

PROCJENA EFIKASNOSTI TEKVONDO TRENERA¹

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Apstrakt: Cilj sprovedenog istraživanja³ bio je ispitivanje stepena podudarnosti sportista i tekvondo trenera o njihovoj efikasnosti, kao i ispitivanje dubljeg značenja odgovora tekvondo trenera o načinu pripreme za redovne treninge i saradnji sa drugim trenerima. Uzorak istraživanja obuhvatao je deset trenera Tekvondo saveza Bosne i Hercegovine i 265 tekvondo sportista. U tu svrhu sprovedeno je kvantitativno-kvalitativno istraživanje. Kroz realizaciju kvantitativnog dijela istraživanja primjenjeni su istraživački instrumenti: anketni upitnik za trenere, petostepena skala Likertovog tipa pomoću kojeg je vršena procjena i samoprocjena profesionalnosti tekvondo trenera i protokol intervjuja za trenere. U kvalitativnom dijelu istraživanja korištena je tehnika dubinskog intervjuja. U skladu sa određenim istraživačkim pitanjima i kvalitativne metode kodiranja u završnoj verziji kodnog stabla izdvojena su: dva područja i četiri kategorije sa pripadajućim dimenzijama efikasnosti tekvondo trenera. Analizom dobijenih rezultata može se reći da postoji pozitivna procjena i samoprocjena efikasnosti tekvondo trenera i da ne postoji značajna razlika u procjeni sportista i samoprocjeni trenera navedenog faktora. U kvalitativnom dijelu istraživanja, kroz odgovore trenera došlo se do saznanja da je većinski dio trenera efikasan i posvećen u svom trenerskom radu.

Ključne reči: *analiza kompetentnosti, borilački sport, treneri*

UVOD

Da bi čovjek bio profesionalan i efikasan u svom zanimanju ujedno mora biti i obrazovan. Biti obrazovan čovjek danas, nije isto kao prije deset ili više godina (Mikanović, 2015). U savremenom obrazovanju bitna je suština, razumijevanje i posvećenost, a ne usvajanje što većeg broja informacija koje su slabo primjenljive i efikasne u praksi (Orlović-Lovren, 2012). Kroz globalizaciju mijenjala se i uloga i shvatanje trenera. Lepir (2021) navodi da je uloga sportskog trenera evoluirala i da je primjerenije govoriti o treneru kao sportskom pedagogu.

Savremeni sport predstavlja bio-psiho-socijalnu pojavu u kojoj postoji veliki broj elemenata. Da bi bili efikasni u sportu potrebno je raznovrsno obrazovanje koje se ne tiče samo sporta. Potrebno je usavršavanje iz drugih nauka kao što su: medicina, psihologija, pedagogija, sociologija i pravo (Singer 2002, prema Lepir, 2021). Težnja ka većem stepenu znanja podrazumijeva cjeloživotno usvajanje sposobnosti i vještina u skladu sa aktuelnom sportskom praksom i sportskim inovacijama (Šormaz, 2018). Efikasnost i profesionalnost trenera ogleda se kroz njegove lične mogućnosti u sportsko-psihološkom djelovanju na razvoj djece i ostvarivanju vrhunskih sportskih rezultata (Nović i Čančarević, 2015). Trener svojim djelovanjem i efikasnosti u trenažnom procesu utiče na formiranje cjelokupne ličnosti djeteta (Bubbs, 2019).

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Profesionalne kompetencije trenera se mogu razvijati kroz raznovrsne oblike permanentnog obrazovanja. Permanentno obrazovanje predstavlja trajno i kontinuirano usavršavanje i obogaćivanje znanja, vještina i sposobnosti odraslih osoba (Marić, 2012). Autori navode tri načina kojima treneri poboljšavaju svoju efikasnost i profesionalne sposobnosti, a to su:

- a) sticanjem iskustva u praksi - treneri poboljšavaju svoja znanja i sposobnosti kroz kontinuirano učešće u trenažnoj praksi (iskustvo formira važan dio njihovog profesionalnog napretka),
- b) formalnim obrazovanjem – podrazumijeva raznovrsne vrste kurseva. Kroz pohađanje kurseva treneri dolaze do formalne kvalifikacije i raznih oblika sertifikata,
- c) akcionim istraživanjem - koje je u posljednje vrijeme sve popularnije među istraživačima (ranije se primjenjivalo samo u obrazovanju i fizičkom vaspitanju, dok se danas koristi i u sportu) (Evans & Light, 2007).

Grk (2010) je u svom istraživanju ispitivala odnose između uslova za napredovanje trenera koje pruža sportska organizacija i svijesti o značaju usavršavanja i unapređenja efikasnosti trenerskog rada. Dobijeni rezultati pokazuju pozitivnu korelaciju između uslova koje pruža sportska organizacija treneru, njegovom ličnom napretku i njihove svijesti o važnosti napredovanja s ciljem bolje efikasnosti u trenerskom radu (Grk, 2010). Vujanović (2015) navodi da treneri uglavnom izražavaju potrebu za većim brojem stručnih seminara i edukativnih kurseva kojima je cilj usavršavanje efikasnosti trenera koje se ogleda u postizanju vrhunskih sportskih rezultata.

Neš i Sproul su realizovali istraživanje u Velikoj Britaniji. Uzorak ispitanika obuhvatao je devet vrhunskih trenera plivanja, hokeja i fudbala. Treneri su bili mišljenja da formalno obrazovanje nije od presudnog značaja za razvoj njihove karijere. Prema mišljenju trenera presudni faktori za lični napredak su iskustvo i međusobna saradnja trenera. Istraživači su zaključili da je prisutna "potreba za podrškom i njegovanjem mreža između trenera u lokalnom i regionalnom nivou" (Nash & Sproule, 2009, 135). Iako je lično iskustvo i međusobna saradnja trenera veoma važna možemo zaključiti da trener u svom radu mora činiti više od prostog obavljanja svoga posla. Trener bi kroz svoj rad trebao težiti napretku i razvoju profesionalnih i pedagoških sposobnosti. Kroz kontinuirano zalaganje i usavršavanje trener postaje efikasniji u svome poslu i obezbjeđuje napredak svih članova u klubu (Simic & Vardo, 2018).

