, 2007; Mohd. Amin, Abdul Ghani and Ab. Latif, 2005; KPM, 2002; Mukhtar, 2001). However, risk management is not emphasized in sports. According to Thye (2010), school management and the Department of Education, representing employers, have general responsibility for ensuring the safety and welfare of teachers and support staff as well as protecting students and visitors.

- **Purpose of the study**
  This study was conducted in order to determine the elements of identification of risk management practices in Malaysia ITE sports coaching. It aims to identify elements that are a liability and tort; equipment and facilities; and demographic coaches.

- **Objective**
  This research aims to achieve the following objectives:
  i. Identify the elements of identification of risk management practices for sports coaches in ITE.
  ii. Identify the dominant element of the risk management of sports coaches.
  iii. Identify EIRMPS reliability of ITE coaches based on the perception of athletes.

- **Conceptual framework**

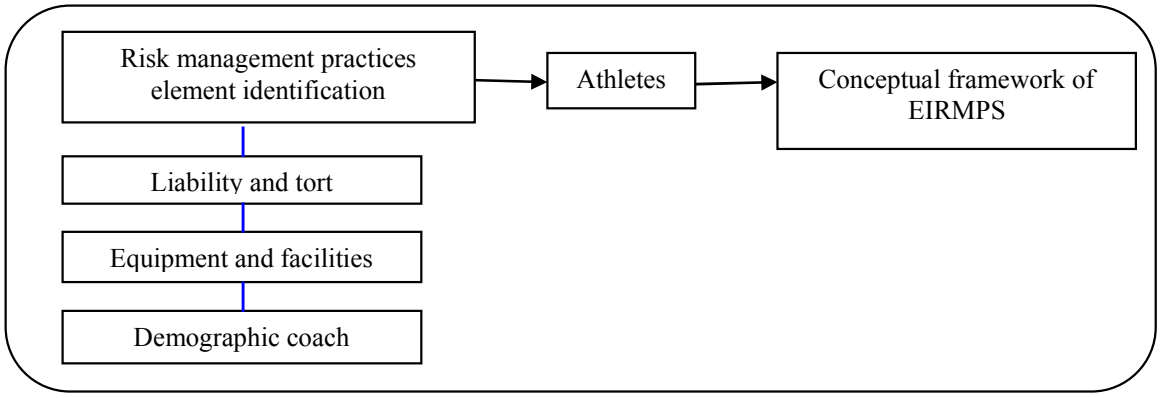

Figure 1.1 Framework concept study

2.0 THE METHODOLOGY OF THE STUDY

This study uses a survey to identify the research problem, and define the objectives and scope of the study. The instrument was a questionnaire and a pilot study data analysis using the Rasch measurement model for the purposes of carrying out four diagnosis functionality checks items.The findings of the pilot analysis have a Cronbach alpha reliability and trustworthiness of individuals of 0.99 (very good) and the reliability was 0.75, indicating a good level. Afterwards, the exact research to identify risk management competencies of sports coaches and researchers determines the dominant factor according to data analysed by the Rasch model approach. The instrument was a questionnaire and a pilot study data analysis using the Rasch measurement model for the purposes of carrying out four diagnosis functionality checks items.

3.0 FINDINGS

Based on analysis of the level of athletes' approval of EIRMPS coach, Table 3.1 shows the overall findings with a mean size (mean measure) and tort liability of 0:01 min logit and a score of 4.28. This finding indicates that a written plan for managing risk incidents (LT1), being clear about the policy program (LT2), a clear idea of the legal aspects in the sports program (LT3), recognizing the importance of insurance coverage (LT4), the principles of always thinking one step ahead (LT5), recognizing the importance of safety instructions prior to the event (LT6), providing early warning procedure security issues (LT7), manual risk management exercise (LT8), in compliance with standard operating procedures that have been established (LT9), activities in accordance with the ability of the participants (LT10), participants learning to carry out activities that are gradually developed to avoid the dangers inherent in this activity (LT11), progression activity in lesson planning (LT12), equipment layout systematic activities (LT13) were agreed by the respondents with a high level of EIRMPS.

Table 3.1 Analysis of athletes against the overall level agreement EIRMPS compatible customary coach.

Element	Mean measurement (logit)	Mean score	Level	Mean factor sequence
Demographic coach	-0.20	4.34	High	↑
Liability and tort	0.01	4.28	High	
Equipment and facilities	0.11	4.24	High	

Analysis of the identification phase and tort liability towards EIRMPS detail are shown in Table 3.2.Clear legal aspects in sports programs with a mean size of 0:44 min logit and score of 4.14, indicates the importance of insurance protection with a mean size of 0.23 min logit and a score of 4.21, the principles are always thinking one step further with a mean size of 0.08 logit and mean score of 4.31, recognizing the importance of safety instructions prior to the event with a mean size of 0.71 logit and me an score of 4.48, the

provision of early warning procedure security issues with a mean size of -0.03 logit and mean score of 4.29, risk management handbook with the sports activities with a mean size of 0.64 logit and mean score of 4.08, in compliance with standard operating procedures that have been established with a mean size of 0.13 logit and mean score of 4.24, according to the ability of the participants with a mean size of -0.52 logit and mean score of 4.43. Participants learn to conduct activities that are gradually developed to avoid the dangers inherent in the activity with a mean size of -0.69 logit and mean score of 4.49, and gradually developed activity in lesson planning with a mean size of 0.16 min logit and score of 4.23, and identification a nd tort liability equipment layout systematic activity with a mean size of -0.58 logit and a 4.45 min score is also high on the level of perception.

