

## EVALUATION OF PEDAGOGICAL COMPETENCES AND MOTIVATION OF TAEKWONDO COACHES FOR PERMANENT EDUCATION

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### SUMMARY

The goal of this research was to examine the degree of agreement between athletes and taekwondo coaches in their assessments of pedagogical competence and motivation of taekwondo coaches for permanent education. The research sample consisted of 10 coaches of the Taekwondo Association of Bosnia and Herzegovina and 265 taekwondo athletes. For this purpose, a quantitative-qualitative research was conducted. By defining and specifying the research goal, nine causally elaborated research tasks were defined. The defined research tasks represent the fundamental segments of the problem and research subject. Through the realization of the quantitative part of the research and the application of a five-level scale intended for athletes, their assessment of the pedagogical competencies and motivation of taekwondo coaches for permanent education was determined. In contrast to the assessment of athletes, the self-assessment of taekwondo coaches for permanent education was determined through the logical analysis of the answers received during the interview and through the analysis of the record of the participation of coaches of the Taekwondo Association of Bosnia and Herzegovina in international seminars. With the help of a five-level scale intended for coaches, a self-assessment of the coaches' pedagogical competences was carried out. The obtained results indicate that there is no significant difference between athletes and taekwondo coaches regarding their assessment of pedagogical competence and motivation for permanent education. Athletes believe that their coaches demonstrate high pedagogical competence for the training process and high motivation for permanent education. The coaches are of the same opinion in their personal self-assessment. The only significant difference relates to the tendency of taekwondo coaches towards physical and psychological violence against athletes.

**Keywords:** lifelong learning, coach's motivation for progress, sports pedagogues

## INTRODUCTION

The coach often serves as a role model and a model for children to learn from. Dimec and Kajtna (2009) define the coach as a key person and the most important factor in the development of a sports career. Coaches should consciously strive to have a positive influence on young athletes. The development of coaching competence relates to the ability to organize sports activities and understand the needs of children. Every child should be motivated and encouraged to work and achieve psycho-physical progress (Fraser – Thomas et al., 2005). Early childhood experiences contribute to the formation of personality and, in the future, the formation of attitudes in adulthood (Markovic et al., 2022). Based on the aforementioned, coaches should act as conscientious individuals who are achievement-oriented, decisive, persistent, disciplined, reliable, and responsible in their work with children (McCrae and Costa, 1999). Through positive influence, healthy social relationships, a warm and pleasant atmosphere within the sports collective, there will be a sense of connection and closeness. Closeness is reflected in mutual trust, acceptance, and support (Lepir, 2021).

The results of a research study conducted to assess the level and structure of self-assessment of pedagogical competence of coaches and their attitudes toward pedagogical training and improvement, involving 102 coaches from 17 different sports, indicate that coaches have a positive attitude toward pedagogical training and improvement. Furthermore, a strong positive correlation was found between coaches' subjective perception of pedagogical competence and their attitude toward pedagogical training (Cokorilo and Grk, 2010). Pedagogical competences refer to various types of abilities that a coach must possess in their work with children (Kostovic–Vranjes and Ljubetic, 2008). Additionally, sports competitive results depend on a good plan and program, appropriate training content, training format, and alignment with periodization and competition calendar (Savic et al., 2013).

Research regarding the need for pedagogical education suggests that coaches expect society's support in their professional development. In the educational process, understanding is crucial, rather than simply acquiring a large amount of information (Orlovic - Lovren, 2012). Support and assistance from society further motivate coaches to engage in forms of continuous education. Intrinsic motivation and the motivation for sports achievement, along with adequately defined goals, can be one of the assumptions for the connection between motivation and success in sports (Vujanovic, 2015). Intrinsic motivation is described as an innate tendency to engage in personal interests and practice one's abilities, resulting in a sense of satisfaction. In contrast to intrinsic motivation, there is extrinsic motivation, which involves various rewards, recognition, and social status (Reeve, 2010). Sports clubs play a key role in the development of sports within each community, and the motivation of coaches and support from the local community can influence the popularization and development of sports within the same community (Mitrovic et al., 2019).

To the best of our knowledge, no previous study has examined the level of congruence between athletes and taekwondo coaches regarding the assessment of pedagogical competences and the motivation of coaches for continuous education. The aim of this research

was to examine the level of congruence between athletes and taekwondo coaches in the assessment of pedagogical competence and motivation for permanent education.