Sportski treneri nose sa sobom mnoge odgovornosti koje u potpunosti prevazilaze sportske kompetencije (O'Neil, 2011). Vukadinović i Rađević (2019) sproveli su istraživanje težeći da prikupe mišljenja o pozitivnim i negativnim faktorima relacija između trenera i sportista. Analiza varijanse prikazuje da je interakcija između pola sportiste i vrste sporta značajna za sva tri subtesta (socijalna podrška, dubina i konflikt). Značajne razlike se odnose na socijalnu podršku koju mladi sportisti dobijaju od trenera. Sportisti u individualnim sportovima su pokazali viši stepen socijalne podrške od sportista istoga uzrasta iz ekipnih sportova. Dobijeni rezultati govore da sportisti iz individualnih sportova stiču složeniju vezu sa svojim trenerima od sportista ženskog pola, a kod ekipnih sportova rezultati su suprotni. Sportistkinje su izrazile veći stepen konflikta sa svojim trenerima u individualnim sportovima. U ekipnim sportovima muškarci su podložniji konfliktu. Svi faktori koji su se istraživali u navedenom istraživanju odnose se na složenu komponentu efikasnosti rada trenera. Naučnici koji proučavaju sport teže da kroz međusobnu saradnju sa trenerima odrede najvažnije segmente u prepoznavanju i razvoju mladih nadarenih sportista (Arsić, 2017).

Kroz efikasan rad i veliku odgovornost treneri se susreću sa sindromom sagorijevanja. Sindrom sagorijevanja, ili Burnout sindrom je posljedica nagomilanog stresa. Burnout sindrom nastaje kroz prekomjeran rad i posvećenost poslu. Ovaj sindrom se pojavljuje u mnogim profesijama, a najčešće u profesijama koje se odnose na direktan rad sa ljudima. U sportu, sindrom sagorijevanja je nerijetka pojava jer sport iziskuje disciplinovanost, upornost i istrajnost pojedinca tokom niza godina. Trifković (2022) je kroz realizovano istraživanje govorila o uzorcima, simptomima i posljedicama sindroma sagorijevanja. U radu je zaključeno da je u sportu potrebno preventivno djelovati kroz zajedničku saradnju trenera i psihologa. Uz pomoć psihologa sportisti i treneri bi radili na: otklanjanju uzorka stresa, cijenili bi vrijeme oporavka i odmora i pratili stanje organizma, te shodno tome osvježivali potisnute mehanizme odbrane.

Sportisti i treneri su prepoznatljiviji po istrajnosti, borbenosti i fokusu na pobjedu. Od njih se uvijek očekuju vrhunski rezultati što ukazuje na godine stresa, napornog rada i požrtvovanosti (Trifković, 2022). Karaleić (2019) navodi da stres i preopterećenost sportista može dovesti do pojave anksioznosti i nasilničkog ponašanja. Kod sportiste može doći do nižeg stepena samopoštovanja i ljubavi prema sportu. Navedeni segmenti se ogledaju kroz slabljenje rada trenera, odnosno manje efikasnosti u trenažnom radu i postizanju slabijih sportskih rezultata. Prema tome

efikasnost trenera je složen segmenat raznovrsnih ličnih kompetencija trenera i ličnog usavršavanja. Da bi trener bio efikasan u svome radu potrebne su godine usavršavanja, ličnog samoprocjenjivanja, te prihvatanja i ispravljanja svojih grešaka (Martins, 2014). Efikasnost je promjenljiv proces, a svi treneri bi trebali težiti da taj proces ide u progresivnom smjeru.

Cilj ovog istraživanja bio je ispitivanje stepena podudarnosti sportista i tekvondo trenera o njihovoj efikasnosti kao i ispitivanje dubljeg značenja odgovora tekvondo trenera o načinu pripreme za redovne treninge i saradnji sa drugim trenerima.

METOD

Metode koja su se primjenile u ovom istraživanju odabrane su u skladu sa definisanim problemom, ciljem i zadacima ovog istraživanja: metoda teorijske analize i sinteze i servej ili deskriptivna istraživačka metoda. U zavisnosti od primjenjenih metoda istraživanja, a posebno od konteksta proučavanja i ispitivanja varijabli primjenjene su sljedeće naučnoistraživačke tehnike: tehnika anketiranja, tehnika skaliranja, dubinski (kvalitativni) intervju, analiza dokumentacije i analiza sadržaja.

Uzorak ispitanika

Uzorak ovog istraživanja izabran je iz populacije tekvondo trenera i tekvondo sportista Bosne i Hercegovine. Uzorak čini ukupno 265 sportista iz populacije od oko 2500 tekvondo sportista i deset trenera muškog pola od 155 licenciranih tekvondo trenera. Uзраст sportista je od 8 do 17 godina. Prosječna starost trenera iznosi 41 godinu. Trenersko iskustva iznosi od šest do 30 godina.

Varijable

U ovom neeksperimentalnom istraživanju definisane su zavisne i nezavisne varijable. Zavisne varijable su: stavovi i samoprocjena trenera o ličnoj efikasnosti i stavovi sportista i procjena efikasnosti tekvondo trenera. Nezavisne varijable su: klub, trenersko iskustvo, starost trenera, učestalost i način saradnje sa roditeljima, broj zvaničnih posjećenih tekvondo seminara.

Procedure

Kvantitativno-kvalitativno istraživanje i terensko prikupljanje podataka sprovedeno je tokom 2022. godine. Prije popunjavanja istraživačkih instrumenata sportisti i tekvondo treneri dobili su potrebne instrukcije i informacije o istraživanju.

Instrumenti

Za potrebe ovog istraživanja korišteni su samostalno kreirani instrumenti: 1. Skala samoprocjene tekvondo trenera o ličnim pedagoškim kompetencijama "SSTLPK", 2. Skala stavovi sportista o pedagoškim kompetencijama i motivisanosti tekvondo trenera za permanentnim obrazovanjem "SSPKMTT", 3. Anketni upitnik za trenere "APT" i 4. Protokol intevjua za trenere „PIT" (Njegovan, 2022).

Navedena prva dva instrumenta predstavljaju petostepenu skalu Likertovog tipa na kojoj su tekvondo treneri i sportisti iznosili svoj stepen (ne)slaganja. Za svaku tvrdnju sportisti i treneri su zaokružili broj koji izražava njihov stepen slaganja sa datom tvrdnjom na skali od 1 do 5. Brojevi predstavljaju sljedeće: 1- U potpunosti se ne slažem, 2 – Ne slažem se, 3 – Nisam siguran/a, 4 – Uglavnom se slažem i 5 - U potpunosti se slažem. Na ovaj način, odnosno precizno definisanim načinom bodovanja obezbijedena je objektivnost skale procjene. Kod negativnih tvrdnji obrnut je smjer bodovanja. Rekodiranje se vrši po sljedećem principu: 1 na 5, 2 na 4, 3 na 3, 4 na 2 i 5 na 1.