Table 3.2: Analysis identification of tort liability and the approval level athletes to practise appropriate EIRMPS coaching

Label	Identification of the liability and tort (LT)	Mean measurement (logit)	Mean score	Level
LT1	Written plan for managing risk incidents.	0.68	4.06	High
LT2	Be clear about the policy program.	0.41	4.15	High
LT3	A clear idea of the legal aspects in the sports program.	0.44	4.14	High
LT4	Realize the importance of insurance coverage.	0.23	4.21	High
LT5	The principles are always thinking one step ahead.	-0.08	4.31	High
LT6	Recognize the importance of safety instructions prior to the event.	-0.71	4.48	High
LT7	Providing early warning procedure security issues.	-0.03	4.29	High
LT8	Manual risk management exercise	0.64	4.08	High
LT9	In compliance with standard operating procedures that have been established.	0.13	4.24	High
LT10	Activities in accordance with the ability of the participants.	-0.52	4.43	High
LT11	Participants learn to carry out activities that are gradually developed to avoid the dangers inherent in this activity.	-0.69	4.49	High
LT12	Progression activity in lesson planning	0.16	4.23	High
LT13	Equipment layout systematic activities.	-0.58	4.45	High

Based on analysis of the level of skill competence to EIRMPS coach, Table 3.1 shows the identification of the equipment and the facilities with an overall mean value of measurements (mean measure) of 0.11 logit and the mean score is 4.24. The findings of Table 3.3 explain that with the identification of the equipment and facilities, the implementation of the basic repair of equipment related to sports activities (EF1), preparation of a list of equipment for sports programs (EF2), implementation of file systems keeping a record of the inspection of facilities (PK3), preparation checklist when carrying out security checks because (EF4), before conducting inspections at regular intervals of sports equipment (EF5), environmental inspection activities in a safe condition (EF6), ensuring useful sports gadgets (EF7), lack of necessary sports equipment (EF8) and ease of use of safety procedures must be clearly outlined to the participants (EF9) was approved by respondents at a high level that can contribute to EIRMPS.

Table 3.3: Analysis identification of the equipment and facility level, athletes' approval of the appropriate EIRMPS coaching

Label	Identification of the equipment and facilities (EF)	Mean measurement (logit)	Mean score	Level
EF1	The implementation of the basic repair of equipment related to sports activities.	0.19	4.23	High
EF2	Preparation of a list of equipment for sports programs.	0.02	4.29	High
EF3	Implementation of file systems to keep a record of the inspection of facilities.	0.54	4.14	High
EF4	Preparation checklist when carrying out security checks because.	0.28	4.20	High
EF5	Before conducting inspections at regular intervals of	0.26	4.21	High

	sports equipment.			
EF6	Environmental inspection activities in a safe condition.	-0.38	4.40	High
EF7	Ensuring useful sports gadgets	-0.14	4.33	High
EF8	Lack of necessary sports equipment.	0.39	4.14	High
EF9	Ease of use of safety procedures must be clearly outlined to the participants.	-0.18	4.34	High

Analysis of the level of identification of equipment and facilities in detail is shown in Table 3.3. For the identification of equipment and facilities for the implementation of the basic repair related equipment exercise, it was agreed by the respondents that the highest level against the practice of their identification with a mean size of 0.19 logit and mean score of 4.23. Next, the identification of the preparation of a list of equipment for sports programs recorded a mean size of 0.02 and a mean score of 4.29, the identification of the implementation of the file system to keep a record of inspected facilities (logit 0.54 min size, mean score of 4.14), providing a checklist when carrying out security checks (min 12.28 logit scale, mean score of 4.20), prior to inspection activities of sports equipment on a regular basis (min 0.26 logit score, the mean score of 4.21), environmental inspection activities in a safe condition (mean score of -0.38 logit, the mean score 4.40), ensuring useful sports gadgets (min -0.14 logit score, mean score of 4.33), lack of necessary sports equipment (min 0.39 logit score, mean score of 4.14), and the ease of use and safety procedures must be clearly outlined to the participants (mean -0.18 logit score, mean score of 4.34) as well as a high level of perception.

Based on an analysis of demographic identification of EIRMPS coaches, Table 3.1 shows the overall size of the mean value (mean measure) of -0.29 logit and mean score of 4.34. The findings of Table 3.4 explain that the ability to generate new ideas (DC1), being capable of engaging in group effectively in crisis situations (DC2), accepting responsibility for helping less experienced staff (DC3), according to the current development areas (DC4), having professional qualifications in sports activities (DC5), being skilled in creating an atmosphere of trust (DC6), being ready to improve knowledge of first aid (DC7), being willing to spend their own money to obtain CPR certification (DC8) and even being prepared to buy a first aid kit with self-finance (DC9) was agreed upon by the respondents at a high level to have an impact on EIRMPS.