## **METHOD**

### **Participant Sample**

The sample for this research was selected from the population of taekwondo coaches and taekwondo athletes in Bosnia and Herzegovina. The sample consisted of a total of 10 male coaches out of 155 licensed taekwondo coaches and 265 athletes from a population of approximately 2,500 taekwondo athletes. The athletes were of cadet age (8 to 13 years) and junior age (14 to 17 years). The coaching experience ranged from 6 to 30 years. During the quantitative analysis, coaches were divided into less experienced (less than 15 years of coaching experience) and more experienced (more than 15 years of coaching experience) coaches. This is presented in Table 4. The average age of the coaches was 41 years.

### **Procedures**

Quantitative and qualitative research, along with field data collection, was conducted in April and May 2022 in Prnjavor, Bosnia and Herzegovina, and Porec, Croatia. Prior to distributing and completing the research instruments, taekwondo coaches and athletes were provided with necessary instructions, guidance, and information about the research. The instruments were filled out before the start of training sessions, when the participants were rested and focused on the task. All participants were informed that the research was anonymous, and their identities would not be disclosed.

## **INSTRUMENTS**

For the purpose of this research, the following instruments were created: 1. Scale of self-assessment of taekwondo coaches' personal pedagogical competencies (STLPK), 2. Scale of athletes' attitudes towards coaches' pedagogical competencies and motivation for continuous education (SSPKMTT), 3. Questionnaire for coaches (APT). Collaboration with Dr. Miroslav Hrzenjak and Prof. Dr. Ksenija Bosnar was established in structuring these scales. With the permission of the mentioned authors, certain statements were adapted from a previously published doctoral thesis entitled "The correlation between athletes' motivational factors and coaches' evaluations of their characteristics" (Hrzenjak and Bosnar, 2017).

The first instrument, "STLPK," consists of 50 statements. Coaches used this instrument to self-assess their pedagogical competencies. The reliability was established with a sample of 10 coaches from the Taekwondo Association of Bosnia and Herzegovina, resulting in an r-value of 0.93.

The second instrument, "SSPKMTT," consists of 60 statements. The first 50 statements are identical to those in the coach scale, with the statements and their meanings adapted to the age of the athletes. Through these 50 statements, athletes assess the coach's pedagogical competencies by indicating their level of agreement with each statement. The last 10

statements (from 51 to 60) relate to the athletes' indirect assessment of the coach's motivation for improvement and continuous education.

Both created scales use a five-point Likert scale on which taekwondo coaches and athletes express their level of agreement or disagreement. For each statement, athletes and coaches circled a number indicating their level of agreement on a scale from 1 to 5. The numbers represent the following: 1 - Strongly disagree, 2 - Agree, 3 - Uncertain, 4 - Mostly agree, and 5 - Strongly agree. This scoring method ensures the objectivity of the assessment scale.

For negative statements, the scoring direction is reversed during data processing (scores are reversed). The re-coding is done as follows: 1 becomes 5, 2 becomes 4, 3 remains 3, 4 becomes 2, and 5 becomes 1. This ensures that the final result indicates a positive attitude of taekwondo coaches and athletes towards pedagogical competencies and motivation for permanent education. The validity of the instruments was established through expert analysis for methodological relevance of the instruments and factor analysis. Varimax rotation extracted seven almost equal factors that explained 54% of the variance of the attitude towards pedagogical competence variable.

The questionnaire for coaches (APT) was used as part of the survey technique and consists of 6 open-ended questions. The questionnaire is anonymous to encourage coaches to provide honest responses. The data obtained is of both objective and subjective nature.

## **ANALYSIS OF DATA**

The entire statistical analysis of the data was performed using the "SPSS" software package (SPSS 20.0 for Windows) and the statistical program "JASP" (JASP 0.16). In the process of data analysis and application of descriptive statistics, the following parameters were obtained: mean ( $M$ ), significance ( $p$ ), and sum ( $\Sigma$ ). Comparative results were obtained using the Mann-Whitney test (MW).

## **RESULTS**

One of the research tasks was to examine whether there is a significant difference between the assessment of athletes and the self-assessment of taekwondo coaches regarding their inclination towards physical and psychological violence. This factor is reflected through the behavior, comments, and verbal communication of coaches that emotionally disturb athletes, as well as the physical punishment of athletes by taekwondo coaches. One possible reason for how athletes perceive the coach's behavior as aggressive may be the coach's training style. Czajkowski distinguishes between a dictatorial and a friendly coaching style. Coaches with a dictatorial coaching style do not explain their training methods and expect athletes to follow their orders (Czajkowski, 2010). The dictatorial or autocratic leadership style refers to the aggressiveness of the leader, their dominance, and complete control over other group members (Markovic et al., 2004).