Skala stavovi samoprocjene tekvondo trenera o ličnim pedagoškim kompetencijama "STLPK" sastoji se od 50 tvrdnji na kojoj su tekvondo treneri iznosili svoj stepen (ne)slaganja za datom tvrdnjom. Skala stavovi sportista o pedagoškim kompetencijama i motivisanosti tekvondo trenera za permanentnim obrazovanjem "SSPKMTT" sastoji se od 60 tvrdnji. Prvih 50 tvrdnji podudara se sa skalerom za trenere, s tim da su tvrdnje i njihovo značenje prilagođene uzrastu sportista. Kroz prvih 50 tvrdnji sportisti procjenjuju trenerove pedagoške kompetencije, iznošeći

svoj stepen (ne)slaganja sa datom tvrdnjom. Posljednjih deset tvrdnji (od 51 do 60 tvrdnje) odnose se na indirektnu procjenu sportista o trenerskoj motivisanosti za usavršavanjem i permanentnim obrazovanjem (Njegovan, 2022).

Na uzorku od deset trenera Tekvondo saveza Bosne i Hercegovine utvrđena je pouzdanost od $r = 0,93$. Valjanost instrumenta utvrđena je analizom eksperata za metodološku relevantnost instrumentarija i uz pomoć faktorske analize.

Varimaks rotacijom ekstrahovano je sedam, skoro podjednakih i dominantnih faktora koji objašnjavaju 54% varijanse varijable, stav o pedagoškoj kompetentnosti trenera. Drugi ekstrahovani faktor je efikasnost tekvondo trenera (Tabela 1). Faktor je determinisan tvrdnjama pod rednim brojem: 14, 15, 16, 17, 18, 21, 22, 24, 46 i objašnjava 6,7 % varijanse varijable koji posjeduje karakteristike dominirajućeg faktora (Njegovan, 2022).

Tabela 1. Efikasnost tekvondo trenera

Efikasnost tekvondo trenera – faktor determinisan sledećim tvrdnjama:
14. Poštovan/a sam kao vrhunski trener/ica i poznavalac svoga sporta u sportskim klubovima širom RS/BIH.
15. Uvijek dođem pripremljen/a na trening, sa jasnim planom organizacije rada treninga.
16. Imam dobar odnos sa roditeljima.
17. Jako dobro poznajem naš sport.
18. Previše se brinem, čak i kad su u pitanju nevažne stvari.
21. Nesiguran/a sam kada treba donijeti brzu odluku.
22. Nemam dovoljno samopouzdanja (vjere i sigurnosti u sebe).
24. Treniram takmičare koji su osvajači evropskih i svjetskih medalja.
46. Nakon poraza takmičarima dajem utjehu i motivaciju za napredak.

Anketni upitnik za trenere sastavljen je od šest pitanja otvorenog tipa s ciljem prikupljanja potrebnih objektivnih i subjektivnih podataka. Anketni upitnik je anonimnog tipa kako bi treneri pri ispunjavanju upitnika bili što iskreniji. Pitanja definisana u anketnom upitniku su: 1. Klub trenera, 2. Pol trenera, 3. Starost trenera, 4. Trenersko iskustvo (Koliko godina obavlja trenersku funkciju), 5. Koliko često ostvaruje saradnju sa roditeljima i 6. Na koji način se realizuje saradnja sa roditeljima (Njegovan, 2022).

Protokol intervjuja za trenere (Tabela 2) sastavljen je od deset prethodno kreiranih pitanja. Definisane su dvije grupe pitanja, to su pitanja koja se odnose na pedagoške kompetencije tekvondo trenera (u ovom slučaju na efikasnost tekvondo trenera, drugi determinisani faktor) i pitanja koja se odnose na procjenu motivisanosti tekvondo trenera za permanentnim obrazovanjem. Protokol je namijenjen za individualno i indirektno ispitivanje stavova trenera o njihovoj efikasnosti u radu i trenerskom pozivu. Dobijeni podaci su obrađeni kroz analizu koja podrazumijeva pet koraka, a to su: transkripcija, kodiranje, analiza, zaključivanje i pisanje izvještaja.

Tabela 2. Protokol intervjuja za tekvondo trenere – PITT

Pitanja:
1. Kako se pripremate za redovne treninge?
2. Koliko često proučavate sportsku literaturu (knjige, enciklopedije, videe i sl.)?
3. Proučavate li pedagoško – psihološku literaturu?
4. Kako se odnosite prema sportistima kada budu poraženi?
5. Koliko često pružate pohvale sportistima?
6. Saradujete li sa ostalim trenerima? Kakav je vaš odnos?
7. Kako motivišete sportiste?
8. Šta Vas motiviše za lično usavršavanje? Koliko često prisustvujete seminarima?
9. Kako razdvajate privatni život (probleme) od treninga?
10. Postoje li razlika u Vašem odnosu prema mlađim/starijim sportistima ili u odnosu prema dječaku/djevojčici? Objasnite!

Izvor: Njegovan, 2022.

Analiza podataka

Cjelokupna statistička obrada podataka izvršena je primjenom softverskog paketa “SPSS” (SPSS 20.0 for Windows) i primjenom statističkog programa “JASP” (JASP 0.16). U procesu obrade dobijenih podataka i primjene deskriptivne statistike dobijeni su sljedeći parametri: aritmetička sredina (M), značajnost (p) i suma (Σ). Rezultati komparativne prirode dobijali su se uz pomoć primjene Men-Vitnjevog testa (Mann – Whitney test, MW) (Njegovan, 2022).

REZULTATI

Jedan od zadataka istraživanja bio je da se ispita postoji li značajna razlika u procjeni i samoprocjeni efikasnosti tekvondo trenera. Rezultati ispitnog faktora prikazani su tabelarno u nastavku rada (Tabela 3).

Tabela 3. *Efikasnost tekvondo trenera*

Samoprocjena trenera	Σt	26	27	28	31	31	33	35	37	38	39
Procjena sportista	Ms	32.31	35.36	32.60	33.73	34.66	37.50	35.35	36.33	34.13	36.31
	Ns	35	25	15	30	20	40	20	15	30	35
	$\Sigma t - Ms$	-6.31	-8.36	-4.60	-2.73	-3.66	-4.50	-0.35	0.67	3.87	2.69

Σt (suma samoprocjene trenera); Ms (aritmetička sredina procjene sportista); ns (uzorak sportista); $\Sigma t - Ms$ (razlika sume samoprocjene trenera i aritmetičke sredine sportista).

Na osnovu logičke analize prikazanih rezultata može se reći da je većina trenera svoju efikasnost u radu podcijenila u odnosu na procjenu sportista. Razlika između procjene sportista i samoprocjene tekvondo trenera iznosi 0,35 (-0,35). Prosjek razlike procjenjivanja samoprocjene trenera i procjene sportista o efikasnosti tekvondo trenera iznosi -23,27.