Table 3.4: Analysis of demographic identification stage coach EIRMPS approval of the appropriate athletes coaching

Label	Identification of the demographics coach	Mean measurement (logit)	Mean score	Level
DC1	Ability to generate new ideas.	-0.32	4.35	High
DC2	Capable of engaging in group effectively in crisis situations.	-0.39	4.40	High
DC3	Accept responsibility for helping less experienced staff.	-0.08	4.31	High
DC4	According to the current development areas.	-0.71	4.48	High
DC5	Have professional qualifications in sports activities.	-0.24	4.37	High
DC6	Skilled in creating an atmosphere of trust.	-0.31	4.38	High
DC7	Ready to improve knowledge of first aid.	-0.11	4.32	High
DC8	Are willing to spend their own money to obtain CPR certification.	0.33	4.19	High
DC9	Ready to guide even had to buy a first aid kit with its own financing.	0.03	4.28	High

Analysis identification of demography coach EIRMPS details are shown in Table 3.4. For the identification of demography coaches being able to generate new ideas, it was agreed by the respondents that the highest level of recognition practices with a mean size of -0.32 logit and a mean score of 4.35. Next, the identification of demography coaches capable of engaging in a group effectively in a crisis situation had a mean size of -0.39 logit and a mean score of 4.40, accepting responsibility for helping less experienced staff (mean size of -0.08 logit, mean score of 31.4), according to the current development areas (mean score of -0.71 logit, a mean score of 4.48), have a professional qualification in sports activities (mean -0.24 logit score,

a mean score of 4.37), skilled in creating an atmosphere of trust (mean -0.31 logit score, a mean score of 4.38), is set to increase knowledge of first aid (min -0.11 logit score, mean score of 4.32), are willing to spend their own money to obtain CPR certification (min 0.33 logit score, a mean score of 4.19) and being prepared to buy a first aid kit with self-finance (mean score of 12.03 logit, a mean score of 4.28) as well as a high level of perception.

4.0 DISCUSSION

The study draft risk management framework was drived from the work of Bandyopadhyay et al (1999), Clement (1988, 1998), Fried (1999), Head and Horn (1991), Kaiser (1986), Miccolis and Shah (2000), Mulrooney and Farmer (1998), Tummala and Leung (1996), and Van der Smissen (1990) who underlined the importance of identifying risk and being prepared to address the risks that occur. Dimitriadi and Dimitriadi (2007), Parkhouse (2005) and Beech and Chadwick (2004) have identified any possibility of risk that may be encountered by a person in a program of activities and sports, to evaluate the possible risks that may arise through events or sports programs.

EIRMPS found through analysis of documents is a liability and tort, equipment and facilities, and demographic coaches. Nohr (2009) and Keehan (2009) explain that inspection equipment and other facilities into practice before the game and have documented regular. Spengler et al. (2009) explain that liability and tort should be understood and mastered. Practical implications of tort liability and key management to p rotect against risks such as convenience and safety program for joint venture, employee, staff and spectators, employee relations and gender equity in sports. Bezdicek (2009) and Aaron (2004) explain that coaching practices for risk management personnel with a background sport through participation in sports or experience (knowledge) are in earlier stages of higher and better than the coach who has a sports background. This is due to their mastery of risk management in various sporting environments. The imp ortance of personnel who have a background in sports was echoed by researchers such as Sekendiz (2011), Nohr (2009), Zimmerman (2007), and Van der Smissen (1990). In the process of effective risk management, it is important for managers to provide all necessary security measures and preparing for a possible alternative and providing solutions through a comprehensive strategic plan to reduce or eliminate risk.

The findings explain that EIRMPS agreed athletes is liability and tort, equipment and facilities, and suitable demographic coach ITE practised by carrying out activities and sports program. This finding is in line with Sekendiz (2011) and Spengler et al. (2009), who explained that EIRMPS practised by individuals can improve their knowledge and skills in a particular field.

Based on the above discussion, for sports ITE coaches, elements of risk management practices agreed upon athletes and coaches dominant demographic, liability and tort as well as equipment and facilities. It has been suggested they should practise to improve their competence in EIRMPS. In addition, this EIRMPS can have a positive impact on the development of knowledge, skills and attitudes to ensure the establishment of a secure environment in performing a task.

5.0 CONCLUSIONS

It can be concluded that according to EIRMPS practised by ITE coaches, the dominant element is the demographic coach, liability and tort, as well as equipment and facilities. EIRMPS Cronbach alpha reliability values and individual reliability is 0.92 (very goo d) and the reliability was 0.72 indicating a good level. This finding explains the situation in Malaysia; coaches want to maintain EIRMPS implementation with the process of demographic coaching, liability and tort, as well as equipment and facilities to en sure safe sport programs and zero risk.

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