Table 1 The inclination of taekwondo coaches towards physical and psychological violence;;

<b>Self-assessment of coaches</b>	$\Sigma t$	15	15	15	15	15	15	15	15	14	13
	Ms	14.62	13.20	12.90	12.82	14	13.35	14.11	14.23	13.72	14.06
<b>Assessment of athletes</b>	Ns	40	30	20	35	15	20	35	30	25	15
	$\Sigma t - Ms$	0.38	1.80	2.10	2.18	1	1.65	0.89	0.77	0.28	-1.06

$\Sigma t$  (Sum of self-assessment of coaches); Ms (Mean of athletes' assessment.); ns (Sample size of athletes);  $\Sigma t - Ms$  (Difference between the sum of self-assessment of coaches and the arithmetic mean of athletes' assessment).

The differences between the self-assessment of coaches and the assessment by athletes are small. The average difference between athletes' assessment and coaches' self-assessment of their inclination towards physical and psychological violence towards athletes is 0.99. Based on the number of determined statements related to this factor and the theoretical range, it can be concluded that there is a positive assessment by athletes and coaches regarding their inclination towards physical and psychological violence. The inclination towards physical and psychological violence is closely related to the emotional competence of the taekwondo coaches. Emotional competence refers to an individual's ability to be aware of their own emotions as well as the emotions of others and to react accordingly (Arnold, 2008). Coaches do not fully adhere to the principles of social competence either. Social competence involves kindness, tolerance, acceptance of rules, respect, and resolving conflicts through healthy communication (Juricic, 2014).

Individual assessment and self-assessment scores of taekwondo coaches are higher than 9. Higher individual scores indicate a lower inclination of taekwondo coaches towards physical and psychological violence. Violence in sports is a social anomaly that encompasses aggression and bullying behavior towards athletes. It occurs in all categories of sports, from amateur to elite level. It includes inappropriate criticism of athletes, punishments, aggression towards athletes, referees, and others (Bozovic, 2007).

Table 2 The differences in the assessment of taekwondo coaches regarding physical and psychological violence

Group	n	M	W	P
Coaches	10	14.70	1782.50	0.047
Athletes	265	13.73		

n (sample); M (mean); W (Mann – Whitney test); p (significance level).

The hypothesis has conditionally been rejected ( $p=0.047$ ). There is a difference between the assessment of athletes and the self-assessment of taekwondo coaches regarding their propensity for physical and psychological violence. The obtained significance level is at the threshold of  $p=0.05$ . Some taekwondo coaches give significantly higher values to themselves compared to what athletes attribute to them. This means that coaches, based on their self-assessment, believe they use significantly less physical and psychological violence than what athletes perceive.

Speaking about continuous education, the author Vekic (2015) emphasizes that in the modern world, it represents the right of all individuals to have access to education and continuous capacity development. To achieve this, a certain level of motivation is necessary. Starting from the meaning of motivation itself, as the driving force behind people's task performance (Pintrich & Schunk, 2002), it was important to examine the assessment of athletes and the self-assessment of taekwondo coaches regarding their motivation for continuous education. The most significant results are presented in Table 3 and Table 4.

*Table 3 Assessment of athletes, by clubs, on the motivation of their taekwondo coaches for continuous education;*