Na osnovu dobijenih rezultata može se zaključiti da postoji pozitivna procjena sportista i pozitivna samoprocjena tekvondo trenera o njihovoj efikasnosti. Pojedinačni rezultati Σt i Ms su veći od 24 (Tabela 4).

Tabela 4. *Razlike u procjeni efikasnosti tekvondo trenera*

Grupa	n	M	W	P
Treneri	10	32.50		
			901.00	0.85
Sportisti	265	34.92		

n (uzorak); M (aritmetička sredina); W (Mann – Whitney test); p (značajnost)

Postavljena hipoteza je potvrđena. Ne postoji značajna razlika između procjene sportista i samoprocjene tekvondo trenera o njihovoj efikasnosti ($p=0.85$) značajnost je veća u odnosu na postavljenu uobičajenu granicu koja iznosi 0.05.

DISKUSIJA

Kvalitativnom metodom kodiranja izgrađeno je kodno stablo sa pripadajućim područjima, kategorijama i dimenzijama. U finalnoj verziji kodnog stabla definisana su dva područja i četiri kategorije sa odgovarajućim dimenzijama (Tabela 5).

Tabela 5. Kodno stablo – Priprema tekvondo trenera za redovne treninge i saradnja između trenera

PODRUČJA	KATEGORIJE	DIMENZIJE
1. Priprema trenera za redovne treninge	1. Pripremanje sportske opreme 2. Jutjub i videi kao sredstvo pripremanja trenera 3. Razgovor sa drugim trenerima	<ul style="list-style-type: none"> • Prije treninga se vrši pakovanje potrebne opreme kao što su: dobok, fokuseri, štoperica, vaga i sl.) • Prije treninga se vrši informisanje putem interneta i ostalih medija • Međusobni razgovori sa ostalim trenerima u cilju informisanja
2. Saradnja između trenera	4. Saradnički i prijateljski odnosi zasnovani na poštovanju	<ul style="list-style-type: none"> • Odnosi trenera su zasnovani na dogovoru i saradnji • Međusobno poštovanje i prijateljstvo trenera

U skladu sa specifičnim istraživačkim pitanjima i kvalitativnom metodom kodiranja tabelarno su prikazana definisana područja, kategorije i dimenzije, odnosno mišljenja tekvondo trenera o sportskoj efikasnosti, pripremi za redovne treninge i saradnji sa drugim trenerima.

1. Priprema trenera za redovne treninge

Prvo područje se odnosi na pripremu trenera za redovne treninge. Na osnovu odgovora deset tekvondo trenera izdvojene su sledeće kategorije:

Pakovanje potrebne opreme

[T6] „Imam neki redoslijed, godinama već. Lična priprema, spremanje opreme, oblačenje trenerke ili doboka, ako je potrebna vaga ili nešto slično ponesem... Fokuseri su u dvorani.”

[T2] „Priprema je rutinska, nosim na trening: dobok, pojas, potrebnu opremu, vodu...”

Informisanje putem internet i drugih medija

[T1] „Nekada pogledam neki video na internetu, dobro je za nove ideje i primjenu novih vježbi, razbija se monotonija.”

[T3] „Istražujem na Jutjubu ili na Instagram profilima profesionalne sportiste, trenere ili klubove koji objavljuju snimke sa treninga.”

Međusobni razgovori sa ostalim trenerima

[T4] „Posavjetujem se sa fitnes trenerom ili nazovem nekoga od iskusnijih i stručnijih trenera.”

[T8] „Tražim savjet od drugih trenera i sportskih stručnjaka. Rado pogledam treninge svojih kolega. Često uočim neke nove vježbe.”

2. Saradnja između trenera

Drugo definisano područje se odnosi na saradnju između trenera. U ovom području tekvondo treneri su dali približno iste odgovore, prema tome u ovom području je definisana samo jedna pripadajuća kategorija. Saradnički odnosi su zasnovani na uzajamnom poštovanju, uvažavanju mišljenja i zajedničkom rješavanju mogućih problema (Reeve, 2010).

Saradnički i prijateljski odnosi zasnovani na poštovanju

[T5] „To su moji stari prijatelji, odnos je odličan. Saradujemo po odnosu raznih pitanja, tu smo jedni za druge, mi smo jedna velika porodica.”

[T10] „Saradujem, odnos je dobar. Sa nekim sam u boljim odnosima. Trudimo se da se uvijek svi zajedno donosimo odluke, niko od nas nije u svađi.”

Kada govorimo o sportsko-psihološkim komeptencijama možemo reći da se one odnose na razne vrste sposobnosti koju sportski pedagog u svome radu sa mladim sportistima treba primjenjivati (Kostović–Vranješ i Ljubetić, 2008). Psihološka kompetencija se zbog svoje multifunkcionalnosti može podijeliti na osam dimenzija. To su sljedeće dimenzije: lična, komunikacijska, analitička, socijalna, emocionalna, interkulturalna, razvojna kompetencija i kompetencija vještine rješavanja problema (Juričić, 2014). U individualnim sportovima sportisti

često pokazuju veću bliskost, posvećenost i komplemetarnost sa trenerom nego u timskim sportovima (Rhind & Jowett, 2012), što potvrđuju i rezultati prethodno navedenih istraživanja (Vukadinović i Rađević, 2019).

Efikasnost trenera ogleda se kroz primjenu profesionalnog znanja s ciljem unapređenja trenažnog procesa i socijalne povezanosti sa sportistom (Eccles & Tran, 2012). Efikasnost tekvondo trenera u ovom slučaju odnosi se na poznavanje sporta i tekvondo tehnika, trenerskog odnosa prema djeci, roditeljima, drugim tekvondo trenerima, načinu pripreme i organizaciji redovnih treninga, te samoprocjeni trenera da u trenažnom procesu primjenjuju adekvatne pedagoške pristupe.

Autori Greblo-Jurakić i Keresteš (2017) realizovali su istraživanje u cilju procjene efikasnosti pozitivnih aspekata trenerovog stila rukovođenja. Ispitali su i da li se razlikuju sportisti timskih i individualnih sportova u procjeni trenerove efikasnosti. Dobijeni rezultati ukazuju da takmičari individualnih sportova proživljavaju statistički značajno manje negativnih i veći stepen pozitivnih ponašanja od strane trenera, u odnosu na takmičare timskih sportova. Mnogi treneri su previše ambiciozni, a roditelji često imaju prevelika očekivanja od djece želeći da oni postižu vrhunske rezultate. Mlada talentovana djeca koja se bave sportom nerijetko završavaju sportsku karijeru zbog neadekvatnog treninga, zbog povreda i nedovoljno intrinzične motivacije (Čoh, 2019). Shodno tome, biti profesionalan i efikasan trener znači imati adekvatna znanja i biti u mogućnosti izabirati vrijednosti, metode i vještine s obzirom na konkretnu situaciju i individuu sportiste (Zamfir, 2017). Svaki trener bi trebao poštovati psiho-fizičke sposobnosti sportiste.

Sportski pedagog bi trebao osjećati ljubav i stabilnost u trenažnom procesu. Kroz lično zadovoljstvo i prijatan odnos sa sportistima trener će moći ispuniti savremene sportske potrebe i na taj način efikasno obavljati svoj posao (Milanović i sar, 2006). Ako je trener zadovoljan i posvećen napretku može se pretpostaviti da će iste emocije prenijeti i na mlade sportiste i da će se kroz zajednički i efikasan rad postizati vrhunski sportski rezultati. Treneri bi trebali biti svjesni važnosti permanentnog obrazovanja i cjeloživotnog učenja. Kroz globalizaciju i ubrzan razvoj sportskih znanja, sportske opreme i tehnologije trebali bi težiti kontinuiranom i cjeloživotnom učenju (Kulić i sar., 2010).

Kao jedan od nedostataka ovog istraživanja može se navesti mali uzorak tekvondo trenera. U narednim istraživanjima se može obuhvatiti veći uzorak tekvondo trenera kako bi se dobili pouzdaniji statistički podaci. Međutim, uzimajući u obzir da se ispitivala podudarnost u procjeni sportista i samoprocjeni tekvondo trenera o njihovoj efikasnosti može se reći da su dobijeni rezultati zadovoljavajuće prirode i da su se isti i očekivali na početku istraživanja. Prednost ovog istraživanja se ogleda u dijelu koji se odnosi na kvalitativni dio istraživanja. Realizujući dubinski intervju sa trenerima, kroz razgovor smo došli smo do dubljeg razumijevanja stavova trenera o njihovoj efikasnosti u radu, načinu pripreme i saradničkim odnosima sa drugim trenerima. Svi navedeni faktori su u neposrednoj vezi sa postizanjem vrhunskih rezultata trenera i sportista.

ZAKLJUČAK

Profesionalne kompetencije trenera se ogledaju u sveobuhvatnom radu trenera, psiho-fizičkom uticaju na mlade sportiste, postizanju sportskih rezultata, odnosno efikasnosti trenera. Efikasnost trenera podrazumijeva kontinuiranu primjenu integrisanog profesionalnog, interpersonalnog i intrapersonalnog znanja s ciljem unapređivanja kompetentnosti, samopouzdanja, socijalne povezanosti i karaktera sportiste (Lepir, 2021). Trener mora imati aktivnu i efikasnu ulogu u sveukupnom razvoju ličnosti mladih sportista. U sportu se pobjeda i poraz najčešće podrazumijevaju kao najbolji kriterijumi procjene efikasnosti trenera pri čemu se negativna ponašanja trenera često ignorišu. Najčešće situacije kada se takva ponašanja ignorišu jesu situacije koje su povezane sa uspjehom u sportu (MacKinnon, 2011). Međutim, trener kroz trenažni proces na mlade sportiste djeluje i kao pedagog koji utiče i na njihov psiho-fizički razvoj. Negativna ponašanja trebala bi se izbjegavati, a naglasak u efikasnom radu trenera formirati prvenstveno kroz zdravlje i sreću sportista.

Kroz realizovano istraživanje došlo se do zaključka da je većina trenera Tekvondo saveza Bosne i Hercegovine efikasna u svom trenerskom radu, odnosno da postoji pozitivna procjena i samoprocjena trenera o njihovoj efikasnosti. Sedam od deset ispitanih trenera su svoju efikasnost u radu podcjenili u odnosu na procjenu sportista. U kvalitativnom dijelu istraživanja došlo se do zaključka da se većina trenera Tekvondo saveza Bosne i Hercegovine redovno priprema za trenažni proces. Priprema trenera najčešće obuhvata: pripremu sportske opreme, upotrebu društvenih medija (najčešće YouTube-a i gledanje ostalih online videa), te razgovor i dijeljenje iskustva sa drugim trenerima. Takođe, treneri Tekvondo saveza Bosne i Hercegovine imaju pozitivne saradničke odnose zasnovane na međusobnom poštovanju i napretku.

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THE EFFICIENCY EVALUATION OF TAEKWONDO COACHES¹

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Abstract: The aim of this research³ was to explore the level of agreement between athletes and taekwondo coaches regarding their efficiency, as well as to investigate the deeper meaning behind coaches' responses regarding their preparation methods for regular training sessions and collaboration with other coaches. The research sample included ten coaches from the Taekwondo Association of Bosnia and Herzegovina and 265 taekwondo athletes. A quantitative-qualitative research approach was employed. In the quantitative part, research instruments such as a questionnaire for coaches and a five-point Likert scale were used for the assessment and self-assessment of taekwondo coaches' professionalism, along with an interview protocol for coaches. The qualitative part of the research utilized in-depth interview techniques. In line with specific research questions and qualitative coding methods, two areas and four categories with corresponding dimensions of taekwondo coaches' efficiency were identified in the final version of the codebook. The analysis of the obtained results suggests a positive assessment and self-assessment of taekwondo coaches' efficiency, with no significant difference between athletes' assessments and coaches' self-assessments of the given factor. In the qualitative part of the research, insights from coaches' responses revealed that the majority of coaches are efficient and dedicated in their coaching endeavours.

Keywords: *competence analysis, martial arts, coaches*

INTRODUCTION

In order to maintain professionalism and efficiency in one's profession, one must also be educated. Being an educated individual today is not the same as it was ten or more years ago (Mikanović, 2015). In contemporary education, the essence, understanding, and dedication are important, rather than simply acquiring a large amount of information that is rather inapplicable and ineffective in practice (Orlović-Lovren, 2012). With globalization, the role and understanding of coaching have changed. Lepir (2021) states that the role of a sports coach has evolved, and it is more appropriate to refer to a coach as a sports educator.

Modern sports represent a bio-psycho-social phenomenon with a large number of elements. To be effective in sports, diverse and not solely sports-related education is necessary. Improvements in other sciences such as medicine, psychology, pedagogy, sociology, and law are necessary (Singer 2002, cited in Lepir, 2021). The aspiration for a higher level of knowledge involves a lifelong acquisition of abilities and skills in accordance with current sports practices and innovations (Šormaz, 2018). The efficiency and professionalism of a coach are reflected in their personal abilities to make a sports-psychological impact on the development of children and the achievement of

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top sports results (Nović & Čančarević, 2015). Through their actions and efficiency in the training process, a coach influences the formation of the child's overall personality (Bubbs, 2019).