<b>T/BSP</b>	<b>Mt51</b>	<b>Mt52</b>	<b>Mt53</b>	<b>Mt54</b>	<b>Mt55</b>	<b>Mt56</b>	<b>Mt57</b>	<b>Mt58</b>	<b>Mt59</b>	<b>Mt60</b>	<b>M(VM)</b>
<b>1(40)</b>	4.67	4.27	4.07	4.47	4.32	4.75	4.57	4.77	4.25	3.40	4.35
<b>2(30)</b>	4.06	4.06	3.66	4.13	4.06	4.23	4.16	4.60	3.46	2.40	3.88
<b>3(20)</b>	3.85	4.00	3.80	4.20	4.50	4.85	4.80	3.75	3.50	2.90	4.01
<b>4(35)</b>	3.57	4.00	3.85	4.08	4.22	4.20	3.88	3.77	3.85	2.57	3.80
<b>5(15)</b>	3.60	4.06	4.26	4.33	4.60	4.53	4.40	4.46	4.53	2.26	4.10
<b>6(20)</b>	3.60	3.50	3.15	3.25	3.55	4.05	4.10	3.85	3.40	2.15	3.46
<b>7(35)</b>	4.34	4.08	4.02	4.25	4.08	4.25	3.42	4.40	4.02	3.37	4.02
<b>8(30)</b>	4.06	4.33	4.00	4.36	4.40	4.30	3.50	4.23	3.90	2.80	3.99
<b>9(25)</b>	4.32	4.08	4.12	4.32	4.08	3.96	3.72	4.40	3.88	3.04	3.99
<b>10(15)</b>	4.13	4.00	3.73	4.13	3.53	2.20	2.60	4.60	3.93	3.06	3.59

*T/BSP ((coaches and number of athletes per clubs); Mt (mean of athletes' assessment for items 51-60 on the motivation of their coaches for continuous education); M(VM) (mean of the variable motivation).*

The study involved 265 athletes. Among them, the sample size for coach 1 was 40 athletes, coach 2 had 30 athletes, coach 3 had 20 athletes, coach 4 had 35 athletes, coach 5 had 15 athletes, coach 6 had 20 athletes, coach 7 had 35 athletes, coach 8 had 30 athletes, coach 9 had 25 athletes, and coach 10 had 15 athletes. Descriptive statistics were used to determine the mean values for each item, numbered from Mt51 to Mt60 in Table 3, and the overall mean M(VM) of the variable motivation.

Based on the obtained results, it can be concluded that, according to athletes' assessments, coach 1 is the most motivated (M(VM) is 4.35) in terms of permanent education. Goals related to intrinsic motives lead to individual well-being and progress (Randjelovic and Smederevac, 2011). According to athletes' assessments and the results presented in Table 3, coach 6 is the least motivated (M(VM) is 3.46). Therefore, this result is in line with the findings of Ersari and Naktiyok (2012), suggesting that a lack of motivation for improvement certainly affects productivity and work quality.

Table 4 presents the results related to the analysis and self-assessment of motivation among the taekwondo coaches for permanent education.

*Table 4 Presentation of self-assessment of motivation among taekwondo coaches for permanent education based on the data obtained from the Taekwondo Association of Bosnia and Herzegovina;*

Trener	Godine trenerskog rada	Iskustvo	Br. gradova	Br. seminara (učešća)	Ms	Trener
1	30	More experienced	17	39(2)	4.35(1)	
7	20	More experienced	11	22(5)	4.02(3)	M5TI
8	19	More experienced	15	29(3)	3.99(5)	3.99
9	28	More experienced	10	27(4)	3.99(5)	
10	17	More experienced	7	21(6)	3.59(9)	
2	15	Less experienced	26	68(1)	3.88(7)	
3	12	Less experienced	5	12(8)	4.01(4)	M5TMI
4	9	Less experienced	7	16(7)	3.80(8)	3.85
5	6	Less experienced	5	10(9)	4.10(2)	
6	8	Less experienced	4	8(10)	3.46(10)	

*Ms (mean score of athletes' assessment of coaches' motivation for continuous education); M5TI (mean score of the five more experienced coaches); M5TMI (mean score of the five less experienced coaches).*

The coaches were ranked from more experienced to less experienced. Taekwondo coaches with less than 15 years of coaching experience were categorized as less experienced, while coaches with over 15 years of coaching experience were categorized as more experienced coaches.

Based on the logical analysis and the data presented in Table 4, the following conclusions can be drawn: by categorizing the experience of taekwondo coaches, 5 coaches were classified as more experienced, while the remaining 5 coaches were categorized as less experienced taekwondo coaches. By comparing the results obtained from the arithmetic means of athletes' assessment of the motivation of taekwondo coaches for continuous education and the logical analysis, it can be concluded that there is no statistically significant difference in the motivation between more experienced and less experienced taekwondo coaches. Due to the nature of the data (variables), the Mann-Whitney test is not reliable for the application and comparison of the mentioned data. It is important to note that coaches should act through responsible organizational behavior that is not directly or explicitly recognized by the formal reward system in the organization but supports the efficient functioning of the organization (Mirkovic et al., 2017).