Professional competencies of coaches can be developed through various forms of continuous education. Continuous education represents permanent and continuous improvement and enrichment of knowledge, skills, and abilities of adults (Marić, 2012). Authors mention three ways in which coaches improve their effectiveness and professional abilities:

- a) Gaining experience in practice: Coaches enhance their knowledge and abilities through continuous participation in training practice (experience forms an important part of their professional development).
- b) Formal education: This entails various types of courses. By attending courses, coaches attain formal qualifications and various forms of certificates.
- c) Action research: this has become increasingly popular among researchers (previously applied only in education and physical education, but now used in sport, as well) (Evans & Light, 2007).

Grk (2010) investigated the relationships between the advancement conditions provided by sports organizations for coaches and their awareness of the importance of professional development and enhancing coaching effectiveness. The obtained results show a positive correlation between the conditions provided by the sports organization to the coach, their personal advancement, and their awareness of the importance of progressing towards greater coaching efficiency (Grk, 2010). Vujanović (2015) states that coaches generally express the need for a greater number of professional seminars and educational courses aimed at improving coaching effectiveness, which is reflected in achieving top sports results.

Nash and Sproule conducted research in the United Kingdom. The sample of respondents included nine elite coaches in swimming, hockey, and football. Coaches believed that formal education was not crucial for the development of their careers. According to the coaches, crucial factors for personal advancement are experience and mutual collaboration among coaches. Researchers concluded that there is a "need to support and nurture networks between coaches at the local and regional levels" (Nash & Sproule, 2009, 135). Although personal experience and mutual collaboration among coaches are essential, we can conclude that a coach must do more than just perform their job. Through their work, coaches should strive for advancement and the development of professional and pedagogical skills. Through continuous dedication and improvement, coaches become more effective in their work and ensure the progress of all members within the club (Simic & Vardo, 2018).

Sports coaches carry many responsibilities that far exceed their sporting competencies (O'Neil, 2011). Vukadinović and Rađević (2019) conducted a study aiming to gather opinions on the positive and negative factors of coach-athlete relationships. Variance analysis shows that the interaction between athlete gender and type of sport is significant for all three subtests (social support, depth, and conflict). Significant differences relate to the social support that young athletes receive from coaches. Athletes in individual sports showed a higher level of social support than athletes of the same age in team sports. The results indicate that athletes in individual sports develop a more complex relationship with their coaches than female athletes, whereas in team sports, the results are opposite. Female athletes expressed a higher level of conflict with their coaches in individual sports. In team sports, males are more susceptible to conflict. All factors investigated in this study relate to the complex component of coaching effectiveness. Scientists studying sport strive to determine, through collaboration with coaches, the most important segments in identifying and developing young talented athletes (Arsić, 2017).

Through efficient work and great responsibility, coaches encounter the phenomenon of burnout syndrome. Burnout syndrome is the result of accumulated stress, arising from excessive work and dedication to the job. This syndrome occurs in many professions, most commonly in professions involving direct interaction with people. In sport, burnout syndrome is not uncommon because sport requires discipline, persistence, and perseverance over many years. Trifković (2022) addressed the patterns, symptoms, and consequences of burnout syndrome in a conducted study. It was concluded that in sport, it is necessary to take preventative action through collaborative efforts between coaches and psychologists. With the help of psychologists, athletes and coaches would work on: eliminating stressors, valuing recovery time and rest, monitoring the body's condition, and thereby raising awareness of suppressed defence mechanisms.

Athletes and coaches are known for their perseverance, resilience, and focus on victory. They are always expected to achieve top results, indicating years of stress, hard work, and dedication (Trifković, 2022). Karaleić (2019) notes that stress and athlete overload can lead to anxiety and aggressive behaviour. Athletes may experience lower self-esteem and love for the sport. These aspects manifest in weakened coaching performance, resulting in less ef-

fectiveness in training and inferior sports results. Therefore, coaching effectiveness is a complex segment of various personal competencies of coaches and personal development. To be effective in their work, coaches need years of training, self-assessment, and acceptance and correction of their errors (Martins, 2014). Effectiveness is a variable process, and all coaches should strive for progressive improvement in this process.

The aim of this research was to examine the level of congruence between athletes and taekwondo coaches regarding their effectiveness, as well as to investigate the deeper meaning of taekwondo coaches' responses regarding preparation for regular training and collaboration with other coaches.

METHOD

The methods employed in this research were selected in accordance with the defined problem, objective, and tasks of the study: the theoretical analysis and synthesis method, and survey or the descriptive research method. Depending on the applied research methods, and particularly on the context of the study and examination of variables, the following scientific research techniques were utilized: survey technique, scaling technique, in-depth (qualitative) interview, documentation analysis, and content analysis.

Participant sample

The sample of this research was selected from the population of taekwondo coaches and taekwondo athletes of Bosnia and Herzegovina. The sample consists of a total of 265 athletes from a population of approximately 2500 taekwondo athletes, and 10 male coaches out of 155 licensed taekwondo coaches. The age range of athletes is from 8 to 17 years. The average age of coaches is 41 years. Coaching experience ranges from 6 to 30 years.

Variables

In this non-experimental study, dependent and independent variables were defined. Dependent variables include: coaches' attitudes and self-assessment of personal effectiveness, as well as athletes' attitudes and assessment of the effectiveness of taekwondo coaches. Independent variables include: club, coaching experience, coaches' age, frequency and mode of collaboration with parents, and the number of official taekwondo seminars attended.

Procedure

Quantitative-qualitative research and field data collection were conducted during 2022. Prior to completing the research instruments, athletes and taekwondo coaches received necessary instructions and information about the research.

Instruments

For the purposes of this research, independently created instruments were used: 1. "Self-Assessment Scale of Taekwondo Coaches' Pedagogical Competencies" (SSTLPK), 2. "Athletes' Attitudes Scale on Coaches' Pedagogical Competencies and Motivation for Continuous Education" (SSPKMTT), 3. Questionnaire for Coaches (APT), and 4. Interview Protocol for Coaches (PIT) (Njegovan, 2022).

The first two instruments represent a five-point Likert scale where taekwondo coaches and athletes indicated their level of (dis)agreement. For each statement, athletes and coaches circled a number expressing their degree of agreement with the statement on a scale from 1 to 5. The numbers represent the following: 1 - Strongly disagree, 2 - Disagree, 3 - Uncertain, 4 - Mostly agree, and 5 - Strongly agree. This precise scoring method ensures objectivity in the assessment scale. For negative statements, the scoring direction is reversed. Recoding is done according to the following principle: 1 to 5, 2 to 4, 3 remains 3, 4 to 2, and 5 to 1.

The "Coaches' Self-Assessment Scale of Pedagogical Competencies" (STLPK) consists of 50 statements where taekwondo coaches indicated their level of (dis)agreement with each statement. The "Athletes' Attitudes Scale on Coaches' Pedagogical Competencies and Motivation for Continuous Education" (SSPKMTT) comprised 60 statements. The first 50 statements aligned with the coaches' scale, with adjustments made to the wording and meaning to suit the athletes' age. Through these initial 50 statements, athletes assessed coaches' pedagogical com-

petencies by indicating their level of (dis)agreement. The last 10 statements (from 51 to 60) pertain to the athletes' indirect assessment of coaches' motivation for improvement and continuous education (Njegovan, 2022).

The reliability of the instrument was established on a sample of 10 coaches from the Taekwondo Federation of Bosnia and Herzegovina, yielding a reliability coefficient of $r = 0.93$. The validity of the instrument was confirmed through expert analysis for methodological relevance of the instrumentation and with the aid of factor analysis.

Through the Varimax rotation, seven nearly equal and dominant factors were extracted, explaining 54% of the variance of the variable, attitudes towards coaches' pedagogical competence. The second extracted factor is the efficiency of taekwondo coaches (Table 1). This factor is determined by statements numbered: 14, 15, 16, 17, 18, 21, 22, 24, 46, and explains 6.7% of the variance of the variable, possessing characteristics of a dominant factor (Njegovan, 2022).

Table 1. *Efficiency of Taekwondo Coaches*

The efficiency of a taekwondo coach is determined by the following statements:
14. I am respected as a top coach and expert in my sport in sports clubs throughout RS/BH.
15. I always come prepared for training, with a clear plan for organizing the training session.
16. I have a good relationship with parents.
17. I have a very good knowledge of our sport.
18. I worry too much, even about trivial things.
21. I feel uncertain when it comes to making quick decisions.
22. I lack self-confidence (faith and assurance in myself).
24. I train competitors who are winners of European and world medals.
46. After a defeat, I provide comfort and motivation to athletes for progress.

The questionnaire for coaches consists of six open-ended questions aimed at collecting necessary objective and subjective data. The questionnaire is anonymous to encourage coaches to be as honest as possible when filling it out. The questions defined in the questionnaire are: 1. Coach's club, 2. Coach's gender, 3. Coach's age, 4. Coaching experience (How many years has the coach been coaching), 5. How often does the coach collaborate with parents, and 6. How is collaboration with parents realized (Njegovan, 2022).

The interview protocol for coaches (Table 2) consists of 10 pre-established questions. Two groups of questions are defined: those related to the pedagogical competencies of taekwondo coaches (in this case, to the efficiency of taekwondo coaches, the second determined factor) and questions related to the assessment of taekwondo coaches' motivation for continuous education. The protocol is designed for individual and indirect examination of the coaches' attitudes towards their effectiveness in their work and coaching profession. The obtained data are processed through an analysis involving five steps: transcription, coding, analysis, drawing conclusions, and report writing.

Table 2. *Interview Protocol for Taekwondo Coaches - PITT*

Questions:
1. How do you prepare for regular training sessions?
2. How often do you study sports literature (books, encyclopedias, videos, etc.)?
3. Do you study pedagogical-psychological literature?
4. How do you approach athletes when they are defeated?
5. How often do you give praise to athletes?
6. Do you collaborate with other coaches? What is your relationship like?
7. How do you motivate athletes?
8. What motivates you for personal development? How often do you attend seminars?
9. How do you separate your private life (issues) from training?
10. Are there any differences in your relationship with younger/older athletes or between boys/girls? Explain!

Source: Njegovan, 2022.

Data Analysis

The entire statistical data processing was carried out using the software package "SPSS" (SPSS 20.0 for Windows) and the statistical program "JASP" (JASP 0.16). In the process of data processing and application of descriptive statistics, the following parameters were obtained: mean (M), significance (p), and sum (Σ). Comparative results were obtained using the Mann-Whitney test (MW) (Njegovan, 2022).

RESULTS

One of the research tasks was to examine whether there is a significant difference in the assessment and self-assessment of taekwondo coaches' efficiency. The results of the examined factor are presented in tabular form in the following work (Table 3).

Table 3. *Efficiency of Taekwondo Coaches*

Coaches' self-assessment	Σt	26	27	28	31	31	33	35	37	38	39
Athletes' assessment	<i>Ms</i>	32.31	35.36	32.60	33.73	34.66	37.50	35.35	36.33	34.13	36.31
	<i>Ns</i>	35	25	15	30	20	40	20	15	30	35
	$\Sigma t - Ms$	-6.31	-8.36	-4.60	-2.73	-3.66	-4.50	-0.35	0.67	3.87	2.69

Σt (sum of coaches' self-assessment); *Ms* (mean athletes' assessment); *ns* (athlete sample); $\Sigma t - Ms$ (difference between sum of coaches' self-assessment and mean athletes' assessment)

Based on a logical analysis of the presented results, it can be stated that most coaches underestimated their efficiency compared to the athletes' assessment. The difference between athletes' assessment and coaches' self-assessment of taekwondo coaches' efficiency is 0.35 (-0.35). The average difference between coaches' self-assessment and athletes' assessment of taekwondo coaches' efficiency is -23.27.

Based on the obtained results, it can be concluded that there is a positive assessment by athletes and a positive self-assessment by taekwondo coaches regarding their efficiency. Individual results Σt and *Ms* are greater than 24 (Table 4).

Table 4. *Differences in Assessment of Taekwondo Coaches' Efficiency*

Group	<i>n</i>	<i>M</i>	<i>W</i>	<i>P</i>
Coaches	10	32.50		
			901.00	0.85
Athletes	265	34.92		

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

The hypothesis has been confirmed. There is no significant difference between athletes' assessment and taekwondo coaches' self-assessment regarding their efficiency ($p=0.85$), the significance level exceeds the usual threshold of 0.05.

DISCUSSION

A qualitative coding method was used to construct a code tree with corresponding domains, categories, and dimensions. In the final version of the code tree, two domains and four categories with their respective dimensions were defined (Table 5).