Regarding the analysis of the records of taekwondo coaches' participation in official seminars, it can be concluded that in most cases, more experienced coaches with over 15 years of coaching experience have higher attendance at seminars. This can be expected considering their long involvement in the sport. Sports organizations are subject to continuous changes, so they must plan their work properly and systematically in the future. The progress of sports organizations is reflected in the coach's readiness for self-improvement and continuous work on themselves and the development of the sports organization (Rodríguez, 2019). Due to the nature of the data (variables), the Mann-Whitney test is not reliable for the application and comparison of the data, so a logical analysis was used in the process of comparing the results.

Based on the presented results and logical analysis, it can be concluded that the hypothesis has been confirmed. There is no significant difference in the assessment of athletes and the self-assessment of taekwondo coaches regarding motivation for permanent education. The results of athletes' assessment and coaches' self-assessment are positive. Coaches are motivated for various forms of permanent education.

## DISCUSSION

The aim of this research was to examine the level of agreement between athletes and taekwondo coaches in assessing pedagogical competence and motivation for permanent education. A quantitative-qualitative study was conducted for this purpose. The results indicate that there is no significant difference between athletes and taekwondo coaches in their assessment of pedagogical competence and motivation for permanent education. It is important to note that a good coach is one who is familiar with and takes into account the characteristics of their team and develops a positive atmosphere without violence in the sports collective (Rhind and Jowett, 2010). Athletes believe that their coaches demonstrate high pedagogical competence in the training process and high motivation for continuous education. The same opinion is held by taekwondo coaches in their self-assessment. Coaches should act by publicly announcing planned sports activities, goals, and athletes' achievements. This should be done in order to provide continuous feedback, support, and motivation for athletes to invest effort in achieving the set goal (Simic and Vardo, 2018). A noteworthy finding of this research relates to the inclination of taekwondo coaches toward physical and psychological violence against athletes. A coach should provide calm and continuous feedback to their athletes while correcting their mistakes (Hrzenjak and Bosnar, 2017). The lack of timely feedback and the absence of empathy and behavioral rules lead to bullying behavior (Bozovic, 2007). Although individual results obtained in this research are positive and indicate no inclination of coaches toward physical and psychological violence, certain differences and discrepancies have been detected. Taekwondo coaches achieve significantly higher scores for themselves and completely deny any inclination toward psychological and physical violence. In contrast, athletes believe that some coaches exhibit a certain degree of sports anomaly, aggression, inappropriate, and non-empathetic behavior.

Differentiation and concretization of the research goal defined nine causally elaborated research tasks. They represent key segments of the problem and research subject. The research tasks are related to pedagogical competencies, within which factor analysis defined seven separate factors. These factors and research tasks are as follows: 1. Affirmative presentation of taekwondo coaches, 2. Professionalism of taekwondo coaches, 3. Influence of taekwondo coaches on athletes, 4. Coaching abilities and the ability to transmit positive life values, 5. Reliability in coaches, 6. Responsibility and self-confidence of coaches, 7. Coaches' inclination towards physical and psychological violence. The eighth task is related to the assessment of athletes and self-assessment of taekwondo coaches regarding motivation for continuous education. The last, ninth task is qualitative in nature and pertains to the examination of coaches' opinions and attitudes about coaching work, pedagogical



competence, and motivation for continuous education. Significant attention is given to the seventh separate factor within coaches' pedagogical competencies. In other mentioned factors of pedagogical competence, there is a positive assessment from athletes and positive self-assessment from taekwondo coaches, and there is no significant difference in the assessment and self-assessment of determined pedagogical competencies. The only significant difference is in the assessment from athletes and self-assessment of coaches' inclination towards physical and psychological violence by athletes. That is why the importance of the obtained results of the seventh factor of coaches' pedagogical competence is emphasized in the paper.