Table 5. *Code Tree - Preparation of Taekwondo Coaches for Regular Training and Collaboration Between Coaches*

CATEGORIES	CATEGORIES	DIMENSIONS
1. Coaches' preparation for regular training sessions	1. Preparing sports equipment 2. YouTube and videos as a tool for coaches' preparation 3. Discussions with other coaches	<ul style="list-style-type: none"> • Before the training, necessary equipment such as: dobok, focus mitts, stopwatch, scales, etc. is packed. • Prior to the training, information is disseminated through the Internet and other media. • Interactions with other coaches for the purpose of information exchange.
2. Collaboration among coaches	4. Collaborative and friendly relationships based on respect	<ul style="list-style-type: none"> • Coaches' relationships are based on agreement and collaboration. • Mutual respect and friendship among coaches

In accordance with specific research questions and the qualitative coding method, the defined areas, categories, and dimensions, as well as the opinions of taekwondo coaches on sports effectiveness, preparation for regular training, and collaboration with other coaches, are presented in tabular form.

1. Coaches' preparation for regular training

The first area is related to coaches' preparation for regular training. Based on the responses of ten taekwondo coaches, the following categories were identified:

Packing necessary equipment

[T6] "I have a certain order, for years now. Personal preparation, packing equipment, wearing a tracksuit or dobok, if needed I bring a scale or something similar... The focus mitts are in the gym."

[T2] "Preparation is routine, I bring dobok, belt, necessary equipment, water, etc. to training sessions" Gathering information through the Internet and other media

[T1] "Sometimes I watch a video on the internet, it is good for new ideas and applying new exercises, it breaks the monotony."

[T3] "I research YouTube or Instagram profiles of professional athletes, coaches, or clubs that post videos from training sessions."

Interactions with other coaches

[T4] "I consult with a fitness trainer or call one of the more experienced and knowledgeable coaches."

[T8] "I seek advice from other coaches and sports experts. I gladly watch the training sessions of my colleagues. I often notice some new exercises."

2. Collaboration between coaches

The second defined area pertains to collaboration between coaches. In this area, taekwondo coaches provided approximately similar responses, thus only one corresponding category was defined. Collaborative relationships are based on mutual respect, consideration of opinions, and jointly solving possible problems (Reeve, 2010).

Collaborative and friendly relationships based on respect

[T5] "They are my old friends, the relationship is excellent. We collaborate on various issues, we are there for each other, we are one big family."

[T10] "I collaborate, the relationship is good. I'm in better relationships with some. We strive to always make decisions together, none of us is in conflict."

When discussing sports-psychological competencies, we can say that they refer to various types of abilities that a sports pedagogue needs to apply in their work with young athletes (Kostović-Vranješ & Ljubetić, 2008). Due to its multifunctionality, psychological competency can be divided into eight dimensions. These dimensions are

as follows: personal, communicative, analytical, social, emotional, intercultural, developmental competency, and problem-solving skills competency (Juričić, 2014). In individual sports, athletes often demonstrate greater closeness, dedication, and complementarity with the coach compared to team sports (Rhind & Jowett, 2012), which is confirmed by the results of the aforementioned studies (Vukadinović & Rađević, 2019).

The effectiveness of a coach is reflected in the application of professional knowledge aimed at improving the training process and social connection with the athlete (Eccles & Tran, 2012). In this case, the effectiveness of a taekwondo coach relates to their knowledge of the sport and taekwondo techniques, coaching approach towards children, parents, other taekwondo coaches, the method of preparing and organizing regular training sessions, and self-assessment by the coach to apply appropriate pedagogical approaches.

Researchers Greblo-Jurakić and Keresteš (2017) conducted a study to assess the effectiveness of positive aspects of a coach's leadership style. They also examined whether athletes from team and individual sports differ in their assessment of their coach's effectiveness. The results indicate that athletes in individual sports experience significantly fewer negative behaviors and a higher degree of positive behaviors from the coach compared to athletes in team sports. Many coaches are overly ambitious, and parents often have unrealistic expectations of their children, wanting them to achieve top results. Many talented young athletes often end their sports careers due to inadequate training, injuries, and insufficient intrinsic motivation (Čoh, 2019). Consequently, being a professional and efficient coach means having adequate knowledge and being able to choose values, methods, and skills based on the specific situation and the individual athlete (Zamfir, 2017). Every coach should respect the psycho-physical abilities of the athlete.

A sports pedagogue should feel love and stability in the training process. Through personal satisfaction and a pleasant relationship with athletes, the coach will be able to meet contemporary sports needs and effectively perform their job (Milanović et al., 2006). If the coach is satisfied and committed to progress, it can be assumed that the same emotions will be transferred to young athletes, and through joint and efficient work, top sports results will be achieved. Coaches should be aware of the importance of continuous education and lifelong learning. With globalization and the rapid development of sports knowledge, equipment, and technology, they should strive for continuous and lifelong learning (Kulić et al., 2010).

One of the limitations of this study could be the small sample size of taekwondo coaches. In future research, a larger sample of taekwondo coaches could be included to obtain more reliable statistical data. However, considering that the study examined the alignment between athletes' assessments and taekwondo coaches' self-assessments of their effectiveness, it can be said that the obtained results are of satisfactory nature and were as expected at the beginning of the research. The advantage of this study lies in the qualitative part, which involves in-depth interviews with coaches. Through these conversations, a deeper understanding of coaches' attitudes towards their effectiveness in work, preparation methods, and collaborative relationships with other coaches was achieved. All these factors are directly related to achieving top results for both coaches and athletes.

CONCLUSION

The professional competencies of coaches are reflected in their comprehensive work, psycho-physical impact on young athletes, achievement of sports results, and coaching effectiveness. Coaching effectiveness entails the continuous application of integrated professional, interpersonal, and intrapersonal knowledge aimed at enhancing competence, self-confidence, social connection, and the character of the athlete (Lepir, 2021). A coach must have an active and effective role in the overall development of young athletes' personalities. In sport, victory and defeat are often considered the best criteria for assessing coaching effectiveness, while coaches' negative behaviours are often being ignored. The situations in which such behaviors are usually ignored are those associated with success in sports (MacKinnon, 2011). However, through the training process, a coach also acts as an educator who influences the psycho-physical development of young athletes. Negative behaviours should be avoided, and the emphasis in effective coaching should primarily focus on the health and happiness of athletes.

The conducted research led to the conclusion that the majority of coaches of the Taekwondo Federation of Bosnia and Herzegovina are effective in their coaching work, indicating a positive assessment and self-assessment of coaches regarding their effectiveness. Seven out of ten surveyed coaches underestimated their effectiveness in comparison to the athletes' assessment. In the qualitative part of the research, it was concluded that the majority

of coaches of the Taekwondo Federation of Bosnia and Herzegovina regularly prepare for the training process. Coaches' preparation mostly includes: preparing sports equipment, using social media (mostly YouTube and watching other online videos), and discussing and sharing experiences with other coaches. Additionally, coaches of the Taekwondo Federation of Bosnia and Herzegovina have positive collaborative relationships based on mutual respect and progress.

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