The analysis of the research results indicates that the hypothesis was confirmed. There is congruence between athletes and taekwondo coaches in the assessment of pedagogical competence and motivation of taekwondo coaches for permanent education. Comparing the results of this research with similar studies conducted in the past, it can be observed that there are certain agreements and similarities. The research results are mostly of a positive nature. To assess the level and structure of coaches' self-assessment of pedagogical competence in 17 different sports and their attitude towards pedagogical improvement, Cokorilo and Grk (2010) conducted a study with a sample of 102 coaches. The results indicate that coaches have a positive attitude towards pedagogical training and improvement (Cokorilo and Grk, 2010). Determining the educational needs of adults is a fundamental question for evaluation, correction, and improvement of personal work (Jorgic, 2016). Taekwondo coaches generally have a positive attitude towards personal progress and developing pedagogical competencies. In their professional development, coaches are motivated by both internal and external factors. A conducted study on the need for pedagogical education indicates that coaches expect society's assistance in their professional development. Society's support further motivates coaches for various forms of continuous education and advancement (Vujanovic, 2015). A coach must be aware that their attitude and relationship with the team are more important than the attitude of any individual. Their main function is teaching and leading the team (Novic and Cancarevic, 2015). Additionally, through the obtained results, Nash and Sproule (2009) conclude that a coach must develop their professional and pedagogical competencies to become better in their job, enabling personal and team progress.

When it comes to analyzing the records of taekwondo coaches' participation in official seminars, it can be concluded that in most cases, more experienced coaches with over 15 years of coaching experience have higher attendance at seminars. Through logical data analysis, it was determined that one of the coaches who falls into the category of less experienced taekwondo coaches has the highest number of seminar participations (68 seminars in 26 different cities). This particular coach is on the verge of gaining more experience, having exactly 15 years of coaching experience. An interesting fact is that the arithmetic mean of athletes' assessment of the motivation of this coach for continuous education is 3.88. This result is one of the lowest ratings given by athletes regarding the motivation of coaches for continuous education. It can be concluded that this coach attributes significantly higher results

and a higher level of pedagogical competence and motivation for continuous education to themselves than perceived by the athletes.

One limitation of this research is the small sample size of taekwondo coaches. However, considering that the research was a combined (quantitative-qualitative) type, the sample of coaches in this case could not be larger. The combination of quantitative and qualitative research approaches is precisely one of the strengths of this study. The obtained statistical data could be compared with the opinions and attitudes of taekwondo coaches, which enabled a better understanding of the research topic and the problem itself. A limitation of the research could also be the indirect examination of the degree of coaches' motivation for permanent education. The research did not involve direct participation in training activities or involvement in groups and firsthand observation of the training situation.

In future research, efforts should be made to include a larger sample of coaches to obtain more comprehensive data and a broader picture of the assessment of pedagogical competence and motivation of coaches for permanent education. Additionally, it would be beneficial to apply the method of observing taekwondo training and expert observation of coaches' abilities during training and competitions. Expert observation would be conducted with the aim of identifying the main shortcomings in the work of taekwondo coaches with children. Coaches should be aware that learning occurs when individuals are in the mood for training and when their positive emotions encourage them (Chabot and Chabot, 2009). This is developed through empathy, which involves understanding the emotions and feelings of others and the ability to imagine oneself in the position of others (Novosel, 2012). It would be valuable, in collaboration with sports psychologists, to design an instrument specifically aimed at directly examining and assessing the degree of coaches' motivation for continuous education. Based on the data obtained, appropriate programs could be developed to improve and enhance the pedagogical competence of taekwondo coaches. This is particularly important considering that most of these coaches have not received education in pedagogical, psychological, and methodological subjects as part of their initial education, which would provide them with a foundation for later advancement through various professional development programs. It is crucial to place special focus on futuristic orientations in terms of the directions of development and further research on this issue (expanding research to a larger sample, including taekwondo coaches in the region, building a network of experts...).

## CONCLUSION

Athletes of the Taekwondo Association of Bosnia and Herzegovina believe that their coaches demonstrate high pedagogical competencies during the training process and have motivation for permanent education, which is also reflected in the self-assessment of the Taekwondo coaches themselves. The success of sports coaches is not only about teaching young athletes proper Taekwondo techniques. Success is also achieved when coaches are able to instill genuine life values and ideals of Taekwondo in children. The ideals of Taekwondo include kindness, honesty, perseverance, self-control, and indomitable spirit (Vrekic, 2014). Due to the significant influence coaches have on young athletes, it is necessary for them to

continuously improve their sports and pedagogical knowledge. Through various professional development programs, they should work on mechanisms for reducing or overcoming different forms of physical and psychological violence towards participants in this sport. It is also essential for coaches to develop a democratic, open, and flexible leadership style instead of a dictatorial style of command. Building on such foundations, athletes with open minds and strategic orientations will be developed, rather than rigid, strict individuals focused on martial arts skills, without considering their social and emotional competence.

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